

**BA 497b (Spring 2014)****Sustainable Behavior of Consumers, Firms, and Societies**

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Class times: Tuesday and Thursday: 11:15-12:30 in 104 Business
Course Website: <https://cms.psu.edu/default.asp>

****The best way to contact me is via email. I check it regularly and will get back to you as soon as possible, most likely within 24 hours unless it is a weekend or holiday.***

Course Description: Sustainability is a broad domain concerning the extent to which environmental, economic, and social practices are viable for current and future generations. Consumer awareness of sustainability issues has evolved from an emerging social movement to mainstream values, but increasing sustainable behavior remains a challenge. This course is designed to provide students with the knowledge to enhance sustainable behaviors in firms, among consumers, and in society at large. In doing so, this course will include frameworks for understanding how to influence sustainable practices, consumer response to sustainability, and sustainability and marketing communication issues in the marketplace as well as real-world examples of sustainable practices and issues, offering both a theoretical and applied approach. The course may also include a project which will entail student teams working on a real-world sustainable behavior problem in collaboration with a business or segment of the university campus when available or other course project addressing a relevant sustainability issue. Students should leave the course with an understanding of sustainability issues in the current marketplace and the knowledge and ability to influence sustainable behaviors. In collaboration with BA497a, students will enter their career with the knowledge and skills to be a sustainable business decision-maker and foster sustainable behavior.

Course Objectives:

- Understand the role of sustainability in the marketplace
- Recognize current consumption trends; barriers to and benefits of sustainable behavior
- Know effective strategies to influence sustainable behavior
- Identify consumer segments and values relevant to sustainability issues
- Understand consumer response to sustainable products and practices
- Know practices and policies in marketing sustainable products
- Understand the value of corporate social responsibility and cause-related marketing

Prerequisite: BA342.

Course Materials:

- Fostering Sustainable Behavior, 3rd Ed (2011), by Doug McKenzie-Mohr (Available on Amazon in paperback for less than \$20 as well as Kindle for \$12; read online for free: <http://www.cbsm.com/pages/guide/fostering-sustainable-behavior/>).
- Selected Chapters from Strategies for the Green Economy: Opportunities and Challenges in the New World of Business (2009; released in 2008), by Joel Makower (Available on Amazon for \$20 or less for electronic version)
- (Optional) Social Marketing to Protect the Environment: What Works (2011), by McKenzie-Mohr, Lee, Schultz, and Kotler (\$40 on Amazon, also available used or for rent).
- Readings/articles: Assigned articles will be distributed via Angel: <https://cms.psu.edu/default.asp> or in class. It is your responsibility to obtain these materials.

*Books are available in library course reserves.

Course Requirements: The course requirements are intended to ensure each individual obtains an understanding of key factors impacting sustainable behaviors, the ability to analyze sustainability issues as well as develop your practical skill set in applying your knowledge to sustainability problems. **You may need to invest significant time and effort to successfully achieve all aspects.**

<i>Requirement</i>	<i>Weight</i>	<i>Grading Distribution</i>
Class Activities & Presentations	20%	A = 93%+
Sustainability Insight Presentation	10%	A- = 90-92.99%
Team Project 1	20%	B+ = 87-89.99%
Team Project 2	10%	B = 83-86.99%
Exam 1	15%	B- = 80-82.99%
Exam 2	15%	C+ = 77-79.99%
Impression Management	10%	C = 70-76.99%
(Participation, Communication, etc.)		D = 60-69.99%
		F < 60%
Class Total	100%	

Note that the Penn State grading system, according to the university registrar (http://www.registrar.psu.edu/grades/grading_system.cfm) states that an A and A- are indicators of “exceptional performance” while a B+ to C+ are indicators of “Extensive Achievement”. Thus, do not expect an A for Effort; to earn an A, you will need to go above and beyond rather than just doing the standard or normal.

