# **Chapter 3: External Influences** **Family and Households**

Family and household dynamics play an important role in shaping consumer behavior, as they influence the preferences, priorities, and decision-making processes involved in purchasing and consumption. These influences can stem from shared values, cultural norms, financial constraints, and interpersonal relationships within the household, all of which contribute to how individuals choose products and services:

*Family Decision-Making*

At the end of this chapter, you will be able to:

1. Recognize the role households play in the consumer decision-making process and their implications for marketing.
2. Discuss the household life cycle and its implications for consumer behavior and marketing.
3. Discuss the role of a household in children’s consumer socialization.
4. Recognize the ethical concerns when marketing to children.

Key Concepts to Remember:

* Factors influencing household purchase and consumption decisions (structure of the household unit, stage of the household life cycle, and household decision process
* Household life cycle and influencing factors
* Household life cycle stages
* Prioritizing, Embodying, Adapting
* Differences between family and organizational decision-making
* Family purchase roles
* Factors influencing family purchases
* Approaches to purchase conflicts (bargaining, use of authority, impression management, playing on emotion, reasoning)
* Consumer socialization
* Children’s information processing

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## **Factors Influencing Household Purchase and Consumption Decisions**

### Structure of the Household Unit

The composition of a household (e.g., single-parent families, nuclear families, extended families) affects how purchases are made. Different structures lead to different decision-making dynamics and consumption patterns. For instance, in a **single-parent household**, purchases may be influenced by budget constraints, leading to prioritizing essential goods like groceries over luxury items. On the other hand, a **nuclear family** might purchase a family car, considering factors like fuel efficiency and safety features.[[1]](#footnote-1)

*Household Structures*

|  |  |  |
| --- | --- | --- |
| **Household Structure** | **Description** | **Consumer Behavior Examples** |
| **Nuclear Family** | Two parents and their children live together. | Collaborative purchasing decisions, family-sized groceries, and minivan purchases. |
| **Single-Parent Household** | One parent raises one or more children, often budget consciousness. | Focus on essential items, use of discounts, or second-hand goods. |
| **Extended Family** | Multiple generations living together, sharing responsibilities. | Collective purchasing decisions, home improvements to accommodate aging relatives. |
| **Cohabiting Couples** | Unmarried couples living together have varied spending habits based on relationship dynamics. | Shared experiences, potential tensions over spending priorities. |
| **Empty Nesters** | Couples whose children have moved out often have higher disposable income. | Investments in leisure activities, travel, and home renovations. |
| **Blended Families** | Families formed by merging partners with children from earlier relationships are characterized by different decision-making dynamics. | Negotiating purchases that cater to different children’s needs and backgrounds. |

#### Nuclear Families

**A nuclear family** is made up of two parents and their children living together. These families often make decisions together and choose products that benefit everyone in the household. For example, they might buy family-sized groceries or plan vacations with fun activities for both kids and adults. Another good example is choosing a minivan for family road trips, as it offers plenty of space and comfort for everyone.

#### Single-Parent Households

**Single-parent households** usually have one parent raising one or more children. Because they often have a tighter budget, they focus on buying only what’s necessary and look for ways to save money. This might include shopping for discounts, using coupons, or buying second-hand items. These choices can affect how often they shop and which brands they stay loyal to.

#### Extended Families

**Extended families** typically include multiple generations living in the same households, such as grandparents, parents, and children. This arrangement often leads to shared financial responsibilities and group decision making. Purchasing choices are influenced by the diverse needs of all family members. For example, an extended family might buy a larger home or a vehicle that accommodates multiple age groups. They may also invest in home renovations to support elderly relatives, such as installing safety features or creating accessible living spaces.

#### Cohabiting Couples

**Unmarried couples** living together may have different spending habits depending on their relationship dynamics and financial arrangements. Since both partners often contribute to household income,purchasing decisions can vary based on individual priorities. These couples might spend money on shared experiences like dining out or traveling, but they may also face disagreements if one partner prefers saving for long-term goals, such as buying a home, while the other prioritizes short-term enjoyment. These differences can influence how they manage finances and make joint decisions.

#### Empty Nesters

These are couples whose children have grown up and moved out. With potentially higher disposable income and fewer obligations, empty nesters prioritize leisure activities, travel, and hobbies. Their purchasing behavior reflects a shift from family-oriented expenses to enhancing their lifestyles, such as investing in home renovations or taking trips to new destinations.

