

CHAPTER 3

Consumer Motivation and Personality

LEARNING OBJECTIVES

After reading, studying and analyzing this chapter, students should be able:

- 3.1** To understand how motives, needs, and goals shape consumer behavior.
- 3.2** To understand the systems of classifying needs.
- 3.3** To understand the impact of hidden motives on consumer behavior.
- 3.4** To understand why and how consumers use technology.
- 3.5** To understand personality development.
- 3.6** To understand how personality traits shape consumer behavior.
- 3.7** To understand brand personification.
- 3.8** To understand the impact of self-image on consumer behavior.

CHAPTER SUMMARY

Learning Objective 3.1: To understand how motives, needs, and goals shape consumer behavior.

Motivation is the driving force that impels people to act. It represents the reasons one has for acting or behaving in a particular way. Needs are circumstances or things that are wanted or required, and they direct the motivational forces. Motivation drives consumers to take action by producing a psychological tension caused by unfulfilled needs. Individuals strive to reduce this tension through selecting goals and subsequent behavior that they anticipate will fulfill their needs and thus relieve them of the tension they feel.

There are two types of human needs. Biogenic needs (also termed physiological and innate needs) sustain physical existence. They include the need for food, water, air, protection of the body from the outside environment (i.e., clothing and shelter), and sex. Psychogenic needs are learned from our parents, social environment, and interactions with others. Among many others, they include the needs for self-esteem, prestige, affection, power, and achievement.

Goals are the sought-after results of motivated behavior, and all human behavior is goal oriented. Most of an individual's needs are dormant much of the time. The arousal of any need at a specific moment may be caused by biological stimuli, emotional or cognitive processes, or stimuli in the outside environment. Needs and goals are interdependent; neither exists without the other. However, people are often not as aware of their needs as they are of their goals.

Need-driven human activity never ceases because: (1) needs are never fully satisfied—they continually cause actions designed to attain or maintain satisfaction; (2) as needs are satisfied,

new and higher-order needs emerge, cause tension, and induce activity; and (3) people who achieve their goals set new and higher goals for themselves.

The motivation to select goals can be either positive or negative. We may feel a driving force *toward* some object or condition or a driving force *away* from some object or condition. Positive outcomes that we seek are called approach objects, and negative outcomes that we want to prevent are called avoidance objects.

Frustration is the feeling that results from failure to achieve a goal, and defense mechanisms are cognitive and behavioral ways to handle frustration.

Learning Objective 3.2: To understand the systems of classifying needs.

Human beings share the same biogenic and similar psychogenic needs. However, different people assign different priorities to psychogenic needs.

Henry Murray prepared an extensive list of psychogenic needs that represented the first systematic approach to the understanding of nonbiological human needs. Murray believed that although each need is important in and of itself, needs can be interrelated, can support other needs, and can conflict with other needs.

Maslow's hierarchy-of-needs theory proposes five levels of human needs: physiological needs, safety needs, social needs, egoistic needs, and self-actualization needs. The need hierarchy has received wide acceptance in many social disciplines because it appears to reflect the assumed or inferred motivations of many people in U.S. society. The five levels of needs are sufficiently generic to encompass most individual needs.

Learning Objective 3.3: To understand the impact of hidden motives on consumer behavior.

Motivational research—a “term of art” for a consumer behavior research approach conceived by Ernest Dichter—uses mostly projective techniques. This method is commonly used in qualitative research to delve below the consumer's level of conscious awareness to identify underlying needs and motives.

Learning Objective 3.4: To understand why and how consumers use technology.

Marketers are interested in how technology influences motivations. For example, marketers are learning about consumer motivation to post product and service reviews online in order to influence these decisions. In addition, wearable technology, such as fitness bracelets, motivate consumers to increase their exercise.

Learning Objective 3.5: To understand personality development.

Personality consists of the psychological characteristics that both determine and reflect how a person responds to his or her environment. Although personality tends to be consistent and

enduring, it may change abruptly in response to major life events, as well as gradually over time. Three theories of personality are prominent in the study of consumer behavior: psychoanalytic theory, neo-Freudian theory, and trait theory. Freud's psychoanalytic theory provides the foundation for the study of motivational research, which operates on the premise that human drives are largely unconscious in nature and motivate many consumer actions. Neo-Freudian theory tends to emphasize the fundamental role of social relationships in the formation and development of personality. Trait theory focuses on empirical measures of personality in terms of specific psychological characteristics, called traits, that set one person apart from another.

Learning Objective 3.6: To understand how personality traits shape consumer behavior.

The premise researching the impact of personality traits on consumer behavior is that people have varying degrees that can be measured. Several personality traits are strongly correlated with innovativeness: dogmatism, inner- versus other-directedness, and the need for uniqueness. These personality traits, as well as others—optimum stimulation level, sensation seeking, variety or novelty seeking, need for cognition, visualizer or verbalizer status, consumer materialism, fixated consumption, compulsive consumption, and consumer ethnocentrism—greatly impact consumption behavior and marketers must understand and use them to develop effective persuasive strategies.

Learning Objective 3.7: To understand brand personification.

Brand personification takes place when consumers assign humanlike qualities to products and brands. Marketers who study and understand the meaning of such product and brand personalities can use them to shape consumers' responses to promotional messages and enhance their emotional connections to products and brands. A product's personality frequently endows products and brands with gender. Consumers associate some brands with geographic locations, and such associations often enhance their memory and likeability of brands. Many consumers who are heavy internet users become emotionally attached to certain websites, and several researchers have studied the ascribing of personality traits to websites.

Learning Objective 3.8: To understand the impact of self-image on consumer behavior.

People have several forms of perceived self-image expressing their traits, habits, possessions, and relationships. Consumers frequently attempt to preserve, enhance, alter, or extend their self-images by purchasing brands that appeal to their self-image(s), and also by shopping at stores that they perceive as consistent with their relevant self-image(s). Consumer behavior researchers identified four components of self-image: (1) actual self-image, (2) ideal self-image, (3) social self-image, and (4) ideal social self-image. Understanding the dimensions of self-image enables marketers to design effective promotional messages targeting various segments.

CHAPTER OUTLINE

INTRODUCTION

1. **Motivation** is the driving force that impels people to act/represents the reasons one has for acting or behaving in a particular way.
2. **Needs** are circumstances or things that are wanted or required, and they direct motivational forces.

******Use Key Terms motivation and needs Here******

3. **Personality** consists of the inner psychological characteristics that both determine and reflect how we think and act.
4. **Brand personification** occurs when consumers attribute human traits or characteristics to a brand.
5. **Anthropomorphism** refers to attributing human characteristics to something that is not human.

******Use Key Terms personality, brand personification and anthropomorphism Here; Use Figure 3.2 Here******

The Dynamics of Motivation

***** *Use Learning Objective #3.1 Here* *****

1. The foundation of marketing is identifying and satisfying needs.
 - a) Marketers do not create needs but strive to make consumers more keenly aware of unfelt or dormant needs.
 - b) A corporate focus on developing products that will satisfy consumers' needs ensures that the company stays in the forefront of the search for new and effective solutions.
 - c) Companies that define themselves in terms of products they make may go out of business when products are replaced by competitive offerings that better satisfy consumers' needs.

