MKTG 733: Marketing for Social Impact

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Course Overview

Private and public sector firms increasingly use marketing strategies to engage their customers and stakeholders around social impact. To do so, managers need to understand how best to engage and influence customers to behave in ways that have positive social effects. This course consists of two distinct but connected modules: The first module of the course focuses on *social* marketing strategies for changing the behavior of a target segment of consumers on key issues in the public interest (e.g., health behaviors, energy efficiency, poverty reduction, fundraising for social causes). The second module of the course, examines the growing role of corporate social initiatives as they relate to marketing.

Format

Classroom time will be devoted to a combination of discussions, written cases, and live cases with guest lectures from non-profits and for-profit firms. To facilitate students applying these course concepts to areas that they care about, writing and speaking assignments will allow you to choose areas of interest to practice what you learn.

Who should take this course?

This course is targeted towards students who wish to make a positive difference in the world by effectively changing others' behavior. The topics we cover will cut across approaches utilized in for-profit, non-profit and government entities and we will discuss the strengths and challenges of each. Therefore, it is not a prerequisite to aspire for a non-traditional business student job. However, if a student's goal is to use Corporate Social Responsibilty (CSR) solely as a means to profit-seeking, then this course is probably not suited for him/her. Indeed, we will have critical discussions about if and when social impact and profit-seeking objectives align. As discussed below, there are many writing assignments and public speaking assignments, so this course is also targeted for those who like to write and speak!

Reading Materials

There is no textbook for this class. Mandatory readings will be available on study.net. (listed in syllabus with a *. If you are new to study.net, please check out:
https://reprographics.wharton.upenn.edu/studynet.cfm

Readings with a * appear in the coursepack

In addition, supplementary readings—mainly from the popular press—will be distributed through Canvas so that we all stay current on trends in social impact. I encourage students to post articles in Canvas when they find things of relevance on their own.

Finally, I also recommend a number of additional books/articles that are not required, and I am always happy to provide personal recommendations.

Live Cases
To complement our own discussions, we are fortunate to have a number of amazing visitors with passion, skills, and a track record of using marketing for social good. Participation is mandatory (as it always is) and assignments will build off of these. Depending on availability and interest, you may also sign up to join any of them and me for lunch. This is optional and has no effect on your grade. You may sign up on Canvas.

The live cases are:
September 10 – Storytelling to Drive Action
      Guest: Erin Thornton, Executive Director of "Every Mother Counts"
September 15 – Changing Perceptions of Veterans
      Guest: Chris Marvin, Managing Director of "Got Your Six"
September 24 – Conscious Capitalism
      Guest: Aubrey Robertson, VP of Cultural Programs, Community Relations & Social Media,
          The Container Store
October 1 – The Collaboration and Marketing Behind Rooster Soup
      Guests: Steven Cook, Partner-Cooknsolo Restaurants and Federal Donuts
          Bill Golderer-Convening Minister of Broad Street Ministry

Evaluation:

Reading/Attendance checks	25%
Exercise 1: Driving Actions for Every Mother Counts	15%
Exercise 2: "Rooster Soup" branding	15%
For-profit mini-case presentation	20%
Behavioral Process Map for Final Presentation	5%
Final Presentation	20%
Total	100%

1. **Reading/Attendance checks (25%)**

    Robust class discussion is *essential* for learning this material. It is therefore very important that students come fully prepared and take an active role in classroom activities and discussions.

    In every class, except for when we have guest lectures or final student presentations, there will be a brief, simple reading/attendance check quiz at the start of class. These quizzes will be based on the reading you have been assigned for the day. You need not study for these quizzes. Rather, I expect that students who have read the article and digested the key points will have no troubling ace-ing them. **Be sure to always bring notebook paper and a pen for this!**

    The quizzes will be graded on a 0-2 scale. You will receive a zero if absent or late for a quiz, which will start promptly at the beginning of class. A score of 1 will be given for answers reflecting minimal understanding, and all others will receive a 2. Please note that even good excuses for missed quizzes will not be excused. Instead, your lowest quiz score will be dropped.

