

**Test Bank for Consumer Behavior 6th edition by Wayne D. Hoyer, Deborah J. MacInnis, Rik Pieters**

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**Chapter 2—Motivation, Ability, and Opportunity**

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**TRUE/FALSE**

1. Movie Tavern faces growing competition from big industry players, so they try to have an appeal that saves consumers' time by integrating a meal with dinner.

ANS: T                      PTS: 1                      REF: p. 44                      NAT: AACSB: Analytic

2. Goal-relevant behavior is an outcome of motivation.

ANS: T                      PTS: 1                      REF: p. 45                      NAT: AACSB: Analytic

3. Felt involvement can be enduring, situational, and disappointing.

ANS: F                      PTS: 1                      REF: p. 47                      NAT: AACSB: Analytic

4. When a consumer watches a funny movie and experiences intense emotions, he/she is cognitively involved.

ANS: F                      PTS: 1                      REF: p. 48                      NAT: AACSB: Analytic

5. Any kind of offering may be personally relevant to the extent that it bears on your self-concept, or your view of yourself and the way you think others view you.

ANS: F                      PTS: 1                      REF: p. 48                      NAT: AACSB: Analytic

6. Voters are more likely to be motivated to attend to a politician who expresses their values.

ANS: T                      PTS: 1                      REF: p. 50                      NAT: AACSB: Analytic

7. Your self-concept is influenced by you.

ANS: T                      PTS: 1                      REF: p. 50                      NAT: AACSB: Analytic

8. The Skin Cancer Foundation ran an ad on TV conveying to parents the need for them to put sunscreen on their children to avoid skin damage that might lead to cancer. This is an example of making an ad campaign personally relevant.

ANS: T                      PTS: 1                      REF: p. 49                      NAT: AACSB: Communication

9. The most important factor affecting personal relevance is needs.

ANS: F                      PTS: 1                      REF: p. 50                      NAT: AACSB: Reflective

10. Maslow's hierarchy focuses on different levels of motivation in an individual's life.

ANS: F                      PTS: 1                      REF: p. 50                      NAT: AACSB: Analytic

11. Consumers exert the same amount of effort in achieving their consumption goals.

ANS: F                      PTS: 1                      REF: p. 55                      NAT: AACSB: Analytic

12. Needs are dynamic, exist in a hierarchy, can cause conflict, and can be internally or externally aroused.

ANS: T                      PTS: 1                      REF: p. 53                      NAT: AACSB: Analytic

13. Perceived risk is higher when little information is available about the offering, its price is high, and it is relatively new.

ANS: T                      PTS: 1                      REF: p. 59                      NAT: AACSB: Analytic

14. Physiological risk is one of the types of perceived risk.

ANS: F                      PTS: 1                      REF: p. 60                      NAT: AACSB: Analytic

15. Consumers are more motivated to satisfy their social needs than their hedonic needs.

ANS: T                      PTS: 1                      REF: p. 51                      NAT: AACSB: Reflective

### **MULTIPLE CHOICE**

16. \_\_\_\_ influence how much effort consumers put into searching for information, how they make choices, how they form attitudes, and what they remember.

- a. Motivation, ability, and opportunity
- b. Motivation and persistence
- c. Ability and persistence
- d. Risk and persistence
- e. Risk, ability, and persistence

ANS: A                      PTS: 1                      REF: p. 44                      NAT: AACSB: Analytic

17. \_\_\_\_ is an inner force that denotes energy to achieve a goal.

- a. Retrieval
- b. Motivation
- c. Ability
- d. Opportunity
- e. Persistence

ANS: B                      PTS: 1                      REF: p. 44                      NAT: AACSB: Analytic

18. Ben spent a lot of time deciding on a tablet. He searched all of the technology consumer blogs. In purchasing a tablet, Ben can be considered

- a. risk averse.
- b. a decision avoider.
- c. opportunistic.
- d. able.
- e. motivated.

ANS: E                      PTS: 1                      REF: p. 45                      NAT: AACSB: Analytic

19. Chris wants to buy a new car. He saw a commercial for a Smart car and has decided that he would like to test-drive a Smart car. He is probably motivated by the commercial because the information was

- a. personally relevant.
- b. presented in a humorous way.
- c. risky.

- d. moderately inconsistent with his prior attitudes about Honda.
- e. based on knowledge and experience.

