Sub:	Consumer Behavior					Code:	18MBAMM301
Date:	12- 10-2019	Duration:	90 mins	Max Marks:	50	Sem: III	Branch: MBA

		Marks	OBE	
			CO	RBT
	Part A - Answer Any Two Full Questions (15*02=30 Marks)			
1 (a)	What is motivation?	[03]	CO1	L1
(b)	What is a motive? Discuss (a) Utilitarian Vs Hedonic motives, (b) Positive Vs Negative motives and (c) Conscious motives Vs Unconscious motives	[07]	CO1	L2
(c)	Summarize the various levels of needs according to Maslow's Hierarchy of Needs theory.	[10]	CO1	L2
2 (a)	How is personality defined?	[03]	CO2	L2
(b)	Interpret the Classical Conditioning theory of consumer behavior.	[07]	CO2	L4
(c)	Explain the various personality traits related to innovativeness.	[10]	CO2	L4
3 (a)	List out the four dimensions of individual's personality according to Jung's theory	[03]	CO1	L1
(b)	How are id, super ego and ego function according to Freudian Theory?	[07]	CO2	L1
(c)	Examine the two Cognitive Learning theories.	[10]	CO2	L4
	Part B - Compulsory (01*20=20 marks)			
4.	Marketers use advertising as a tool to drive the 'id' level of personality. The message in their ad copy contains carefully selected words and expressions that aim at driving that id among the audience. (a) Draw a sample ad copy to illustrate the ad message, for the product of your choice (b) Infer how each of the elements in your ad copy tries to drive the 'id' level of the personality of your target audience.	[05] [05]	CO1 CO1 CO1	L3 L4 L2

Course Outcomes		PO1	PO2	PO3	PO4	PO5
CO1:	To understand the concept of consumer behaviour, decision making by consumers, behavioural variables and its influences on consumer behaviour.	1(a) 1(c)	1(b)		3(c)	
CO2:	To comprehend the social and cultural dimensions of consumer behaviour.					
CO3:	To provide an insight of the psychological and behavioural concepts of consumers.	2(a) 3(a)	3(b) 4(a) 4(b)	2(b) 2(c)		

Cognitive level	KEYWORDS
L1	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
L2	Summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
L3	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.
L4	Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.
L5	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize.

PO1 – *Theoretical Knowledge; PO2 – Effective Communication Skills; PO3 – Leadership Qualities; PO4 – Sustained Research Orientation; PO5 – Self-Sustaining Entrepreneurship*

Answer key
1ˢᵗ Internal Assessment Test (IAT-1) – III Semester MBA (2018-20 Batch)

Subject: Consumer Behaviour   **Sub Code:** 18MBAMM301   **Date:** 06-09-2019
Time: 10.00-11.30 am   **Duration:** 90 mins

Part A - Answer Any Two Full Questions (15*02=30 Marks)

1(a) What is motivation?
The stimulation of any emotion or desire that prompts or drives us into actions.
Presence of motives drives people

1(b) What is a motive? Discuss (a) Utilitarian Vs Hedonic motives, (b) Positive Vs Negative motives and (c) Conscious motives Vs Unconscious motives
A motive is a drive towards specific object like an X brand.

Utilitarian Motives and Hedonic Motives:
Utilitarian motive is goal-oriented, rational and deliberate product acquisitions where shopping is perceived to be work or a necessity. Hedonic motivation is more subjective and personal than its utilitarian counterpart and results more from fun and playfulness than from task completion

Positive Motives Vs Negative:
Motivation can be positive or negative in direction. We may feel a driving force toward some object or condition or a driving force away from some object or condition. for example, a person may be impelled toward a restaurant to fulfill a hunger need, and away from motorcycle transportation to fulfill a safety need.Some psychologists refer to positive drives as needs, wants, or desires and to negative drives as fears or aversions. However, although positive and negative motivational forces seem to differ dramatically in terms of physical (and sometimes emotional) activity, they are basically similar in that both serve to initiate and sustain human behavior. For this reason, researchers often refer to both kinds of drives or motives as needs, wants and desires. Some theorists distinguish wants from needs by defining wants as product-specific needs. Others differentiate between desires, on the one hand, and needs and wants on the other. Thus, there is no uniformly accepted distinction

Consious Vs Unconscious Motives
Conscious motives are motives we are aware of, the reasons for our behavior are clear, and these motives do not need to be arousedSometimes we are unaware of the reason why a particular behavior was undertaken; our motivation is unconsciousExample?You buy a new coat because the old one has worn out or is out of styleCompulsive shoppers are acting on unconscious needs

1(c) Summarize the various levels of needs according to Maslow's Hierarchy of Needs theory.

