



Course Syllabus BUS233G

SOCIAL MARKETING

Number of ECTS credits: 6

Contact Details for Professor

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Course Description

The course is based on the use of marketing principles to develop social marketing strategies and programs and to bring behavioral change for a social good. Social marketing can be used to promote merit goods, or to make a society to avoid demerit goods and thus promoting well-being of society. It can influence behavior in four different ways according to Kotler & Lee (2012): 1) *accept* a new behavior 2) *reject* a potentially undesired behavior, 3) *modify* a current behavior 4) *abandon* an old undesired behavior.

We will follow the proposed structure and learn how to apply key marketing principles to campaigns and efforts to improve health, decrease injuries, protect the environment, build communities, and enhance financial well-being.

The width and breath of the topics discussed are very wide starting from fighting tuberculosis, syphilis elimination, reducing teen pregnancy to wearing seat belts. The projects and programs could be both locality based and targeted at small number of people or could be large scale international projects dealing with global issues.

The course will also examine issues of social responsibility in business and how marketing may be used to promote more environmentally and socially conscious business practices.

Course Prerequisites (if any)

The prerequisite for BUS233E Social Marketing course is Principles of Marketing.

Major Learning Objectives	Course Learning objectives addressing the Major Objectives	Methods used to Teach Course Obj.	Methods used to test these learning objectives	Type, Timing and Numbers of Feedback
The bachelor has a broad knowledge of the different functional fields of business management and able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems.	Those who successfully complete the course should have developed the following practical skills and competencies and be able to: <ul style="list-style-type: none"> • think critically; • work in a team • work under time pressure 	Lectures, small group exercises, tutorials, related information in the web, social marketing videos	Mid-term and final exams test the first three learning outcomes. Marketing plan – tests the learning outcomes 4 and 5	After 2 weeks after the mid-term exam students receive an individual oral feedback; written feedback provided for their group paper and video
The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making.	<ul style="list-style-type: none"> • apply the basic and advanced techniques for development of social marketing strategies. • develop price, promotion and place strategies for a chosen social marketing issue. 	Additional support during tutorials for data collection + writing up	Case studies during the classes and in the exam to enable students to apply theoretical knowledge into practical setting and come up with solutions to marketing issues 1 written group project, video and exams; The written group project enables students to apply theory into practice, the exam tests the theoretical knowledge	On-going feedback after each in class exercise 1 week after the deadline: general oral feedback given to students; written feedback provided
The bachelor has insight into the broad societal context of businesses and is able to take it into account in the analysis of business-oriented problems	<ul style="list-style-type: none"> • Analyze the social marketing environment 	Lectures, tutorials, group exercises	Group social marketing plan	1 week after the deadline: general oral feedback given to students; written feedback provided
The bachelor is able to communicate clearly, fluently and accurately; in a written report.	<ul style="list-style-type: none"> • do research, collect data and effectively present it in a written form 	Lectures, tutorials	Group social marketing plan, mid-term and final exams	After 2 weeks after the mid-term exam students receive an individual oral feedback; written feedback provided for their group paper

Learning Objectives of the course:

After studying this course, you should be able to:

- ✓ Define social marketing and understand the concepts of behaviour change for social good.
- ✓ Analyse the social marketing environment
- ✓ Be able to select target audiences, objectives and goals
- ✓ Apply the basic and advanced techniques for development of social marketing strategies.
- ✓ Develop price, promotion and place strategies for a chosen social marketing issue.
- ✓ Understand how to effectively manage the implementation and evaluation of social marketing projects.

Teaching and learning methods

The course will be a semester long course with classes on Tuesdays and Thursdays. On Tuesdays I will be briefing you about the new topic, latest trends, concepts and theory. On Thursdays you will be taking active part and be engaged in tutorial exercises with your fellow group mates to work on the group assignment, case studies or other activities.

Team based or individual assignments will be given during tutorials. There will be formative pop quizzes to check your progress on the course which are non-graded and will not affect your final grade.

Self-study

The large component of the class is based on the self-study. The lectures are there only to guide you. The responsibility to study and advance in the subject rests with you as a student. I recommend you to read the chapters before the class, so during lectures you can clarify the aspects that you didn't understand.