ANS: A                      PTS: 1                      REF: p. 45                      NAT: AACSB: Communication

20. Outcomes of high MAO include goal-relevant behavior, high-effort information processing and decision making, and
- a. high process clutter.
  - b. felt involvement.
  - c. complex reactions.
  - d. disposition.
  - e. perceived risk.

ANS: B                      PTS: 1                      REF: p. 47                      NAT: AACSB: Analytic

21. If you are motivated to make the right choice in buying a car, you might do all of the following except
- a. spend a lot of time and energy comparing the brands.
  - b. try to understand just what certain attributes mean.
  - c. imagine how you would look driving them.
  - d. choose the first car you see on the lot.
  - e. actively try to remember the details of the information.

ANS: D                      PTS: 1                      REF: p. 47                      NAT: AACSB: Reflective

22. Shelly did not take much time to make a decision about her toothpaste. She looked to see if either of the two brands she regularly bought was on sale and then tossed the cheaper one into her shopping cart. Shelly's \_\_\_\_\_ in choosing toothpaste.
- a. ability is low
  - b. risks are high
  - c. motivation is high
  - d. opportunity is low
  - e. motivation is low

ANS: E                      PTS: 1                      REF: p. 47                      NAT: AACSB: Analytic

23. Motivation in purchasing common grocery products
- a. is always high.
  - b. is often low.
  - c. is high for frequently purchased items, but low for durables.
  - d. is low for coupon users, but high for others.
  - e. is always high in Western Europe and the United States, but is low elsewhere.

ANS: B                      PTS: 1                      REF: p. 47                      NAT: AACSB: Analytic

24. Tara sees an ad for quick weight loss. She has been thinking about losing some weight before her cousin's birthday party. Some research indicates that she may want to believe the ad because she wants it to be true, so she convinces herself that the product will work. This type of information processing is called
- a. motivated reasoning.
  - b. felt involvement.
  - c. image-based reasoning.
  - d. enduring involvement.
  - e. fad reasoning.

ANS: A                      PTS: 1                      REF: p. 47                      NAT: AACSB: Analytic

25. \_\_\_\_\_ is the psychological experience of the motivated consumer that includes psychological states such as interest, excitement, anxiety, passion, and engagement.
- SEVA
  - External positive agitation
  - Felt involvement
  - Emotional processing mode
  - Active agitational processing

ANS: C                      PTS: 1                      REF: p. 47                      NAT: AACSB: Analytic

26. Jonathan loves Turtle Car Wax. He uses it on his vehicles and when someone notices his car he always engages in a conversation about his favorite car wax. Jonathan has what is known as a(n) \_\_\_\_\_ with Turtle Car Wax.
- social involvement
  - model involvement
  - felt involvement
  - socialized involvement
  - outcome involvement

ANS: C                      PTS: 1                      REF: p. 47                      NAT: AACSB: Communication

27. Cindy has had an interest in Barbie dolls since she was 7 years old. She continues to collect Barbie dolls and attends trade shows with other Barbie doll enthusiasts. Cindy has what is known as a(n) \_\_\_\_\_ in Barbie dolls.
- internal motivation
  - situational involvement
  - felt involvement
  - enduring involvement
  - processing motivation

ANS: D                      PTS: 1                      REF: p. 47                      NAT: AACSB: Analytic

28. Alan had an interest in baby toys. It started while his wife was pregnant and lasted until their daughter was about 2 years old. This is known as
- internal motivation.
  - processing motivation.
  - felt involvement.
  - enduring involvement.
  - situational involvement.

ANS: E                      PTS: 1                      REF: p. 48                      NAT: AACSB: Analytic

29. Before buying a PC, Nathan read computer magazines daily and knew all of the different types of components. This is best thought of as an example of
- cognitive involvement.
  - felt motivation.
  - cognitive agitation.
  - affective elaboration.
  - elaborative cognition.

ANS: A                      PTS: 1                      REF: p. 48                      NAT: AACSB: Analytic

30. Kimberly was really excited and happy about her purchase of a Rainbow Vacuum Cleaner. She couldn't wait until her husband came home to see the living room carpet and show him the dirt she was able to extract from the carpet. Kimberly felt so proud of her purchase because it represented her ability to take care of her family. This is best thought of as an example of
- cognitive involvement.
  - affective involvement.
  - cognitive agitation.
  - affective elaboration.
  - elaborative cognition.