***** *Use Figure #3.3 Here******

2. There are two types of human needs: physiological needs and psychological needs.
 - a) **Physiological needs** are innate (**biogenic**, primary) and include the need for food, water, air, protection from the outside environment, and sex; they sustain biological existence.
 - b) **Psychogenic needs** are learned from our parents, social environment and interactions with others (e.g. self-esteem, prestige, affection, power, learning and achievement).

3. *Need arousal* may be caused by internal stimuli, emotional or cognitive processes, or stimuli in the outside environment.
 - a) Physiological arousal is often involuntary but arouses needs that cause uncomfortable tensions.
 - b) Cognitive arousal leads to cognitive awareness of a need and action that would fulfill it.
4. **Goals** are the sought-after results of motivated behavior, and all human behavior is goal oriented. There are two types of goals:
 - a) **Generic goals** are outcomes that consumers seek in order to satisfy physiological and psychological needs. (e.g. I want a pair of pants.)
 - b) **Product-specific goals** are outcomes that consumers seek by using a given product or service. (e.g. I want a pair of Calvin Klein jeans.)

***** *Use Review and Discussion Questions #3.2, #3.3 and #3.4 Here; Use Key Terms goals, generic goals, product-specific goals Here; Use Figure 3.3 Here******

5. Consumers set purchase-related goals that satisfy more than one need; people with different needs may select the same goal; and people with the same needs may seek fulfillment via different goals.
 - a) The motivation to select goals can be positive or negative.
 - b) We may feel a driving force toward or away from an object or condition.
 - i) Positive outcomes are called **approach objects**
 - ii) Negative outcomes are called **avoidance objects**
6. Needs and goals are interdependent.
 - a) Neither exists without the other
 - b) People are less aware of their needs than they are of their goals.
 - c) Several factors motivate people to go shopping:
 - i) Seeking specific goods
 - ii) Recreational shopping
 - iii) Activity-specific shopping
 - iv) Demand-specific shopping

***** *Use Key Terms approach objects and avoidance objects Here******

7. Human needs are never fully satisfied
 - a) Needs and goals are constantly growing and changing.
 - b) As individuals attain their goals, they develop new, higher ones.
 - c) If they do not attain their goals, they continue to strive for old goals or they develop substitute goals.
 - d) People who achieve their goals set new and higher goals for themselves.
8. Frustration is the feeling that results from failure to achieve a goal, and **defense mechanisms** are cognitive and behavioral ways to handle frustration. Defense mechanisms include:
 - a) Aggression
 - b) Rationalization

- c) Regression
- d) Withdrawal
- e) Projection
- f) Daydreaming
- g) Identification

***** Use Review and Discussion Questions 3.4 and 3.5 Here; Use Hands-On Assignment 3.1 Here; Use Key Terms frustration and defense mechanisms Here; Use Figure 3.4 Here *****

Systems of Needs

***** Use Learning Objective #3.2 Here *****

1. Although there is little disagreement about specific physiological needs, there is disagreement about defining and categorizing psychological (i.e., psychogenic) needs.
 - a) In 1938, the psychologist Henry Murray prepared a detailed list of psychogenic needs that have served as the basic constructs for a number of widely used personality tests.
 - b) Table 3.1 lists some of the needs that Murray pointed out and examples of promotional messages built around psychogenic needs.

***** Use Table #3.1 Here; Use Figure 3.5 Here*****

- c) Dr. Abraham Maslow formulated a widely accepted theory of human motivation. Maslow's theory identifies five basic levels of human needs, which rank in order of importance from low-level (biogenic) needs to higher-level (psychogenic) needs. **Maslow's hierarchy of needs** theory suggests that individuals seek to satisfy lower-level needs before higher-level needs emerge.
 - i) **Physiological needs** are the first and most basic level of human needs.
 - a) Physiological needs are those things that are required to sustain biological life: food, water, air, shelter, clothing, and sex (biogenic needs).
 - b) Physiological needs are dominant when chronically unsatisfied.
 - ii) **Safety and security needs** become the driving force behind consumer behavior after physiological needs have been satisfied.
 - a) Safety needs include order, stability, routine, familiarity, control over one's life and environment.
 - b) Health and the availability of health care are important safety concerns.
 - iii) **Social needs** relate to such things as love, affection, belonging, and acceptance.
 - iv) **Egoistic needs** can take an inward or outward orientation, or both.
 - a) Inwardly-directed ego needs reflect an individual's need for self-acceptance, for self-esteem, for success, for independence, and for personal satisfaction with a job well done.
 - b) Outwardly-directed ego needs include the needs for prestige, for reputation, for status, and for recognition from others.

- v) **Self-actualization need** refers to an individual's desire to fulfill his or her potential to become everything he or she is capable of becoming.

*******Use Review and Discussion Questions 3.6 and 3.7 Here; Use Key Terms Maslow's hierarchy of needs, social needs, egoistic needs and self-actualization need Here; Use Figures #3.6 and 3.7 Here*******

- d) The major problem with Maslow's theory is that it cannot be tested empirically; there is no easy way to measure precisely how satisfied one need is before the next higher need becomes operative.
- e) Maslow's hierarchy offers a useful, comprehensive framework for marketers trying to develop appropriate advertising appeals for their products.
 - i) The hierarchy enables marketers to focus their advertising appeals on a need level that is likely to be shared by a large segment of the prospective audience.
 - ii) The hierarchy facilitates product positioning or repositioning because different appeals for the same product can be based on different needs included in this framework.

Hidden Motives

1. **Motivational research**, which should logically include all types of research into human motives, has become a "term of art."
 - a. It was first used by Dr. Ernest Dichter to uncover consumers' subconscious or hidden motives.
 - b. Based on the premise that consumers are not always aware of the reasons for their actions, motivational research attempts to discover underlying feelings, attitudes, and emotions concerning product, service, or brand use.
2. Building on the contributions of Dr. Dichter and other earlier motivational researchers, qualitative consumer research expanded from its focus on Freudian and neo-Freudian concepts to a broader perspective that embraced not only other schools of psychology, but included methodologies and concepts borrowed from sociology and anthropology.
3. Motives are hypothetical constructs — they cannot be seen or touched, handled, smelled, or otherwise tangibly observed — so no single measurement method can be considered a reliable index.
 - a. Because respondents are often unaware of their motives or are unwilling to reveal them when asked directly, researchers use **qualitative research** to delve into consumer's unconscious or hidden motivations.
 - b. Many qualitative methods also are termed **projective techniques** because they require respondents to interpret stimuli that do not have clear meanings, with the assumption that the subjects will reveal or "project" their subconscious, hidden motives into the ambiguous stimuli.
 - c. Examples include storytelling, role-playing, word association, sentence completion, Thematic Apperception Tests, and photo sorts.

