

## **PROJECT: Consumer Behaviour**

### ***How do advertisements motivate us?***

- A. Using Maslow's 5-level hierarchy of needs as a guide, you are to find effective print advertisements or commercials that would demonstrate each level of the needs of the hierarchy.** Use at least two print ads (they must be from actual newspapers/magazines NOT The Internet!) or one commercial for each level. Please find at least one commercial for this assignment.

For each image/commercial, answer the following questions:

What is this image/video advertising?

What strategies does this advertisement use to make me want their product?

Which need from Maslow's hierarchy is being demonstrated and how?

How does the advertisement appeal to our emotions?

**B. Answer the following questions.**

1. How do advertisers/producers use our needs to manipulate us to their advantage? Give at least two specific examples.
2. Do you believe that consumers will usually buy products they desire before those that they need? Explain your answer.
3. Research Clark Hull's Drive Reduction Theory. Write a short summary and discuss its effectiveness in explaining motivation.
4. What are some of the social influences used to guide our purchasing decisions? Which ones guide you?
5. Think about a store that you like to shop at or a restaurant you frequent. Using what you have learned in this class about motivations and needs, what does this store/restaurant provide to consumers to ensure your repeated business? What makes you go back again and again? Think in terms of motivation AND needs.

Name: \_\_\_\_\_

## PROJECT: Consumer Behaviour

### A. Maslow's Hierarchy

<b>Representation of all levels of the hierarchy</b>	All levels are represented with one commercial or two print ads.  <b>5</b>	All but one level is represented. OR All levels are presented but 2 or fewer ads/commercials are missing.  <b>4</b>	Two levels are missing OR All levels are presented but 3-4 ads/commercials are missing.  <b>2-3</b>	More than two levels are missing. OR All levels are presented but more than 5 ads/commercials are missing.  <b>1</b>	
<b>Creativity</b>	Most of the ads/commercials chosen reflect an exceptional degree of creativity. A good variety of ads is chosen.  <b>5</b>	Many of the ads/commercials chosen reflect creativity. A good variety of ads is chosen.  <b>4</b>	About half of the ads/commercials chosen reflect creativity. There is some variety  <b>2-3</b>	Creativity and variety in ad selection are limited.  <b>1</b>	
<b>Accuracy of Information (Explanations)</b> - What is advertised? - Strategies? - Need? - Motivation?	All included information is accurate. Explanations are complete and reflect a high level of understanding of the concepts studied. It is clear that the student consulted their notes and other sources.  <b>10</b>	The majority of included information is accurate. Explanations are complete and reflect a good level of understanding of the concepts studied. It is clear that the student consulted their notes and other sources.  <b>8</b>	Most of included information is accurate. There are many minor mistakes or entire concept is confused. Some explanations are complete and reflect a some understanding of the concepts studied.  <b>6</b>	The information is for the most part incorrect. Explanations are incomplete and reflect minimal understanding of concepts studied. The student did not answer the guiding questions well.  <b>0-4</b>	
<b>Time and Effort</b>	Class time was used wisely. It is clear that much time and effort went into the planning and design of the project. Guidelines were followed exactly. Components are presented in a logical format.  <b>5</b>	Class time was used wisely. It is clear that a good amount of time and effort went into the planning and design of the project. Guidelines were followed. Components are presented in a logical format.  <b>3-4</b>	Class time was generally used wisely. More time and effort was required into the planning and design of the project. Guidelines were generally not followed. Presentation of concepts is confusing.  <b>2</b>	Class time was not used wisely. It is clear that not much time and effort went into the planning and design of the project. Guidelines were not followed. Format is confusing and difficult to follow.  <b>1</b>	
<b>Attention to Theme</b>	Every item is related to the assigned theme. For most items, the relationship is clear without explanation.  <b>5</b>	Most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.  <b>3-4</b>	Fairly reasonable explanation of how most items in the project are related to the assigned theme.  <b>2</b>	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.  <b>1</b>	

## B. Questions

1. How do advertisers/producers manipulate our emotions to their advantage? Give at least two specific examples.			
4	3	2	1
2. Do you believe that consumers will usually buy products they desire before those that they need? Explain your answer.			
4	3	2	1
3. Research Clark Hull's Drive Reduction Theory. Write a short summary and discuss its effectiveness in explaining motivation.			
4	3	2	1
4. What are some of the social influences used to guide economic decisions? Which ones guide you?			
4	3	2	1
5. Think about a store that you like to shop at or a restaurant you frequent. Using what you have learned in this class, what does this store/restaurant provide to consumers to ensure your repeated business? What makes you go back again and again? Think in terms of motivation AND needs.			
4	3	2	1

## FINAL MARK

Part A: Hierarchy Project \_\_\_\_\_/30

Part B: Questions \_\_\_\_\_/20

**TOTAL:** \_\_\_\_\_/50