ANS: B                      PTS: 1                      REF: p. 48                      NAT: AACSB: Analytic

31. In Japan, ads that emphasize interpersonal relationships, social circumstances and nonverbal expressions generate more involvement than ads with
- highly emotional messages.
  - friends and family.
  - facial expressions.
  - clearly articulated and spoken messages.
  - written messages.

ANS: D                      PTS: 1                      REF: p. 48                      NAT: AACSB: Communication

32. Consumers can be involved with many different entities so it is important to identify the
- object of involvement.
  - person behind the involvement.
  - specific emotions elicited by the involvement.
  - type of brands in the product category.
  - level of brand loyalty.

ANS: A                      PTS: 1                      REF: p. 48                      NAT: AACSB: Analytic

33. Response involvement is when consumers
- have a high degree of affective response to ads.
  - are involved in certain decisions and behaviors.
  - have a high degree of cognitive response to ads.
  - are involved in a response to a sales campaign.
  - have a high degree of both cognitive and affective response to ads.

ANS: B                      PTS: 1                      REF: p. 48                      NAT: AACSB: Analytic

34. Alma is involved with the brand Lululemon. Whenever she has extra spending money, she buys Lululemon sportswear or goods. Her response involvement in terms of deciding what brands to buy is
- high.
  - affective
  - cognitive.
  - low.
  - situational.

ANS: D                      PTS: 1                      REF: p. 48                      NAT: AACSB: Analytic

35. When she was a teenager, Carol owned a 1972 Ford Pinto. Therefore when a magazine article in 1973 claimed that the car was unsafe and could explode on impact if it was in an accident, Carol was motivated to pay attention to the article because of the information's
- perceived social risk.
  - congruence with her values.

- c. approach-approach needs conflict.
- d. personal relevance.
- e. cognitive stimulation.

ANS: D                      PTS: 1                      REF: p. 49                      NAT: AACSB: Analytic

36. Something that is personally relevant
- a. has only indirect bearing on the self.
  - b. leads to lower or moderate levels of motivation.
  - c. leads to a moderate inconsistency with prior attitudes.
  - d. has potentially significant consequences or implications for our lives.
  - e. is less risky.

ANS: D                      PTS: 1                      REF: p. 49                      NAT: AACSB: Analytic

37. Our view of who we are and the way we think others view us is known as
- a. self-projection.
  - b. consumer image.
  - c. consumer projection.
  - d. self-concept.
  - e. ego imaging.

ANS: D                      PTS: 1                      REF: p. 50                      NAT: AACSB: Analytic

38. To Ted, avocados were personally relevant. He had grown up near an avocado farm and his family had always been involved in avocados. Avocados and guacamole were a part of how he saw himself. In other words, they were a part of his
- a. personal involvement.
  - b. consumer values.
  - c. consumer beliefs.
  - d. consumer involvement.
  - e. self-concept.

ANS: E                      PTS: 1                      REF: p. 50                      NAT: AACSB: Analytic

39. Motivation is affected by all of the following except the extent to which the object of motivation
- a. is personally relevant.
  - b. is consistent with needs, values, and goals.
  - c. has not been encoded in memory.
  - d. is risky.
  - e. is moderately inconsistent with our prior attitudes.

ANS: C                      PTS: 1                      REF: p. 49-62                      NAT: AACSB: Analytic

40. \_\_\_\_\_ reflect the objectives we would like to achieve given the current situation.
- a. Needs
  - b. Values
  - c. Goals
  - d. Wants
  - e. Brand loyalties

ANS: C                      PTS: 1                      REF: p. 55                      NAT: AACSB: Analytic

41. Needs
- a. are cognitions that create inner value for consumers.
  - b. are deeper-level goals that reflect a high level of involvement.

- c. are temporary wants.
- d. reflect inner forces that create tension in individuals.
- e. are affects that create outer value for consumers.

ANS: D                      PTS: 1                      REF: p. 50                      NAT: AACSB: Analytic

42. All of the following are included in Maslow's hierarchy of needs except\_\_\_\_\_needs.
- a. physiological
  - b. safety
  - c. social
  - d. internal
  - e. egoistic

ANS: D                      PTS: 1                      REF: p. 50                      NAT: AACSB: Analytic

43. In Maslow's hierarchy of needs,\_\_\_\_\_is the need for self-fulfillment and enriching experiences.
- a. egoistic involvement
  - b. safety
  - c. social need
  - d. physiological need
  - e. self-actualization

ANS: E                      PTS: 1                      REF: p. 50                      NAT: AACSB: Analytic

44. The most basic level of Maslow's needs is
- a. physiological needs.
  - b. egoistic needs.
  - c. safety.
  - d. social needs.
  - e. self-actualization.

