

# MKTG 266: Marketing for Social Impact

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Office hours: Tuesday 1-2pm,  
Wednesday 3-4pm

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Class: Mondays & Wednesdays  
10:30-11:45 JMHH G50  
1:30-2:45pm JMHH F60

*\*\*\*Note that sections meet in different rooms*

## 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 three 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. The second module explores these initiatives within the context of specific issues (e.g., environmental sustainability, health behaviors, financial decisions, etc.). The third 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 your application of 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. Readings will be available on study.net (listed in syllabus with a \*).

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 on Canvas when they find pieces of relevance on their own.

Note that there will be a small charge on your bursar bill for photocopies of slides handed out in class.

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, skill, and a track record of using marketing for social good. Participation is mandatory (as always) and assignments will build off of these cases. Depending on availability and interest, you may also sign up on Canvas to join any speaker and me for lunch. This is optional and has no effect on your grade.

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## Evaluation:

Criteria	Details	Due	Weights
1. Reading/Attendance Checks			20%
2. Individual Writing Assignments	Appendix 1		
Case Prep for Behavioral Insights Team		9/16	10%
Incentives Exercise		10/7	10%
Case Prep for Oral Rehydration Therapy		10/21	10%
Case Prep for Pepsi Refresh		11/11	10%
3. Behavioral Process Map and Intervention Proposal Presentation	Appendix 2		
Behavioral Process Map		9/11	5%
Intervention Proposal Presentation		12/2	15%
4. In-class exam	Appendix 3	11/4	20%
<b>Total</b>			<b>100%</b>

1. **Reading/Attendance Checks (20%)**

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 trouble acing 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 0 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.

On days for which we have guest lecturers, attendance will be taken and will be worth one point.

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

*See Appendix 1 for details.*

3. **Behavioral Process Map (5%) and Intervention Proposal Presentation (15%)**

*See Appendix 2 for details.*

4. **In-class exam (20%)**

This exam will cover all of the course concepts and applications that have been covered. It will consist of some multiple-choice, some short answer, and one long(er) answer.

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**Policies and Other Course Information**

- All course information will be made available on Canvas. All written assignments should be submitted on Canvas by 10:30am on date listed.
- *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.

## August 28: Introduction

### Module 1: Using Marketing Tactics for Social Impact

#### Sept 4: Understanding Your Target Consumer

Assigned Reading(s):

- UK Behavioral Insights Team: [“Test Learn, Adapt”](#)\*

#### Sept 9: Understanding Your Target Consumer (continued)

Assigned Reading(s):

- Boston Fights Drugs A and B\*

#### Sept 11: Information Provision

Assigned Reading(s):

- 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.\*

Due: Behavioral Process Map

#### Sept 16: Information Provision (continued)

Assigned Reading(s):

- Behavioral Insights Team (A)\*

Due: Case Prep for Behavioral Insights Team

#### Sept 18: Live Case with Tony Foleno, The Ad Council

*Designing PSAs and Measuring Their Impact*

#### Sept 23: Live Case with Chris Marvin, Marvin Strategies

*Changing Perceptions of American Veterans*

### **Sept 25: Choice Architecture**

Assigned Reading(s):

- Thaler, Sunstein, Balz (2012), "Choice Architecture," in E. Shafir, *The behavioral foundations of public policy*, 428-439.\*

### **Sept 30: Choice Architecture continued**

\*No attendance check today due to holiday

### **October 2: Incentives**

Assigned Reading(s):

- Gneezy, Meier, and Rey-Biel (2011), "When and Why Incentives (Don't) Work to Modify Behavior," *Journal of Economic Perspectives*, 25, 191-210.\*
- Volpp et al., "P4P4P: An agenda for research on Pay-For-Performance For Patients" *Health Affairs*, 28, 206-214.\*

## **Module 2: Areas of Social Impact**

### **Oct 7: Healthy Lifestyle Behaviors**

Assigned Reading(s):

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

Due: Incentives Exercise

### **Oct 9: No class (Yom Kippur)**

### **Oct 14: Philanthropy**

Assigned Reading(s):

