The Implicit versus the Explicit attitude of brand

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Declaration

I declare that his projects in my own, unaided work. It is submitted in accord with the requirement of the degree of Masters of Business Administration for the Dublin Business School, Liverpool John Moore University. It has not been submitted before for any degree or examination in any other university.

Simon Herchel

August 2013
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Abstract

The main purpose of this study was to investigate if the decision making process is an automatic or deliberate practice through the theory of the implicit and explicit attitude. The rationale of this research was to underline the impact of neuro-marketing, and more especially the social-psychology through the role and influence of affective (related to implicit attitude) and cognitive (related to explicit attitude), on the brand decision making process. Another aim was to find out how a better understanding of customer behaviour, through neuro-marketing, can lead a branding strategy improvement.

The literature suggested that the explicit and implicit attitude were related to a deliberate and automatic decision making process. Then, the Social psychology model of Pavlovian Conditioning and APE allowed us to demonstrate and quantify the emotional and cognitive processes associated with decision-making. This distinctive dual system provided a useful framework for understanding implicit and explicit attitudes and posits that people process information through two distinct cognitive systems. The first one is propositional and operates through controlled processes, whereas the other is associative and operates through automatic processes. Furthermore the literature indicated that the explicit and implicit attitude have a mutual influence. Thank to the MODE model, we noticed two types of influence between implicit and explicit attitude, in one hand there is “Bottom-up” influences of associative on propositional processes (implicit to explicit) and on the other hand “Top-down” influences of propositional on associative processes.

In terms of methodology, the research applied a deductive structured approach with a quantitative quasi-experiment method. The survey examining the cognitive aspects of the decision making process has been administrated both electronically and in person, and sixty-two responses were received. Also, the social psychology test of the Implicit Association Test was conducted to the same respondents in order to highlight the affective part.

The results of the study revealed the relatively importance of the combination price and promotion in a short term to change the mind set but the advertising keep the crown jewel to deeply impact the mind in a longer term. Then, the results indicated that the explicit attitude is more favourable toward branded products and implicit one toward generic products. The principal conclusion was that the branded products users tended to follow an explicit decision making process whereas the generics one applied an implicit attitude.
Chapter I: Introduction

The introduction will lead us to know a bit more about the researcher himself, the context and objectives of this study. Also, it will provide key word’s definition of this research and identify in details the significance of the problem related.

1. Recipient for the research

The primary recipients for this research are:

- The Dublin Business School;
- The Liverpool John Moore University which is in partnership with the DBS postgraduate program;
- Luciana Lolich as a dissertation supervisor.

Additional recipient of this dissertation will be all the DBS and LJMU students interested about this research area and especially the neuro-marketing and social psychology.

2. Suitability of the researcher

   2.1. Interest for the subject

According to Saunders (2007) the research has to excite the imagination of the student because a dissertation needs a lot of time and efforts, the researcher has to be highly interested in its subject. For this dissertation, the subject was chosen regarding the marketing trends because it is a new side of marketing and the researcher is really attracted by the understanding of the customer behaviour in order to be aware of how companies use it to manipulate customer decision making and also to improve advertising efficiency and effectiveness.

   2.2. Academic background

From 2008, the researcher spent 4 years in postgraduate program. He stayed 3 years in the French business school Groupe ESC Troyes where he has been graduated of a master degree
in Innovation-Entrepreneurship and Management. In order to round out his critical and creative thinking skills and academic background, the researcher joined the Dublin Business School and integrated an International MBA in marketing. During this program, the topics chosen in my dissertation, brand decision making and customer behaviour, were treated in several classes such as Strategic management, Principles of Marketing or Integrated Marketing Communication. Due to his academic background, the researcher has gained the sufficient skills and knowledge to perform this research dissertation, even if it is social psychology oriented.

2.3. Learning style

The researcher learning style is relevant to help him in his research. According to Honey and Mumford (1982), the researcher’s learning style is both activist and theorist. Regarding the activist definition, the researcher has skills to involve in competitive tasks, assimilate flow of information and problem-solving taker, and as a theorist he has the ability to telescope and conceptualize information, to think out of the box and work with methodology to analyze, evaluate and generalize an issue.

3. Statement of the problem

3.1. Scope of the Study

Nowadays, most of the marketers and even researchers are trying to identify how to attract more customers as it is the key of enterprise’s success, an example of this is the sensory marketing. Instead of constantly focus our effort on what is impact and influence the customers’ choices, we are going to focus our research on how the customers’ decision making process is made and then we can adapt our marketing tools in relation.

By going back to the root of the problem, we can clearly identify the importance of this study and then provide a better explanation of causes and effects instead of trying to adapt the marketing techniques to figure out the best way to reach the customer.

Therefore, the main objective of this study is to clarify if the decision making process is an automatic or deliberate practice through the theory of the implicit and explicit attitude. (cf: part III / 2- Research objectives and purpose)
This study is significant because it will provide the indispensable facts about the implicit brand attitudes and their relation to explicit attitudes. The rationale of this research is to underline the impact of neuro-marketing, and more especially the social-psychology through the role and influence of affective (related to implicit attitude) and cognitive (related to explicit attitude), on the brand decision making process.

The issue is to determine how a better understanding of customer behaviour, through neuro-marketing, can lead a branding strategy improvement. This debate seems to be an industry matter due to the ballooning number on specialist on it (Peterson 1957, Keller 1993, Lindstrom 2008 and 2011, Kotler 2010, Dooley 2011, Morin 2011). This is constituted the research problem area of this following dissertation.

For that reason, the research question for this study is to know if the brand purchase behaviour is predictable through the use of implicit and explicit attitudinal theory is possible. (cf: part III / 3- Research question)

Research Question

Is the brand decision-making process an automatic or deliberate practice within the context of the implicit and explicit attitudinal theory?

Research Objectives

1. To identify the key factors and stages in the customer’s brand decision making process.
2. To determine to what extent brand purchase behaviour can be predicted through the use of attitudinal theory.
3. To identify the effect of explicit factors (cognitive) on customer’s brand decision making process.
4. To identify the effect of implicit factors (affective) on customer’s brand decision making process.

The results of this study will benefit the students, the teachers not only in the marketing field but also in social psychology, and any business where customers’ choices are critical.
The researcher hopes that this study will contribute to the advertising company activities and marketing department when they need to understand and step forward the customer mind in order to tailor their product’s campaign.

This study will not only benefit the promotion area but also the entire student body as it will create a milieu of awareness about the way to understand and read customer attitude in relation to their brand’s choice. (Lindstrom 2008 and 2011, Dooley 2011)

The teachers and students of the Dublin Business School and Liverpool John Moores University will have a better understanding of the brand decision making; knowledge of the implicit versus explicit attitude theory will help further to adjust their lectures, researches and programs to suit the customers’ needs.

Furthermore, this study will serve as a theoretical model for future studies of the same nature. Future researchers will benefit from this study, and it will provide them the facts and analyze needed to compare their study during their respective time and usability.

3.2. Definitions of Key Terms

In order to clarify the meaning of some concepts used throughout this study, we are going to define them within the perspective of the neuro-marketing and more especially the social psychology in relation to the brand decision making.

Perception –

Perception is how information is collected and categorized. Perception is affected by the amount of exposure to a stimulus and by individual interpretation. In relation to our study, perception might change the customer’s attitude when they encounter the same information often and from many sources.

Belief –

It is individual’s perception, habit or conviction in truth, actuality and validity of something that will produce a given behavioural outcome. In consumer behaviour study, beliefs are specific about products in the marketplace. Consumer belief is a combination of knowledge, and emotions that will lead to the stage of purchasing or not.
**Attitude**

Attitude is defined as a mental, emotional or rational predisposition with regard to a fact, state, person or an object. It's a combination of perceptions, of beliefs. In the context of consumer behaviour we are studying the attitude of buyers towards all the relevant attributes of a product or services as well as the marketer and markets. The consumer must first perceive the product and then focus values and beliefs onto the product and make a decision to purchase or not to purchase.

**Behaviour**

It is the response of the system to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary. In terms of consumer behaviour it is identifiable through the decision making process by the brand customer choice and the fact of buying or not buying.

**Involvement**

This is the level of interest and enthusiasm a consumer takes in buying and using product. Generally small and inexpensive products don’t need much involvement. But for other products, the marketers encourage the consumers to increase the level of improvement so that the consumers have a favourable attitude to the products.

**Cognitive / Affective / Conative**

Psychology has traditionally identified and studied three components of mind: cognition, affect, and conation (Huitt, 1999).

Cognition refers to the process of coming to know and understand; the process of encoding, storing, processing, and retrieving information. It is generally associated with the question of "what" (e.g., what happened, what is going on now, what is the meaning of that information). It is an explicit stimulus.

Affect refers to the emotional interpretation of perceptions, information, or knowledge. It is generally associated with one’s attachment (positive or negative) to people, objects, ideas, etc. and asks the question "How do I feel about this knowledge or information?" It is an implicit stimulus.

Conation refers to the connection of knowledge and affect to behaviour and is associated with the issue of "why." It is the personal, intentional, deliberate, goal-oriented, or striving component of motivation, the proactive (as opposed to reactive or habitual) aspect of
behaviour. It is closely associated with the concept of volition, defined as the use of will, or the freedom to make choices about what to do if an individual is engage in self-direction and self-regulation. The conation is the result of the cognition and affect.

Figure 1: The three components of mind
Source: Combined of Snow, Corno and Jackson 1996

Theory of Cognitive Dissonance (Theories of Attitude Development) –

Usually behaviour is the result of attitude. But there are certain theories which suggest that behaviour precedes attitude (Festinger, 1957). They also suggest that on the basis of behaviour and experience, a person modifies his attitude. This is the theory of cognitive dissonance. Dissonance is a state of discord where one experiences between one’s own
behaviour and attitude. Even if a person doesn’t like certain things (attitude) he compels himself to do that (behaviour). Thus the attitude is said to be in conflict with the behaviour. The theory further states that in the case of such a conflict, the person changes any of them to match the other. This is very important to the marketer, because, in this process a buying decision is involved which may be favourable or unfavourable to it. This theory is supported by the following:

Self perception theory – According to this theory, the consumer has an opinion about his taste, attitude personality and these are reflected in his buying decision / action, and he justifies his action.