Class Activities and Presentations (20%): Throughout the semester, there will be several in-class and out-of-class activities that may include class discussion and group presentations. These activities help to serve as an indicator of your engagement in the learning process and

your understanding of course material. These activities may be completed on an individual or group basis, depending on the activity. For some activities, you may be asked to complete work out-of-class for classroom discussion whereas others will be completed in class. All out of class activities should be typed. Some of these activities are indicated on the syllabus and will have specific instructions posted on Angel. Others will be announced in class on the day of the activity or as the semester progresses. For many of these activities, diligent completion will result in full credit for the assignment. However, some may be assessed based on the quality of performance. Activities cannot be made up for full credit. A maximum of half-credit will be given for late assignments and no credit will be given for late assignments more than one week past the original completion or due date. If a group activity is made up, it will be completed individually. Team case presentations (as time allows) from *Social Marketing to Protect the Environment: What Works (2011)* fall under this grading requirement.

Sustainability Insight Presentations (SIP; 10%): When you begin your career, it is important that each of you are comfortable presenting and leading discussions among your supervisors, co-workers, and/or clients, even if brief. Additionally, it is important that you are aware of events in the business world, particularly regarding sustainability given your presumed interest in this domain in taking this course. To help you become more comfortable with this, you will each give one Sustainability Insight Presentation. **These presentations are meant to be brief (appx. 4-8 minutes) and somewhat informal.** Your presentation should not exceed 8 minutes (and I will cut you off as needed if you exceed this time). Your goal should be to be concise and focus on key points; if you were in a meeting with colleagues, you would want someone to do this so the same applies to SIPs. By informal, I do not mean sloppy or unprepared. Instead, I mean that you do not need a powerpoint presentation or to wear a suit; instead, you should look presentable and be knowledgeable enough to share key points on the topic and motivate interest to engage peers. The number of SIPs each day will vary depending on the extent to which the specific day and topic allows for SIPs, but there will usually be 1-2 per class.

On your SIP day, you are responsible for sharing insights relevant to sustainability with the class from a recent (2012 and on ONLY) article related to the material that will be covered in class on that day. The article should be from a **reputable source** (that is, not from personal blogs, etc., but rather real articles in the popular press, e.g., magazines and newspapers; to be sure, you may incorporate comments or aspects from a blog or other less reputable source, but the foundation for your SIP should come from a reputable source). If you are uncertain of where to find material for your SIP, you may want to check GreenBiz.com, TriplePundit.com, or WSJ's Environment page. While you may read editorials on issues and share potential differences in opinions as part of your SIP, you should report on the sustainability event or insight itself and then briefly include an expert's opinion as well as your own, as appropriate. Your sustainability insight should enhance student learning through your connection of recent sustainability initiatives in corporations, government, or community, or other relevant events with course concepts. Thus, you should be familiar with what the text and/or topic readings says about your topic and integrate your SIP accordingly. Part of your job as a presenter is to integrate your SIP with the day's topic in addition to merely summarizing the article you have selected. You are responsible for signing up for your SIP date during the first week of class. The grading sheet I

will use for your SIP is on Angel so you know what is expected. **You should print this sheet off, complete it, and bring it with you on the day of your SIP.** Otherwise, there is no written component to this portion of your grade.

Team Projects (20% for Project 1 and 10% for Project 2): Each student will participate in a project as a member of a **five person team** (4-6 only if needed based on class size). **You may form your own teams, though I reserve the right to assign additional members to and/or divide your team as needed based on class size.** Project 1 will be assessing market opportunity and developing marketing materials for the Collegiate Wind Competition by the Department of Energy. Project 2 will be development of sponsorship materials for the Penn State Advanced Vehicle Team. Additional information will be provided from collaborating partners.

Note on Team Participation/Dynamics: I reserve the right to adjust any individual's team project grade based on team member feedback of individual contribution (i.e., if the team receives a 90%, but there is consistent feedback that your contribution was less than that of other team members, you may receive less than 90% for the team project portion of your grade). If you have concerns about your team member dynamics, you should attempt to discuss them as a team. If this does not resolve your concerns, you should meet with me as soon as possible. At or near the completion of team projects is not an appropriate time to reveal such concerns to me for adequate resolution.