ANS: A                      PTS: 1                      REF: p. 50                      NAT: AACSB: Analytic

45. Gretchen found herself buying and wearing the same fashion clothes that her friends wore even though she really didn't like them. This is an example of\_\_\_\_\_needs driving acquisition.
- a. safety
  - b. social
  - c. functional
  - d. nonsocial
  - e. egoistic

ANS: B                      PTS: 1                      REF: p. 50                      NAT: AACSB: Analytic

46. Needs for sleep, novelty, control, uniqueness, and understanding are all examples of\_\_\_\_\_needs.
- a. safety
  - b. social
  - c. nonsocial
  - d. functional
  - e. egoistic

ANS: C                      PTS: 1                      REF: p. 52                      NAT: AACSB: Analytic

47. Helma needed to find a lawn mower to cut her grass, which was growing rapidly after recent rains. Her need is best classified as a(n)\_\_\_\_\_need.
- a. self-actualization
  - b. social

- c. hedonic
- d. functional
- e. egoistic

ANS: D                      PTS: 1                      REF: p. 52                      NAT: AACSB: Analytic

48. \_\_\_\_\_ needs are defined as those that reflect self-enhancement, role position, group membership, or ego identification.
- a. Social
  - b. Functional
  - c. Nonsocial
  - d. Symbolic
  - e. Hedonic

ANS: D                      PTS: 1                      REF: p. 52                      NAT: AACSB: Analytic

49. Bill loved hang gliding. He enjoyed going out by himself to enjoy the thrilling sensation of hanging in midair. This is best thought of as a \_\_\_\_\_ need.
- a. social
  - b. functional
  - c. nonsocial
  - d. symbolic
  - e. hedonic

ANS: E                      PTS: 1                      REF: p. 52                      NAT: AACSB: Analytic

50. Usually delicious desserts have a high fat and calorie content, thus the development of a low-calorie, good-tasting dessert as a substitute is an example of how marketers can help consumers to resolve
- a. avoidance-avoidance conflict.
  - b. approach-avoidance conflict.
  - c. approach-approach conflict.
  - d. approach contradiction.
  - e. avoidance contradiction.

ANS: B                      PTS: 1                      REF: p. 53                      NAT: AACSB: Analytic

51. Needs have all of the following characteristics except that they
- a. are dynamic.
  - b. can conflict with one another.
  - c. can be aroused by internal cues.
  - d. can be aroused by external cues.
  - e. result in higher levels of perceived risk.

ANS: E                      PTS: 1                      REF: p. 53                      NAT: AACSB: Analytic

52. \_\_\_\_\_ occurs when a given behavior is seen as both desirable and undesirable because it satisfies some needs but fails to satisfy others.
- a. Approach-avoidance conflict
  - b. Approach-approach conflict
  - c. Opposing-sided contradiction
  - d. Open-sided contradiction
  - e. Avoidance contradiction

ANS: A                      PTS: 1                      REF: p. 53                      NAT: AACSB: Analytic

53. Driving his BMW to the party, Skip felt great that driving well above the speed limit won him the admiration of his friends, but he also had safety concerns. This is a classic example of an
- opposing-sided contradiction.
  - approach-avoidance conflict.
  - approach-approach conflict.
  - open-sided contradiction.
  - avoidance contradiction

ANS: B                      PTS: 1                      REF: p. 53                      NAT: AACSB: Analytic

54. Consumers with a(n)\_\_\_\_\_ are likely to be highly involved in activities like reading, solving puzzles, and playing games that are mentally taxing.
- high need for cognition
  - high optimum stimulation level
  - low need for cognition
  - low need for conation
  - affectively oriented personality

ANS: A                      PTS: 1                      REF: p. 52                      NAT: AACSB: Analytic

55. Consumers with a(n)\_\_\_\_\_ have been found to be very involved in shopping and highly involved in seeking information about brands.
- high need for cognition
  - high optimum stimulation level
  - low need cognition
  - low need for conation
  - affectively oriented personality

ANS: B                      PTS: 1                      REF: p. 52                      NAT: AACSB: Analytic

