

**MKT 7080 (G13) (3.0 CH)**  
**CONSUMER INSIGHTS AND SOCIAL CHANGE**  
**FALL 2020**

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**INSTRUCTOR**

Name:	Namita Bhatnagar	Office & Class Location:	Zoom Meeting ID: 204-474-9299; Password on UMLearn
Phone:	204-474-9299	Office Hours:	Tuesday 4:00 – 5:00 pm
Email:	<a href="mailto:Namita.Bhatnagar@umanitoba.ca">Namita.Bhatnagar@umanitoba.ca</a>	Class Time:	Tuesday 6:15 – 9:30 pm

**COURSE DESCRIPTION**

The intensive study of human psychology as related to the realms of consumption as well as personal, societal, and environmental wellbeing. An in-depth knowledge of what motivates people and the manner in which they make decisions helps: (a) managers in predicting customer reactions to marketing strategy, and (b) social marketers and policy makers in understanding how similar techniques can be used for persuading people on issues of personal, social, and environmental importance. The course first examines the internal antecedents of individual behaviours (such as motivations, values, perceptions, learning, and attitudes) followed by the impact of external influences (such as social and contextual factors). In this manner, the course pairs insights into consumption behaviours with the domain of motivating behaviours that lead to individual, collective, and environmental wellbeing.

**COURSE OBJECTIVES**

On course completion, you should be able to:

- Appreciate the importance of customer-centricity within marketing strategy creation.
- Understand marketing ethics and public policy, and the darker side of consumption.
- Adopt a consumer behavior perspective to encouraging sustainable behaviours.
- Understand and apply the main consumer research techniques.
- Understand the role of motivations and their manifestation within consumption and sustainable behaviour contexts.
- Appreciate the role of sensory stimuli within perceptual processes.
- Understand and apply theories related to conditioning desired responses.
- Grasp individual decision making processes, and appreciate the malleability of customer choices.
- Understand major attitude measurement techniques, and methods for attitude change.
- Assess customer satisfaction, and perceptions of product and service quality.
- Understand psychographic profiling, and the lifestyle marketing and sustainable lifestyle approach.
- Understand the importance of other people and social norms in decision making.
- Understand best practices for the introduction and adoption of new products and ideas.

## AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **MBA Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

	<b>Goals and Objectives in the MBA Program</b>	<b>Goals and Objectives Addressed in this Course</b>	<b>Course Item(s) Relevant to these Goals and Objectives</b>
1	<b>Strategic Thinking</b> Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.		
	A. Students are able to identify situations where strategic thinking is necessary.	✓	Entire course
	B. Students are able to identify different strategies.	✓	Entire course
	C. Students are able to perform a basic strategic analysis.	✓	Entire course
	D. Students are able to recommend strategic alternatives and their implementations.	✓	Entire course
2	<b>Global Perspective</b> Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.	✓	Class 10
	B. Students have an awareness of different global perspectives.	✓	Class 10
	C. Students have been exposed to global business environments through course materials	✓	Class 10
3	<b>Ethical Mindset</b> Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.		
	A. Students demonstrate an understanding of the responsibility of business in society.	✓	Class 1, Entire course
	B. Students demonstrate an understanding of ethical decision making.	✓	Class 1, Entire course
	C. Students demonstrate moral development in ethical decision making.		
	D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.		
4	<b>Quantitative and Financial Proficiency</b> Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.		
	A. Students are able to identify that a problem containing a quantitative aspect exists.		
	B. Students are able to apply financial methodologies in the answering of business questions.	✓	Entire course
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.	✓	Entire course
	D. Students are able to interpret the results of a financial analysis.	✓	Entire course

## COURSE MATERIALS

Readings that comprise of classic as well as contemporary academic journal articles, cases, magazine articles and analyses, book chapters, and trade publications will be used to teach the course. These materials should be read prior to the class session. Class discussions, exercises, and additional lecture materials will be used to situate the readings within the broader context of consumer behavior. Assigned readings will be available through UM Learn and the University of Manitoba Libraries.

As classes will be delivered synchronously via videoconferencing (Zoom), a device enabled with a camera and microphone is required. Further, you are expected to be in a location with a reliable Internet connection that is strong enough for streaming video. You may also want to consider using earphones/headset with a mic, unless you have a computer/tablet with good speakers/mic.