#### Blended Families

**Blended families** are formed when one or both partners bring children from previous relationships into a new household. This structure can significantly influence decision-making, as parents must consider the needs and preferences of children from different backgrounds. For example, purchasing decisions like buying toys, clothes, or planning family activities may require negotiation to ensure fairness and inclusivity across all children.

Household structures influence not only the types of products bought, but also brand loyalty, and financial decisions. For instance, single-parent households may prioritize affordable, functional items, while extended families may opt for larger quantities or multi-pack products to accommodate more members. Families that rely on certain brands for baby products often stick with them as their children grow, while single-person households may often switch brands based on current trends or deals. Different household structures can also lead to distinct financial behaviors. Single-parent households may focus on savings and budget-friendly options, while empty nesters might invest in quality products and experiences that enhance their lifestyle after children leave.[[2]](#footnote-2)

### Family Decision-Making Process[[3]](#footnote-3)

Each household structure has unique decision-making processes. Decisions are often made collaboratively in nuclear families, while in single-parent households, the decision-making burden may fall solely on the parent. Extended families often reach consensus through discussions among multiple members.

The family decision-making process is a complex interplay of various roles that different family members assume throughout the purchasing journey. **The initiator** is the person who recognizes a need or finds a problem that requires a purchase. This role is crucial as it sparks the decision-making process. **The information gatherer** handles researching products, prices, and options available in the market to inform the decision-making process. This may involve gathering data from various sources, such as the internet, friends, family, or in-store visits. **Influencers** affect the decision through their opinions, recommendations, or earlier experiences, even if they do not make the final decision. **The decision maker** is the person or group of people who have the authority to make the final purchasing decision. The decision-maker weighs the information presented by others. The **purchaser** is the individual who physically completes the transaction, such as buying the product in a store or online. This role may be distinct from the decision maker. Lastly, **users** are family members who will use or consume the product once it has been purchased. Their needs and preferences also influence the first decision-making process.

Family Roles in the Consumer Decision-Making Process

|  |  |
| --- | --- |
| **Role Name** | **Definition** |
| **Initiators** | Individuals who recognize a need or identify a problem that requires a purchase and initiate the decision-making process. |
| **Information Gatherers** | Those responsible for researching products, prices, and options available in the market to inform the decision-making process. |
| **Influencers** | Individuals who impact the decision through their opinions, recommendations, or previous experiences. |
| **Decision Makers** | The person or group who ultimately has the authority to make the final decision regarding the purchase. |
| **Purchaser** | The individual who physically completes the transaction, such as buying the product in a store or online. |
| **Users** | Family members who will use or consume the product once it has been purchased and thus influence the decision-making process. |

Example – New Laptop for School

Imagine a student in the family needs a new laptop for school. The decision-making process might involve several family members:

1. **Initiator** – The student realizes their current laptop is too slow or broken and brings up the need for a new one.
2. **Information Gatherer** – The student or a parent starts researching online, looking at reviews, comparing specs, checking prices, and exploring student discounts.
3. **Influencer** – A sibling whose tech-savvy might suggest certain brands or features, like a MacBook for design work or a gaming laptop with high performance.
4. **Decision Maker**– The parents may ultimately decide which laptop to buy based on price, warranty, and reviews.
5. **Purchaser** – One of the parents makes the actual purchase, either online or in-store.
6. **User** – The student uses the laptop for schoolwork, entertainment, and communication. 1. Initiator – The student realizes their current laptop is too slow or broken and brings up the need for a new one.
   2. Information Gatherer – The student or a parent starts researching online, looking at reviews, comparing specs, checking prices, and exploring student discounts.
   3. Influencer – A sibling whose tech-savvy might suggest certain brands or features, like a MacBook for design work or a gaming laptop with high performance.
   4. Decision Maker– The parents may ultimately decide which laptop to buy based on price, warranty, and reviews.
   5. Purchaser – One of the parents makes the actual purchase, either online or in-store.
   User – The student uses the laptop for schoolwork, entertainment, and communication. 
   

### Stage of the Household Life Cycle[[4]](#footnote-4)

**Households** progress through various life cycle stagessuch as newly married couples, families with young children, households with teenagers, and empty nesters. These stages significantly influence both the types of products purchased and the timing of those purchases. Key factors that shape consumer behavior include marital status, number of children, income level, and the age of household members.