56. \_\_\_\_\_ occurs when an individual faces the task of choosing among two or more equally desirable options that fulfill different needs.
- Approach-avoidance conflict
  - Approach-approach conflict
  - Opposing-sided contradiction
  - Open-sided contradiction
  - Avoidance contradiction

ANS: B                      PTS: 1                      REF: p. 63                      NAT: AACSB: Analytic

57. Marketers can use\_\_\_\_\_ to uncover consumers' needs, asking consumers to interpret a set of relatively ambiguous stimuli.
- scanner data
  - observation
  - indirect techniques such as interpreting ambiguous stimuli
  - physiological measurements
  - toe scans

ANS: C                      PTS: 1                      REF: p. 54                      NAT: AACSB: Analytic

58. Crystal went on a strict diet and lost 30 pounds. She was proud of her achievement. According to appraisal theory, her emotion of pride is the result of
- normative influence.
  - achieving an outcome consistent with her goals.
  - cognitive processing.

- d. affective referral.
- e. moral compatibility,

ANS: B                      PTS: 1                      REF: p. 56                      NAT: AACSB: Analytic

59. If you are hungry, one of your goals might be to eat a large lunch. This is an example of a(n) \_\_\_\_\_ goal.
- a. appraised
  - b. abstract
  - c. concrete
  - d. normative
  - e. affective

ANS: C                      PTS: 1                      REF: p. 56                      NAT: AACSB: Analytic

60. Bill is always on time for class, listens well, takes lengthy notes during lecture, and always studies hard for exams in an attempt to achieve his goal of being a good student. This is an example of a(n) \_\_\_\_\_ goal.
- a. appraised
  - b. abstract
  - c. concrete
  - d. normative
  - e. affective

ANS: B                      PTS: 1                      REF: p. 55                      NAT: AACSB: Analytic

61. Some groups of consumers like low sugar cakes and other groups of consumers like rich, decadent cakes and cookies. This is best thought of as an example of using consumers' needs, values, and goals to
- a. create new needs.
  - b. create new beliefs.
  - c. heighten emotional awareness.
  - d. segment the market.
  - e. stimulate cognitions.

ANS: D                      PTS: 1                      REF: p. 57                      NAT: AACSB: Analytic

62. As U.S. society becomes more violent, consumers have bought an increasing amount of safety equipment and paid attention to advertising for such equipment. This is an example of appealing to a need that increases
- a. wants.
  - b. beliefs.
  - c. affect.
  - d. motivation.
  - e. cognitions.

ANS: D                      PTS: 1                      REF: p. 57                      NAT: AACSB: Analytic

63. Eying the popularity of sports trading cards, companies introduced other types of trading cards, creating a new type of entertainment. This is best thought of as an example of
- a. creating beliefs.
  - b. distracting motivation.
  - c. creating affect.
  - d. increasing cognitions.
  - e. creating new needs.

ANS: E                      PTS: 1                      REF: p. 58                      NAT: AACSB: Analytic

64. One way to increase the likelihood that consumers will process a message is by suggesting that the product or service will
- fulfill a need, value, or goal.
  - increase a consumer's safety needs.
  - be able to create new affect.
  - increase a consumer's functional needs.
  - increase a consumer's processing of the message.

ANS: A                      PTS: 1                      REF: p. 58                      NAT: AACSB: Communication

65. Perceived risk is best thought of as the extent to which the consumer
- has a fear of using a product.
  - has thought out the consequences of an action.
  - has spent time using and considering a product or service.
  - is uncertain about the consequences of an action.
  - considers the potential rewards of using a particular product or service.

ANS: D                      PTS: 1                      REF: p. 59                      NAT: AACSB: Analytic

66. All of the following can increase perceived risk except when
- there is little information about the product or service.
  - the product or service is new.
  - the product has a high price.
  - the product is technologically complex.
  - there are no substantial quality differences between brands.

ANS: E                      PTS: 1                      REF: p. 59                      NAT: AACSB: Analytic

67. All of the following are types of perceived risk identified by researchers except
- uncertainty risk.
  - performance risk.
  - financial risk.
  - physical risk.
  - social risk.

