MKTG 733: Marketing for Social Impact

D R A F T

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M/W 2-3pm

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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 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 remote-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 towards 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 relevant pieces 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.

Remote-Live Cases

To complement our own discussions, we are fortunate to have a couple of amazing visitors with passion, skill, and a track record of using marketing for social good.

Evaluation:

Criteria	Due	Weights
Individual Writing Assignments (see Appendix 1)		
Case Prep for Behavioral Insights Team	9/8/20	20%
Incentives Exercise	9/22/20	20%
Case Prep for Oral Rehydration Therapy	9/29/20	20%
Case Prep for Pepsi Refresh	10/15/20	20%
Behavioral Process Map and Intervention Proposal Presentation (See Appendix 2)		
Behavioral Map Assignment	09/10/20	5%
Intervention Proposal Group Presentation	10/20/20	15%
Total		**100%**

Policies and Other Course Information

- All course information will be made available on Canvas. <u>All written assignments should be submitted on Canvas by 12pm on the date listed</u>.

- *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 virtual office hours or to contact me via email. Finally, I encourage you to contribute topic-relevant comments and questions during class time.

September 1: Introduction

Module 1: Using Marketing Tactics for Social Impact

September 3: Understanding Your Target Consumer
Assigned Reading(s): ▪ "Test Learn, Adapt"*
September 8: Information Provision Assigned Reading(s): ▪ Behavioral Insights Team (A)* ▪ *Optional* Additional Webinar: Applying Behavior Insights to COVID-19 Comms   Due: Case Prep for Behavioral Insights Team
September 10: Live Case on Designing PSAs and Measuring their Impact **Julia Blumenstyk, The Ad Council** Due: Behavioral Map
September 15: Choice Architecture Assigned Reading(s): ▪ Thaler, R. H., Sunstein, C. R., & Balz, J. P. (2012), "Choice Architecture," in E. Shafir, *The Behavioral Foundations of Public Policy,* 428-439.*
Sept 17: Incentives Assigned Reading(s): ▪ Gneezy, U., Meier, S., & Rey-Biel, P. (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

Sept 22: 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," *Allianz*.*
- Benartzi, S. & Bhargava, S., (2020), "Digital Design Drives User Behavior," *Harvard Business Review.*
- Take the Quiz: Could you Manage as a Poor American?

Due: Incentives Exercise

Sept 24: Healthy Behaviors

Assigned Reading(s):
- HBS case: Demarketing Soda in New York City*

Sept 29: Global Health/Political Participation

Assigned Reading(s):
- HBS case: Oral Rehydration Therapy*
- Badger, E. (2018), "What if everyone voted? Or at least voted at equal rates," *NY Times.*
- 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: Case Prep for Oral Rehydration Therapy

Oct 6: Philanthropy

Assigned Reading(s):
- Small et al., (2018), "Should you broadcast your charitable side?," *Behavioral Scientist.*
- Gneezy, U., Keenan, E., A., & Gneezy, A. (2014), "Avoiding overhead aversion in charity," *Science*, *346*, 632-635.*
- Berman et al., (2016), "Why we resist treating charities like investments," *Market Watch.*

Oct 8: Crowdfunding

Guest lecture by Jasmine Penny, Donorschoose.org

Module 3:

Oct 13: Customer Perceptions of "Good" Brands

Assigned Reading(s):
- Trudel, R. & Cotte, J. (2009), "Does it pay to be good?," *MIT Sloan Management Review.**
- NY Times "Ben and Jerry's Radical Ice Cream Dreams"

Oct 15: Pepsi Refresh Case

Assigned Reading(s):
- Case for discussion: "The Pepsi Refresh Project: A Thirst for Change*

Due: Case Prep for Pepsi Refresh

Oct 20: Intervention Proposal Presentations and Course Wrap

Due: PDF of intervention proposal

Appendix 1: Individual Writing Assignments

*Each assignment should be no more than 2 pages double-spaced. For each, be prepared to discuss what you wrote in class.

1. **Case Prep for Behavioral Insights Team - Due September 8**

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 should use information provided in the case *and* your own creative ideas. Your explanation should be less than one page.

2. **Incentives Exercise - Due September 22**

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 <u>over-time</u>, even after the incentive is no longer there. Explain your reasoning for the incentive design.

3. **Case Prep for Oral Rehydration Therapy - Due September 29**

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 behavioral intervention. Explain the reasoning for proposed intervention.

4. **Case Prep for Pepsi Refresh - Due October 15**

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- 20 scale. Please note that very few students receive a 9 or 10. A grade below a 9 does not imply that you made a mistake. We reserve 9s and 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 10

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 on it, 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 October 20

Choose a behavioral map of one member in your group. 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 (3 points per criterion below)
   1. Description of Problem / Motivation for Study
   2. Analysis of Issues Involved: How well you have learned from the concepts in the course
   3. Innovative Solutions
   4. Research Design
   4. Presentation Appearance/Clarity