******Use Learning Objective 3.3 Here; Use Review and Discussion Question #3.8 Here; Use Key Terms motivational research, qualitative research, and projective techniques Here******

Motives and Technology

1. Bloggers and individuals who post comments online influence other consumers, who feel information from other consumers is more credible than information from advertisements.
2. Understanding the motivations of writers enables marketers to influence what is being written.
3. Reasons consumers write product reviews:
 - a. To be helpful to other consumers (Murray's Sharing Information Need)
 - b. To gain prestige (Murray's Achievement Need)
 - c. To create content for their channels (Murray's Creation Need)
 - d. To obtain swag or incentives (Murray's Acquiring Need)
4. Reasons consumers interact with brands on the internet:
 - a. Interest in buying and comparing products' features online
 - b. Find personalizing products fun
 - c. Receiving good customer service
 - d. Winning prizes and receiving free product samples
5. Technology can be a motivating factor for things like exercise.

******Use Learning Objective 3.4 Here******

Personality Development

1. **Personality** is defined as those inner psychological characteristics that both determine and reflect how a person responds to his or her environment.
 - a) The emphasis in this definition is on *inner characteristics*—those specific qualities, attributes, traits, factors, and mannerisms that distinguish one individual from other individuals.
 - b) The identification of specific personality characteristics associated with consumer behavior has proven to be highly useful in the development of a firm's market segmentation strategies.

***** *Use Learning Objective #3.5 Here; Use Key Term personality Here******

2. The facets of personality: heredity, early childhood experiences, and broader social and environment influences are thought to influence personality development.
3. In the study of personality, three distinct properties are of central importance:
 - a) Personality reflects individual differences.
 - b) Personality is consistent and enduring.
 - c) Personality can change.

4. Personality reflects individual differences
 - a) An individual's personality is a unique combination of factors; no two individuals are exactly alike.
 - b) Personality is a useful concept because it enables marketers to categorize consumers into different groups on the basis of a single trait or a few traits.
5. Personality is consistent and enduring.
 - a) Marketers learn which personality characteristics influence specific consumer responses and attempt to appeal to relevant traits inherent in their target group of consumers.
 - b) Even though an individual's personality may be consistent, consumption behavior often varies considerably because of psychological, sociocultural, situational and environmental factors that affect behavior.
6. Personality Can Change
 - a) An individual's personality may be altered by major life events, such as the birth of a child, the death of a loved one, a divorce, or a major career change.
 - b) An individual's personality also changes as part of a gradual maturing process.
 - i) Personality stereotypes may also change over time.
 - ii) There is a prediction, for example, that a personality convergence is occurring between men and women.
 - iii) The reason for this shift is that women have been moving into occupations that have been dominated by men and have increasingly been associated with masculine personality attributes.
7. There are three major theories of personality: Freudian theory, neo-Freudian theory, and trait theory.
 - a) **Freudian theory:** Sigmund Freud's psychoanalytic theory of personality is one of the cornerstones of modern psychology.
 - i) This theory was built on the premise that unconscious needs or drives, especially biological and sexual drives, are at the heart of human motivation and personality.
 - ii) Freud proposed that the human personality consists of three interacting systems: the id, the superego and the ego.
 - a) The **id** is the "warehouse" of primitive and impulsive drives, such as: thirst, hunger, and sex, for which the individual seeks immediate satisfaction without concern for the specific means of that satisfaction.
 - b) The **superego** is the individual's internal expression of society's moral and ethical codes of conduct.
 - (1) The superego's role is to see that the individual satisfies needs in a socially acceptable fashion.
 - (2) The superego is a kind of "brake" that restrains or inhibits the impulsive forces of the id.
 - c) The **ego** is the individual's conscious control, which functions as an internal monitor that attempts to balance the impulsive demands of the id and the sociocultural constraints of the superego.

*****Use Key Terms Freudian theory, id, superego, ego Here*****

- iii) Freud emphasized that an individual's personality is formed as he or she passes through a number of distinct stages of infant and childhood development: oral, anal, phallic, latent, and genital stages.

*******Use Hands-on Assignment #3.20 Here *******

- b) Neo-Freudian personality theories come from Freud's colleagues, who felt social relationships play a crucial role in the development of personality and may have disagreed with his contention that personality is primarily instinctual and sexual in nature.
 - i) Alfred Adler viewed human beings as seeking to attain various rational goals, which he called *style of life*, placing emphasis on the individual's efforts to overcome *feelings of inferiority*.
 - ii) Harry Stack Sullivan stressed that people continuously attempt to establish significant and rewarding relationships with others, placing emphasis on efforts to reduce tensions.
 - iii) Karen Horney focused on the impact of child-parent relationships, especially the individual's desire to conquer feelings of anxiety. She proposed three personality groups: compliant, aggressive, and detached.
 - a) **Compliant individuals** are those who move toward others—they desire to be loved, wanted, and appreciated.
 - b) **Aggressive individuals** move against others—they desire to excel and win admiration.
 - c) **Detached individuals** move away from others—they desire independence, self-sufficiency, and freedom from obligations.
 - d) A personality test based on Horney's theory (the CAD) has been developed and tested.
 - e) It reveals a number of tentative relationships between scores and product and brand usage patterns.
 - iv) It is likely that many marketers have used some of these neo-Freudian theories intuitively.

*******Use Key Terms Neo-Freudian theory and CAD scale Here*******

Personality Traits

1. Personality traits are characteristics that set people apart from one another.
 - a. Selected single-trait personality tests increasingly are being developed specifically for use in consumer behavior studies.
 - b. Types of traits measured include:
 - i. **Innovativeness**—how receptive a person is to new experiences
 - ii. **Materialism**—the degree of the consumer's attachment to “worldly possessions”

- iii. **Ethnocentrism**—the consumer’s likelihood to accept or reject foreign-made products
- c. Researchers have learned to expect personality to be linked to how consumers make their choices, and to the purchase or consumption of a broad product category rather than a specific brand.

******* Use Learning Objective #3.6 Here; Use Review and Discussion Questions #3.10 and #3.11 Here; Use Key Terms innovators, laggards, innovativeness, materialism, and ethnocentrism Here *******

- 2. Innovativeness is the degree of a consumer’s willingness to adopt new products and services shortly after the products are introduced.
 - a. Motivational factors that inspire consumer innovativeness include:
 - i. Functional factors – interest in the performance of an innovation
 - ii. Hedonic factors – feeling gratified by using the innovation
 - iii. Social factors – desire to be recognized by others because of one’s pursuit of innovations
 - iv. Cognitive factors – mental stimulation experience by using an innovation
 - b. A study identified three levels of innovativeness:
 - i. Global innovativeness – a personal trait that exists independent of any context; one that represents the “very nature” of consumers’ innovativeness.
 - ii. Domain-specific innovativeness – a more narrowly defined activity within a specific domain or product category.
 - iii. Innovative behavior – a pattern of actions or responses that indicate early acceptance of change and adoption of innovations.

*******Use Key Term innovativeness Here; Use Table 3.2 Here*******

- 3. **Dogmatism** is a personality trait that measures the degree of rigidity an individual displays toward the unfamiliar and toward information that is contrary to their established beliefs.
 - a. A person who is highly dogmatic approaches the unfamiliar defensively and with considerable discomfort and uncertainty.
 - b. A person who is low dogmatic will readily consider the unfamiliar or opposing beliefs.
 - c. Consumers low in dogmatism (open-minded) are more likely to prefer innovative products to established ones and tend to be more receptive to messages that stress factual differences, product benefits, and other forms of product-usage information.
 - d. Consumers high in dogmatism (closed-minded) are more likely to choose established product innovations and tend to be more receptive to ads for new products or services that contain an appeal from an authoritative figure.