ANS: A                      PTS: 1                      REF: p. 60                      NAT: AACSB: Analytic

68. Len loved his subcompact car, but as a partner in a major law firm he was expected to drive an expensive luxury automobile. This product contained a high degree of \_\_\_\_\_ for him.
- uncertainty risk
  - social risk
  - financial risk
  - physical risk
  - performance risk

ANS: B                      PTS: 1                      REF: p. 60                      NAT: AACSB: Analytic

69. Psychological risk reflects consumers' concern over the extent to which a product or service
- causes them a high level of psychological stress.
  - may not fulfill a functional need.
  - fits with the way they perceive themselves.
  - leads them to high levels of affective involvement.
  - may not fulfill a hedonic need.

ANS: C                      PTS: 1                      REF: p. 60                      NAT: AACSB: Analytic

70. Anne considers herself an environmentalist; however, she also likes the convenience of bottled water. Purchasing water in a non-ecological, disposable, plastic bottle may result in what kinds of perceived risk for Anne?
- performance
  - financial
  - safety
  - social
  - psychological

ANS: E                      PTS: 1                      REF: p. 60                      NAT: AACSB: Analytic

71. \_\_\_\_\_ refers to the potential harm that a product or service might pose to one's safety.
- Social risk
  - Uncertainty risk
  - Time risk
  - Physical risk
  - Performance risk

ANS: D                      PTS: 1                      REF: p. 60                      NAT: AACSB: Analytic

72. Joshua saw a PC ad with information that was slightly negative about the brand of PC he just bought. He then looked up articles on the internet to resolve the uncomfortable feeling. This is an example of \_\_\_\_\_ affecting motivation.
- increased aptitude
  - decreasing the affective component of attitudes
  - increased perceived risk
  - inconsistency with attitudes
  - increasing risk aversion

ANS: D                      PTS: 1                      REF: p. 61                      NAT: AACSB: Communication

73. \_\_\_\_\_ is the extent to which consumers have the necessary resources (knowledge, intelligence, money) to make an outcome happen.
- Involvement
  - Motivation
  - Opportunity
  - Ability
  - Achievement

ANS: D                      PTS: 1                      REF: p. 62                      NAT: AACSB: Analytic

74. Kimberly has used computers all of her life. She knows a lot about hardware and software. Kimberly can process information about computers more extensively when the information is stated in terms of \_\_\_\_\_.
- attributes.
  - discrete units of information rather than chunking of information.
  - attitudes.
  - beliefs.
  - benefits.

ANS: A                      PTS: 1                      REF: p. 62                      NAT: AACSB: Analytic

75. Novices are able to process information more extensively when the information is stated in terms of \_\_\_\_\_.
- benefits.

- b. discrete units of information rather than chunking of information.
- c. attitudes.
- d. beliefs.
- e. attributes.

ANS: A                      PTS: 1                      REF: p. 62                      NAT: AACSB: Analytic

76. Cognitive style refers to a consumer's
- a. ability to process information.
  - b. preferences for information.
  - c. style of processing information.
  - d. way of thinking about the world.
  - e. preferences for the style of processing information.

ANS: E                      PTS: 1                      REF: p. 62                      NAT: AACSB: Analytic

77. When Clay provides his friends directions to his new house, he draws a detailed map of the area rather than provide list written instructions. Clay's way of formatting information is influenced by his
- a. affective processing.
  - b. cognitive style.
  - c. expertise.
  - d. intelligence.
  - e. education.

ANS: B                      PTS: 1                      REF: p. 63                      NAT: AACSB: Analytic

78. Although Tony would like to own a Ferrari, he does not have the necessary funds to purchase such an expensive car. Thus, Tony lacks the \_\_\_\_\_ to purchase a Ferrari.
- a. felt involvement
  - b. motivation
  - c. ability
  - d. opportunity
  - e. All of these choices are correct.

ANS: C                      PTS: 1                      REF: p. 64                      NAT: AACSB: Analytic

79. \_\_\_\_\_ reflects the extent to which a situation is conducive to achieving an outcome.
- a. Ability
  - b. Motivation
  - c. Opportunity
  - d. Involvement
  - e. Achievement

ANS: C                      PTS: 1                      REF: p. 64                      NAT: AACSB: Analytic

80. \_\_\_\_\_ refers to any processing situation that can divert a consumer's attention away from the processing of a message.
- a. Involvement
  - b. Cognitive pause
  - c. Opportunistic pause
  - d. Distraction
  - e. Cognition

ANS: D                      PTS: 1                      REF: p. 65                      NAT: AACSB: Analytic

81. All of the following are factors affecting opportunity except

- a. time.
- b. distraction.
- c. the amount of information.
- d. the complexity of information.
- e. cognitive complexity.