For example:

* **Newlyweds** often invest in household essentials like furniture, kitchenware, and appliances as they establish their shared living space.
* **Families with young children** typically focus on items such as children’s clothing, educational materials, and hygiene products like diapers and baby food.
* **Couples without children** may prioritize discretionary spending on technology, entertainment systems, or travel.
* **Households with teenagers** often allocate funds toward smartphones, extracurricular activities, and personal development tools like sports equipment or music lessons.
* **Empty nesters**, whose children have moved out, may shift their spending toward leisure activities, such as travel and dining, rather than home-related purchases.

Understanding these life cycle stages helps marketers and businesses tailor their products and messaging to meet the evolving needs of different household types.

Household Life Cycle Stages[[5]](#footnote-5)

|  |  |
| --- | --- |
| **Life Cycle Stage** | **Description** |
| **Single Stage** | A recent graduate living alone is likely to prioritize convenience in their lifestyle. This often leads to frequent purchases of fast, ready-to-eat meals or takeout, which saves time and effort. They might also invest in home essentials that reflect their personal style but are practical for single living. |
| **Newly Married Couple** | Newlyweds often experience a blend of individual preferences as they set up a shared home. Their purchases of furniture, appliances, and decor reflect a combination of both partners' tastes, often leaning towards fashionable and functional items. Brand choices are often influenced by current trends, social media, or recommendations from friends. |
| **Family with Children** | At this stage, families are particularly attentive to the nutritional needs of their growing children. They might prioritize buying organic or health-focused foods to ensure their kids' well-being. However, they often face the challenge of balancing these purchases with budget constraints, requiring careful planning and prioritizing. |
| **Empty Nest** | Couples often reinvent their living space and invest in home renovations as children grow up and leave home. This includes creating a garden for relaxation, setting up a home spa for wellness, or upgrading the overall decor of their home. These changes reflect a shift towards comfort, personal interests, and a new phase of life as partners. |
| **Aging Stage** | Elderly couples may face different life priorities, particularly health and safety. Decisions may include purchasing medical alert systems to ensure immediate help in emergencies or contemplating a move to retirement communities that offer supportive services and social opportunities. This stage emphasizes securing a comfortable and safe living environment. |

#### Prioritizing, Embodying, Adapting

The household decision-making process is characterized by prioritizing, embodying, and adapting.

**Prioritizing**: Households prioritize spending based on needs, financial status, and life cycle stage. A family facing budget cuts may choose to eliminate dining out and prioritize home-cooked meals to save money.

**Embodying**: Purchases often reflect the identity and values of the household (e.g., eco-friendly products might be chosen by environmentally conscious families).

**Adapting**: During economic downturns, a family may switch from brand-name groceries to store brands, adapting their spending habits to fit their financial situation.

***Reflect***

1. What is the stage of your family's household? Your own household? How does this stage influence your consumer behavior?

## **Consumer Socialization[[6]](#footnote-6)**

The consumer socialization process refers to how individuals, particularly children, learn about consumption through family interactions, media influence, and social environments. Family is critical in shaping purchasing habits and values surrounding money management and materialism. Children see their parents during everyday activities, such as shopping, and internalize lessons about consumption. For instance, if a parent often discusses price comparisons while grocery shopping, children learn the importance of budgeting and seeking value, which can significantly influence their future financial decisions.

Regarding dietary choices, children can learn important lessons about healthy versus processed foods based on their families' eating habits. If parents prioritize cooking meals at home using fresh ingredients, children may develop a preference for healthy foods and understand the benefits of nutrition over convenience. In contrast, families that frequently order takeout or dine out may inadvertently teach children that convenience is a priority over nutrition or cost-effectiveness, leading to a normalized behavior of seeking quick food solutions rather than preparing meals at home.

The influence of fashion is another area where consumer socialization plays a vital role. Families that emphasize sustainable fashion choices—opting for in children a sense of responsibility for quality garments over fast fashion—can instill a sense of responsibility in children regarding their environmental impact. Children exposed to discussions about the benefits of supporting ethical brands or thrifting may grow up valuing sustainability and making conscious fashion choices. On the other hand, if children see their parents frequently shopping for the latest trendy clothing without consideration for sustainability, they may develop a propensity for fast fashion, valuing trends and low prices over ethical considerations.