Course Materials

Textbook:

- 1) Kotler, Ph., Lee, N. (2011). Social Marketing: Influencing Behaviors for Good
Sage Publications

Journal articles:

1. Kevin Burchell, Ruth Rettie and Kavita Patel (2013), Marketing social norms: Social marketing and the 'social norm approach' *Journal of Consumer Behaviour*, 12: 1–9
2. Dibb, Sally and Carrigan, Marylyn (2013), Social marketing transformed: Kotler, Polonsky and Hastings reflect on social marketing in a period of social change. *European Journal of Marketing*, 47(9) pp. 1376–1398.
3. Judith Madill, and Rafael Ziegler (2012) Marketing social missions—adopting social marketing for social entrepreneurship? A conceptual analysis and case study, *International Journal of Nonprofit and Voluntary Sector Marketing*. 17: 341–351

Case studies:

1. Wharton School at the University of Pennsylvania, 2014: How the Underbanked Can Prosper from Going Cashless (can be accessed: <http://knowledge.wharton.upenn.edu/article/mastercards-ed-mclaughlin-going-cashless-can-pay-underbanked/>)
2. Wharton School at the University of Pennsylvania, 2014: Why the ALS Ice Bucket Challenge Went Viral (can be accessed: <http://knowledge.wharton.upenn.edu/article/ice-bucket-challenge-viral/>)
3. Wharton School at the University of Pennsylvania, 2014: Brand Challenge: Is There a 'Recipe' for Going Viral? (<http://knowledge.wharton.upenn.edu/article/is-there-a-recipe-for-going-viral/>)
4. Jessica Kowal, 2004: Rapid HIV tests offered where those at risk gather, Special to the Tribute.

Other case studies and additional material distributed during or before the class

Additionally: keep watching TV and other media for social marketing advertisements and bring the ideas back to the class discussion. You may critically analyse the effectiveness of those campaigns, predict the target audience, identify the elements of behaviour change or identify the relevance of any other concepts that we study during the course.

Course Assessment

The students will be evaluated on the basis of their performance as follows:

➤ Project	25%
➤ Video	15%
➤ Midterm examination	30%
➤ Final examination	<u>30%</u>
TOTAL	100%

In-class participation, evidence of preparation for class discussions is a necessary component for advancing in the course.

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

Letter grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	0-9.9	0-49

The Project

You will develop a Social marketing plan on the issue of your choice: the social issue of your choice needs to be a real problem/challenge in Brussels or Belgium; 2) the issue should be new and not tackled before (to the best of your knowledge). You will be divided into the groups of 2-3 students depending on the number of students in the course. You can choose your group mates yourself.

The project will enable you to put together all parts of the social marketing plan that you will learn during the course. More details on the topics that you can tackle will be given during classes.

Instructions for submitting the project

- The paper should be submitted through Turnitin:
 - Course ID: 14430377
 - Password: BUS233E
- The paper should be submitted in a format of a social marketing plan you can refer to the appendix A: Social Marketing planning Worksheets page 459 (Lee and Kotler, 2012).
- The word limit for this essay is 3000 words in 12 Font, Times New Roman.
- Use APA style of referencing must be used for referencing and bibliography.
- Other requirements: include a cover page with the title and your details, number pages. Include contents page with the headings and page numbers of each section.

Grading criteria

Criteria	Needs improvement	Average	Excellent
Executive summary	The executive summary is too short or too long and either too detailed or remains too general	The executive summary is one page long. But it does not contain all the critical elements of the marketing plan. Some information is too general or too detailed.	The executive summary clearly communicates critical elements of the marketing plan. The length is sufficient to cover all the critical material but no longer than 2 pages. It is a very solid stand-alone document.
The background purpose and focus	Key background information leading to the development of this plan is not summarized. The purpose and the focus of the campaign and intended impact are not clarified.	Key background information leading to the development of this plan is partially summarized. The purpose, focus and the intended impact are partially clear.	Key background information leading to the development of this plan is summarized well. The purpose, focus and the intended impact are very clear.
Situation Analysis	Situation analysis is provided, but the number of strengths/weaknesses or opportunities/threats are inappropriate. There is no reasoning provided for the items.	Situation analysis is provided, but there are some missing points. Reasoning for each item is not always thoroughly provided and/or logical. One or two strengths/weaknesses are external, or one-two opportunities/threats are internal.	A thorough situation analysis is provided. Reasoning for each item in the situation analysis is provided and logical. Strengths and weaknesses are clearly internal factors, and opportunities and threats are clearly external factors.
Target Audiences	The plan fails to describe the target audiences. Little or no demographic, geographics, psychographics, behaviors or stages of change information has been included.	The plan contains only a brief summary of the target audiences. Not all target audiences have been identified. Fewer than three demographic, geographics, psychographics, behaviors or stages of change information have been included.	The plan describes well the demographics, geographics, psychographics, behaviors or stages of change information of the target audiences.
Desired results (objectives and target goals)	Belief, knowledge and behaviour objectives are not listed. The goals are not SMART	Belief, knowledge and behaviour objectives are partially listed. The goals are partially SMART	Belief, knowledge and behaviour objectives are listed and well described. All goals are SMART.
Product/ Service	Little to no information is provided on the core product, actual product or augmented product or service, and	The plan only partially describes the core product, actual product and augmented	The plan contains full description of the core product, actual product and augmented