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.

Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem and self-
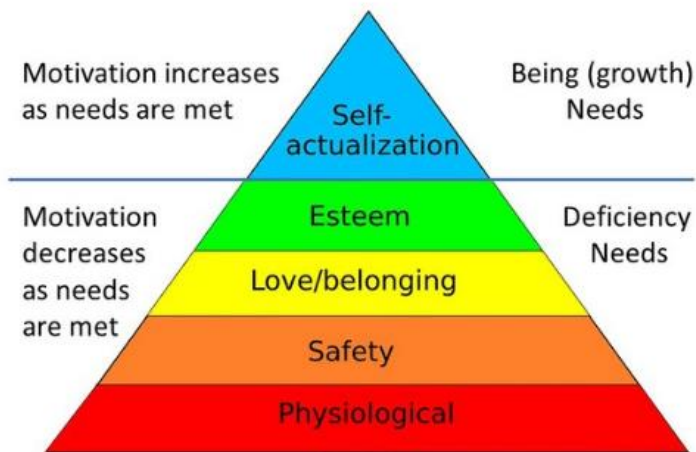
actualization.

Deficiency needs vs. growth needs

This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs (*D-needs*), and the top level is known as growth or being needs (*B-needs*).

Deficiency needs arise due to deprivation and are said to motivate people when they are unmet. Also, the motivation to fulfill such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food, the more hungry they will become.

Maslow (1943) initially stated that individuals must satisfy lower level deficit needs before progressing on to meet higher level growth needs. However, he later clarified that satisfaction of a needs is not an "all-or-none" phenomenon, admitting that his earlier statements may have given "the false impression that a need must be satisfied 100 percent before the next need emerges" (1987, p. 69).

When a deficit need has been 'more or less' satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs. However, growth needs continue to be felt and may even become stronger once they have been engaged.

Growth needs do not stem from a lack of something, but rather from a desire to grow as a person. Once these growth needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by a failure to meet lower level needs. Life experiences, including divorce and loss of a job, may cause an individual to fluctuate between levels of the hierarchy.

Therefore, not everyone will move through the hierarchy in a uni-directional manner but may move back and forth between the different types of needs.

> 2(a) How is personality defined?
> Inner characteristics that determine and reflect how we think and act across similar situations
> It reflects individual differences
> It is consistent and enduring
> It can change
>
> 2(b) Interpret the Classical Conditioning theory of consumer behavior.

> **Classical conditioning** (also known as **Pavlovian** or **respondent conditioning**) refers to a [learning](#) procedure in which a biologically potent [stimulus](#) (e.g. food) is paired with a previously neutral stimulus (e.g. a bell). It also refers to the learning process that results from this pairing, through which the neutral stimulus comes to elicit a response (e.g. salivation) that is usually similar to the one elicited by the potent stimulus.

Pavlov's research[edit]

The best-known and most thorough early work on classical conditioning was done by [Ivan Pavlov](#), although [Edwin Twitmyer](#) published some related findings a year earlier.[8] During his research on the physiology of digestion in dogs, Pavlov developed a procedure that enabled him to study the digestive processes of animals over long periods of time. He redirected the animal's digestive fluids outside the body, where they could be measured. Pavlov noticed that his dogs began to salivate in the presence of the technician who normally fed them, rather than simply salivating in the presence of food. Pavlov called the dogs' anticipatory salivation "psychic secretion". Putting these informal observations to an experimental test, Pavlov presented a stimulus (e.g. the sound of a metronome) and then gave the dog food; after a few repetitions, the dogs started to salivate in response to the stimulus. Pavlov concluded that if a particular stimulus in the dog's surroundings was present when the dog was given food then that stimulus could become associated with food and cause salivation on its own.
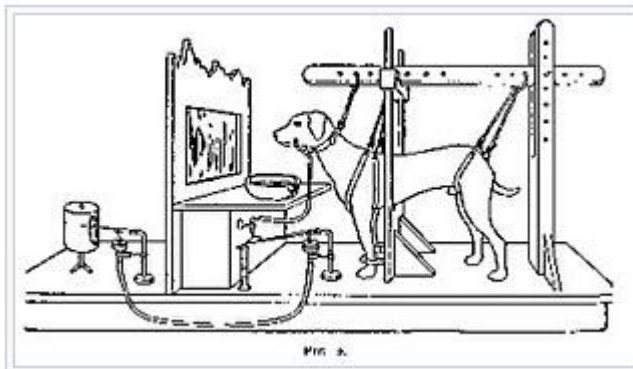
2(c) Explain the various personality traits related to innovativeness.