*******Use Key Term dogmatism Here*******

4. Social character is a personality trait that ranges on a continuum from inner-directed to other-directed.
- a. **Inner-directed** consumers tend to rely on their own “inner” values or standards in evaluating new products and are likely to be consumer innovators. They also prefer ads stressing product features and personal benefits.
 - b. **Other-directed** consumers tend to look to others for direction and are not innovators. They prefer ads that feature social environment and social acceptance.

******Use Review and Discussion Question #3.12 Here; Use Key Terms inner-directed and other-directed Here; Use Figure 3.10 Here******

5. **Need for uniqueness** is defined as an individual’s pursuit of differentness relative to others that is achieved through the acquisition of consumer goods in order to enhance one’s personal and social identity.
- a. Consumers with high need for uniqueness adopt new products and brands quicker than others.
 - b. Consumers with high need for uniqueness prefer creative products that counter conformity and are outside group norms, and avoid similarity reflected in buying mainstream products.

******Use Key Term need for uniqueness Here; Use Table #3.3 Here******

6. Persons with high **optimum stimulation levels (OSLs)** are willing to take risks, to try new products, to be innovative, to seek purchase-related information, and to accept new retail facilities.
- a. High OSL people prefer an environment crammed with novel, complex, and unusual experiences
 - b. OSL scores also reflect a person’s desired level of lifestyle stimulation.
 - i. Consumers whose actual lifestyles are equivalent to their OSL scores appear to be quite satisfied.
 - ii. Those whose lifestyles are understimulated are likely to be bored.
 - iii. Those whose lifestyles are overstimulated are likely to seek rest or relief.

******Use Key Term optimum stimulation level (OSL) Here******

7. **Sensation seeking (SS)** is closely related to OSL and defined as “a trait characterized by the need for varied, novel, and complex sensations and experience, and the willingness to take physical and social risks for the sake of such experience.”

******Use Key Term sensation seeking Here******

8. **Variety and novelty seeking** is also related to OSL.
- a. Different types of variety seeking include:

- i. Exploratory purchase behavior (e.g., switching brands to experience new and possibly better alternatives)
 - ii. Vicarious exploration (e.g., where the consumer secures information about a new or different alternative and then contemplates or even daydreams about the option)
 - iii. Use innovativeness (e.g., where the consumer uses an already adopted product in a new or novel way).
- b. High variety-seeking consumers are likely to purchase the latest smartphones/ technological products with functions.

*******Use Key Term novelty seeking Here *******

9. Need for cognition (NFC) is the measurement of a person's craving for or enjoyment of *thinking*.

- a. Consumers who are *high* in NFC are more likely to be responsive to the part of an advertisement that is rich in product-related information of description.
- b. They are also more responsive to cool colors.
- c. Consumers who are relatively *low* in NFC are more likely to be attracted to the background or peripheral aspects of an ad.
- d. They spend more time on print content and have much stronger brand recall.
- e. Need for cognition seems to play a role in an individual's use of the Internet.
 - i. High-NFC people concentrate on planned online activities, seek product information, current events and educational resources
 - ii. Low-NFC people are distracted by options and unable to focus on intended online activities

*******Use Review and Discussion Question #3.12 Here; Use Key Term need for cognition Here*******

10. Some people prefer written information, while others are influenced by images.

- a. **Visualizers** are consumers who prefer visual information and products that stress the visual. There are two distinctly different types of visualizers.
 - i. Object visualizers encode and process images as a single perceptual unit.
 - ii. Spatial visualizers process images piece by piece.
- b. **Verbalizers** are consumers who prefer written or verbal information and products that stress the verbal.
- c. This distinction helps marketers know whether to stress visual or written elements in their ads.

*******Use Review and Discussion Question #3.13 Here; Use Key Terms verbalizers, visualizers Here; Use Figure 3.7 Here*******

11. Materialism is a trait of people who feel their possessions are essential to their identity.

- a. They value acquiring and showing off possessions

- b. They are self-centered and selfish
- c. They seek lifestyles full of possessions
- d. Their possessions do not give them greater happiness.

*******Use Key Term materialism Here; Use Table 3.4 Here*******

- 12. Compulsive consumption** is in the realm of abnormal behavior and describes addictive and out-of-control buying that may have damaging consequences to the shopper and those around them.
- 13. Fixated consumption** behavior is in the realm of normal and socially acceptable behavior and refers to collectors' and hobbyists' tendency to accumulate items that are related to their interest and show them off to friends and others with similar interests. Fixated consumers' characteristics:
- a. A passion for and interest in the category of what they collect
 - b. A willingness to invest a lot of effort in adding to their collections
 - c. A willingness to spend a lot of time and discretionary (or other) income searching and buying more items for their collections
 - d. An aggressive competitiveness at auctions

*******Use Key Terms compulsive consumers and fixated consumers Here; Use Table #3.5 Here*******

- 14. Ethnocentrism** is the consumer's willingness to buy (or not buy) foreign-made products
- a. Nonethnocentric consumers evaluate foreign products for extrinsic characteristics
 - b. Ethnocentric consumers feel it is inappropriate or wrong to purchase foreign-made products
 - c. Marketers can appeal to ethnocentric consumers by stressing nationalistic themes in their promotional efforts.

*******Use Review and Discussion Question #3.14 Here; Use Key Term ethnocentrism Here*******

- 15.** Consumers also tend to associate personality factors with specific colors.

Anthropomorphism

1. **Anthropomorphism** is loosely defined as attributing human characteristics to something that is not human.
 - a) A study found that the ease with which consumers could anthropomorphize an offering was a function of how the product was presented to the public and the inclusion or absence of human-like product features.
 - b) Products presented as human but which lack human features tend to be evaluated less favorably by consumers than products that are presented as human and have human-like attributes.

2. **Brand personification** occurs when consumers attribute human traits or characteristics—the ingredients of brand personalities—to different brands in a wide variety of product categories.
 - a) A brand personality provides an emotional identity for a brand and encourages consumers to respond with feelings and emotions toward the brand.
 - b) A brand's personality can either be functional (“dependable and rugged”) or symbolic (“the athlete in all of us”).
 - c) Research studies have found that a strong, positive brand personality leads to more favorable attitudes toward the brand, brand preference, higher purchase intentions, and brand loyalty, and is a way for consumers to differentiate among competing brands.

*******Use Learning Objective #3.7 Here; Use Key Terms brand personification and anthropomorphism Here *******

3. Individuals who are preoccupied with their self-worth and have a negative view of others prefer exciting brand personalities, while people who have high anxiety and a favorable view of others prefer sincere brand personalities.
4. A study of dimensions of brand personality for product marketed by 64 American multinational corporations identified five underlying dimensions of brand personality:
 - a) Excitement
 - b) Sophistication
 - c) Affection
 - d) Popularity
 - e) Competence
5. Consumers sometimes develop a relationship with a brand that is similar to the relationships they have with other humans.
6. A product personality, or persona, frequently means that the product or brand has a “gender.”
7. Consumers associate some brands with geographic locations.