Exams (2 @ 15% each): Two exams (one in-class and one during the final exam period) will consist of short answer and/or essay questions (closed notes/book). They will be designed to test your understanding of course readings and concepts and your ability to apply these concepts to generate and evaluate strategies for sustainable behavior sustainable marketing strategies. You will be responsible for both the material covered in class. Though they are not explicitly comprehensive exams, it is important to recognize that some overlap will occur on the second exam due to the nature of the material.

No make-up exams will be given without prior notification. If you miss one of the exams due to unavoidable circumstances (e.g., serious illness, family emergency) and notify the instructor via email or phone **prior to the exam**, you have the option to take a make-up exam, different from the one given during the scheduled course time, or you can choose to receive a score for the missed exam equal to 90% of the average of your other exam scores (i.e., if you miss the second exam and your first exam score is 85% and your third exam score is 90%, you will receive a 79% for the second exam [i.e., $.90 \times .875$]). If the instructor is not contacted *PRIOR* to the exam via phone or email, the student will receive zero credit for the missed exam.

Impression Management (10%): This class is an upper-level class such that many of you will be shortly entering the business world in which you will not only be representing yourself, but you will likely also be representing your company. Additionally, this course centers on the discussion of various topics, some of which are recent and/or ongoing developments and/or relatively controversial topics. As such, it is imperative that all students are engaged in the

course material and entertain diverse ideas with an open mind. You do not have to agree, but you do need to listen to other's viewpoints with respect. In the classroom, your career, as well as in many aspects of life, impressions are critical. Like it or not, your superiors, clients, co-workers, etc. will almost immediately form an opinion of you when you begin any new professional relationship. While they will form an initial impression, they will also continue to update their impression of you based on their interactions and observations. You may be the hardest-working, most-prepared applicant or employee, but if your supervisor does not have this impression, you will likely not go far. Similarly in this class I will form impressions of each of you based on your performance during (as well as before or after) class and other interactions with you. While this may seem subjective, this is to better prepare you for the real world. It is much more beneficial in the long-run for you to realize now that impressions matter and losing a few points on a grade is not as bad as losing the job or a client. The impression I have of you throughout this course is up to you.

Throughout the semester, I may note positive or negative impressions that I have. At the end of the semester, one grade will be assigned. Factors that will influence my perception of you include, but are not limited to, attendance, participation (QUALITY over quantity), preparedness, in-person as well as email communications, respect for the instructor as well as your classmates, contribution to (or detracting of) a positive learning environment.

Grading

Grade changes: I am not in the habit of changing grades unless I've made a math error. If you feel that you have been graded unfairly, please make a **written** case for why you feel the grade is wrong (why your answer should be correct) and submit it to me within two class periods after the assignment or test was returned (or posted). I will NOT change a grade if you just come to me and verbally complain. If you submit a written appeal, I do not promise to change your grade, but I promise to consider your appeal carefully and fairly. All grades become final 1 week after they are posted. If you contact me before this time, I will respond with one email with any explanation for a discrepancy, but I will NOT repeatedly email with students regarding grade issues. After initial email communication, students may choose to meet with me in a timely manner to discuss it in person; otherwise, the matter is closed. Also, grades for major assignments will be posted on ANGEL in a timely manner throughout the semester for your convenience; however, in case of a discrepancy, the official grades are in my spreadsheet and NOT in ANGEL.

Late assignments: I do not give full credit for late assignments. Any assignment must be handed in or submitted on ANGEL **at the beginning of the class on the day it is due**. Assignments handed in *after they are due* will receive a *maximum of half-credit*. Assignments will not be accepted for credit more than one week after the initial due date.

Student Responsibilities and Classroom Policies: This course should be exciting and challenging, while fun for everyone. To encourage a positive learning environment, there are certain rules about your conduct in the classroom. Note that if I perceive you failing to follow these policies, my impression of you will go down, which will in turn adversely affect your impression management score.