For potential assignments or quizzes, administered via the Respondus Lockdown browser, you would need a device (computer or tablet; smartphone will not work) with one of the following operating systems:

- Windows 10, 8, or 7
- Mac OS 10.15 to 10.12, OS X 10.11, or OSX 10.10
- iOS: 11.0+ (iPad only)

## COURSE ASSESSMENT

**Student progress will be assessed through:**

Class participation/assignments:	20%
Thought papers (4):	40%
Term paper:	40%

### **Class Participation/Assignments**

We all bring experience and knowledge into the classroom, and I expect all class participants to share this and benefit by it. For effective class participation you need to have read the assigned materials before the class session. Effective class participation includes 1) asking questions about concepts from lectures or readings that you agree or disagree with; 2) sharing your experience or point of view with the class; 3) building on points raised by others; 4) clarifying issues or 5) relating topics discussed to previous class discussions. Class attendance is important. Regular and punctual attendance is a necessary but not sufficient criterion for good class participation grades. Discussion forums on UMLearn will supplement class discussions.

During the term, a number of individual and group assignments may be given in class. These assignments would include practice exercises, case analysis, and research problems, and are intended to facilitate understanding of course materials and provide opportunity for participation.

### **Thought Papers**

Each week I will assign readings that relate to the class topic. Over the course of the term you are required to complete 4 separate thought papers that relate to one or more of the assigned readings. The papers are to be approximately *3 double-spaced pages in length, paragraph spacing set on 'Auto', using Times New Roman 12 point font, with 1 inch margins throughout (including for the title and body of the text). The writing should be narrative (as opposed to in bullet point form). All papers must contain full student names, students IDs, and thought paper number in the page header.*

A thought paper can be a written critique of an article, an expansion on the ideas related in an article, an application of the ideas expressed in an article to an industry problem, etc. The papers may relate to for-profit or social marketing topics. Thought papers will be evaluated according to the following criteria: logical development of thoughts and ideas, originality, and quality of the writing. Referencing and citations are to follow the *American Psychological Association (APA) style*.

**Term Paper**

The term paper should be completed individually. The term paper topic should be selected in consultation with the instructor. All projects must be initiated and completed exclusively for this course, and they must be *directly relevant to influencing personal, societal, and/or environmental wellbeing through the lens of consumer behaviour*. Several approaches are appropriate. You may choose any of the following, or you may suggest one of your own, in which case you should discuss it with me first to make sure it will be acceptable and realistic.

**Library Paper** – A topic that was raised in the readings or the lectures may catch your interest and you may wish to know more about it. This approach involves using the library’s resources and finding other books and academic research reports on the subject, distilling the information, developing your own ideas, and reporting your findings.

**Case Study** – You may choose an interesting problem or opportunity that has been encountered by social marketers and/or public policy makers. Information for a case of this type may be obtained from trade journals, newspapers, business magazines, and sometimes from previously prepared cases; all of which are available in the library. It is important to bring theoretical issues and insights into the analysis.

Term papers will be evaluated according to the following criteria: careful and complete research, logical development of conclusions and implications, originality, and quality of the written report. *The final report should be approximately 20, double-spaced, and typed pages of text. Please use Times New Roman, 12 point font, with 1 inch margins. Paragraph spacing is to be set on ‘Auto’ throughout. This page limit does not include the title page, executive summary, table of contents, references, and appendix materials. The APA referencing and citation style guide should be used.*

**Final grades will be assigned as follows:**

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89	A	4.0	Very Good
75-79	B+	3.5	Good
70-74	B	3.0	Satisfactory
65-69	C+	2.5	Marginal
60-64	C	2.0	Unsatisfactory
50-59	D	1.0	Unsatisfactory
Below 50	F	0.0	Unsatisfactory

**NOTE:** Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

**Late assignment policy:** Late assignments without the instructor’s prior approval will have a penalty of 10% for each day of late submission.

## TENTATIVE COURSE SCHEDULE AND READINGS

These readings may be modified as needed. You will be informed about changes ahead of time.