Self-Perception

1. **Self-image** represents the way a person views him or herself.
 - a) Consumers select products that are consistent with their self-images and enhance them
 - b) One's self-image originates in a person's background and experience
 - c) Four aspects of self-image are:
 - i) **Actual self-image**—how consumers see themselves
 - ii) **Ideal self-image**—how consumers would like to see themselves
 - iii) **Social self-image**—how consumers feel others see them
 - iv) **Ideal social self-image**—how consumers would like others to see them

******* Use Learning Objective #3.8 Here; Use Key Term self-image Here*******

2. Consumers' possessions can be seen to "confirm" or "extend" their self-images using possessions in a number of ways:
 - i) *Actually*: by allowing the person to do things that otherwise would be very difficult or impossible to accomplish (e.g., problem-solving by using a computer)
 - ii) *Symbolically*: by making the person feel better or "bigger" (e.g., receiving an employee award for excellence)
 - iii) *By conferring status or rank*: (e.g., status among collectors of rare works of art because of the ownership of a particular masterpiece)
 - iv) *By bestowing feelings of immortality*: by leaving valued possessions to young family members (this also has the potential of extending the recipients' "selves")
3. Consumers often wish to change themselves—to become a different or improved self.
 - a) In using self-altering products, consumers are frequently attempting to express their individualism or uniqueness by creating a new self or take on the appearance of another type of person.
 - b) Clothing, cosmetics, jewelry, grooming aids, and all kinds of accessories offer consumers the opportunity to modify their appearance and thereby to alter their selves
 - c) Personal vanity and self-image and alteration of the self are closely related.
 - i) Physical vanity is excessive concern with or inflated view of one's physical appearance
 - ii) Achievement vanity is excessive concern with or inflated view of one's personal achievements

*****Use Figure 3.9 Here*****

REVIEW AND DISCUSSION QUESTIONS

3.1 Discuss the statement "marketers don't create needs; needs pre-exist marketers." Can marketing efforts *change* consumers' needs? Why or why not? Can they *arouse* consumer needs? If yes, how?

- a. Marketers do not create needs, though in some instances they may make consumers more keenly aware of unfelt needs. The tactics used to promote many new products illustrates that marketers often do not recognize or understand consumer needs and that they cannot create a need for products. On the other hand, there are countless examples of products that have succeeded in the marketplace because they fulfill consumer needs.
- b. Marketing efforts are generally not designed to change consumer needs but to create or trigger arousal of "wants" for products/services that consumers would then purchase to satisfy needs that already exist. Market-oriented companies use consumer research to uncover relevant needs, translate them into "wants" by designing appropriate products and services, and position their offerings as satisfying needs and wants better than competitors' products/services.
- c. Marketing efforts can arouse consumer needs, and, in many instances, they strive to make consumers more keenly aware of unfelt or dormant needs. Corporations focus on

developing and marketing products that promote satisfaction of consumer's needs through new and effective solutions.

Individual, Easy, 7-10 minutes

Learning Objective 3.1: To understand how motives, needs, and goals shape consumer behavior.

AACSB: Reflective thinking

3.2 Consumers have both innate and acquired needs. Give examples of each kind of need and show how the same purchase can serve to fulfill either or both kinds of needs.

Innate needs are called **physiological needs** in the chapter, and they are physiological in nature (e.g., food, water, air, clothing, shelter, sex). Acquired needs are called **psychological needs** in the chapter, and they are generally psychological in nature (e.g., esteem, prestige, affection, power, and the like). The purchase of a house satisfies the individual's innate need for shelter, but the type of house he or she buys, its interior and exterior design, and location are likely to reflect acquired needs. For example, an individual may seek a place where large groups of people can be entertained (fulfilling social needs) and want to live in an exclusive community to impress friends (fulfilling ego needs).

Individual, Easy, 5-7 minutes

Learning Objective 3.1: To understand how motives, needs, and goals shape consumer behavior.

AACSB: Reflective thinking

3.3 List the innate and acquired needs that would be useful in developing promotional strategies for the following products and explain how they would be useful:

- a. global positioning devices**
- b. sunglasses that can be customized online**
- c. smartphones**

Let students know the discussion on physiological needs is about innate needs and the discussion on psychological needs is about acquired needs.

- a. Global positioning devices in cars: physical safety and survival, self-esteem, affection toward one's family and friends, social needs, and even ego needs, by using the latest technology available
- b. Sunglasses, customized online: self-esteem, prestige, power, ego needs (impress one's friends)
- c. Smartphones: ego needs (impress one's friends), power, prestige, self-esteem, learning, social

Individual, Moderate, 7-10 minutes

Learning Objective 3.1: To understand how motives, needs, and goals shape consumer behavior.

AACSB: Application of knowledge

3.4 Why are consumers' needs and goals constantly changing? What factors influence the formation of new goals? Apply the concepts of needs and goals to the introduction of a new program by your college or university.

Needs and goals are constantly growing and changing in response to an individual's physical condition, environment, interactions with others, and experiences. As individuals attain their goals, they develop new ones. If they do not attain their goals, they continue to strive for old goals, or they develop substitute goals. Some of the reasons why need-driven human activity never ceases include the following: 1) existing needs are never completely satisfied; they continually impel activity designed to attain or maintain satisfaction; 2) as needs become satisfied, new and higher-order needs emerge to be fulfilled; and 3) people who achieve their goals set new and higher goals for themselves.

Individual, Moderate, 10-15 minutes

Learning Objective 3.1: To understand how motives, needs, and goals shape consumer behavior.

AACSB: Reflective thinking; Application of knowledge

3.5 How can marketers use consumers' failures to achieve goals in developing promotional appeals for specific products and services? Give examples.

Failure to achieve a goal often results in feelings of frustration and individuals react differently to frustrating situations. Some people are adaptive and cope with frustrating situations by finding their way around the obstacle or, if this fails, by selecting a substitute goal. People who cannot cope with frustration adopt defense mechanisms to protect their egos from feelings of failure when they do not attain their goals. The eight defense mechanisms are: aggression, rationalization, regression, withdrawal, projection, autism, identification, and repression.

Individual, Moderate, 5-7 minutes

Learning Objective 3.1: To understand how motives, needs, and goals shape consumer behavior.

AACSB: Application of knowledge

3.6 For each of the following products, select one level from Maslow's hierarchy of human needs. Describe how you would use the need you selected in promoting the product to a market segment of your choice. The products are: e-readers, expensive shoes, and vacation homes.

Maslow identifies five basic levels of human needs, which rank in order of importance from lower-level biogenic needs to higher-level psychogenic needs. The theory postulates that individuals seek to satisfy lower-level needs before higher-level needs emerge. The lowest level of needs are the physiological needs such as the need for food, air and shelter, then come the safety and security needs; the need for protection, order and stability. Social needs

act as motivators when safety and security needs are met – the need for affection, friendship and belonging. The needs that emerge after that are the egoistic needs – the need for power, prestige and self-esteem. The highest need that, according to Maslow, most people never seem to fulfill, is the self-actualization need – the need for self-fulfillment. Students will have different ideas about how the needs could be used to promote the individual products to the segment of their choices.

Individual or Group, Moderate, 15-20 minutes

Learning Objective 3.2: To understand the systems of classifying needs.