	the perceived benefits target audiences can get.	product or related services and their perceived benefits.	product or related services and their perceived benefits.
Pricing	The plan does not give a complete pricing structure; i.e. monetary incentives, monetary disincentives, nonmonetary incentives and nonmonetary disincentives are missing.	The plan gives a partial pricing structure; i.e. some of the monetary incentives, monetary disincentives, nonmonetary incentives and nonmonetary disincentives are partially highlighted.	The plan gives a complete pricing structure; i.e. full range of monetary incentives, monetary disincentives, nonmonetary incentives and nonmonetary disincentives are presented.
Place	The plan does not clearly state where the target audiences acquire a product or service or perform desired behaviour.	The plan gives limited information about where the target audiences acquire a product or service or perform desired behaviour.	The plan gives ample description about where the target audiences acquire a product or service or perform desired behaviour.
Promotion	The plan does not state messages, messengers, creative strategies neither communication channels as a part of promotion strategy.	The plan states some of the messages, messengers, creative strategies and/or communication channels as a part of promotion strategy.	The plan gives a full description of the messages, messengers, creative strategies and/or communication channels as a part of promotion strategy.
Monitoring and evaluation	Purposes, goals measured, the timing of measurements as well as methodologies of measurement are not listed.	Purposes, goals measured, the timing of measurements as well as methodologies of measurement are only partially described.	Purposes, goals measured, the timing of measurements as well as methodologies of measurement are described in detail.
Budgets and funding sources	Costs associated with price, produce, promotion and evaluation are not discussed. Potential funding sources are disregarded.	Costs associated with price, produce, promotion and evaluation are somewhat discussed but are limited. Potential funding sources are discussed.	Costs associated with price, produce, promotion and evaluation are described in detail. Big range of potential funding sources is discussed.
Formatting, Grammar & Citations	The plan has many spelling or grammatical errors. No citations have been provided. The plan has not been formatted using the template.	The plan contains more than 2 spelling or grammatical errors. Citations, if needed, have been created but not according to APA style. The plan is formatted according to guidelines provided but with some inconsistencies.	The plan contains no more than 2 spelling or grammatical errors. If any sources have been referenced, proper citations have been created using APA style. The plan is formatted according guidelines provided.

Late submission:

The mark for the essay submitted within 24 hours of the deadline without valid reason will be decreased by 50% percent.

The mark for the essay submitted later than 24 hours without valid reason will be rated zero.

The late submission is only granted if you follow the regulation of the Vesalius College for late submission and for valid reasons like medical, religious or other reasons for handing out the work late.

Academic Honesty Statement

Academic dishonesty is **NOT** tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Additional course policies

No mobile phones will be tolerated during the class; laptops can be used to take notes only. If the student is seen using social networks, emails or other he/she will be banned from bringing their laptop again.

You are not admitted to the class after 10 minutes from its start.

The Video

As a part of the assessment for this course you are required to produce a video based on your social marketing plan that you produced with your group. The length of the video should be around 2-4 minutes.

You will present your video with a short maximum 5 minute introduction. You can tell a bit of story behind how you had an inspiration and ideas. You will need to be available to answer any questions that audience might have related to your video.

*Please note that the video, its ideas and script should all be original. Reproduction of existing videos is not permitted.

The video will be graded and peer graded according to the following criteria:

	Criteria	Beginner	Developing/proficient	Exemplary
	Planning, research	The video demonstrates lack of planning of the video sequence, scene descriptions and dialogs. Research and data are not used. The group does not have a script.	The video demonstrates detailed planning of the video sequence, scene descriptions and dialog for every scene. Information is based on academic research and data. The group has an adequate script.	Students wrote a compelling and creative script. The video demonstrates detailed planning of the video sequence, scene descriptions and dialog for every scene. Information is based on academic research and data.
1	Technical quality	The camera work is not stable, movements are disruptive. Scenes are blurry. Sound is difficult to understand. Video is not edited effectively and does not flow well. Transitions are not used or not used effectively.	The camera work is somewhat stable, but movements are sometimes smooth. Subject is not always lit and clearly visible. Sound is most of the times clear and understandable. Video is edited and flows well. Transitions are used well.	The camera work is stable, smooth movements and pans. Subject is lit and clearly visible. Sound is clear and understandable. Video is edited effectively and flows well. Transitions are used effectively.
3	Message conveyed/ Content	Subject and message are not interesting, no educational or relevant to the audience. It does not provide insight into topic. There may be factual errors and inconsistencies but they are relatively minor.	Interesting but not educational, its somewhat relevant to the audience, provides some insight into topic. Adequate evidence of student learning and efforts are reflected in the project. Information is well organized and can be understood by intended audience.	Interesting, educational, relevant to audience, provides insight into topic and discussed thoroughly. Message followed easily. Excellent, well thought through, shows superior effort. Reflects broad research and critical thinking skills.
	Teamwork	Only one member came with the idea and shot the video alone. There was no brainstorming no participation by other team members.	Some team members participated in idea generation and shooting of the video. The distribution of tasks was not even.	All members of the team participated in preparing the video and the input of each one and effective teamwork is clearly visible.
5	Oral presentation	The team did not introduce the project and didn't tell the story behind how the scenes were shot and ideas generated. The team couldn't answer the questions after the video.	The team introduced the video, made some remarks about how the ideas were generated and video prepared. The majority of the questions of the audience were answered.	The team introduced in few minutes their video and let the audience watch it. They effectively arose interest in the video and gave complete answers to all questions of the audience.

Mid-term and final exams

The structures of the mid-term and final exams are going to be similar. The exams will test your knowledge using essay questions and case studies. The essay questions will test your knowledge of theory whereas case studies will test your ability to apply the theory into the practical situation.

You will get an individual oral feedback on your mid-term exam.

Assessment Schedule

Assessment Component	Mid-term exam	Group project	Video	Final Exam
Deadline	28 th February	27 th April	2 nd May	9 th May
Value	30%	25%	15%	30%

Course Schedule

Week beginning	Teaching week	Topics	Chapters
16 January	1	Introduction Syllabus Defining social marketing	Syllabus Chapter 1
23 January	2	Steps in the strategic marketing planning process Tips for success	Chapter 2 Chapter 3
	Questions	Come up with 5 ideas for social marketing problem that you come across with in Brussels/Belgium Summarize key background information Purpose and impact of your campaign	
30 January	3	Determining research needs and options Choosing a purpose and focus for your plan and conducting situation analysis	Chapter 4 Chapter 5
	Questions	Determine organizational factors: strengths and weaknesses of your plan Determine environmental forces: opportunities and threats	

6 February	4	Segmenting, evaluating and selecting target audiences	Chapter 6
	Questions	Describe primary target audiences: demographics, psychographics, geographics, behaviors, stages of change List any other target audiences	
13 February	5	Setting behavioral goals and objectives	Chapter 7
	Questions	Set behavior objectives, knowledge objectives and goals	
20 February	6	Identifying barriers, benefits, the competition and influential others	Chapter 8
	Questions	Make a list of barriers your audience might have Make a list of benefits List the competition and influential others	
27 February	7	Mid-term exam	Chapters 1-8
06 March	8	Crafting a desired positioning Creating a product platform	Chapter 9 Chapter 10
	Questions	Develop a positioning statement Design a product platform	
13 March	9	Price: Determining monetary and non-monetary incentives	Chapter 11
	Questions	Will target audience have to pay for something? Will be there any monetary incentives for your target audience? Any monetary disincentives or nonmonetary incentives?	
20 March	10	Place: Making access convenient and pleasant	Chapter 12
	Questions	Where your target audience will perform the desired behaviour?	

		Where and when they will acquire objects?	
27 March	11	Promotion: Deciding on messages, messengers, and creating strategies Selecting communication channels	Chapter 13 Chapter 14
	Questions	What key messages will you communicate to target audiences? Who will deliver the messages? What communication channels will you use?	
03, 10 April		<i>Spring recession</i>	
17 April	12	Developing a plan for monitoring and evaluation	Chapter 15
	Questions	What is the purpose of your evaluation and why you are doing an evaluation? Which of the goals will you measure? When will you measure them and how much this will cost?	
24 April	13	<i>Possibly the guest lecturer (TBC)</i> Establishing budgets and finding funding	Chapter 16
27 th April		<u>Deadline for your paper!!</u>	
01 May	14	Creating an implementation plan and sustaining behavior Exam revision	Chapter 17
08 May	15	Final exam	