Social judgement theory – According to this theory, the consumer will evaluate any new information regarding a product in the light of the opinion already has about the product. In other words, they will accept all info about the product they already like, and it’s difficult to change that attitude.

Balance theory – According to this theory, the consumer tries to balance three things – (1) his own perception about the product, (2) other’s perception about the product, and (3) what the marketer or product itself communicates. After balancing if he finds all three favourable, then he decides buying the product. In case of a conflict between any two of them, the consumer tries to find out another product which balances the three factors favourably.

The central terms of this study which are explicit and implicit are defined in detail along the literature review section.

4. Organization of the Chapters

The researcher has chosen the field of neuro-marketing and especially the social-psychology in relation to the brand decision making. To perform a comprehensive and cohesive research dissertation and to display critical thinking faculties, we are going to proceed through five parts.

First of all, we will point out through the literature review the different aspects cover by this topic, such as the cognitive attitude, the attitude process and their impact on the brand decision making and customer choice. Also, we will go in deep regarding different model to evaluate the relation between the explicit and implicit attitude process. Secondly, we will
outline all the steps of the methodology process that we will apply for the research topic in order to describe the research design applied for this study. Also, we will analyse the procedure and materiel applied to perform this study. Then, we will analyze and interpret the results in order to build the findings and discussion of this research. Also, we will address the recommendation and limitations of this research. The last part of this research is a Self-Reflective Approach to Learning where it will be developed the key skills and learning style that the researcher has enhanced along his MBA in Marketing at DBS.
Chapter II: Literature review

1. Implicit and Explicit attitudes

According to a growing amount of research in social and consumer psychology theories, it suggest individuals may have two different attitudes toward an object at the same time: one that is explicit and one that is implicit (Greenwald and Banaji, 1995; Wilson, Lindsey, and Schooler, 2000).

In order to clarify some misunderstanding, the terms “implicit” and “explicit” having been imported from cognitive psychology and in marketing we used to refer to implicit versus explicit attitudes(Greenwald and Banaji 1995). In cognitive psychology, individuals are said to display implicit memory for a prior event when their performance on some task shows evidence of their having been influenced by that prior event, even though they display no explicit memory for the event in terms of awareness (Schacter 1987, Richardson-Klavehn and Bjork 1988, Roediger 1990).

1.1. Definition

We can find different definitions for implicit attitudes (automatic) but they are described as evaluative responses regarding an attitude object, which, in contrast to explicit attitudes (deliberated), are not necessarily subject to introspection (Greenwald and Banaji, 1995). In other words, individuals may not be aware of their implicit attitudes or they may be unable to verbalize them.

The expression of implicit attitude is deeply related to the affective, a component of the human behaviour, mainly described like the emotion human expression through attitudes and feelings. Emotion is made up of a number of components, most often considered within the context of the so-called “reaction triad” of psychological arousal, motor expression, and subjective feeling (Scherer, 2000). As Damasio (1999) has put it: “The full human impact of emotions is only realized when they are sensed, when they become feeling, and when those feelings are felt. That is where they become known, with the assistance of consciousness.”

In other side, the term explicit attitude refers to the construct social psychologists commonly assess by cognitive meaning through beliefs and intelligence in relation to the thoughts. An
explicit attitude is controllable, intended, made with awareness, and requires cognitive resources. With regards to implicit cognition, it comprises a heterogeneous set of characteristics, such as less controllability, lack of intention and less awareness (Bargh, 1994). Otherwise, this dual attitude system can also be state like deliberated versus automatic because many of human mental processes occur automatically (Bargh, 1994).

1.2. Dual attitude system

This dual attitude system can be highlighted through, on one hand, the implicit attitude face to low engagement and attention, and on other hand, the explicit attitude that is based on conscious and high involvement. Fazio, Sanbonmatsu, Powell, and Kardes (1986) have shown-up that the environment can trigger automatic evaluations, especially due to the little or no conscious guidance. This finding led that explicit attitudes reflect the deliberate evaluative judgments and implicit attitudes reflect more immediate, perhaps automatic evaluative reactions.

This dual processing model distinguishes two types of attitude-to-behaviour processes: deliberative or cognitive processing and spontaneous or automatic processing. According to this view, implicit attitudes are the result of spontaneous processing and assumed to guide spontaneous, automatic behaviour, whereas explicit attitudes are the result of deliberative processing and should be the basis for intentional actions (Wilson et al., 2000).

2. Implicit versus explicit attitude process

2.1. Social psychology process

According to De Balanzo, Serrano and Scamell-Katz (2010), the cognitive neuroscience provides us new keys to understanding human behaviour and decision-making process showing how certain areas of the brain works. Moreover, it allows us to demonstrate and quantify the emotional and cognitive processes associated with decision-making.

Therefore, we are going to describe and oppose two types of learning and process the information, as it is the bottom line of the implicit versus explicit attitude process.
2.1.1. Pavlovian Conditioning

Classical conditioning has been assessed by consumer researchers as a means for shaping attitudes using conventional Pavlovian procedures (Kim, Allen, and Kardes 1996; Shimp, Stuart, and Engle 1991). It is a reflexive or automatic type of learning in which a stimulus acquires the capacity to evoke a response that was originally evoked by another stimulus.

Regarding its procedure, a conditioned stimulus (CS) precedes an unconditioned stimulus (US). This CS-US arrangement eventually leads to a conditioned response or attitude change after sufficient repetitions. In addition to a sufficient number of repetitions, Pavlovian conditioning generally requires contingency awareness in order to induce a change in explicit attitudes (Gawronski and Bodenhausen 2006). While Pavlovian conditioning is associative in nature, an individual needs to be cognizant of the CS-US arrangement in order for attitude change to occur (Priluck and Till 2004). Lack of contingency awareness generally yields a null effect for Pavlovian conditioning, at least for non-automatic phenomena such as explicit attitudes.

2.1.2. APE model

Evaluative conditioning or APE model, in contrast to Pavlovian, leads to a conditioned response after a series of overlapping conditioned and unconditioned stimulus pairings. Evaluative conditioning does not necessarily require contingency awareness instead inducing conditioning effects via direct affect transfer from US to CS. Where order is important for Pavlovian conditioning, pairing and valence are critical for evaluative conditioning. This distinction between Pavlovian conditioning and evaluative conditioning is emerging as an important one in research about associative learning (De Houwer, Thomas, and Baeyens 2001; Walther, Nagengast, and Trasselli 2005).

The central notion of the APE model, the Associative-Propositional Evaluation (APE) model (Gawronski and Bodenhausen, 2006), is that implicit and explicit evaluations represent the behavioural outcomes of two qualitatively distinct mental processes. Whereas implicit evaluations are the behavioural outcome of associative processes, explicit evaluations represent the behavioural outcome of propositional processes. The goal for this model was to integrate the available evidence on the formation and change of what are known as implicit and explicit attitudes.
In general terms, associative processes are defined as the activation of mental associations in memory, which is assumed to be driven by spatiotemporal contiguity between stimuli and the similarity between the features of input stimuli and available memory representations. According to the APE model, which associations will be activated in response to a particular object depends on the pre-existing structure of associations in memory and the overall set of input stimuli.

This dual system models provide a useful framework for understanding implicit and explicit attitudes (Gawronski and Bodenhausen, 2006; Rydell and McConnell, 2006). This system posits that people process information through two distinct cognitive systems (Sloman, 1996; Smith and DeCoster, 2000; Strack and Deutsch, 2004).

- One system is propositional, fast-learning and operates through controlled processes.
- The other is associative, slow-learning and operates through automatic processes.

These systems may represent information differently, as either propositions that are assigned truth-values or associations derived from the perceived contiguity and similarity of stimuli. Thus, the explicit attitudes are particularly sensitive (to be form and change) to propositional learning, whereas implicit attitudes are more sensitive to associative learning may thus form and change through propositional learning, and implicit attitudes through associative learning (Gawronski and Bodenhausen, 2006; Smith and DeCoster, 2000; Strack and Deutsch, 2004).

2.1.3. Outcomes’ comparison of Pavlovian Conditioning and APE model

Gawronski and Bodenhausen (2006) provide a thorough explanation of how evaluative conditioning works with regard to implicit/explicit attitude change but consider Pavlovian conditioning as propositional and more clearly relevant to explicit attitudes. Past research has disagreed about whether Pavlovian conditioning is propositional (Holyoak, Koh, and Nisbett, 1989; Stuart, Shimp, and Engle 1987). The CS and US ordering in Pavlovian conditioning does follow a general “if...then” pattern, suggestive of propositional reasoning. Researchers favouring a uni-model of attitude change argue that all conditioning is propositional (Kruglanski and Dechesne 2006). If Pavlovian conditioning is strictly propositional, the APE model suggests that these procedures will have an effect on explicit but not implicit attitudes.
2.2. Mutual Influences

The MODE model (Dovidio and Fazio 1992) suggests that the magnitude of the relation between an implicit and an explicit measure will depend on the motivation and opportunity to deliberate. If either motivation or opportunity is relatively low at the time that the explicit response is being considered, then explicit measures should correlate with implicit ones. However, when both motivation and opportunity are relatively high, they are less likely to correlate (see Koole et al. 2001 for evidence on the relevance of opportunity factors to the relation between implicitly and explicitly measured self-esteem).

According to the APE model, associative and propositional processes do not operate in isolation but mutually interact with each other (Gawronski and Bodenhausen, 2006). In one hand, associative processes tend to influence propositional processes, given that processes of propositional validation generally operate on the information that is implied by momentarily activated associations.

On the other hand, propositional processes can influence associative processes, given that processes of propositional reasoning may create or activate new associations in the course of validating activated information. Nevertheless, associative and propositional processes can lead to different behavioural outcomes when cognitive inconsistency leads to a rejection of the affective gut response resulting from activated associations.