AACSB: Application of knowledge

3.7 What are the advantages and disadvantages of using Maslow's need hierarchy in segmentation and positioning?

Maslow's needs hierarchy received wide acceptance in many social disciplines because it appears to reflect the assumed or inferred motivations of many people in our society. The five levels of need postulated by the hierarchy are sufficiently generic to encompass most lists of individual needs. Some critics, however, maintain that Maslow's concepts are too general. To say that hunger and self-esteem are similar, in that both are needs, is to obscure the urgent, involuntary nature of the former and the largely conscious, voluntary nature of the latter. The major problem with the theory is that it cannot be tested empirically; there is no way to measure precisely how satisfied one need must be before the next higher need becomes operative. The need hierarchy also appears to be very closely bound to our contemporary American culture. Despite these criticisms, Maslow's hierarchy is a useful tool for understanding consumer motivations and is readily adaptable to marketing strategy. Offer the students several current examples, one for each level of the hierarchy.

Individual, Easy, 5-7 minutes

Learning Objective 3.2: To understand the systems of classifying needs.

AACSB: Reflective thinking

3.8 a. How do researchers identify and "measure" human motives? Give examples.

This is a difficult question to answer because motives are hypothetical constructs—that is, they cannot be seen or touched, handled, smelled, or otherwise tangibly observed. For this reason, no single measurement method can be considered a reliable index. Instead, researchers usually rely on a combination of various qualitative research techniques to try to establish the presence and/or the strength of various motives.

b. Does motivational research differ from quantitative research? Discuss.

Yes. Quantitative research refers to data in the form of numbers and statistics. Motivational research is a term generally used to refer to qualitative research designed to uncover the consumer's subconscious or hidden motivation. Psychoanalytic theory of personality,

developed by Freud, provided the basis for the development of motivational research. The theory is built on the premise that unconscious needs or drives, especially biological and sexual drives, are at the heart of human motivation and personality.

c. What are the strengths and weaknesses of motivational research?

Because of the intensive nature of qualitative research, samples necessarily were small; thus, there was concern about generalizing findings to the total market. Also, marketers soon realized that the analysis of projective tests and depth interviews was highly subjective. The same data given to three different analysts could produce three different reports. Other consumer theorists noted additional inconsistencies in applying Freudian theory to the study of consumer behavior. Despite these criticisms, motivational research is still regarded as an important tool by marketers who want to gain deeper insights into the whys of consumer behavior than conventional marketing research techniques can yield. Motivational research's principal use today is in the development of new ideas for promotional campaigns, ideas that can penetrate the consumer's conscious awareness by appealing to unrecognized needs. Motivational research also provides marketers with a basic orientation for new product categories and enables them to explore consumer reactions to ideas and advertising copy at an early stage to avoid costly errors.

Individual, Moderate, 15-20 minutes

Learning Objective 3.3: To understand the impact of hidden motives on consumer behavior.

AACSB: Analytical thinking

3.9 How would you explain the fact that, although no two individuals have identical personalities, personality is sometimes used in consumer research to identify distinct and sizable market segments?

Because the inner characteristics that constitute an individual's personality are a unique combination of factors, no two individuals are exactly alike. Nevertheless, many individuals tend to be similar in terms of a single personality characteristic. For instance, many people can be described as "high" in sociability (the degree of interest they display in social or group activities), although others can be described as "low" in sociability. **Personality** is a useful concept because it enables us to categorize consumers into different groups on the basis of a single trait or a few traits. If each person were different in all respects, it would be impossible to group consumers into segments, and there would be little reason to develop standardized products and promotional campaigns. Marketers seek to identify those particular personality characteristics that are shared by those individuals who constitute a particular market segment.

Individual, Moderate, 7-10 minutes

Learning Objective 3.5: To understand personality development.

AACSB: Reflective thinking

3.10 Contrast the major characteristics of the following personality theories: a) Freudian theory, b) neo-Freudian theory, and c) trait theory. In your answer, illustrate how each theory is applied to the understanding of consumer behavior.

- a) Freudian (or psychoanalytic) theory is based on the premise that subconscious needs, especially biological and sexual needs, are the center of human motivation and personality. Because of its clinical origin, this theory stresses measurement of personality through qualitative or subjective approaches (e.g., projective techniques). The major application of Freudian theory to consumer behavior is Ernest Dichter's work.
- b) Neo-Freudian theory contends that social relationships are fundamental to the development of personality. For example, Adler proposed that overcoming feelings of inferiority is the major factor in human motivation, and Sullivan viewed reduction of anxiety as a key factor. The most systematic application of neo-Freudian theory in consumer research is the development of the CAD scale—a personality test based on Karen Horney's proposition that individuals can be classified into three personality types: compliant, aggressive, and detached. These personality types and the research findings of studies that used the CAD scale are described in the text.
- c) Trait theory, in contrast to Freudian and neo-Freudian theories, is quantitative in its orientation. It views personality as a set of enduring traits rather than the result of subconscious drives. These traits are usually expressed in numerical scores obtained on self-administered paper-and-pencil tests. Single trait personality tests have been particularly successful in adding to the understanding of consumer behavior, and such tests are increasingly being developed for use in consumer research. Personality traits have been linked to many consumption behaviors including purchase patterns of various products (but seldom to consumption of specific brands), store choices, purchasing foreign made products, and to differentiating between innovators and non-innovators.

Individual, Moderate, 7-10 minutes

Learning Objective 3.3: To understand the impact of hidden motives on consumer behavior.

AACSB: Analytical thinking

3.11 Describe personality trait theory. Give five examples of how personality traits can be used in consumer research.

Trait theory constitutes a major departure from the qualitative measures that typify the Freudian and neo-Freudian movements (e.g., personal observation, self-reported experiences, dream analysis, projective techniques). **Trait theory** is primarily quantitative or empirical; it focuses on the measurement of personality in terms of specific psychological characteristics, called traits: "any distinguishing, relatively enduring way in which one individual differs from another." Selected single-trait personality tests (which measure just one trait, such as self-confidence) are increasingly being developed specifically for use in consumer behavior studies. These tailor-made personality tests measure such traits as consumer innovativeness, consumer susceptibility to interpersonal influence, materialism, and consumer ethnocentrism.

Examples:

- The Consumer Innovativeness Scale can be used to study how receptive consumers are to new products or services.
- Consumer researchers recently developed a scale that measures consumers' susceptibility to interpersonal influence.
- In testing a new materialism scale, researchers found that materialistic people value acquiring and showing off possessions, are self-centered, etc.
- In an effort to distinguish between consumer segments that are likely to be receptive to foreign-made products and those that are not, researchers have developed and tested the consumer ethnocentrism scale.
- Need for cognition measures the person's craving for, or enjoyment of, thinking.

Individual, Moderate, 10-15 minutes

Learning Objective 3.6: To understand how personality traits shape consumer behavior.

AACSB: Application of knowledge

3.12 Research has found that the target market selected by the maker of a digital camera consists primarily of individuals who are other-directed and also have a high need for cognition. How can the camera's marketer use this information in promoting its product?