    In addition, you will receive points off this portion of your grade if late or absent on days for which we have a guest lecture so please come on time.

2. **Exercises (15% each)**

    See Appendix 1 for details.

    You must complete two short written exercises, which are described in detail in Appendix 1. These should be between 2-3 pages in length (absolutely no longer than 3 pages) double-spaced, 12-point font with standard margins.

    The deadlines for these assignments are as follows:

    Driving Action for Every Mother Counts: due September 15

    Rooster Soup brand: due October 6

    Grading system for written assignments:

    1 = Minimal understanding and application of the course concepts to the actual question that was asked. Few papers receive this grade.

    2 = An attempt at applying the course material, but with little or no depth of analysis (possibly just repeating ideas from class and readings). A few papers earn this grade.

    3 = A solid application of the course material, with some good points but few creative insights. Most papers will receive this grade.

    4 = A deeper level of thinking than the obvious answer, clearly written. Only very good papers receive this grade.

    5 = An exceptional paper, with an original insight and clear analysis. Such papers make us say, "I wish I had thought of that!" VERY FEW of these grades are given.

3. **For-profit mini-case presentation (20%)**
    See Appendix 2 for details.

    For this assignment, you will explore and critique a recent example of a for-profit initiative for social good. You may work individually or in pairs on this assignment. To ensure that there is no overlap of presentations, please email the initiative that you would like to explore by October 1 and sign up on canvas for a presentation slot (either October 6 or 8). Topics and dates will be reserved on a first-come, first-serve basis. Grading criteria will be similar to those for written assignments described above.

    Please turn in your slides as a .pdf before class on the day of your presentation.

4. **Behavioral Process Map (5%) and Presentation (20%)**
    See Appendix 3 for details.

    This may be done individually or in pairs. Your behavioral map should be submitted on Canvas before class on September 24. You can sign up for a time slot for a presentation on Canvas— either October 13 or October 15.

Policies and other course information
- All course documents will be made available on Canvas.

- *Laptop policy:* Before each class session begins, please turn off your computer**. NO COMPUTER USE** permitted in class, unless you receive express permission from the instructor.

- *Feedback from you:* I enthusiastically welcome input from students. For example, if you particularly learned a lot (or did not learn a lot) from a reading or a guest lecture, please let me know. I welcome you to meet with me in office hours or to contact me via email. Finally, I encourage you to contribute topic-relevant comments and questions during class time.

August 27: Introduction and Course Overview

Recommended Background Readings:

- Sunstein and Thaler: Nudge.
- Porter and Kramer: "Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility," *Harvard Business Review*, December 2006.

Module 1: Using Marketing Tactics for Social Impact

September 3: Understanding your Target Consumer

Assigned Reading:

- Case for discussion: Boston Fights Drugs A and B*

Recommended:

- UK Behavioral Insights Team: "Test Learn, Adapt"
- http://www.wired.com/2013/11/jpal-randomized-trials/
- Were OKCupid's and Facebook's Experiments Unethical?

September 8: Creating Awareness and Changing Beliefs

Assigned Readings:

- Case for discussion: Using social media to save lives*
- Cialdini, "Crafting Normative Messages to Protect the Environment," *Current Directions in Psychological Science*, pp. 105-109.*

Recommended Reading:

- Aaker and Smith, "The Dragonfly Effect"

September 10: Live Case on Storytelling to Drive Action

Guest Lecture by Erin Thornton

Executive Director of Every Mother Counts

Assigned Reading and Viewing:

- Check out the website http://everymothercounts.org/
- Watch the 17-minute version of "No Women No Cry"

September 15: Live Case on Changing Perceptions of Veterans

<u>Guest Lecture by Chris Marvin</u>

Managing Director of Got Your Six

Due: Exercise 1-Driving Actions for Every Mother Counts

Assigned Readings:

- Got Your Six May 2014 brief (on Canvas)
- Strengthening perceptions of America's Post-911 Veterans (on Canvas)

Also watch the following videos:

- http://www.gotyour6.org/got-your-6-official-celebrity-psa-2014/
- http://www.gotyour6.org/the-power-of-collective-impact/

September 17: Behavioral Change for Social Good

Assigned Readings:

- Thaler and Sunstein (2003), "*Libertarian Paternalism*."*
- Thaler, "*Public Policies, Meant to fit People*" *New York Times*.*

Recommended Readings:

- Li and Chapman "Nudge to Health: Harnessing Decision Research to Promote Health Behavior"

September 22: Raising Money for Social Causes

Assigned Reading:

- Small (2010), "*Sympathy Biases and Sympathy Appeals*."