Thus, we noticed two types of influence between implicit and explicit attitude, in one hand there is “Bottom-up” influences of associative (implicit) on propositional (explicit) processes and on the other hand “Top-down” influences of propositional on associative processes.

3. Consumer decision process through implicit versus explicit attitude

According to this view, implicit attitudes are the result of spontaneous processing and assumed to guide spontaneous, automatic behaviour, whereas explicit attitudes are the result of deliberative processing and should be the basis for intentional actions (Wilson et al., 2000).

Whether people engage in spontaneous versus deliberative processing depends on the motivation and opportunity of the individual to process the information. However, it is not hard to imagine that consumers do not always have the opportunity or the motivation to process an advertisements’ content or to elaborate thoroughly on which brand to choose.
Consumers in the supermarket, for instance, often pick products out of the shelves without deliberating on the personal costs and benefits attached to buying these products. Moreover, more and more researchers recognize the fundamental role that affect and unconscious motives may play in consumer decisions (Pham, 1998; Pham, Cohen, Prajcus, and Hughes, 2001; Shiv and Fedorkin, 1999).

Therefore, the brand decision making is based on the dual system explicit versus implicit attitudes which is itself affected by mainly the cognitive dissonance (or consistency) and then the motivation, engagement level and opportunity of the customer. We can elaborate our own model of the sequence of events and accompanying mental processes based on the cognition-affect-conation hierarchy and models of customer response to advertising reflecting the “stimulus-organism-response” (Appendix 1, Figure 8: Foxall, Goldsmith and Brown, 1998) psychology on which cognitive science is ultimately based.

Figure 2: Model of consumer choices and attitudes process
Source: Adapted from Foxall, Goldsmith and Brown, 1998
Chapter III: Research Methodology and Experimental Procedure

1. Introduction

This section of the proposal aims to put forward how the research will be conducted.

We outline the research methodology as an “intellectual puzzle” (Mason, 2002), through different steps. The research problem is stated, the purpose and objectives of the study are defined, and the research process is described. This last step include the research philosophy, approach and strategy are defined. Then the methods and instrument used to gather data are described.

Hence, each of the main elements of this methodology will be apply for our research project in regards to the attitude of brand decision through the dual system implicit versus explicit.

2. Research objectives and purpose

The research objectives have to be show-up the ‘clear sense of the purpose and research direction’ (Saunders et al., 2007). According to Maylor and Blackmon (2005), as cited by Saunders et al (2007), recommend to add personal objectives to research objectives, but both have to follow and pass the SMART model test which states that objectives have to be Specific, Measurable, Realistic and Timely.

In relation to the research objectives (Kumar, 2005), we outline four categories to classify a research as Descriptive, Correlational, Explanatory and Exploratory.

- Descriptive research attempts to describe systematically a situation, problem, phenomenon through statistic data and attitudes characteristic towards an issue. This type of research is simpler than other form of researches given its only descriptive aspect.

- Correlational research ending is to underline or establish the existence of a relationship and/or interdependence between two or more aspects of a situation, phenomenon or people.
Explanatory research attempts to clarify why and how there is a relationship between two or more aspects of a situation or phenomenon.

Exploratory research is undertaken to explore an area where little is known or to investigate the possibilities of undertaking a particular research study (feasibility study / pilot study).

This research will be based on Explanatory and Correlational aspect.

With regards to the rationale of this research, it is to underline the impact of neuro-marketing, especially the role and influence of affective (related to implicit attitude) and cognitive (related to explicit attitude), on the brand decision making.

The practical bottom line is to determine how a better understanding of customer behaviour, through neuro-marketing, can lead a branding strategy improvement. This debate seems to be an industry matter due to the ballooning number on specialist on it (Peterson 1957, Keller 1993, Lindstrom 2008 and 2011, Kotler 2010, Dooley 2011, Morin 2011, IAT Association). This is constituted the research problem area of this following dissertation.

The purpose of this research is to identify what is impact and influence the customer brand decision making in order to improve branding business and advertising performance.

Given this purpose, the research objectives are:

- To identify the key factors and stages in the customer’s brand decision making process.
- To determine to what extent brand purchase behaviour can be predicted through the use of attitudinal theory.
- To identify the effect of explicit factors (cognitive) on customer’s brand decision making process.
- To identify the effect of implicit factors (affective) on customer’s brand decision making process.
3. Research question

Cooper and Schindler (2001) offer a simple definition of the research questions: “A research question is the hypothesis of choice that best states the objectives of the research study”.

Bryman and Bell (2007) explain that research questions are crucial step because they will:
- Guide the literature search;
- Guide the decision about the kind of research to employ;
- Guide the decision about what data to collect from whom;
- Guide the analysis of the data;
- Guide the writing up of the data;
- Stop the researcher from going off in unnecessary directions.

Based on the purpose of this research and the research objectives, the main research question for this dissertation is:

Is the brand decision-making process an automatic or deliberate practice within the context of the implicit and explicit attitudinal theory?

4. Research hypotheses

According to Saunders et al (2007), a hypothesis is “testable proposition about the relationship between two or more concepts or variables”.

Considering the nature of the research that was done, it was important that different variable be used to determine the way that people made their brand choice through the explicit behaviour and implicit attitude theory. As I have explained previously, the research area is about two main subjects: behaviour and attitudes (explicit versus implicit) through brand decision making.

Hypothesis 1
H1.a: There will be a significant difference between the explicit measures of the survey and the implicit measures of IAT
H1.b: There will be no significant difference between the explicit measures of the survey and
the implicit measures of IAT

Hypothesis 2
H2.a: There will be a significant relationship between the explicit measures of the survey and
the implicit measures of IAT
H2.b: There will be no significant relationship between the explicit measures of the survey
and the implicit measures of IAT

Hypothesis 3
H3.a: There will be an alteration of the stereotypes about branded products better than
generic ones
H3.b: There will be no alteration of the stereotypes about branded products better than
generic ones

The researcher’s hypotheses respect the criterion that Kumar (2005) outlined to keep in
mind when we construct hypothesis. To extend, the three hypotheses are first of all
countually clear, then we are able to verify and measure them through the technique of
IAT Test and explicit survey. Hence, they are related to the existing body of knowledge.

5. Research process

In this part of the dissertation, “the research process onion” of Saunders, Lewis and Thornhill
(2007) will be used as a guideline for the way of the research will be conducted. The
research onion summarizes the different research layers involved in the research process
and design which will be defined in depth in this part.
The research methodology itself provides and assists the researcher in addressing and facilitating the answering of the research questions by identifying important information and the selection of an appropriate design. Researchers can approach carrying out the research in many ways, though the quality and accuracy of the research will depend on an appropriate that fits the research. Saunders et al. (2007) have suggested a robust way to evaluate an appropriate approach to the research process. They suggest that the research should apply the Research Onion approach represented by the following segments:

- Research Philosophy
- Research Approach
- Research Strategy
- Time Horizons
- Data Collection
6. Research Philosophy

According to Saunders et al. (2007) and Bryman et al. (2007) there are three main ways of research philosophy:

- **Axiology: Ethics, Aesthetics**

  It is a rational investigation of questions about existence and knowledge and ethics, as those of ethics, aesthetics, or religion.

- **Ontology: Objectivism, Subjectivism, Pragmatism**

  The ontological perspective describes what the research is about in a fundamental way. It requires the researcher to position her/himself and to understand how her/his worldview influence the research carried out (Mason, 2002).

- **Epistemology: Positivism, Realism, Interpretivism**

  According to Mason (2002), the epistemological perspective debate is about what might ‘represent knowledge or evidence of the entities or social reality that I [...] investigate’ in order to create a set of rules for knowing (Scott and Usher, 1999).

Two research philosophies have been selected for this project:

**Positivism** because a part of this research needs to be considering by a scientist point of view, studying the process, relationship and influence of cognitive attitudes (explicit versus implicit), and then their impacts in terms of behaviour, such as brand decision making.

Bryman and Bell (2007) explain that positivism “advocate the application of the methods of the natural sciences to study of social reality and beyond”.

According to Saunders et al. (2007), positivism is a structured approach and the following methodology helps to replicate or test theory. The researcher will make interpretations about the collected data. These interpretations will be quantified and generalized through statistic analysis (Saunders, et al, 2007) to allow its perspective to be a central element
within the natural. This approach is deductive in nature when the research develops a theory and then subjects it to testing in the form of measurable hypotheses.

**Realism/Critical Realism** because some parts of this research is about a deep understanding of cognitive attitudes perception in relation to the acting behaviour. It is a scientific approach for creating knowledge but it includes a part of subjectivity as our senses present to us what is true and that objects exist independent of the human minds (Saunders, et al, 2007). Thus, the realist’s position within research is constantly changing as the phenomenon is changing.

Bryman and Bell (2007) specify that critical realism is “a specific form of realism which recognizes the reality of the natural order and the events and discourses of the social world’. To understand this social world, we have to identify the structure that generates those events and discourses. These structures are not spontaneously apparent in the observable pattern of events; they can only be identified through the practical and theoretical work of social sciences” (Bhaskar, 1989 cited by Bryman et al., 2007).

Realism and positivism are not far from each other, according to Saunders et al. (2007). “Realism is a branch of epistemology which is similar to positivism in that it assumes a scientific approach to the development of knowledge”. This statement is supported by Bryman and Bell (2007) who point out that realism shares two features with positivism: “a belief that the natural and the social science can and should apply the same kind of approach to the collection of data and to explanation and a commitment to the view that there is an external reality to which scientists direct their attention”.

**7. Research Approach**

From the research question, there are two types of research approach: the deductive approach involves a development of theories, hypotheses and a design of a strategy to test them; and the inductive approach refers to the theory which is developed in relation to the results of the data analysis (Saunders et al., 2007.)