The school also contributes to consumer socialization through programs that teach financial literacy, dietary choices, and sustainability awareness. Educational discussions about savings, needs versus wants, and the implications of consumer choices instill skills that shape children's understanding of consumption. Similarly, media, including advertisements and influencer content, shapes children's feelings about products and brands. Content targeted at children often features trends in food, fashion, and dining that can create desires for certain lifestyles. Peer influence further amplifies this process; children compare their possessions and behaviors with those of their friends, leading to social pressures that dictate consumption patterns.

***Reflect***

1. How does your household structure (e.g., nuclear, single parent, extended) influence your purchasing behavior?
2. What family roles (initiator, influencer, purchaser, etc.) do you usually play, and how do you impact product choices in your family?

## **Children’s Information Processing, Cognitive Development, and Ethics**

### Cognitive Development Stages[[7]](#footnote-7)

Children’s cognitive development, as described by Jean Piaget, unfolds in distinct stages[[8]](#footnote-8), each characterized by unique ways of processing information:

#### Sensorimotor Stage (Birth to 2 Years):

In the **sensorimotor stage of cognitive development**, children primarily learn through sensory experiences and motor activities. They explore their environment by touching, seeing, and moving, gradually developing key cognitive abilities such as **object permanence** which is theunderstanding that objects continue to exist even when out of sight. During this stage, children's information processing is grounded in direct physical interaction rather than abstract reasoning.

At this developmental stage, children are not cognitively equipped to comprehend advertisements in a traditional sense. They lack the capacity for **symbolic thought** and **abstract interpretation**, which are necessary for understanding marketing messages. However, they are highly responsive to **sensory stimuli**, such as bright colors, engaging sounds, and catchy jingles. While they cannot grasp the intent behind advertisements, repeated exposure to sensory-rich marketing materials can influence their preferences and foster early **brand recognition**. For instance, a brightly colored cereal box or a musical toy commercial may capture their attention and create positive associations that persist as they grow older.

#### Pre-Operational Stage (2 to 7 Years):

In the **preoperational stage of cognitive development**, children begin to use language and engage in symbolic play. They develop the ability to represent objects and ideas through words and images. However, their thinking remains **egocentric**, meaning they struggle to understand perspectives other than their own. Logical reasoning is still underdeveloped, and their thought processes are largely focused on **concrete, observable phenomena** rather than abstract concepts.

During this stage, children become more receptive to advertising as they start to understand symbols and language. They can interpret basic messages and are often influenced by **visual storytelling**, **relatable characters**, and **catchy themes** in commercials. For example, the **Pillow Pets theme song** with its repetitive jingle, bright visuals, and friendly animal characters effectively captures children's attention and creates strong emotional associations. Due to their egocentric thinking, children may perceive such advertisements as directly relevant to them, believing the product is meant specifically for their enjoyment. This can lead to strong desires for advertised items, even though they may not fully understand the persuasive intent behind the marketing.

#### Concrete Operational Stage (7 to 11 Years):

In the **concrete operational stage of cognitive development**, children begin to develop logical thinking, especially in relation to concrete objects and experiences. They can mentally perform operations such as **conservation tasks** (e.g., understanding that liquid volume remains the same despite changes in container shape) and demonstrate improved abilities in **classification** and **seriation** (organizing items in a logical order). While their thinking becomes more systematic and organized, they still struggle with abstract or hypothetical reasoning.

At this stage, children can apply logical reasoning in tangible contexts and begin to critically evaluate advertisements. They start to understand basic marketing concepts such as **persuasion**, **brand loyalty**, and **comparative messaging**. For example, a commercial comparing two snack brands might appeal to their developing ability to analyze and categorize information. However, they remain susceptible to persuasive techniques, especially those involving **testimonials** or **endorsements from popular characters**. A good example is a commercial featuring a well-known cartoon character promoting a specific brand of cereal. Children may recognize the character and associate the product with trust or enjoyment, even if they don't fully understand the marketing strategy behind it. Their growing ability to organize and compare information helps them distinguish between brands, but peer influence and trends depicted in ads still play a strong role in shaping their preferences.

#### Formal Operational Stage (11 Years and Beyond):

In the **formal operational stage of cognitive development**, individuals develop the ability to think abstractly, logically, and hypothetically. They can formulate and test hypotheses, engage in **deductive reasoning**, and consider multiple variables simultaneously. This stage supports advanced problem-solving and enables **metacognition**—the ability to reflect on one’s own thought processes. Adolescents in this stage can analyze complex situations, anticipate outcomes, and engage with philosophical or ethical questions.