- Turn your cell phones off or on silent before class begins. **Texting is unacceptable classroom behavior. If I see you texting or otherwise using your phone during class time, I reserve the right to 1) ask you to put your phone away, 2) take your phone until class ends, or 3) ask you to leave the classroom for the remainder of the class session.** If you anticipate that you must take a call for any reason, notify me prior to the start of class that such a call may occur and leave the classroom to take the call.
- Laptop and tablet use should only be for note-taking or other class-related activities. You should not be on facebook, email, or the internet more generally. While I will allow you to use these devices as appropriate, **if I believe you are not using your laptop or tablet appropriately for class, I reserve the right to 1) ask you to put this device away, 2) take this device until class ends, or 3) ask you to leave the classroom for the remainder of the class session.**
- When you come to class be prepared to actively participate. **You should have read that day's material BEFORE coming to class.** In addition, once class time has started, the classroom is not the place to sleep, read the paper, do crossword puzzles or Sudoku, etc.
- Be respectful when your classmates are speaking – let other people finish when they speak and carefully listen to what they have to say. You do not have to agree with everything others say, but you should respect their opinion.
- I do not take attendance, but your attendance is certainly influential in my impression (and thus, your impression management score). Moreover, I believe participation is critical to learning in this course and strongly recommend you attend regularly. **Note that I do not hand out course notes or post slides. If you miss a class, you are responsible for obtaining the material from a classmate. While I will answer specific questions regarding the covered material, I cannot cover an entire class for you individually.** If I do post slides on Angel, note that many of the examples included in the slides during class will not be included in the posted slides due to the size of files when doing so. Therefore, you are responsible for all material covered in class and not just that which may be posted on Angel.
- Students are also responsible for all in-class and/or email announcements, including changes in the syllabus.

University Policies

Academic Integrity: According to the Penn State Principles and University Code of Conduct: Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. According to the University's Code of Conduct, you must neither engage in nor tolerate academic dishonesty. This includes, but is not limited to cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, or work previously used in

another course without informing the instructor, or tampering with the academic work of other students. Any violation of academic integrity will be investigated and, where warranted, corrective academic and/or disciplinary action will be taken. For every incident where a penalty is assessed, an Academic Integrity Incident Report form must be filed. The form can be found on the Smeal College Intranet at this URL: <https://intranet.smeal.psu.edu/students/integrity/index.html>. This form is to be used for undergraduate courses. The report must be signed and dated by both the instructor and the student, and then submitted to Gus Colangelo, Associate Dean for Undergraduate Education, 202 Business Building.

In addition, the Smeal College has adopted the following Honor Code:

We, the Smeal College of Business Community, aspire to the highest ethical standards and will hold each other accountable to them. We will not engage in any action that is improper or that creates the appearance of impropriety in our academic lives, and we intend to hold to this standard in our future careers.

Examples of academic integrity violations in this course include, but are not limited to:

1. Viewing or copying another student's (or group's) exam, assignment, or project.
2. Allowing other students to view or copy your exam, assignment, or project.
3. Using ideas that are not your own (or your team's) original ideas for your project or otherwise.
4. Not participating sufficiently in group work in which you receive credit.
5. Allowing other students to get credit for insufficient participation in group work.
6. Gaining access to course materials (e.g., exams, assignments, projects) from prior semesters (or the current semester) that have not been provided to all students by the instructor.
7. Discussing an exam or other assignments with other students when one of you has taken the exam but the other has not. Even a comment like, "No, that framework is not on the exam" is a violation of academic integrity. Therefore, do not discuss any exam-related materials openly with friends who have already completed it (e.g., in the hallway outside the classroom, the Atrium, any public spaces).
8. Not providing citations on oral or written reports of articles, magazines, books, lecture notes or slides, websites, blogs, wikipedia entries, etc.
9. Making up or 'fudging' primary data in assignments (e.g., faking observation data, making up interview or survey responses, etc.).
10. Taking the course without the pre-requisite.

All University policies regarding academic integrity must be followed. Transgressions will result in a grade of zero and judicial proceedings. Bottom line: Do not cheat. Do not pass off others' work or ideas as your own. Do not plagiarize. Do not 'fudge' data. Do not consult others on individual work. Contribute fairly to group work. Always cite all reference materials that you use (including materials from the WWW). When in doubt, err on the safe side. If issues of academic integrity arise in this class, consult me immediately.