	<b>Topic</b>
<b>1</b>	<p><b>Course Overview</b></p> <p><b>Consumer Insights and Formative Research</b></p> <ol style="list-style-type: none"> <li>1. J. Jeffrey Inman, J. J., Campbell, M. C., Kirmani, A., Price, L. L. (2018), "Our Vision for the Journal of Consumer Research: It's All About the Consumer," <i>Journal of Consumer Research</i>, 44, 955-959.</li> <li>2. Merritt, R., Truss, A., &amp; Hopwood, T. (2011). Social Marketing Can Help Achieve Sustainable Behavior Change. <i>The Guardian</i>, March 17. Retrieved from <a href="https://www.theguardian.com/sustainable-business/blog/social-marketing-behaviour-change">https://www.theguardian.com/sustainable-business/blog/social-marketing-behaviour-change</a></li> <li>3. Sherman, M. (2016), "Canadian Business Jumping on the Behavioural Economics Bandwagon," <i>The Globe and Mail</i>, February 13. Retrieved from <a href="https://www.theglobeandmail.com/report-on-business/rob-commentary/canadian-business-jumping-on-the-behavioural-economics-bandwagon/article28747073/">https://www.theglobeandmail.com/report-on-business/rob-commentary/canadian-business-jumping-on-the-behavioural-economics-bandwagon/article28747073/</a>.</li> </ol>
<b>2</b>	<p><b>Behavioural Research Methodologies</b></p> <ol style="list-style-type: none"> <li>1. Gallo, A (2017), "A Refresher on A/B Testing," <i>Harvard Business Review</i>, June 28.</li> <li>2. Kohavi, R., and Thomke, S. H. (2017), "The Surprising Power of Online Experiments: Getting the Most Out of A/B and Other Controlled Tests." <i>Harvard Business Review</i>, 95 (5), 74–82.</li> <li>3. Kubacki, K. &amp; Siemieniako, D. (2017). Projective Techniques. In <i>Formative Research in Social Marketing: Innovative Methods to Gain Consumer Insights</i>, eds. Kubacki, Krzysztof, Rundle-Thiele, Sharyn, pp 165-181, Springer: Singapore, ISBN 978-981-10-1829-9, DOI: 10.1007/978-981-10-1829-9.</li> </ol>
<b>3</b>	<p><b>Motivation, Involvement, and Values</b></p> <ol style="list-style-type: none"> <li>1. Maslow, A. H. (1970), "A Theory of Human Motivation," <i>Motivation and Personality</i>, 2nd Edition, New York, NY: Harper and Row, 35-58.</li> <li>2. Bruch, H. &amp; Walter, F. (2005), "The Keys to Rethinking Corporate Philanthropy," <i>Sloan Management Review</i>, 47 (1), 49-55.</li> </ol>
<b>4</b>	<p><b>Sensory Perceptions and Perceptual Positioning</b></p> <ol style="list-style-type: none"> <li>1. Sundar, A. &amp; Noseworthy, T. J. (2016), "Too Exciting to Fail, Too Sincere to Succeed: The Effects of Brand Personality on Sensory Disconfirmation," <i>Journal of Consumer Research</i>, 43 (1), 44–67.</li> <li>2. Sundar, A., &amp; Kellaris, J. J. (2017), "How Logo Colors Influence Shoppers' Judgments of Retailer Ethicality: The Mediating Role of Perceived Eco-friendliness," <i>Journal of Business Ethics</i>, 146(3), 685-701.</li> </ol> <p><u>Suggested reading:</u></p>