ANS: E                      PTS: 1                      REF: p. 65                      NAT: AACSB: Analytic

82. Ellen is driving down the road with her radio on. An ad for a new store is being aired as Ellen maneuvers through heavy traffic. Although Ellen enjoys shopping and is always interested in new stores, she is paying more attention to her driving than the ad. Thus she has limited\_\_\_\_\_to pay attention to the ad.
- a. motivation
  - b. ability
  - c. opportunity
  - d. felt involvement
  - e. cognitive capacity

ANS: C                      PTS: 1                      REF: p. 65                      NAT: AACSB: Analytic

## ESSAY

83. What is motivation?

ANS:  
Answer not provided.

PTS: 1                      REF: p. 45                      NAT: AACSB: Analytic

84. Elbow and Pliers Baking Soda is about to engage in an extensive marketing campaign to motivate consumers about baking soda. If successful, what effects might this campaign have on consumers?

ANS:  
Answer not provided.

PTS: 1                      REF: p. 47-49                      NAT: AACSB: Analytic

85. Helga loves Coca-Cola and she is an avid collector of products with that brand's logo on it. What might be some of the effects of her interest on her behavior as a consumer?

ANS:  
Answer not provided.

PTS: 1                      REF: p. 47                      NAT: AACSB: Analytic

86. What is the link between motivation and involvement?

ANS:  
Answer not provided.

PTS: 1                      REF: p. 47                      NAT: AACSB: Analytic

87. What are the different types of felt involvement?

ANS:  
Answer not provided.

PTS: 1                    REF: p. 47-48                    NAT: AACSB: Analytic

88. Milo is highly involved in cars. In what ways will this high level of involvement affect his behavior as a consumer?

ANS:  
Answer not provided.

PTS: 1                    REF: p. 47-48                    NAT: AACSB: Analytic

89. Why does the personal relevance of a product lead to higher motivation levels?

ANS:  
Answer not provided.

PTS: 1                    REF: p. 49                    NAT: AACSB: Analytic

90. How is our self-concept related to personal relevance and our behavior as consumers?

ANS:  
Answer not provided.

PTS: 1                    REF: p. 50                    NAT: AACSB: Reflective

91. Why might certain consumer goods be personally relevant to us?

ANS:  
Answer not provided.

PTS: 1                    REF: p. 49                    NAT: AACSB: Reflective

92. Compare and contrast the different types of consumer needs.

ANS:  
Answer not provided.

PTS: 1                    REF: p. 51-52                    NAT: AACSB: Analytic

93. Are the different consumer needs mutually exclusive? Explain.

ANS:  
Answer not provided.

PTS: 1                    REF: p. 50                    NAT: AACSB: Reflective

94. What are the different levels of Maslow's hierarchy of needs and how might different types of products satisfy these needs?

ANS:  
Answer not provided.

PTS: 1 REF: p. 50-51 NAT: AACSB: Analytic

95. Gallo positions its wine as an instrumental part of family festivities. Advertisements portray families gathering for picnics and parties with Gallo wine present. Why is such a position appealing to the consumer?

ANS:

Answer not provided.

PTS: 1 REF: p. 49-50 NAT: AACSB: Communication

96. How can marketers identify consumers' needs?

ANS:

Answer not provided.

PTS: 1 REF: p. 53-54 NAT: AACSB: Analytic

97. Discuss how the achievement of goals can affect consumers' emotions.

ANS:

Answer not provided.

PTS: 1 REF: p. 56 NAT: AACSB: Analytic

98. What is perceived risk and how does it affect consumer behavior?

ANS:

Answer not provided.

PTS: 1 REF: p. 59 NAT: AACSB: Analytic

99. How can attitudes that are inconsistent with a consumer's attitude affect the consumer's behavior?

ANS:

Answer not provided.

PTS: 1 REF: p. 62 NAT: AACSB: Analytic

100. What factors affect a consumer's ability to act?

ANS:

Answer not provided.

PTS: 1 REF: p. 62-64 NAT: AACSB: Analytic

101. What factors affect a consumer's opportunity to process information or behave in a certain way?

ANS:

Answer not provided.

PTS: 1 REF: p. 64-66 NAT: AACSB: Analytic