Inner-directed and *other-directed* consumers have different preferences with respect to promotional messages. Because inner-directed people tend to depend on their own inner values in evaluating new products and services, they prefer advertisements that emphasize product features and personal benefits. As other-directed individuals turn to other people for direction, they are most likely to prefer ads that feature a social environment or social acceptance. They would evaluate a product in terms of its potential for social approval. Therefore, a manufacturer of cameras who advertises to inner-directed consumers should stress the ability to take better pictures and the resulting personal satisfaction. An ad aimed at other-directed consumers should portray photographing others (e.g., photographing friends standing near a famous landmark) or showing friends pictures or slides taken during a trip.

Individual, Moderate, 7-10 minutes

Learning Objective 3.6: To understand how personality traits shape consumer behavior.

AACSB: Application of knowledge

3.13 Describe the type of promotional message that would be most suitable for each of the following personality market segments and give an example of each: (a) highly dogmatic consumers, (b) inner-directed consumers, (c) consumers with high optimum stimulation levels, (d) consumers with a high need for cognition, and (e) consumers who are visualizers versus consumers who are verbalizers.

- a) Highly dogmatic consumers are likely to respond favorably to a new product when the advertising message is presented in an authoritarian manner (e.g., celebrity endorsement or expert testimonials).

- b) Inner-directed consumers tend to use their own values and standards in evaluating a new product; therefore, ads aimed at them should depict the attainment of personal achievement and satisfaction.
- c) Consumers with a high optimum stimulation level are more open to risk-taking, more likely to be innovative, try products with many novel features, and shop in new retail outlets. Consumers with high OSL are likely to respond favorably to promotional messages stressing more rather than less risk, novelty, or excitement.
- d) Consumers with a high need for cognition are ones who often crave or enjoy thinking. They are likely to be responsive to ads that are rich in product-related information or description and are unresponsive to the auxiliary or contextual aspects of an advertisement.
- e) Marketers should stress visual dimensions in attracting **visualizers** (i.e., consumers who prefer visual information, products that stress the visual) and detailed descriptions and explanations in targeting **verbalizers** (i.e., consumers who prefer written and verbal product information).

Individual, Moderate, 7-10 minutes

Learning Objective 3.6: To understand how personality traits shape consumer behavior.

AACSB: Application of knowledge

3.14 Is there likely to be a difference in personality traits between individuals who readily purchase foreign-made products and those who prefer American-made products? How can marketers use the consumer ethnocentrism scale to segment consumers?

Consumers who are highly ethnocentric feel that it is inappropriate or wrong to purchase foreign-made products, and a domestic marketer can attract them by stressing ethnocentric themes in its advertising. Non-ethnocentric consumers tend to evaluate foreign-made products more objectively for their extrinsic characteristics than for where the products were manufactured.

The consumer ethnocentrism scale, called CETSCALE, is designed to identify consumers with a predisposition to accept (or reject) foreign-made products. *It is not discussed in the chapter, so you would need to ask students to use outside resources to learn about the scale.*

Individual, Moderate, 7-10 minutes

Learning Objective 3.6: To understand how personality traits shape consumer behavior.

AACSB: Analytical thinking

3.15 A marketer of health foods is attempting to segment a certain market on the basis of self-image. Describe how the marketer can use actual self-image and ideal self-image to do so.

Actual self-image is how the consumers in fact see themselves and *ideal self-image* is how consumers would like to see themselves. So, one corresponds with “what is” (the actual self-image) and one corresponds to what consumers would like “to be” (the ideal self-image). In

targeting consumers of health foods, the marketer can use the actual self-image to attract consumers who would like to enhance the quality of their lifestyles through better nutrition, and ideal social self-image to appeal to consumers who are likely to adopt health foods due to peer influence and pressure.

Individual, Easy, 5-7 minutes

Learning Objective 3.8: To understand the impact of self-image on consumer behavior.

AACSB: Application of knowledge

HANDS-ON ASSIGNMENTS

3.16 Find two advertisements that depict two different defense mechanisms (Table 3.1) and discuss their effectiveness.

Instructor's Discussion

Have students clearly identify the defense mechanism first. Then have them explain how the ad taps that defense mechanism and how effective it is. For example, a “slice-of-life” commercial may show a young man faced with the problem of convincing a girl he likes to accept a date with him. A friend advises him to change his toothpaste, his shampoo, or whatever, to the advertised product; when he does, he gets the girl and his problem is solved.

Individual, Moderate, 15-20 minutes

Learning Objective 3.1: To understand how motives, needs, and goals shape consumer behavior.

AACSB: Application of knowledge

3.17 Find three advertisements that illustrate the needs for order, achievement, and affection and discuss their effectiveness. (Each advertisement should depict one of the three needs.)

Instructor's Discussion

Advertisements promoting **order needs** might focus on organizing things, putting things in place, setting schedules, or planning, like the Container Store ad in the chapter. Affection or affiliation is about forming attachments, sharing things, helping friends, and enjoying oneself in large groups. **Achievement needs** refer to those individuals who regard personal accomplishments as an end in itself. They want to succeed and want to be able to do things better than others. Such individuals are often good prospects for do-it-yourself products and for such advertising appeals as “we try harder.”

Individual, Moderate, 15-20 minutes

Learning Objective 3.1: To understand how motives, needs, and goals shape consumer behavior.

AACSB: Application of knowledge

3.18 Find two examples of ads that are designed to arouse consumer needs and discuss their effectiveness.

Instructor's Discussion

Latent needs are needs a consumer is not aware of. Advertisements are cues designed to arouse needs. Without these cues, the needs might remain dormant. For example, an ad designed to trigger a latent need might show a surprised reaction as a consumer hadn't considered a solution to a problem.

Individual, Moderate, 15-20 minutes

Learning Objective 3.1: To understand how motives, needs, and goals shape consumer behavior.

AACSB: Application of knowledge

3.19 Interview three friends about their favorite leisure-time activities. Do your leisure-time preferences differ from those of your friends? Which personality traits might explain why your preferences are different from or the same as those of other your friends, and how so?

Instructor's Discussion

This discussion-based exercise should help students reflect on the impact of personality on common consumer choices and the challenges the use of personality-related segmentation criteria presented by marketers. Be sure that students examine the personality traits explored in the Personality and Understanding Consumer Diversity section of the chapter. Consider the following general traits and apply these to the exercise at hand: innovativeness, dogmatism, social character (e.g., inner- and other-directedness), the need for uniqueness, optimum stimulation level (OSL), sensation seeking, variety seeking, and novelty seeking. Students can also explore cognitive personality factors, consumer materialism, consumer compulsive behavior, and ethnocentrism.

Individual or Group, Moderate, 30-40 minutes

Learning Objective 3.6: To understand how personality traits shape consumer behavior.

AACSB: Application of knowledge

3.20 Find three print advertisements that illustrate concepts from Freudian personality theory and discuss how they do so.

Instructor's Discussion

This discussion-based exercise should help students apply in concrete terms the elements of Freudian personality theory. Notice which of the ads might appeal to the id, ego, or super ego.

Individual, Moderate, 15-20 minutes

Learning Objective 3.3: To understand the impact of hidden motives on consumer behavior.

AACSB: Application of knowledge

3.21 Discuss how you curate your own social media self-image. What are your rules for posting or viewing on social media?