Lee and Lings (2008) add that in most real-world research context induction and deduction tend (figure 3) are linked together, they establish a scheme for explaining this connection.
According to Saunders, Lewis and Thornhill (2007), the research approach can be also identified through the inquiry mode. On one hand, a deductive research is related to a structured study, which is usually classified as quantitative research. Thus, the form of the research process (objectives, design, sample, and the questions that you plan to ask of respondents) is predetermined. The researcher tends to quantify the extend of the problem.

In other hand, the inductive research is linked to an unstructured study, usually classified as qualitative research. This approach allows flexibility in all aspects of the research process. The aim is to explore the nature of a problem, issue or phenomenon without quantifying it and the concern for generalisability is low.

Both approaches have their place in research. Both have their strengths and weaknesses.

For this project, the researcher has chosen the **deductive structured approach** as it is an effective, scientist and time saving approach as we will collect only quantitative data. Also, a number of direct application examples are immediately given with this approach. However, there is a lower involvement of the researcher with this method and the explanation is seldom as memorable as others form of presentation like the demonstration.
“The process of deduction” design by Bryman and Bell (2007) will be used.

![Diagram of the process of deduction](image)

**Figure 4: The process of deduction**
Source: Bryman and Bell, 2007

“The process of deduction” design by Bryman and Bell (2007) is supported by Robson (2002, cited by Saunders et al., 2007) who states five stages through which deductive research will progress:

1) Deducting a hypothesis from the theory;

2) Expressing the hypothesis in operational terms;

3) Testing this operational hypothesis through one or more research strategies;

4) Examining the specific outcome of the inquiry in order to confirm theory or indicate the need for its modification;

5) If necessary, modifying the theory in the light of the findings.

### 8. Research strategy

The research strategy of a dissertation is the plan or approach of how the researcher will go about answering the research question(s). The choice of research strategy is guided by the research question(s) and objectives, the resources available through the literature review, the researcher philosophical underpinnings and the time limitation (Saunders et al., 2007).
Saunders et al. (2007) have identified and described several research strategies: experiment, survey, case study, action research, grounded theory, ethnography and archival research.

For this dissertation, the appropriate research strategy employ will be a **quantitative quasi-experiment** in order to answer the research question. Quasi-experimental design is a form of experimental research used extensively in the social sciences and psychology. The researcher has chosen to base his quasi-experiment research strategy on a survey and social test.

### 8.1. Survey

The survey strategy is usually associated with the deductive approach (Saunders et al., 2007) which will allow collecting the quantitative data needed for this research. A survey is “a structured questionnaire given to a sample of population and designed to elicit specific informations from respondents” (Malhotra 2002 cited by Polonsky et al., 2005). According to Polonsky et al. (2005), surveys are designed to gather information on such things as attitudes, interventions, awareness, behaviours and motivations. They add that survey is most often direct, with the questionnaire being presented in the same order to each participant. Survey can be administrated in person, over the telephone, electronically or by mail.

Surveys provide a **high level of representativeness** due to the usual huge number of people who answers survey. The data being gathered possess a better description of the relative characteristics of the general population involved in the study. As compared to other methods of data gathering, surveys are able to extract data that are near to the exact attributes of the larger population. Also it is **very low cost** and allows **convenient data gathering** as surveys can be administered to the participants through a variety of ways from people around the globe. In terms of results, surveys have **good statistical significance** because of the high representativeness brought about by the survey method and multiple variables can also be effectively analyzed using surveys. Then, the results are precise and with little or no subjectivity aspect as surveys provide uniform definitions to all the subjects who are to answer the questionnaires and all the participants with a standardized stimulus.

However, surveys are inflexible because the one used by the researcher from the very beginning, as well as the method of administering it, cannot be changed all throughout the process of data gathering. Although this inflexibility can be viewed as a weakness of the survey method, this can also be a strength considering the fact that preciseness and fairness
can both be exercised in the study. Also, surveys can be inappropriate for some participants
and subject. Indeed, questions that bear controversies may not be precisely answered by the
participants because of the probably difficulty of recalling the information related to them.
The researcher is therefore forced to create questions that are general enough to
accommodate the general population. However, these general questions may not be as
appropriate for all the participants as they should be.

For this dissertation, the questionnaire will be administrated both electronically and in
person because according Polonsky et al. (2005) personal survey gives interviewers “the
opportunity to have direct contact with respondents so they can increase the likely response
rate and building rapport with the respondent”.

Regards to the table of Jacob Cohen (appendix 2), the questionnaire have to be at least
administered to 60 persons, male and female.

The questionnaire is in appendix 3 and its results appendix 4.

8.2. Social Test

For this research there are 3 types of social test available: IAT, Stroop test and Time
Response test. The link between them is to monitoring the subjects’ reactions through
stimulus and time pressure.

Social test is based on psychometric properties and experimental psychology.

The researcher goal is to highlight the affective, automatic and associative aspect of the
behaviour acts through implicit measurement. Due to the allocation time provided and
difficulty to access to those tests, the researcher will base his research on the IAT only for
the part of social test.

9. Research choice

Bryman and Bell (2007) define a research method as a ‘technique for collecting data. It can
involve a specific instrument, such as a self-completion questionnaire, a structured interview
schedule, or participant observation whereby the researcher listens to and watch others’.
Kumar (2005) adds that ‘the construction of a research instrument is the most important aspect of any research endeavour as it determines the nature and the quality of the information.

There are several choices of research’s methods, Saunders et al. (2007) have shown these different possibilities through the figure below:

In this proposed research topic the research aims to employ the mono-method, as for the purpose of gathering the data through self-administered surveys and social test. Survey design will only be employed by which the respondent will be issued a survey which they will return to the researcher. This method of data collection is appropriate for assisting to answer the research question.

**Therefore, the researcher will employ a quasi-experiment quantitative (survey and social test), within and between subjects design, mono-method.**
10. Time horizons

In regards to time horizons, Saunders et al. (2007) emphasize that there are two types: these are cross-sectional and longitudinal studies.

Kumar (2005) explains that longitudinal studies are used to determine “the pattern of change in a relation to time” or when you need to collect factual information on a continuing basis, whereas “cross-sectional studies also known as one-shot or status studies [...] aimed at finding out the prevalence of a phenomenon, situation, problem, attitude or issue, by taking a cross-section of the population”. He adds that cross-sectional studies are useful in “obtaining an overall picture as it stands at the time of the study”.

As the time is constrained, this research does not allow an observation of people or events over the time, thus the time horizon will be cross-sectional. A cross-sectional study, a type of descriptive and observational study, involves measuring different variables in the population of interest at a single point in time. This simultaneous data gathering is often thought of as a snapshot of conditions present at that instant.

The nature of cross-sectional studies offers a quick and easy way for any kind of researcher to quickly amass data for a large target population. Also, the ease of gathering the needed information translates to cost-effectiveness. However, the snapshot nature of cross-sectional studies, while convenient, does have its downside in that it doesn’t provide a good basis for establishing causality. Two distinct variables are measured at the same point in time. Cross-sectional studies can say that the two are related somehow, but they cannot positively determine if one caused the other.

In relation to this research, the data have been gathered in September 2012 through an online survey and facial interview made at Dublin Business School. In terms of variables, this research will employ two, which are the IAT test and the survey.

11. Population and Sampling

Saunders et al. (2007) explain that occasionally the researcher has the possibility to collect and analyse data from every possible case or group member, this is called a census.

For this project, the researcher will use a sampling, according to Saunders et al. (2007) a sampling provides a valid alternative to a census when:
- It would be impracticable for the researcher from surveying the entire population;
- The budget constraints prevent the researcher from surveying the entire population;
- The time constraints prevent the researcher from surveying the entire population;
- All the data have been collected but the researcher needs the results quickly.

Then, they outline that for most of the research question and objectives, it is impossible to collect or analyse all the data available due to money, time or and information access. However, the sampling techniques provide several methods that enable the researcher to decrease the amount of data by considering only data from subgroup than all possible cases or elements. On the figure 6, the population is the fall set of cases from which sample is taken.

![Sample, population and individual cases](image)

**Figure 6: Sample, population and individual cases**  
Source: Saunders et al, 2007

Given the time and money constraint and because the results are needed quickly, the researcher will **set up a sampling for this dissertation**.

In terms of sample, the researcher will target both males and females, with a **convenience sampling** in order to make generalisation, therefore he will employ at least sixty people (Appendix 2: Sampling Size). The sample resulting of this research is: sixty-five young professional (employee/apprentice) or active students were approached and invited to participate in a study on market research. Participants attended the experiment individually
in a nearby laboratory. The majority of the participants were students from different faculties of the local university. Data of three participants were excluded due to high error rates, extremely short latencies, and problems dealing with the computer. Therefore, we had sixty-two participants, with age average of 22.1 years. The sample included thirty women and thirty-two men.

11.1. Data collection

As explained in the objectives and purpose research part (see IV), this dissertation is based on explanatory and correlational approach as the aim is to underline and clarify the existence of a relationship and/or interdependence between the cognitive attitudes themselves and then with their impact on the behaviour.

In order to answer the research questions and the objectives of this study, primary, secondary and tertiary data collection will be employed (see figure 7). Additionally this study will employ only quantitative techniques to gather the data, thus enabling a generalization of the findings through the quantitative and a rich and in-depth evaluation of experiences of the respondents. It is hoped that from the data inferences will be made in regards to the research questions.

Figure 7: Data collection detail
Source: Saunders et al., 2007
This quasi-experiment analysis was designed to determine how the decision-making process is done regarding the brand choice. As part of the data collection, we will develop measures, materials and procedures for this analysis.

### 11.1.1. Material preference

**Explicit material**

A questionnaire (appendix 3) assessed the general explicit preference of brand products and generic products on a 7-point rating scale “When you shop for groceries do you in general rather prefer brand products or generic products?” before asking some more detailed questions about participants’ attitudes. For both branded and generic products, participants were requested to rate specific attributes regarding the price, quality, taste, and advertising on a Likert scale from 1 (not at all) to 5 (perfectly). At the end, some questions about participants’ individual grocery shopping behaviour were asked and demographic data were collected.