As adolescents' cognitive abilities mature, they become more capable of critically evaluating advertising messages. They can recognize **persuasive techniques**, question the intent behind marketing, and understand the broader implications of consumer culture. For example, a teenager might see a social media ad for a luxury clothing brand and recognize that the ad is designed to associate the product with social status and popularity. While they may understand the marketing strategy, they can still be influenced by **peer pressure** and **societal norms**, which often drive interest in brands tied to identity and group belonging. Additionally, adolescents are highly active on digital platforms, making them particularly susceptible to **targeted advertising** through influencers, sponsored content, and algorithm-driven recommendations.

Cognitive development stages shape how children understand and respond to advertising. As they grow, their ability to process information evolves from reacting to sensory cues in infancy to critically analyzing marketing messages in adolescence. This progression highlights the need for media literacy education to help young consumers navigate advertising and make informed choices.

### **Children’s Information Processing**

As you can imagine, based on the children’s developmental stages, their information processing is very different from that of adults, primarily due to developmental factors, cognitive abilities, and social experiences. Children generally have shorter attention spans compared to adults. They may be easily distracted by their environment, which can affect how they learn and retain information. Adults, having more developed executive functioning skills, tend to have better concentration and can engage in longer periods of focused thought, allowing for more effective information processing.

Adults typically have a more developed memory system. They use strategies such as chunking and categorization to help with information retrieval. On the other hand, children rely more on rote memorization. They may not yet have fully developed strategies for organizing and retrieving information, leading to differences in how information is remembered and recalled.

Children process information not only through cognitive means but also through social interactions and emotional experiences. Their immediate social environment, including family, peers, and media, greatly influences their understanding of concepts. For example, children are influenced by the emotional responses of adults and peers, which can shape their perceptions and understanding. Social factors also influence adults, but they have typically accumulated a broader range of experiences, allowing for more nuanced interpretations of social cues.

Adults often have well-established schemas, i.e., mental frameworks that help organize knowledge. As a result, they can more easily relate new information to existing knowledge. Children are still in the process of developing these schemas, which affects their ability to learn and aggregate new information within their understanding of the world.

Adults have a broader base of knowledge and life experience, which aids in their processing of new information. This allows for better context understanding and application of new information in real life. Due to their limited experiences, children lack the contextual background necessary to grasp complex concepts fully, which leads them to an oversimplified understanding.

Adults generally engage in more advanced forms of critical thinking and problem-solving. They can evaluate arguments, assess validity, and apply logic to reach conclusions. Children, particularly younger ones, are still developing these skills and may not yet recognize alternative viewpoints or nuances in arguments, affecting their overall processing of information.

***Reflect***

1. As a child, how did you learn about brands, how did your family shape your consumer behaviors?

### **Ethical Considerations when Marketing to Children[[9]](#footnote-9)**

Children’s ability to process information influences their understanding and reactions to marketing. For instance, a young child might recognize a character from a cartoon and insist on purchasing cereals that feature that character, influenced by the emotional connection with that character. Therefore, the ethics of advertising to children are a significant concern for several reasons:

1. **Vulnerability of Children**:  
   Children, especially in the Sensorimotor (0-2 years) and Preoperational Stages (2-7 years old), are particularly vulnerable to advertising. They are not yet equipped to critically analyze messages or differentiate between promotional content and genuine information and assume that all content is relevant to their lives. As a result, advertisements targeting this age group can manipulate their perceptions, leading them to form desires for products without fully understanding the context or implications. Ethically, this raises questions about exploiting their naivety for commercial gain.
2. **Misleading Messages**:  
   Advertisements often present exaggerated claims about the benefits of products. Children in the Preoperational Stage (2-7 years old) may take these messages literally and believe that a product will make them happier or more popular, leading to disappointment and potential emotional harm if reality does not match the expectations. This raises ethical concerns surrounding truthfulness in advertising and the responsibility of companies to provide honest representations of their products.
3. **Promotion of Unhealthy Choices**:  
   The prevalence of advertising for junk food, sugary snacks, and fast food can contribute to unhealthy eating habits among children, particularly as they navigate the Concrete Operational Stage (7-11 years old). At this stage children develop logical reasoning but still maintain a preference for immediate gratification. Advertisements that promote unhealthy food options can have long-term impact on children's health and wella long-term impact on children's health and well-beingbeing, raising ethical concerns about the role of advertising in shaping lifestyle choices and contributing to issues like obesity.
4. **Materialism and Values**:  
   Advertising often promotes materialistic values, encouraging children to equate happiness and self-worth with the acquisition of products. This is particularly influential during the Formal Operational Stage (11 years and older), where adolescents begin to form their identities, and social comparisons become more pronounced. Ethically, advertisers must consider the consequences of fostering a consumer culture that prioritizes material possessions over intrinsic values like relationships, creativity, and community.
5. **Informed Consent and Autonomy**:  
   Children do not have the same level of capacity for informed consent as adults, which complicates ethical advertising practices. Advertising to children raises questions about their ability to make informed choices and exercise autonomy in purchasing decisions. Companies have a responsibility to ensure that their marketing strategies do not undermine children's developmental stage and ability to make informed choices.