Recommended Readings:

- "*Why We Give to Charity*," *Boston Globe*
- "*Applying Behavioural Insights to Charitable Giving*," UK Behavioral Insights Team

Module 2: Corporate Marketing for Social Impact

September 24: Live Case on Conscious Capitalism

Guest Lecture by Aubrey Robertson

VP of Cultural Programs, Community Relations & Social Media, The Container Store

Due: Behavioral process map

Assigned Readings:

- Check out the "What we stand for" blog: http://standfor.containerstore.com
- Check out the online PR kit: The Container Store Articles and Videos

Recommended Reading:

- Mackey and Sisodia "*Conscious Capitalism*"

September 29: Customer Perceptions of CSR

Assigned Readings:

- Case for discussion: The Dannon Company: Marketing and Corporate Social Responsibility (A) and (B)*
- Bloom et al., (2006) "How social-cause marketing affects consumer perceptions," *MIT Sloan Management Review*.*

Recommended Reading:

- Lin-Healy & Small (2013). "Nice Guys Finish Last and Guys in Last are Nice." *Social Psychology and Personality Science, 4*(6), 693-99.

Oct 1: Live Case on the Collaboration and Marketing Behind Rooster Soup

Guest Lecture by Steven Cook and Bill Golderer

Partner-Cooknsolo Restaurants and Federal Donuts and Convening Minister of Broad Street Ministry

Assigned Readings: check out kickstarter page for Rooster Soup

Oct 6: Brand Citizenship: Cause-branding and Cause-Marketing

Due: Exercise 2-Rooster Soup Branding

Assigned Readings:

- Case for discussion: The Pepsi Refresh Project: A Thirst for Change*

Recommended Readings:

- "Past. Present. Future. The 25th Anniversary of Cause Marketing," Cone, 2009. download at www.conecomm.com

Oct 8: Brand Citizenship: Cause-branding and Cause-Marketing (continued)

Assigned Readings:

- Case for Discussion: Disney Consumer Products: Marketing Nutrition to Children*

Recommended Readings:

- "*Marketing 'Good': How Causes Convert Online Shoppers*"
- Gneezy, Gneezy, Nelson, & Brown (2010), "*Shared Social Responsibility: A Field Experiment in Pay-What-You-Want Pricing and Charitable Giving.*"

Oct 13: Presentations

Oct 15: Presentations and Course Wrap

Appendix 1: Specifics for Written Exercises

1. **Driving Action for Every Mother Counts**
We will be learning about an interesting non-profit's use of story-telling to drive actions around the issue of maternal health (see Everymothercounts.org). Every year around Mother's Day, Every Mother Counts launches a novel campaign. Note that Mother's Day campaigns are common among non-profits (e.g., Race for the Cure). You will hear from Executive Direction, Erin Thornton, about their past successes and challenges with this and should also review their campaigns from the past three years.

Your task is to come up with a novel idea for reaching and connecting with people on this issue—this could be for Mother's Day or at another time. When weighing ideas, ask yourself (and others!) the following questions?
   ▪ Is it attention-grabbing? Will it cut through the clutter of non-profit (and other) appeals?
   ▪ Does it connect to the target audience in a way that is meaningful to their lives?
   ▪ Will it motivate discussion/sharing?
   ▪ Will it motivate concrete action (donations, volunteering, etc.)

Note that your assignment will be shared with Every Mother Counts. You may **opt out** if you prefer to keep your work private by sending me an email with the subject: Opt Out.