In your coursework, you will be asked to sign the Smeal Academic Integrity Pledge, which reads: *I affirm that I have neither given, received, nor witnessed aid on this deliverable and have completed this work honestly and according to the professor's guidelines.*

*****THIS STATEMENT SHOULD BE SIGNED BY ALL MEMBERS OF YOUR GROUP AND SUBMITTED WITH ALL DELIVERABLES IN THIS COURSE.*****

Affirmative Action & Sexual Harassment: The Pennsylvania State University is committed to a policy where all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by Commonwealth or Federal authorities. Penn State does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, gender, sexual orientation, or veteran status. Direct all inquiries to the Affirmative Action Office, 328 Boucke Building.

Students with Disabilities: Penn State and the Smeal College of Business welcome students with disabilities to all of its classes, programs and events. The Penn State Office of Disability Services (ODS) in Room 116 Boucke Building provides a vast array of services for students with disabilities according to mandates under Title II of the ADA amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973. For more information or to meet with a service provider from ODS, contact them at (814) 863-1807 (V/TTY) or visit their website at: <http://equity.psu.edu/ods> In order to receive consideration for reasonable accommodations, students must contact the ODS, participate in an intake interview, and provide documentation: <http://equity.psu.edu/ods/guidelines>. If the documentation supports the request for reasonable accommodations, ODS will provide an accommodation letter to share with the instructor as early in the course as possible. Adjustments will be made based on the recommendations in the accommodation letter. This process must be followed each semester that accommodations are requested.

FERPA (Family Educational Rights and Privacy Act): I am legally bound by FERPA to protect the privacy of your educational records, which includes disclosing or discussing your classroom performance with others, including your parents. If you have concerns regarding your performance or evaluation, please speak with me since I am not allowed to discuss these issues with your parents.

Biographical Sketch: Dr. Karen Winterich

Since I hope to get to know you during the semester, let me tell you a little about myself. My name is Karen Winterich (pronounced win-trick) and I am an Assistant Professor of Marketing in the Smeal College of Business of Penn State University. I was raised in Mifflintown, Pennsylvania, a small farming town, and received my B.S.B.A. from Shippensburg University in Pennsylvania. I enjoyed the academic environment during my undergraduate degree when I tutored and was a research assistant so I decided to enter graduate school. I earned my Ph.D. from the University of Pittsburgh and joined the faculty of Texas A&M University. After three years of Texas life, I am happy to be back in my home state and a Penn State faculty member. In addition to teaching Advertising and Promotions Management, Sustainability, and a PhD

seminar in Consumer Behavior, I conduct consumer behavior research, focusing on consumer identities and brand relationships, consumer emotions, charitable donations, and ethical behaviors.