Instructor's Discussion

Student responses will vary. They may consider what their social media presence says to friends and to prospective employers. They also may have concerns about privacy, particularly given recent news attention to data collection by social media firms. The idea of managing other's perceptions of oneself is relevant in this context – ideas about “Fakebook” and portraying an ideal self-image may surface in discussion.

Individual, Moderate, 15-20 minutes

Learning Objective 3.3: To understand the impact of hidden motives on consumer behavior.

AACSB: Reflective thinking

S.T.A.R. PROJECTS

Ethical Issues in Consumer Behavior

S.T.A.R. Project #1

The AdForum is a place where advertising agencies can display creative work. This intriguing Web site boasts that the viewer can find 23,500+ domestic and global ads with a click of the mouse. In addition, AdForum has up-to-the-minute news about the advertising world and how viewers, readers, and listeners respond to this world. Go to the AdForum Web site at www.adforum.com and find three (3) domestic or international examples of advertisements that display good ethical behavior with respect to focusing on personality as a creative advertising theme. These ads could show people making good choices, making ethical decisions, or be scenes where personality traits match to correct ethical choices or decisions.

- a. Describe or download the ads.
- b. Describe the situations found in the ads and comment on the ethics involved
- c. How do the situations relate to the personality variable in consumer behavior?

Instructor's Discussion

Typically, the AdForum Web site will have at least one cover story that will spark the student's interest with respect to ethics. With a little reading and appreciation of the material contained in the chapter, the student should be able to make a connection between the ethical situation involved in the advertisement and the personality variable. For example, in a commercial sponsored by the Partnership for a Drug Free America, a young teen is shown being pressured by peers to inhale cocaine—“a little bit won't hurt,” say the friends. In a later scene, the teen's nose begins to bleed in school—“a little bit won't hurt!” This exercise will practice students on finding and recognizing ads that feature the personality theme and ads that have an ethical message or situation featured.

S.T.A.R. Project #2

The Advertising Council is a nonprofit organization made up of volunteers from the advertising industry whose goal and mission is to provide quality promotion for those needy causes that could not afford such high-powered services on their own. Issues impacting health, the welfare of our country, women's issues, social causes like drug use prevention, and environmental concerns have been the forte of the Ad Council in recent years. For all the good work that the council does, some question whether the Ad Council has become more left-wing than right-wing in their politics (and campaign messages) in recent years. Does a political spin to the promotions created by the Ad Council harm its credibility?

- a. Review the Ad Council's Web page at www.adcouncil.org.
- b. Review the issues, campaigns, organizations, and non-profit resources created and used by the Ad Council. Do you think the Ad Council seems to have a political agenda? If so, is this correct or incorrect ethical behavior for such an organization?
- c. How does the Ad Council attempt to impact consumer motivation? Find one illustration from the Ad Council Web page to illustrate your thoughts.

Instructor's Discussion

The Ad Council is a great place to see great advertising. In fact, the organization often wins the coveted CLIO award in advertising. The point of this exercise is to not only introduce the student to the Ad Council and its work but to get the student to think about how an organization such as this can impact consumer motivation, behavior, and even purchasing. The Ad Council sponsors many worthy causes, however, because the Council is made up of many talented members, all of the members do not necessarily think alike or approach problems from the same direction. The students should be able to find at least one controversial ad (please preview these before discussion in class as some are just that—controversial (such as planned parenthood)). This is where the ethical discussion can begin with respect to public responsibility, noble intent, and the politics of issues. A very big part of consumer motivation is moving a consumer toward a particular point of view. Ethical behavior is part of that process.

S.T.A.R. Project #3

Few of us would misidentify who said "What's Up Doc?," and "Tickle Me Elmo" is not usually mistaken as a directive to a friendly relative. Warner Bros. and Sesame Street Productions have a unique position in our society. They also have a unique responsibility in that their messages are seen and acted upon by thousands of children on a daily basis. To children, the characters from these two creative giants are real and not imaginary. The personalities of the characters are often emulated by youth. Go to the Looney Tunes Web site (<http://looneytunes.kidswb.com>) and Sesame Street (www.sesamestreet.com) Web sites and observe how cartoon personalities are developed.

- a. What ethical responsibilities do Warner Bros. and Sesame Street Productions shoulder?
- b. Examine the personalities of characters on each of the two Web sites. Give two examples of characters that exhibit human personality characteristics or traits. Explain.
- c. Discuss what you perceive to be correct and incorrect product endorsement by cartoon or puppet characters. Explain your thinking.

Instructor's Discussion

The students will find a wealth of information about cartoon and puppet characters on these two Web sites. Matching these characters to personality types will make an interesting in-class discussion. Discussing ethical ramifications is more difficult. Focus on part "c" to extend this discussion.

Small Group Projects

S.T.A.R. Project #4

Have you ever been to a SlamBall match? Probably not. Warner Bros. and TNN network, however, are betting that you soon will. What is SlamBall? Think about combining basketball, hockey, roller derby, and trampolines. Sound exciting? SlamBall is played four on four on a full court. Hockey-style rules make dribbling the SlamBall (similar to a basketball) somewhat difficult so innovations in ball control are encouraged. There are basket goals that may be approached from the front, side, or rear. The court is enclosed in plexi-walls to keep the ball in play. HotSpot trampolines extend play to heights of up to 17 feet above the game floor. At present there are six professional teams, however, this number is expected to grow as this new extreme sport catches on. For more information visit the SlamBall Web site at www.slamball.net.

- a. Using the personality traits discussed in the chapter, your group should profile the type of consumer that might be interested in SlamBall. Explain your group's rationale.
- b. Take the profile developed above and indicate how SlamBall might reach these consumers. Part of the group might examine the media, endorsements, publicity, or other venues.
- c. Comment on what your group perceives to be the future of extreme sports like SlamBall. Explain your group's forecast and judgment.

Instructor's Discussion

Small teams or groups will enjoy learning about this new extreme sport. The Web site allows for some action downloads. At present the SlamBall league has six teams, however, this may grow. Students should focus on the personality of the extreme sports enthusiast by first considering what an extreme sport is. Next, the teams should consider how to reach these enthusiasts. What companies would most be interested in this personality group?

S.T.A.R. Project #5

Are you a visualizer or a verbalizer? Crayola is betting that your visual side is the stronger of the two. Crayola has constructed a great Web site for your visual pleasure (see www.crayola.com). While on the Web site, the visitor can find many activities, ideas, create cards, learn about color, how crayons are made, and get helpful information to make a rainy day pass more quickly. One of the most interesting features is giving the consumer the ability to design his or her own color box of crayons. The color choices are endless.

- a. What visualizer techniques does Crayola use to enhance the need for visualization in consumers?
- b. What verbalizer skills are used on the Web site?
- c. Describe the colors you selected for your box of crayons. Why did you select the colors

that you did? What does the color selection say about you and your personality?

Instructor's Discussion

This colorful Web site is a great example of the visualizing aspect of a consumer's personality. The students will find many areas of visual stimulation. For a unique discussion, have the class name the new Crayola color (a contest). This Web site is a great way to cover the aspect of color mentioned in the text. To extend the project, have students match their color preferences to the tables cited in the chapter.