Due September 15

2. **Rooster Soup Branding**
Steven Cook of Cooknsolo restaurants and Bill Golderer of Broad Street Hospitality will join us on October 1 to discuss the creation of "Rooster Soup" and associated kickstarter campaign. Based on our discussions of cause branding and consumers' perceptions of CSR, do you think that cooknsolo should explicitly link the Rooster Soup brand to the for-profit restaurants? Describe the pros and cons of this and write a short branding plan that takes into account the different stakeholders. Note that your assignment will be shared with Cooknsolo. You may **opt out** if you prefer to keep your work private by sending me an email with the subject: Opt Out.

Due October 6

Appendix 2. Current For-Profit Marketing Example

Individually or in pairs, prepare a presentation of a current example (mini-case) on a company that is engaged in marketing around social value (e.g., developing initiatives related to the environment, health, poverty-reduction, etc.). Describe something a company is currently doing or has recently done (e.g., in the past 2 years) to extend their reach in these directions, and what, if anything, is known about the effectiveness of the marketing activity to date. These activities might include, for example, changing the companies' existing products or offering new products in a product line to enhance social impact or partnering with non-profits to support a social cause.

In your mini-case presentation, be sure to address the following:

- What are the objectives of the initiative?
- What does the initiative consist of?
- How effective does it appear to be?
- Are consumers aware of it?
- How is it perceived by customers? Describe any apparent skepticism.
- What change(s) would you suggest to the program to maximize its impact?

Prepare an 8-10 minute presentation to the class in which you discuss each of the issues above (i.e., objectives, what initiative consists of, evidence of effectiveness, suggested changes). Please turn in a hard copy of the slides used in your presentation at the beginning of class on the day of the presentations.

Below is a list of industry associations, which can give you some ideas. These mostly highlight award-winning campaigns. However, you need not choose a successful campaign.

- American Marketing Association Effie Awards (GoodWorks Category)
- BCLC US Chamber of Commerce Citizenship Awards
- Cause Marketing Forum Halo Awards
- Committee to Encourage Excellence in Corporate Philanthropy Excellence Awards
- PRWeek Awards (e.g., Social Education and Philanthropy Awards)
- Clinton Global Initiative Commitments

Appendix 3: Behavior Map and Final Presentation Guidelines

1. **Behavioral Map**
   Identify an existing social problem of particular interest to you that could possibly be fixed or at least improved upon through good marketing and ultimately by changes in consumer behavior. This should be a topic that you feel passionately about. The problem can be a problem of adoption, of compliance, of behavior change, etc. But it should be a specific, relatively narrow problem whose context you can delve deeply into. The more you have access to learning about this problem through raw data that you can analyze, field trials that have been done, sociology/anthropology work that has been done on it, collaborators/individuals you know in the field who can give you more insight on it, the better.

   Your task is to sketch a basic behavioral map—defining and diagnosing the problem at hand and hypothesizing bottlenecks. The deliverable is a one-page diagram to be submitted on Canvas.

   Due September 24.

2. **Presentations on October 13 and 15**
   Deepen and build upon the behavioral map to develop a presentation to share and discuss with the class during the final week. Your presentation should include.
   a. A clear definition of the problem.
   b. A summary of the existing literature about it.
   c. Hypotheses about bottlenecks contributing to the problem.
   d. If insight about bottlenecks is limited, describe any qualitative research you would pursue to better develop hypotheses.
   e. A proposal for testable marketing intervention that is directly linked to your hypothesis about the underlying reason for the problem you've identified. Explain how you plan to test whether the intervention is effective and what hypotheses it proved/disproved.

   Note: You may work independently or with a partner on this assignment. If two students are passionate about the same topic, I encourage you to work as partners on it. However, if the topic you are most excited about it is unique, working by yourself if fine too. Presentations should be no more than 15 minutes.

   Please submit a .pdf of your presentation on Canvas before class. Include an appendix with references to any sources you use.

   Grading Criteria for Presentation
   1. Description of Problem / Motivation for Study (5 points)
   2. Analysis of Issues Involved: How well you have learned from the concepts in the course (5 points)
   3. Innovative Solutions (5 points)
   4. Presentation Delivery (5 points)