About the Likert scale, Oppenheimer (1893) defined it an ordinal psychometric measurement of attitudes, beliefs and opinions. In each question, a statement is presented in which a respondent must indicate a degree of agreement or disagreement in a multiple choice type format. The advantageous side of the Likert Scale is that they are the most universal method for survey collection, therefore they are easily understood. The responses are easily quantifiable and subjective to computation of some mathematical analysis. Since it does not require the participant to provide a simple and concrete yes or no answer, it does not force the participant to take a stand on a particular topic, but allows them to respond in a degree of agreement; this makes question answering easier on the respondent. Also, the responses presented accommodate neutral or undecided feelings of participants. These responses are very easy to code when accumulating data since a single number represents the participant’s response. Likert surveys are also quick, efficient and inexpensive methods for data collection. They have high versatility and can be sent out through mail, over the internet, or given in person.

Attitudes of the population for one particular item in reality exist on a vast, multi-dimensional continuum. However, the Likert Scale is uni-dimensional and only gives 5-7 options of choice, and the space between each choice cannot possibly be equidistant. Therefore, it fails to measure the true attitudes of respondents. Also, it is not unlikely that
peoples’ answers will be influenced by previous questions, or will heavily concentrate on one response side (agree/disagree). Frequently, people avoid choosing the “extremes” options on the scale, because of the negative implications involved with “extremists”, even if an extreme choice would be the most accurate.

Implicit material

It is well known that people don’t always “speak their minds”, and it is suspected that people don’t always “know their minds”. Understanding such divergences is important to scientific psychology. The Implicit Association Test, or IAT for short, demonstrates the conscious-unconscious divergences much more convincingly than has been possible with previous methods.

The Implicit Association Test (IAT) is a measure within social psychology designed to detect the strength of a person’s automatic association between mental representations of objects (concepts) in memory. The IAT was introduced in the scientific literature in 1998 by Anthony Greenwald, Debbie McGee, and Jordan Schwartz. The IAT is now widely used in social psychology research and is used to some extent in clinical, cognitive, and developmental psychology research. Although some controversy still exists regarding the IAT and what it measures, much research into its validity and psychometric properties has been conducted since its introduction into the literature.

Implicit association tests measure the relative ease with which people are able to make associations between stimuli (race, gender, product types, etc.) and the concepts of “good” and “bad”. Ease of association, measured by judgment speed, is taken as evidence for an implicitly-held attitude toward the stimuli.

The IAT used in the present experiment complied with the standard version (cf. Greenwald et al., 1998). The category names were branded, generic, good and bad. Ten pictures of both branded and generic products served as the target stimuli. All pictures were equal in size. Brand and generic products were of the same kind (i.e., whipping cream, cream cheese, sweet corn, margarine, coffee). Twenty positive and negative words used by Greenwald et al. (1998) were represented the attribute categories.
11.1.2. Procedure

Explicit measures

Subjects will complete a set of Appendix 3: Questionnaire (appendix: 3) measures of behaviour and attitude toward different brands and advertising concepts. The questionnaire will focus on the following aspects:

- Respondents data and research feasibility
- Self-reported behaviour;
- Behavioural intention;
- Subjective beliefs;
- Objective beliefs;
- Knowledge and preference of brands used as target stimuli in the study.

Implicit measures

For the implicit measure, the researcher will use the IAT social test through stimulus/images, with the setting of 20 images per test, switching every 2 seconds.

Participants completed two types of tasks. Each task required participants to categorize words or pictures. A single keystroke is used to make face categorizations and word categorizations. The first type of task required correct products classification (branded or generic), as shown in Figure 8. Similarly, participants classify words on the basis of “good” or “bad” as shown in Figure 9.

![Product classification template for IAT test](image)

**Figure 8: Product classification template for IAT test**

Source: Adapted from IAT test
The “good/bad” attribute allow illustrating first of all the impact of the advertising in their mind, and also the pervasiveness and potential subtlety of cultural stereotypes in our society, and provides opportunity for discussion of factors that may underlie performance on the IAT as well as the nature of the constructs the test purports to measure.

The second task required each participant to classify a product or stimulus using a combined set of terms (e.g., is the product in the photograph Generic or is the connotation of the adjective Good; is the product in the photograph Branded or is the connotation of the adjective Bad). For example, if a photo of a Branded product is presented as a stimulus, the participant must decide whether to indicate this photo as Branded/Bad or Generic/Good. An example of this task is presented Figure 10.
In the first set of test trials, Branded is paired with Good Generic with Bad. This type of test trial is called a "\textit{stereotype congruent trial}" because the racial stereotypes that have been held historically by the majority culture in the USA have assigned negative attributes to Generic products and positive attributes to Branded ones. The other type of test trial, illustrated in Figure 10, is a "\textit{stereotype non-congruent trial}", in which Branded is paired with Bad and Generic with Good. Based on the data from these two tests, one can determine how the category combinations affect speed of performance.

The data gathered from congruent and non-congruent trial reflect the average time (averaged across trials) it takes to complete the task. Faster times reflect implicitly held attitudes because the response times are believed to reflect strength of association in semantic memory.

This experiment measures implicit attitudes about the products types. An investigator can use a repeated measures t-test to compare the effects of the stereotype congruent and the stereotype non-congruent stimuli.

\textbf{11.2. Data analysis}

In regards to the quantitative analysis various software packages have been identified (Saunders et al., 2007) which can collect or capture data, allow manual data entry and statistical analysis of data. Example of which are Quick Surveys and SPSSv18. This research hopes to employ both in gathering and statistically analyzing the data respectively.

For the social test, the researcher will call upon to existed test such as the IAT, Stroop Test or Time Response through the Dublin Business School database and on dedicated website about social psychology. Thus, the gathering and analyzing of data will be automatic.

About the survey, it will provide different levels of measurement, such as categorical and ordinal responses. The ordinal response, or rating scale, will use ANOVA (Analysis of Variance) and ANCOVA (Analysis of Co-Variance) to highlight differences and correlation between variables. Thus, this range of data allowing descriptive statistics - percentages, means, modes and median- which will be used through graphical representation to aid clarification of trends in the data.
11.3. Limitation and Ethic

The main limitation concerning the quantitative research is due to the number of questionnaires collected. Saunders et al. (2007) advice to collect a least 30 questionnaire, but as the population targeted by researcher is quite large, he need to collect at least 60 questionnaires for having a reasonable margin of error.

Regarding the ethic, the researcher attach importance to the participant’s rights to privacy, safety, informed consent and his liberty through the absence of sponsor or/and gatekeeper coercion because this dissertation is an individual experience study.

12. Research Design

To sum-up the research process of this study, it will be positivistic and part realism approach, deductive structured approach through quasi-experiment quantitative (survey and social test), within and between subjects design, mono-method and cross-sectional.

According Kumar (2005), the research design has two functions:

- Conceptualise an operational plan to undertake the various procedures and tasks required to complete the study;
- Ensure that these procedures are adequate to valid the objectives and obtain accurate answers to the research questions.

The research design is the link between data collection methods, instruments and research question. Therefore, in terms of methodology (figure 11), this proposal is based on a scientific and experimental approach.

![Figure 11: Model Research methodology choices](image)

Source: Realized by the researcher
Chapter IV: Experimental Section

The current research investigated the impact implicit versus explicit preferences have on the prediction of brand choice between brand products and generic products. The reasoning behind this selection was the assumption that for these categories, implicit and explicit preferences would diverge at least to some extent. Should this be the case, then the relative importance of implicit and explicit preferences for the prediction of behaviour is of special interest.

A study made in Germany (Friese, Wänke and Plessner, 2006) confirmed that consumers in Germany believe that generic products come from the same manufacturers as branded products and are only cheaper because they are not burdened with the costs of advertising. This was, in particular, true for food products. Nevertheless, the authors believed that brands would carry more positive affective connotations and consumers would find brands more trustworthy than generic products. Although the prediction of behaviour is trivial for those participants with similar explicit and implicit preferences—that is, to choose the respective products—predictions are more intriguing for subjects with diverging explicit and implicit preferences (e.g., explicitly preferring generic products but implicitly favouring brand products). For these participants, the explicit preference was assumed to guide their behaviour when they could deliberately choose the product arrangement they preferred, independent of their implicit preference. However, under time pressure the implicit preference should prove to become more important.

1. Data processing

In order to gather and statistically analyze data, the researcher has done manual data entry with Excel and SPSSv18, available at Dublin Business School, for the explicit measurement (questionnaire appendix 3). About the implicit measure (IAT test), he used the dedicated website of the Implicit Association Test which provide and analyse automatically the results of this social psychology test.

In regards to this research, 62 participants were involved and contributed to get the feasibility and relevance of this experimentation.
2. Data analysis from the surveys

To provide a better results analysis, the researcher had made five categories related to the questionnaire (appendix 3) when the goal and impact of the question are linked.

2.1. Sample

The researcher set up a sampling targeting both males and females, with a convenience sampling in order to make generalisation, therefore he will employ at least sixty people (Appendix 2: Sampling Size). The sample resulting of this research is: sixty-five young professional (employee/apprentice) or active students were approached and invited to participate in a study on market research. Participants attended the experiment individually in a nearby laboratory. The majority of the participants were students from different faculties of the local university. Data of three participants were excluded due to high error rates, extremely short latencies, and problems dealing with the computer. Therefore, we had sixty-two participants, with age average of 22.1 years (36.1 in Ireland according to CSO). The sample included 61% of women and 39% of men which is unfortunately not representative of the CSO in Ireland (49% men and 51% women).

Thanks to figure 16 we can see that almost 70% of the participants are living in France and English spoken countries (UK and Ireland) which are give more local strengths to this research to implement the results in those countries. The figure 17 highlights that more than 90% of the participants are highly graduated which is an important factor for the understanding of the questionnaire because the topic is not lambda. Therefore, this figure let consider a right appreciation of the questions and so a better accuracy in the results.

