

# MKTG 733: Marketing for Social Impact

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760 JMHH

Office Hours: 3-4pm Mondays/Wednesdays

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Class Meetings: Mondays and Wednesdays, 1:30-2:45, JMHH 355

## 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 lecture, discussions, and written cases. To facilitate your application of these course concepts to areas that you 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.

**Evaluation:**

Reading/Attendance Checks	25%
Case Prep for Behavioral Insights Team	10%
Incentives Exercise	10%
Case Prep for Oral Rehydration Therapy	10%
Case Prep for Pepsi Refresh	10%
Behavioral Process Map for Poster Presentation	5%
Poster Presentation	30%
<b>Total</b>	<b>100%</b>

**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 a guest lecture 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.

**2. Writing Assignments (10% each)**

*See Appendix 1 for details.*

There are four short written assignments, which are described in detail in Appendix 1.

The deadlines for these assignments are as follows:

Case Prep for Behavioral Insights Team—due September 14

Incentives Exercise—due September 26

Case Prep for Oral Rehydration Therapy—due October 3

Case Prep for Pepsi Refresh—due October 10

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

*See Appendix 2 for details.*

**Policies and other course information**

- All course documents will be made available on Canvas.
- *Laptop/smartphone policy:* Before each class session begins, please put away all devices. They are not 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 October 12 during the Yom Kippur Holiday. Instead, I will be available for extra office hours to provide feedback about your intervention projects on October 13 and 14.

## **August 31: Introduction and Course Overview**

Recommended Background Readings:

- HBS case: Demarketing Soda in New York City\*

## **September 7: Understanding your Target Consumer**

Assigned Readings:

- 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 12, 14: Choice architecture: Information provision**

Assigned Readings:

- Larrick, R.P., & Soll, J.B. (2008), “The MPG illusion,” *Science*, 320, 1593-1594.\*
- Gerber, A. S., & Rogers, T. (2009), “Descriptive social norms and motivation to vote: Everybody’s voting and so should you,” *The Journal of Politics*, 71(1), 178-191.\*
- Case discussion for Sept 14: Behavioural Insights Team (A)\*

## **Sept 19: Choice architecture: Beyond Information provision**

Assigned Readings:

- Thaler, Sunstein, Balz (2012), “Choice Architecture ”\*

## **Sept 21: Incentives**

Assigned Readings:

- Volpp et al., “P4P4P: An agenda for research on Pay-For-Performance For Patients” *Health Affairs*.\*
- Gneezy, Meier, and Rey-Biel (2011), “When and Why Incentives (Don’t) Work to Modify Behavior,” *Journal of Economic Perspectives*, 25, 191-210.\*

## **Sept 26: Charitable Giving**

Assigned Readings:

- Small and Cryder, “Prosocial Consumer Behavior” \*
- Gneezy, Keenan, & Gneezy (2014), “Avoiding overhead aversion in charity”\*
- [Why we resist treating charities like investments](#)

## **Sept 28: Financial Decision Making**

Assigned Readings:

- Hershfield et al. (2015). Leveraging Psychological Insights to Encourage the Responsible Use of Consumer Debt. *Perspectives on Psychological Science*, 10(6) 749-752.\*
- Benartzi (editor). *Behavioral Finance and the Post-Retirement Crisis*.\*

## **October 3: Global Health**

Assigned Readings:

- “HBS case: Oral Rehydration Therapy”\*

## **Oct 5: Live Case on Communication Campaigns**

Guest Lecture by Chris Marvin, Marvin Strategies

Assigned Readings: To be determined

## **Oct 10: Pepsi Refresh**

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

## **Oct 17: Customer Perceptions of Good Brands and Products**

Assigned Readings:

- Trudel and Cotte (2009), “Does it pay to be good?,” *MIT Sloan Management Review*.\*

## **Oct 19: Intervention Poster Presentations**

## Appendix 1: Specifics for Individual Written Assignments

### 1. **Behavioral Insights Team (A) Case Preparation**—Due September 14

Read the case study and design a revised letter to delinquent tax-payers. On canvas, submit your letter as well as a brief explanation of why you included/excluded what you did. Your explanation should be less than one page. Bring a print-out of your letter to discuss in class.

### 2. **Incentives Assignment**—Due September 26

Incentives can modify behavior in the short-run but rarely have long-term effects. Choose either **medication adherence, exercise, or diet** and design an incentive that you think would sustain a habit over-time (i.e., for more than a year). Your write-up should be no more than a page.

### 3. **Oral Rehydration Therapy Case Preparation**—Due October 3

Read the case study and consider the bottlenecks limiting the adoption of oral rehydration therapy. Submit a diagram of a behavioral map that includes the most significant bottlenecks—indicating which are structural and which are “behavioral”. Then propose one intervention that you are prepared to discuss with classmates. Your written proposal should be less than one page.

### 4. **Pepsi Refresh Case Preparation**—Due October 10

Briefly discuss the pros and cons of Pepsi Refresh. What would you recommend they do next (at the conclusion of the case) with Pepsi Refresh—stay the course, modify, or quit? Provide arguments for your recommendation. This should be no more than 2 pages.

#### 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: Behavioral Map and Intervention Poster Presentation Group Project

### **1. Behavioral Map (Individual Work)**

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 21**

### **2. Poster Presentation (Group Work)**

Deepen and build upon a behavioral map (yours or someone in your groups') to develop a research proposal to be presented on a poster to share and discuss with the class on October 19. Your poster should include:

- a. A clear definition of the problem.
- b. A brief reference list of the existing literature (of course, you should be able to describe these papers when asked)
- c. Hypotheses about bottlenecks contributing to the problem.
- d. 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: Once I know the class enrollment, I will suggest optimal group size. I encourage you to find others who are interested in similar areas.

Please submit a .pdf of your presentation on Canvas before class.

### **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. Research design (5)
4. Presentation Appearance/Clarity (10 points)