To address these ethical concerns, there is an ongoing discussion about the need for stricter regulations on advertising directed at children. Governments and organizations can implement guidelines to limit the types of products that can be advertised to children, particularly those that are unhealthy. Accountability in advertising practices is critical to protecting vulnerable populations, and it requires collaboration between advertisers, governmental bodies, and educational institutions.

Ethical advertising to children can also involve the promotion of positive behaviors, such as healthy eating, physical activity, and prosocial behaviors. Marketers can create campaigns that not only promote products but also contribute to the educational and moral development of children, helping to instill values that support their growth and overall well-being.

In summary, the ethics of advertising to children must consider their cognitive development and information processing abilities. Advertisers have a responsibility to ensure that their marketing strategies are not exploitative or harmful. By prioritizing honesty, promoting healthy choices, fostering positive values, and adhering to ethical guidelines, the advertising industry can play a constructive role in the lives of children while respecting their developmental stages.

Parents also play an important role in mitigating the risks associated with advertising aimed at children by actively engaging in their media consumption and fostering open communication. One effective strategy is to co-view advertisements and programs with their children, allowing parents to discuss the content and analyze advertising messages together. This shared experience not only enhances critical thinking skills but also helps children develop a discerning eye towards marketing tactics. Additionally, parents can set boundaries around screen time and the types of media their children consume, establishing age-appropriate limits that align with their developmental levels. For example, the American Academy of Pediatrics recommends that children aged 2 to 5 should have no more than one hour of high-quality programming per day, while children younger than 2 should avoid digital media altogether, children under 18 months should avoid the use of screen media other than video calling[[10]](#footnote-10). By encouraging alternative activities such as outdoor play, reading, and creative hobbies, parents can reduce the amount of time children spend in front of screens, limiting their exposure to potentially harmful advertisements. Encouraging children to participate in meal planning and cooking can also counteract the influence of unhealthy food advertising by promoting a positive relationship with nutritious foods. By cultivating an environment that emphasizes media literacy, healthy choices, balanced screen time, and critical discussion, parents can empower their children to navigate advertising more effectively and make informed decisions that prioritize their well-being and personal values.

***Reflect***

1. Should there be stricter regulations on marketing for children? Why or why not?
2. What ethical challenges arise when advertising to children and families?
3. How can marketers create responsible and ethical advertising campaigns for households?

***End-of-Chapter Self-Reflection***

1. How has your family influenced your own purchasing behavior?
2. Have you noticed generational differences in shopping habits within your family?
3. Do you believe companies should be more responsible when marketing to children? Why or why not?

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* Introduction to Advertising: Advertising Practices  
  <https://oer.galileo.usg.edu/business-textbooks/10/>
* Launch! Advertising and Promotion in Real Time by Solomon et al. 2009: <https://open.umn.edu/opentextbooks/textbooks/launch-advertising-and-promotion-in-real-time>
* Principles of Marketing by Lumen Learning <https://courses.lumenlearning.com/waymakerintromarketingxmasterfall2016/>
* Introduction to Marketing   
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  <https://socialsci.libretexts.org/Courses/Butte_College/Exploring_Intercultural_Communication_%28Grothe%29/05%3A_Nonverbal_Processes_in_Intercultural_Communication/5.02%3A_Types_of_Nonverbal_Communication>

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