Also, in terms of income per person, the figure 18 show that 69% of the sample has a medium wage, 10% a low one and 20% a high income. This repartition seems to be very representative with an average income at 23k (23,901 as per CSO in 2010 in Ireland). As we can distinguish such a standard deviation is a great signal as the price was one of the variables of this questionnaire.

The result about the marital status (figure 20) indicates that 53% of the respondents were single people, 26% with partner while the least reported were the married with 19%. This is close to the CSO in Ireland in 2010 as 72% says they are single, 20% with a partner and 18% married.
2.2. Self-reported behaviour

For the respondent the main criterion of brand choice (figure 22) clearly point out two sides where the most popular criterion are Quality, Price and the Previous Experience (respectively with 93%, 77% and 51% of agreement), while the remaining criterion add up 20% for the Promotion, 12% for the Packaging and both 2% for Advertising and Peers. But, it is important to underline that those 3 main criterions are the results of a previous step in the value chain with a good combination of Promotion, Packaging, Advertising and Peers relation.

This research is based on the choice between branded or generic brand. Among respondents there is the same proportion between the satisfied and very satisfied with their decision to use both branded and generic products (figure 23 and 24). We noticed that there is slightly higher proportion of respondents unsatisfied and very unsatisfied with their use of generic products than the branded ones.

However, 85% of the participants were agreeing with the statement that branded products do a good job of satisfying their needs (figure 25) and only 67% of the respondents for generic products (figure 26). But, 27% of the respondents stated that the generic products have a neutral level of satisfying their needs, which is highlight the importance of the price (figure 38 and 39).

2.3. Behaviour intention

Regarding the buying intention, there is twice more respondent stating their will keep going to use generic products (figure 28) rather than branded, but 55% of the respondent were agree to say that they will intend to use branded products (figure 27) in the future. However, 31% of the respondents were uncertain of still using the same products brand (generic or branded) which let a leeway for brand competition.

Also, we noticed a discrepancy among respondents in terms of brand purchase intention (figure 29). Indeed 55% were already aware of the brand they could buy whereas 8% did not have any defined idea and 35% uncertain which is a window of opportunities for the marketing.

The figure 30 depicts the different inputs that can make change the mind of the respondents about their brand choice. We can identify two groups of inputs due to their impact on the
respondents: Price, Promotion and Previous experience gathered 77%, 69% and 52% of agreement, then Free taste with 20%, Advertising with 16%, Packaging with 13% and Peers with 10%. Those figures represent a good picture of the society for the marketing in order to adapt their strategies and techniques.

2.4. Subjective and objectives beliefs

The table below realized by the researcher to conglomerate two questions in one represents a comparison of branded and generic products on different criterion. The respondents had clearly established that the generic products were more attractive in terms of price than the branded one. About the quality and taste the both results converge showing that the branded products provided likely higher quality and taste than generic ones. In addition, there was a large part of the respondents uncertain about any likely difference between branded and generic products about their quality and taste. In regards to the advertising, respondents have seen more density and impact for the branded products than generic ones.

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</table>

Branded products in comparison to the generic ones / Generic products in comparison to the branded ones

Then, the respondents have been asked to select from a list of behavioural aspects if they were related to generic or branded products. The results have shown that the participants have mainly related branded products to an explicit attitude and generic products to an implicit attitude (figure 32 and 33). Also, the factor of brand choice seems to be fluctuant in relation to the degree of opportunity, engagement and motivation.

In terms of satisfaction between branded and generic products, 68% of the respondent reported that branded products is usually a very satisfying experience (figure 34), but 26% of the participants believed that generic products provide greater experience than branded
ones (figure 35). But in addition, there was a significant part of the participants, 44%, seeing equally the branded and generic products in terms of experience benefit.

About the opinion distribution among respondents about their purchase of branded products, 61% think they have done the right thing purchasing branded products (figure 36) and 52% about the generic products (figure 37). However, there is 31% of incertitude about the generic products, which means they purchased those products but afterward they do not think that they have done the right thing. Therefore, this fact highlight that the generic products apply an automatic behavioural aspect from the customer.

2.5. Knowledge and preference of brands

The respondents have been asked if in general the rather prefer buying branded or generic products, and 60% of them reported preferring generic products and so 40% for the branded products (figure 38). This proportion is likely impacted by the importance of the price as it was the second main criterion of brand choice among respondents (figure 22). More than 65% of the participants bring out their attention to the price as a major factor in their making decision choice. Then 27% among respondents do not consider the price as a key factor but as part of a combination of factors (figure 39).

According to the value for money more than 40% of the participants agreed that the branded products offer excellent value for money (figure 40) and more than 70% about the generic products. However, 25% had a neutral answer despite the large amount of respondents who attested they have done the right purchasing branded products (figure 36).

With regard to the knowledge about the products brand choice of the respondents, more than 40% of the participants stated they have done wise and well-informed choice to use branded or generic products. However, 50% of the respondent had a neutral point of view which is mean they bought their products without being highly informed (figure 42 and 43).
3. Data analysis from the social test

The IAT effect was calculated (figure 44) for each participant by computing the latency for the branded and generic products task. Higher positive scores for the IAT effect indicated a more favourable implicit attitude toward generic brand. Comparison of the IAT effect between those who use branded products and those who use generic products showed significant difference in reaction time: for branded products users, the IAT effect was 62 msec; for generic products users, it was 113 msec; which highlight the fact that branded products marketing have more impact in the customer mind. Among branded products users, comparison of reaction times for congruent versus incongruent (the task in which generic products were paired with unpleasant words and branded products with pleasant words; [B+ and G-]) with the reverse task [G+ and B-] showed a significant difference: [B+ and G-] = 921 ms; [G+ and B-]= 808 msec. Among generic products users, comparison of reaction times between these two tasks showed a non-significant difference in the expected direction: [B+ and G-] = 863 msec; [G+ and B-] = 925 msec. Those results highlighted that the explicit attitude is more favourable toward branded products and implicit toward generic ones as per the level of involvement to the products brand preferences. Hence, the average time between the congruent trial (895msec) and the non congruent (986msec) reflected that the branded products have faster impact in the user mind than the generic one.

An analysis of variance was conducted with the IAT effect as the dependent variable. This analysis showed that branded products users had stronger implicit preferences for branded products, Var= 112 msec, than generics users did generic products, Var=62 msec. However, although these preferences were stronger when participants could distinguish between the two brands (128 msec versus 85 msec for branded versus generics products, respectively) than if they could not (95 msec versus 40 msec, respectively), this difference was not significant. Although we expected that due to the selection procedure, participants would have a strong preference for one over an other brand, it turned out during analysis of the data that the selection procedure had not been severe enough because many participants reported drinking both beverages.
4. Findings and Discussion

First of all, this research provided a **good picture of the West European society** (Irish, English, French) for the marketing in order to adapt their strategies and techniques as they respondents stated that the main criterion to choose a product, does not matter the brand, are in the order of importance: price, promotion, previous experience, free taste, advertising, packaging and finally peers. **The importance of the combination price and promotion** are even more significant as 27% of the respondents stated that the generic products have a neutral level of satisfying their needs whereas 85% of the participants were agreeing that branded products do a good job of satisfying their needs. This last point is the result of a longer impact and density of the advertising for the branded product than the generic ones.

Therefore, the **price and promotion are relatively efficient in a short term** to change the mind set but **the advertising keep the crown jewel to deeply impact the mind in a longer term.**

Also, one third of the respondent were uncertain about the next brand products purchase and almost 45% of them were seeing equally the branded and generic products in terms of experience benefit, which let **The importance of the combination price and promotion**

In terms of attitude toward the product brand one third of the respondent were uncertain about the benefit of their generic products purchase, which means they purchased those products but afterward they do not think that they have done the right thing. Therefore, this fact highlight that **the generic products apply an automatic behavioural aspect from the customer.**

In relation to the hypothesis, H1.B and H2.a have been verified as along the research it has been noticed that it will be no significant difference and even a significant relationship between the explicit measures of the survey and the implicit measures of IAT. Indeed, the survey highlighted the cognitive aspect of the branded and generic users whereas the IAT test was more focus on the affective aspect. But both end-up at the same conclusion showing that **explicit attitude is more favourable toward branded products and implicit one toward generic products.** Also, H3.b has been verified as that the branded products have faster impact in the user mind than the generic one, plus three out of four respondents have been reported that branded products is usually a very satisfying experience in comparison the generic one.
As a result of the IAT test and survey, we can determine the pattern of the branded and generic products customers. For the branded products, the typical customer is an opportunist and has high degree of belief and intelligence, unconscious thought, high involvement and positive motivation. Also, it has been noticed that the branded products users are willing to be impacted by the attitude and emotion. For the generic products, the usual users do not have as many opportunities as the branded products users. Also they have low involvement, conscious feeling and negative motivation.

Moreover, the thesis brought a new element in the literature review of the brand customer attitude and decision making process. This research pointed out new variable as part of the organism of the decision making process which are the degree of motivation (affect), opportunity and engagement.
Chapter V: Conclusion

1. Research Question

Is the brand decision-making process an automatic or deliberate practice within the context of the implicit and explicit attitudinal theory?

Based on the research question the brand decision-making process is not either automatic or deliberate, there is a distinction between the branded and generic products. The research concluded that the decision-making process for the branded products follow an explicit and deliberate process, whereas the generics products apply an implicit and automatic process.

2. Recommendations for further research

There are numerous ways in which to increase the beneficial of this research. One such way is to investigate in depth the social-psychology literature of the brand making decision process, for instance the theory of the “Buying button”. In terms of methodology, in order to have more reflective picture of the society, the researcher advice to use a probability sampling based on the national statistic. Then, more social test should be use, like the “Time response” and “Stroop Test”, to compare and make a clear distinction of the different attitude of brand decision. To finish, we should randomly assign the respondent to one of the two conditions (time pressure: yes versus no) to compare the result between males and females.