- Small and Cryder (2017), "Prosocial Consumer Behavior," *Current Opinion in Psychology*, 10, 107-111.\*
- Gneezy, Keenan, & Gneezy (2014), "Avoiding overhead aversion in charity," *Science*, 346, 632-635.\*
- [Why we resist treating charities like investments](#)

**Oct 16: Live case with Katie Vallas, Donorschoose**

***Crowdfunding Philanthropy***

**Oct 21: Global Health/Development**

Assigned Reading(s):

- HBS case: Oral Rehydration Therapy\*

Due: Case Prep for Oral Rehydration Therapy

**October 23: Live Case with Erin Thornton, Hive Collective**

**October 28: Environmental Sustainability/ Political Participation**

Assigned Reading(s):

- Allcott, H., & Mullainathan, S. (2010), "Behavioral science and energy policy," *Science*, 327, 1204-1205.\*
- Larrick, R.P., & Soll, J.B. (2008), "The MPG illusion," *Science*, 320, 1593-1594.\*
- [Badger, E. \(2018\). "What if everyone voted? Or at least voted at equal rates". \*NY Times\*.](#)\*

**October 30: Financial Decision Making**

Assigned Reading(s):

- Hershfield et al. (2015). Leveraging Psychological Insights to Encourage the Responsible Use of Consumer Debt. *Perspectives on Psychological Science*, 10(6) 749-752.\*
- Benartzi, S. (2010). "Behavioral Finance and the Post-Retirement Crisis."\*

**November 4: \*\*\*In-Class Exam\*\*\***

**November 6: Live Case with Garry Reeder,  
Center for Financial Services Innovation**

## Module 3: Corporate Marketing with Social Impact

### November 11: Customer Perceptions of “Good” Brands

Assigned Reading(s):

- Trudel, R. & Cotte, J. (2009), “Does it pay to be good?,” *MIT Sloan Management Review*.\*
- Case for discussion: The Pepsi Refresh Project: A Thirst for Change\*

Due: Case Prep for Pepsi Refresh

### November 13: Vincent Stanley, Patagonia

### November 18: Michael Zacharias, Anheuser-Busch

### November 20: Tonia Ries/David Bersoff, Edelman

*In Brands We Trust?*

### November 25: Finish up Customer Perceptions of “Good” Brands and Prep Time for Intervention Presentations

### December 2: Intervention Presentation Day 1

Due: Intervention Proposal Presentation (posted in pdf form to Canvas before class)

### December 4: Intervention Presentation Day 2

### December 9: Wrap Up

## Appendix 1: Individual Writing Assignments

\*Each assignment should be no more than 2 pages double-spaced.

### **1. Case Prep for Behavioral Insights Team- Due September 16**

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. You may use information provided in the case and/or your own creative ideas. Your explanation should be less than one page. Bring a print-out of your letter to discuss in class.

### **2. Incentives Exercise- Due October 7**

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, even after the incentive is no longer there. Explain your reasoning for the incentive design.

### **3. Case Prep for Oral Rehydration Therapy- Due October 21**

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. Explain the reasoning for proposed intervention.

### **4. Case Prep for Pepsi Refresh- Due November 11**

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.

#### **Grading system for written assignments:**

These will be graded on a 1-10 scale. Please note that very few students receive a 10. A grade below a 10 does not imply that you made a mistake. We reserve 10s for papers that really blow us away with a creative insight that makes us go “I wish I had thought of that!”

## Appendix 2: Behavioral Process Map and Intervention Proposal Presentation

### **Behavioral Process Map (Individual Work)- Due September 11**

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.

### **Intervention Proposal Presentation (Group Work)**

#### **Due December 2 (this is the deadline for all students regardless of presentation date)**

Deepen and build upon the behavioral map to develop a presentation to share and discuss with the class. Your presentation 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 (4 points)
2. Analysis of Issues Involved: How well you have learned from the concepts in the course (4 points)
3. Innovative Solutions (4 points)
4. Research Design (4 points)
4. Presentation Appearance/Clarity (4 points)