

MKTG 733: Marketing for Social Impact

Professor Deborah Small
deborahs@wharton.upenn.edu
760 JMHH
Office Hours: By appointment

Grading Assistant:
Jackie Silverman
jasilv@wharton.upenn.edu
JHMM 726.2

Class Meetings: Mondays and Wednesdays, 1:30-2:45 or 3-4:15pm, JMHH G65

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 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). In addition, it 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. To facilitate students' application of 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 to a non-traditional business student job. However, if a student's goal is to use Corporate Social Responsibility (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>

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 pieces 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 some amazing visitors with passion, skill, and a track record of using marketing for social good. Participation is mandatory (as always) and assignments will build off of these cases.

The live cases are:

September 14 –Changing Perceptions of Veterans

Guest: Chris Marvin, Founder of “Got Your Six”

September 30 –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: Using Information More Effectively	20%
Exercise 2: Rooster Soup Branding	20%
Behavioral Process Map for Final Presentation	5%
Final Presentation	30%
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 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 aching 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 promptly start 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 (20% 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:

Exercise 1—due September 14, 2015

Exercise 2—due October 5, 2015

3. **Behavioral Process Map (5%) and Final Presentation (30%)**

See Appendix 2 for details.

This may be done individually or in pairs. Your behavioral map should be submitted on Canvas before class on September 28. You can sign up for a time slot for a presentation on Canvas—either October 12 or October 14.

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 learned a lot (or did not learn a lot) from a particular reading or guest lecture, please let me know. I welcome you to meet with me during office hours or to contact me via email. Finally, I encourage you to contribute topic-relevant comments and questions during class time.
- Note: There will be no class on Wednesday, September 23 during the Yom Kippur Holiday. Instead, I will be available for extra office hours to begin discussions about group presentations on Tuesday, September 22 and on Thursday, September 24.

August 26: Introduction and Course Overview

Recommended Background Readings:

- HBS case: Demarketing Soda in New York City*

August 31: Understanding your Target Consumer

Assigned Reading:

- UK Behavioral Insights Team: [“Test Learn, Adapt”](#)
- <http://www.wired.com/2013/11/jpal-randomized-trials/>
- [Were OKCupid’s and Facebook’s Experiments Unethical?](#)

Sept 2, 9: Communication Campaigns and the Value of Information

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”

Sept 14: Live Case on Changing Perceptions of Veterans

Guest Lecture by Chris Marvin

Managing Director of Got Your Six

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.gotyoursix.org/got-your-six-official-celebrity-psa-2014/>
- <http://www.gotyoursix.org/the-power-of-collective-impact/>

Due: Exercise 1-Using Information More Effectively

Sept 16, 21: Choice Architecture

Assigned Readings:

- Thaler, Sunstein, Balz (2012), “Choice Architecture”*
- Ly, Kim, Mazar, Zhao, and Soman (2013), “A Practitioner’s Guide to Nudging”*

Sept 28: Philanthropy

Assigned Reading:

- Small and Cryder, “Prosocial Consumer Behavior” To be distributed.
- Gneezy, Keenan, & Gneezy (2014), “Avoiding overhead aversion in charity”*

Recommended Readings:

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

Due: Behavioral Process Map

September 30: The Collaboration and Marketing behind

Rooster Soup

Guest lecture by Steve Cook, Cooknsolo Restaurant Group and Bill Golderer, Broad Street Ministry

Oct 5, 7: Customer Perceptions of Good Brands and Products

Assigned Readings:

- Case for discussion: The Pepsi Refresh Project: A Thirst for Change*
- 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.
- Gneezy, Gneezy, Nelson, & Brown (2010), “*Shared Social Responsibility: A Field Experiment in Pay-What-You-Want Pricing and Charitable Giving.*”

Due Oct 5: Exercise 2-Rooster Soup Branding

Oct 12: Presentations

Oct 14: Presentations and Course Wrap

Appendix 1: Specifics for Written Exercises

1. Using information effectively

Find an example of a place in which information is used to influence a consumer's knowledge and behavior for their own good (i.e., labels packaging, a PSA, etc.). Drawing on concepts from class, evaluate why you think it may or may not be effective. Come up with an idea to present the information MORE effectively using the same medium in a way that doesn't cost more.

Due September 14, 2015

2. Rooster Soup Branding

Steven Cook of Cooknsolo restaurants and Bill Golderer of Broad Street Ministry will join us on September 30 to discuss the creation of "Rooster Soup" and the 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 5

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.

Appendix 2: 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, or 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 28

2. Presentations on October 12 and 14

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 is 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)