3. Recommendations for the industry

This research brought some outcomes that might be helpful for the marketing industry. The main one is a pattern of the branded and generic products customers. For the branded products, the typical customer is opportunist and has high degree of belief and intelligence, unconscious thought, high involvement and positive motivation. Also, it has been noticed that the branded products users are willing to be impacted by the attitude and emotion. For the generic products, the usual users do not get as many opportunities as the branded products users. Also they have low involvement, conscious feeling and negative motivation. Also, the marketing industry should take into consideration that the brand decision-making process is especially determined by the degree of motivation, opportunity and engagement.
Chapter VI: A Self-Reflective Approach to Learning

1. Strengths and Key Skills Developed

“Learning is your most important capability simply because it is the gateway to every other capability you might wish to develop” (Honey and Mumford, 2006)

The structure and learning experience derived from undertaking a postgraduate International MBA in Marketing at DBS has enabled the researcher to recognise skills developed/acquired and apply them to his personal and professional goals. In this regard, the researcher will outline four specific skills acquired/developed throughout the course, which are for him the main attributes to be one of the leader and manager of tomorrow.

1.1. People Management

Throughout the researcher’s participation and completion of the MBA, including the dissertation and MBA modules, the researcher has gained invaluable experience and an increased awareness of employees. In a knowledge/information area it is vital that managers nurture and engage employees. The understanding gained through the MBA on the importance of workforce planning, diversity awareness, identification of personal strengths and weaknesses, etc, as a competitive advantage have also heightened the researchers self-awareness in the area of people management equipping people with the skills for the global world of tomorrow. Therefore, the MBA have provided a greater insight into the importance of communication, involvement, motivation, leadership, culture, etc. The researcher has applied this learning to his current employment and in particular to the development of his staffing compliment.

1.2. Decision making skills

The MBA program allowed the researcher to enhance his skills to collect relevant information across a range of areas pertaining to a current situation, analyse that information, synthesise it into an appropriate form in order to evaluate situations and alternative courses of action that may be contemplated. By applying this pattern along the
MBA modules, the researcher gained the ability to understand any situation, does not matter the variables, allowing him to enhance his decision making skills.

1.3. Cognitive skills

Another benefit to undertake an MBA at DBS is that brought and rose the researcher up a critical and creative way of thinking, like managing creative processes; organising thought analysis, synthesis and critical appraisal; including to identify assumptions; evaluating statements in terms of evidence; detecting false logic or reasoning; identifying implicit values, etc. Moreover, a MBA brought to the researcher the ability to tackle situations by establishing criteria, formulating potential courses of action implementing and controlling selected courses of action, evaluating results, and reviewing processes for same.

As a future manager, those skills will be required to run an operation, a team or a project in order to make it more effective and efficient by facing or anticipating the issues. Along the MBA, the researcher cognitive skills have been highlighted through any group working session or workshop where it was required to make decision in fast and busy environment.

1.4. Interpersonal skills

Inter-personal skills are vital for a future leader as it dictates the ability to interact in a social context including the ability to motivate and influence employees in clear and concise manner. The researcher developed this skill within group settings in college and at work. The researcher networked and motivated colleagues and employees based on his organisational skills and he also influenced the group thinking when taking a particular course of action. To-date the researcher has transferred this skill to his professional life when dealing with his team and objectives whilst being able to promote and advance the top management decision and vision of the business.

In conclusion, “a man is but the product of his thoughts. What he thinks, he becomes” (Mohandas K. Gandhi). This new found ability to put learning, knowledge and skills developed into practice will enable the researcher to put theory and skills both acquired and developed into practical use and enable his to achieve his personal and profession goals.
2. Learning style

The term ‘Learning Styles’ is used as a description of the attitudes and behaviours that determine an individual’s preferred way of learning,(Honey & Mumford 1982). The four learning styles are Activists, Reflectors, Theorists and Pragmatists. Each style connects with a stage in the continuous learning cycle as illustrated in Figure 12 below.

![Figure 12: The Honey & Mumford Learning Cycle and Styles](image)
Source: Honey & Mumford, 1982

According to the Learning Styles Questionnaire in Honey (2006), the researcher learned that his researcher’s learning style is a combination of both activist and theorist. Regarding the activist definition, the researcher has skills to involve in competitive tasks, assimilate flow of information and problem-solving taker, and as a theorist he has the ability to telescope and conceptualize information, to think out of the box and work with methodology to analyze, evaluate and generalize an issue.

Figure 13 below outlines some of the main characteristic of both “Activist” and “Theorist” which the researcher has immediately identified with. On reflection of the learning the researcher did during his dissertation, the “Theorist” part is related to the vertical step-by-step logical way of his handle any problem by using models and concepts to understand the theory and the whole process. The “Activist” part was mainly related to the approach of learning by getting involved in the experimentation (survey and social test).
Activist

Activists are those people who learn by doing. Activists need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning, involving themselves fully and without bias in new experiences.

- brainstorming
- problem solving
- group discussion
- puzzles
- competitions

Theorist

These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyse and synthesise, drawing new information into a systematic and logical 'theory'.

- models
- statistics
- quotes
- background information
- applying theories

Figure 13: The main characteristics of both Theorist and Activist learning styles
Source: Adapted from Honey & Mumford Learning Styles

Part of the reason for undertaking the MBA was to bring along the opportunity to enhance the researcher personal development as well as through the technical knowledge gained. On reflection of the learning process of the MBA, the researcher became more vocal and confident as the course progressed and more likely to speak up in class as my confidence developed rather than to take a more cautious approach to think things through in his head first. This learning style is more in line with an “Activist” style rather than a “Reflector” style which was the prior learning style of the researcher before the MBA experience. However this experience has helped the researcher to develop his learning style and push himself to develop further and become a more effective learner.

3. Future Applications of Learning

As the purpose of this self-reflection is to not only to determine the current learning style of the researcher but also to identify areas for further development, the researcher has made a SWOT analysis of his personality/profile in regards to his further career goals and directions.
Regarding the personal and professional development of the researcher, his consider that his skills, competencies and responsibility level can be more developed. To be significant, he will use them more by critical thinking in order to become part of his personality, even like a reflex. Leading his proposal is a challenging task that will draw on his skills across a very broad range of areas and also will develop his core competence by providing a robust basis to further his professional development.

The researcher believes that his professional and personal experiences have enabled him to start to develop the wider generic skill set required of built environment professionals, particularly in terms of multidisciplinary working, negotiation and mediation, and leadership. In short term, he needs to focus on his industry sector in order to get opportunities and match with the requirements.
4. Conclusion

When enlisting for the MBA, the researcher was acutely aware of the need to develop and harness core skills and competencies in order to achieve performance and professional excellence. The researcher, however, was unaware of the tools available to capture current skills and learning styles, itemize and visualize skills needing be developed and embraced, and the adaption of the career objectives tree which, all contributed to the creation of a blueprint for achieving the researchers professional goals. To-date the degree of self-development and competency based development, by virtue of the completion of the taught academic course and dissertation, has surprised even the researcher.

Throughout this chapter the researcher has demonstrated a personal commitment to utilizing the learning acquired whilst, developing a self-reflective ability to aspire to new personal and professional visions aided through the implementation of a personal strategy (Poister, 2010). In this regard, the MBA not only enabled the researcher to develop dormant and/or weak skills but also enabled richness through new skills acquired and nurtured throughout the course including interview skills, survey skills, research skills, etc. Therefore, through the comprehension and development of the researchers’ skills, it has enabled the researcher to reach new heights in relation to academic and career progression goals. The ability to comprehend, develop and execute personal development strategies has enabled the researcher to grow in confidence and the researcher has since created a career progression chart and has mapped out and accomplished a number of achievements to-date. Since the completion of the academic course and dissertation the researcher became manager in Google of thirty five people team.

In light of this, the researcher intends to accomplish one of the steps in the career objective tree and put in practice not only the improved skills and competencies but also the theory acquired throughout the MBA and dissertation.

In conclusion, the researcher is confident that the MBA has added value to his and will have a positive impact on further academic studies and career progression goals. As stated by Drucker (1999), “there is one prerequisite for managing the second half of your life: you must begin doing so long before you enter it”.
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Further Reading

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Appendices

Appendix 1: Stimulus-organism-response model

Appendix 2: Sampling size

Appendix 3: Questionnaire

Appendix 4: Questionnaire’s Results

Appendix 5: Data collection sample of IAT test
Appendix 1: Stimulus-organism-response model

Figure 15: Stimulus-organism-response model
Appendix 2: Sampling size

Table 2

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Note: ES = population effect size, Sm = small, Med = medium, Lg = large, dif = difference, ANOVA = analysis of variance. Tests numbered as in Table 1.

* Number of groups.  * Number of independent variables.
Appendix 3: Questionnaire

Predicting brand decision behaviour through Implicit versus Explicit attitudes.

1. Where do you live?
   - Ireland
   - United Kingdom
   - France
   - North America
   - South America
   - Asian countries
   - Western Europe
   - Central Europe
   - Other: _______________________

2. What is your highest level of education?
   - High School
   - College
   - Bachelor
   - Master
   - PHD
   - Other: _______________________

3. What is your total household income? *Euros/Dollars/Pounds
   - less than 10,000
   - 10,000 to 29,999
   - 30,000 to 49,999
   - 50,000 to 69,999
   - 70,000 to 99,999
100,000 to 149,999
☐ 150,000 or more

4. When you shop for groceries do you in general rather prefer branded or generic products?
☐ Branded products
☐ Generic products

5. What are your main criterions in terms of brand choice? 3 answers maximum please
☐ Price
☐ Quality
☐ Previous experience
☐ Advertising
☐ Peers
☐ Packaging
☐ Promotion
☐ Other: [ ]

6. According to your vision of branded and generic products, can you compare them in relation to the following criterion? For this question, based your representation on the branded products in comparison to the generic ones.

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7. **According to your vision of branded and generic products, can you compare them in relation to the following criterion?** For this question, based your representation on the generic products in comparison to the branded ones.