COURSE SCHEDULE

Week	Date	Topic	Assigned Readings and Activities
1	Jan. 14	Course Introduction	Information Sheet
	Jan. 16	Marketing, Sustainability, & Consumption Trends	Read: Makower Epilogue; NBS Marketing & Sustainability; Charter et al.: Marketing & Sustainability (ps. 6-12); Marshall and Toffel (2005); Sustainable Consumption Facts & Trends, WBCSD 2008, Ch. 1 and 2; Explore: www.naturalstep.org Calculate your carbon footprint (see Angel) SIP SIGN-UP
2	Jan. 21	Consumer Segments & Response	Ginsberg & Bloom (2004); Makower, Ch. 6, 8, 10, 12; GMA/Deloitte (2009) Report; Boston Consulting Group (2009) Report; SIP Start Nature Deficit Disorder Activity (see Angel)
	Jan. 23	CWC Project Introduction	Review CWC Project Description BEFORE this Class Project Team Requests due (Email Evan) Continue Consumer Segments and Response
3	Jan. 28	Consumer Segments & Response	Report on Nature Deficit Disorder NBS Socially Conscious Consumerism (2010); Ad Age (2012); Haws et al. (2013); Griskevicius et al. (2010); GreenBiz-Miller (2013); Shelton Group-Millennials (2013); Kidwell et al. (2013); SIP
	Jan. 30	Environmental Labels	Environmental Claims: Summary of Green Guides UNOPS: A Guide to Environmental Labels (pg. 5-12, can skim others); 3P's Avoid Green Marketing Nightmares (2013); SIP
4	Feb. 4	Environmental Labels	Green Label Activity (see ANGEL)
	Feb. 6	Greenwashing	Greenwashing Report (2010); Visit greenwashingindex.com , SIP
5	Feb. 11	FSB: Part I	McKenzie-Mohr(MM): Fostering Sustainable Behaviors (FSB) Step 1: Selecting Behaviors, SIP
	Feb. 13	FSB: Part I	MM: Step 2: Identifying Barriers and Benefits, SIP Makower Ch. 13, 27
6	Feb. 18	FSB: Part II	MM: Strategies, Commitment, Norms, and Diffusion, SIP Baca-Motes et al. 2013
	Feb. 20	CWC Project Presentation	Presentation of CWC Project To-Date for Feedback Each team: Appx. 8 minute presentation with 3-5 min Q&A
7	Feb. 25	FSB: Part II	Bollinger and Gillingham (2013); Cialdini (2003); Johnson & Goldstein (2003); White and Simpson (2013), SIP
	Feb. 27	Guest Speaker	James Gowen, Verizon, Chief Sustainability Officer Research Verizon's Sustainability Initiatives class
8	Mar. 4	FSB: Part II	MM: Prompts, Communications Shelton Group: Fear (2013), Peloza et al. 2013, SIP
	Mar. 6	EXAM 1	EXAM 1

9	Mar. 11	Spring Break	Spring Break
	Mar. 13	Spring Break	Spring Break
10	Mar. 18	FSB: Part II	MM: Incentives, Convenience; Strategies revisited, SIP NBS Social Change; Makower Ch. 29
	Mar. 20	Guest Speaker	Rob Andrejewski, Penn State Sustainability Institute
11	Mar. 25	FSB: Part III	MM: Piloting and Implementing Team Case Presentations from McKenzie et al. (2011)
	Mar. 27	Project Workday	Project Workday
12	Apr. 1	CWC Final Presentations	CWC FINAL PRESENTATIONS
	Apr. 3	Guest Speaker	Altria, Review Altria's Corporate Responsibility
13	Apr. 8	Advanced Vehicle Team Intro	
	Apr. 10	Products & Innovation	Meg Meloy-Guest Speaker on Consumer Response to Remanufactured Products (review Abbey et al. 2013) Also: Fuller and Ottman (2004); Luchs et al. (2010); Trudel and Argo (2013), Catlin and Wang (2013); Ch. 4 of WBCSD, SIP
14	Apr. 15	Corporate Social Responsibility	Porter and Kramer (2006); Peloza et al. (2012); Leonidou et al. (2013); Kang et al. (2013); NBS: CSR and Shareholder Value (2013); NBS Limits of CSR (2008); SIP
	Apr. 17	Cause-Related Marketing	Gourville & Rangan (2004); Cone Communications 2013; Nielson Consumers Who Care (2013); Fischer et al. (2012); SIP Check out: http://www.buylesscrap.org/ (Project RED)
15	Apr. 22	CSR and CRM Continued	
	Apr. 24	Future of Sustainability Marketing	Makower: Ch. 21, 33; State of Green Business 2013 Report, SIP Recalculate Your Carbon Footprint
16	Apr. 29	AVT Project Presentations	Advanced Vehicle Team Presentations
	May 1		Class Wrap-Up
FINAL	TBD	EXAM 2	EXAM 2

*Readings WILL be revised as the class progresses based on available discussion time and incorporation of more recent articles relevant to each topic .

**Schedule is subject to change by the professor and may be adapted to accommodate guest speakers as well as address other issues that may arise. Changes will be announced as far in advance as possible. Students are responsible for in-class announcements regarding such changes.