Creativity is the ability to come up with new ideas and to identify new and different ways of looking at a problem and opportunities.θCreativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.

THREE REASONS WHY PEOPLE ARE MOTIVATED TO BE CREATIVE: 1. Need for novel, varied, and complex stimulation. 2. Need to communicate ideas and values. 3. Need to solve problems. In order to be creative, you need to be able to view things in new ways or from a different perspective. Among other things, you need to be able to generate new possibilities or new alternatives. Tests of creativity measure not only the number of alternatives that people can generate but the uniqueness of those alternatives. the ability to generate alternatives or to see things uniquely does not occur by change; it is linked to other, more fundamental qualities of thinking, such as flexibility, tolerance of ambiguity or unpredictability, and the enjoyment of things heretofore unknown. Thus, creativity is the development of ideas about products, practices, services, or procedures that are novel and potentially useful to the organization.

Take risksυ Love their work υ Drive to achieve υ Are energetic υ Have broad interests υ Intuitiveness υ Tolerance of ambiguity υ Attraction to complexity υ Independence υ Self-confidence υ Persistence υPERSONALITY TRAITS OF CREATIVE PEOPLE

3(a) List out the four dimensions of individual's personality according to Jung's theory

Jung's theory suggests that an individual's personality must be studied from four dimensions:

Sensing   -   Intuition
Thinking   -   Feeling
Extroversion   -   Introversion
Judging   -   Perceiving

3(b) How do id, super ego and ego function according to Freudian Theory?

According to Freud's psychoanalytic theory of personality, the human psyche is structured into three parts – id, ego, and superego – that develop at different stages of our lives. An individual's feelings, thoughts, and behaviors are the result of the interaction of these three forces; they work together to create complex human behaviors.

Id

The Id contains our primitive drives and operates largely according to the *pleasure principle*, whereby its two main goals are the seeking of pleasure and the avoidance of pain.

Ego

According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. It operates on the *reality principle*, which strives to satisfy the id's desires in realistic and socially appropriate ways.

Superego

The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society – our sense of right and wrong. It provides guidelines for making judgments and begins to emerge at the age of five.

3(b) Examine the two Cognitive Learning theories.
Cognitive learning theories are all about learning through mental processing. Humans actively seek information

1. Information Processing Theory
Human mind processes the information it receives from the environment.
Three stages in memory
Sensory memory
Information is received by senses
Very short life until and unless is transferred to shot-term memory
If not transferred, it's lost
Short-term memory / working memory
Stored for a short period until it concentrates on another subject
Ex. Telephone number
If rehearsed, it'll go to long-term memory
Long-term memory
Permanent memory
Sigmund Freud divided long-term memory into
Preconscious   -   Knowledge exist because of rehearsals
Unconscious   -   Knowledge acquired subconsciously

2. Theory of Involvement
Developed from research called Split-Brain Theory

Views human brain as being divided into
Left brain
Rationally, logically
Information regarding reading, writing, speaking
Decision are high-involvement
Right brain
Non-verbal, pictorial
Low-involvement decisions
Five types of involvement
Ego involvement
Involvement of consumer's value system in purchasing
Commitment (Brand Loyalty)
After purchasing, if he is committed, it is called committed involvement
Communication involvement
Involvement to a particular communication just when it is made (not before or after the communication)
Purchase importance
High importance purchase (if important to him) or low importance purchase (if not important to him)
Response involvement
High response involvement or low response involvemen

Part B - Compulsory (01*20=20 marks)

Marketers use advertising as a tool to drive the 'id' level of personality. The message in their ad copy contains carefully selected words and expressions that aim at driving that id among the audience.
Draw a sample ad copy to illustrate the ad message, for the product of your choice

Infer how each of the elements in your ad copy tries to drive the 'id' level of the personality of your target audience.

Bernays was renowned for his successful attempts at encouraging women to smoke. Lucky Strike wanted to expand its consumer base, and hired him to help him tap into the female market. Bernays, with the help of a psychoanalyst, determined that women saw cigarettes as a symbol of male power. The "Torches of Freedom" campaign was born, wherein women were encouraged to light up a cigarette and march for

women's rights. Rates of female smoking skyrocketed – Bernays effectively took a product that gave women no real liberation and linked it with the feeling of empowerment.

In a world where there are a vast number of very similar products, and all of our base needs are satisfied, creating a personality for a brand that consumers can emotionally connect with is of profound significance today. Successful advertisers are those that are able to manipulate human motivation and develop a need for goods that consumers are unfamiliar with or initially don't desire.