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8. **Which behavioural aspects would you relate to a purchase of branded products?** 4 answers maximum please

- [ ] Attitude and Emotion
- [ ] Conscious Feelings
- [ ] Belief and Intelligence
- [ ] Unconscious Thoughts
- [ ] Opportunist
- [ ] Low Involvement
- [ ] High Involvement
- [ ] Negative Motivation
- [ ] Positive Motivation
9. Which behavioural aspects would you relate to a purchase of generic products? 4 answers maximum please
- Attitude and Emotion
- Conscious Feelings
- Belief and Intelligence
- Unconscious Thoughts
- Opportunist
- Low Involvement
- High Involvement
- Negative Motivation
- Positive Motivation

10. Do you believe that using branded products is usually a very satisfying experience?
   Please indicate the extent of your satisfaction with the following statement
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree

11. Do you believe that using generic products provide greater experience than branded ones? Please indicate the extent of your satisfaction with the following statement
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly agree
12. Are you satisfied with your decision to use **branded products**? Please indicate the extent of your satisfaction with the following statement

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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very low</td>
<td></td>
<td></td>
<td></td>
<td>Very high</td>
</tr>
</tbody>
</table>

13. Are you satisfied with your decision to use **generic products**? Please indicate the extent of your satisfaction with the following statement

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very low</td>
<td></td>
<td></td>
<td></td>
<td>Very high</td>
</tr>
</tbody>
</table>

14. **Which of the generic and branded products do a good job of satisfying your needs?**

   Please indicate the extent of your satisfaction with the following statement

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Branded products</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Generic products</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. **Do you think you did the right thing purchasing generic and branded products?** Please indicate the extent of your satisfaction with the following statement

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Branded</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. **Price is a major factor in my purchasing decision making?** Please indicate the extent of your agreement or disagreement with the following statement

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generic products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. **Which of the generic and branded products offer excellent value for money?** Please indicate the extent of your agreement or disagreement with the following statement

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branded products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generic products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. **My choice to use generic and branded products has been a wise and well-informed one?** Please indicate the extent of your agreement or disagreement with the following statement

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branded products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
19. I intend to continue using generic and branded products in the future? Please indicate the extent of your agreement or disagreement with the following statement.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Branded products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Do you have an already defined idea about the product's brand you are going to buy before to go in a shop?

- Yes
- No
- Sometimes

21. If it happens, what can make change your mind? 3 answers maximum please

- Free taste
- Promotion
- Packaging
- Peers
- Price
- Advertising
- Previous experience
Other: 

22. Gender
   - Male
   - Female
   - Transgender

23. Marital status
   - Married
   - Widowed
   - Divorced
   - Separated
   - Single
   - With partner

24. Age
   - Under 25
   - Between 25 and 30
   - Between 30 and 35
   - Between 35 and 40
   - More than 40
Appendix 4: Questionnaire’s Results

Participants

Q. 1) Where do you live?

![Figure 16: Place of residence of respondents](image)

Source: Realized by the researcher

Q. 2) What is your highest level of education?

![Figure 17: Education level distribution](image)

Source: Realized by the researcher
Q. 3) What is your total household income?

Figure 18: Income distribution
Source: Realized by the researcher

Q. 22) Gender

Figure 19: Gender distribution among respondents
Source: Handmade by the researcher

Q. 23) Marital Status

Figure 20: Marital statuses of respondents
Source: Realized by the researcher
Q. 24) Age

Figure 21: Age distribution among respondents
Source: Realized by the researcher

Self-reported behaviour

Q. 5) What are your main criterion in terms of brand choice?

Figure 22: Brand criterion choice among the respondents
Source: Realized by the researcher
Q.12) Are you satisfied with your decision to use branded products?

Figure 23: Satisfaction distribution about branded products
Source: Realized by the researcher

Q.13) Are you satisfied with your decision to use generic products?

Figure 24: Satisfaction distribution about generic products
Source: Realized by the researcher

Q.14) Which of the generic and branded products do a good job of satisfying your needs?

About Branded Products

[Bar chart showing satisfaction levels for branded products]

[Bar chart showing satisfaction levels for generic products]
Figure 25: Need satisfaction distribution among respondents about branded products
Source: Realized by the researcher

*About Generic Products*

![Bar chart showing need satisfaction distribution among respondents about generic products.]

Figure 26: Need satisfaction distribution among respondents about generic products
Source: Realized by the researcher

**Behavioural intention**

Q.19) I intend to continue using generic and branded products in the future?

*About Branded Products*

![Bar chart showing purchase intention distribution among respondents about branded products.]

Figure 27: Purchase intention distribution among respondents about branded products
Source: Realized by the researcher

*About Generic Products*

![Bar chart showing purchase intention distribution among respondents about generic products.]

Figure 27: Purchase intention distribution among respondents about branded products
Source: Realized by the researcher
**Figure 28:** Purchase intention distribution among respondents about generic products
Source: Realized by the researcher

**Q.20) Do you have an already defined idea about the product's brand you are going to buy before to go in a shop?**

**Figure 29:** Mind set about preference product’s brand among respondents
Source: Realized by the researcher

**Q.21) If it happens, what can make change your mind?**

**Figure 30:** Inputs distribution of preference product’s brand change among respondents
Source: Realized by the researcher
Subjective and Objective beliefs

Q.6) 7) According to your vision of branded and generic products, can you compare them in relation to the following criterion?

<table>
<thead>
<tr>
<th></th>
<th>Very Low</th>
<th>Low</th>
<th>Neutral</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>-</td>
<td>3%</td>
<td>3%</td>
<td>52%</td>
<td>5%</td>
</tr>
<tr>
<td>Quality</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>Taste</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>23%</td>
<td>48%</td>
</tr>
<tr>
<td>Advertising</td>
<td>3%</td>
<td>26%</td>
<td>3%</td>
<td>19%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Branded products in comparison to the generic ones / Generic products in comparison to the branded ones

Figure 31: Comparison of branded and generic products according respondents vision
Source: Realized by the researcher

Q.8) Which behavioural aspects would you relate to a purchase of branded products?
4 answers maximum please

Figure 32: Behavioural aspect related to branded products purchasing
Source: Realized by the researcher
Q.9) Which behavioural aspects would you relate to a purchase of generic products?
4 answers maximum please

![Bar chart showing percentage of respondents for each behavioural aspect related to generic products purchasing.](Figure 33: Behavioural aspect related to generic products purchasing)

<table>
<thead>
<tr>
<th>Behavioural Aspect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude &amp; Emotion</td>
<td>28%</td>
</tr>
<tr>
<td>Conscious Feelings</td>
<td>48%</td>
</tr>
<tr>
<td>Belief &amp; Intelligence</td>
<td>38%</td>
</tr>
<tr>
<td>Unconscious Thoughts</td>
<td>13%</td>
</tr>
<tr>
<td>Opportunistic</td>
<td>41%</td>
</tr>
<tr>
<td>Low Involvement</td>
<td>39%</td>
</tr>
<tr>
<td>High Involvement</td>
<td>10%</td>
</tr>
<tr>
<td>Negative Motivation</td>
<td>10%</td>
</tr>
<tr>
<td>Positive Motivation</td>
<td>30%</td>
</tr>
</tbody>
</table>

*People may select more than one checkbox, so percentages may add up to more than 100%.*

Source: Realized by the researcher

Q.10) Do you believe that using branded products is usually a very satisfying experience?

![Bar chart showing distribution of satisfaction with branded products experience.](Figure 34: Satisfaction distribution of branded products experience)

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16%</td>
</tr>
<tr>
<td>Agree</td>
<td>49%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: Realized by the researcher
Q.11) Do you believe that using generic products provide greater experience than branded ones?

Figure 35: Satisfaction experience distribution of branded products
Source: Realized by the researcher

Q.15) Do you think you did the right thing purchasing generic and branded products?

About Branded Products

Figure 36: Opinion distribution among respondents about the purchase of branded products
Source: Realized by the researcher

About Generic Products

Figure 37: Opinion distribution among respondents about the purchase of generic products
Source: Realized by the researcher
Knowledge and preference of brands

Q.4) When you shop for groceries do you in general rather prefer branded or generic products?

Figure 38: Brands preference for groceries shopping
Source: Realized by the researcher

Q.16) Price is a major factor in my purchasing decision making?

Figure 39: Price as a factor of purchase
Source: Realized by the researcher
Q.17) Which of the generic and branded products offer excellent value for money?

About Branded Products

![Bar chart showing value for money distribution about branded products](image1)

Source: Realized by the researcher

About Generic Products

![Bar chart showing value for money distribution about generic products](image2)

Source: Realized by the researcher

Q.18) My choice to use generic and branded products have been a wise and well-informed one?

About Branded Products

![Bar chart showing knowledge of branded products choice](image3)

Source: Realized by the researcher
About Generic Products

Figure 43: Knowledge of generic products choice
Source: Realized by the researcher
Appendix 5: Data collection sample of IAT test

The data collected from the IAT study is shown in Figure 44.

Figure 44: Data collection sample of IAT test
Source: Realized by the researcher

The first column provides the participant ID number, or the number that each person receives upon completion of the experiment. Data in columns 2-5 are relatively self-explanatory: participant's class affiliation to retrieve the data, gender, age, and date of participation.

The column labeled preference is an indication of how the person reported their feelings about branded and generic products. The possible values represent the following conditions:

1 - I strongly prefer Branded to Generic products
2 - I moderately prefer Branded to Generic products
3 - I like Branded and Generic products equally
4 - I moderately prefer Generic to Branded products
5 - I strongly prefer Generic to Branded products

Finally, data are in columns labeled congruent and incongruent. Data in these columns reflect the average time (averaged across trials) it takes to complete the task. Faster times
reflect implicitly held attitudes because the response times are believed to reflect strength of association in semantic memory.

This experiment measures implicit attitudes about the products types. An investigator can use a repeated measures t-test to compare the effects of the stereotype congruent and the stereotype non-congruent stimuli.

The “good/bad” attribute allow illustrating first of all the impact of the advertising in their mind, and also the pervasiveness and potential subtlety of cultural stereotypes in our society, and provides opportunity for discussion of factors that may underlie performance on the IAT as well as the nature of the constructs the test purports to measure.