	<p>1. Key, Wilson Bryan (1973), "The Language within a Language," <i>Subliminal Seduction</i>, Engelwood Cliffs, NJ: Prentice Hall, 11-38.</p>
<b>5</b>	<p><b>Attitude Formation and Change</b></p> <ol style="list-style-type: none"> <li>1. Bhatnagar, N. (2018), "Viewer reactions to brands and social issues embedded in programs and movies on TV: The effects of sponsorship disclosures," <i>Working document</i>.</li> <li>2. Lim, K., Kilpatrick, C., Storr, J., &amp; Seale, H. (2018), "Exploring the use of entertainment-education YouTube videos focused on infection prevention and control," <i>American Journal of Infection Control</i>.</li> <li>3. Shu, Suzanne B., and Kurt A. Carlson. "When Three Charms but Four Alarms: Identifying the Optimal Number of Claims in Persuasion Settings." <i>Journal of Marketing</i> 78.1 (2014): 127-139.</li> <li>4. Global News (2018). Comic Books Are Not Just for Entertainment, They Can Educate Too. May 5, Retrieved from <a href="https://globalnews.ca/news/4189937/comic-books-education/">https://globalnews.ca/news/4189937/comic-books-education/</a></li> </ol>
<b>6</b>	<p><b>Individual Decision Making</b> <b>Learning &amp; Memory</b></p> <ol style="list-style-type: none"> <li>1. Goswami, I. &amp; Urminsky, O. (2016), "When Should the Ask Be a Nudge? The Effect of Default Amounts on Charitable Donations," <i>Journal of Marketing Research</i>, 53 (5), 829-846.</li> <li>2. Simonson, I. (1993), "Get Closer to Your Customers by Understanding How They Make Choices," <i>California Management Review</i>, Summer, 68-84.</li> </ol>
<b>7</b>	<p><b>Purchase and Post-decision Processes</b> <b>Service Quality Perceptions</b></p> <ol style="list-style-type: none"> <li>1. Parasuraman, A., Berry, L. L., &amp; Zeithaml, V. (1991), "Understanding Customer Expectations of Service," <i>Sloan Management Review</i>, 32 (3), 39-48.</li> <li>2. Service Quality: SERVQUAL Scale</li> <li>3. Harford, Tim (2006), "The Mystery of the Rude Waiter: Why my Favorite Restaurant Employs Such a Churlish Lout," <i>Slate</i>, Jan 21.</li> </ol>
<b>8</b>	<p><b>The Self</b> <b>Psychographics: Personality/Lifestyle</b></p> <ol style="list-style-type: none"> <li>1. Fournier, S. Case for Brand Loyalty. Harvard Business Case.</li> <li>2. Hershfield, H. E., Goldstein, D. G., Sharpe, W. F., Fox, J., Yeykelis, L., Carstensen, L. L., &amp; Bailenson, J. N. (2011), "Increasing Saving Behavior Through Age-Progressed Renderings of the Future Self," <i>Journal of Marketing Research</i>, 48, 523-537.</li> </ol>
<b>9</b>	<p><b>Group Decision Making, Social Norms, and Spoiled Identities</b></p> <ol style="list-style-type: none"> <li>1. Goldstein, N., Cialdini, R., &amp; Griskevicius, V. (2008). A Room with a Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels. <i>Journal of Consumer Research</i>, 35 (3), 472-482.</li> </ol>

	<ol style="list-style-type: none"> <li>2. John, L. K., Mochon, D., Emrich, O., &amp; Schwartz, J. (2017), "What is the Value of a Like?", <i>Harvard Business Review</i>, March-April. Retrieved from <a href="https://hbr.org/2017/03/whats-the-value-of-a-like">https://hbr.org/2017/03/whats-the-value-of-a-like</a>.</li> <li>3. Roulin, N., &amp; Bhatnagar, N. (2018), "Smoking as a Job Killer: Reactions to Smokers in Personnel Selection," <i>Journal of Business Ethics</i>, 149 (4), 959-972.</li> </ol>
<b>10</b>	<p><b>Adoption of, Resistance to, and Diffusion of Innovations and Ideas</b></p> <ol style="list-style-type: none"> <li>1. Elisha, R. F., Stenner, K., Hobman, E. V. (2015), "Household Energy Use: Applying Behavioural Economics to Understand Consumer Decision-Making and Behaviour," <i>Renewable and Sustainable Energy Reviews</i>, 41, 1385-1394.</li> <li>2. Rust, R. T., Thompson, D. V., &amp; Hamilton, R. W. (2006), "Defeating Feature Fatigue," <i>Harvard Business Review</i>, February, 98-107.</li> </ol>
<b>Dec 4</b>	<b>Term papers due by noon.</b>

## ACADEMIC REGULATIONS AND STUDENT SERVICES

### HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:  
<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or your instructor.

### UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

## **STUDENT SERVICES AND SUPPORTS**

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

<b>For Information on...</b>	<b>...follow this link</b>
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	<a href="#">MBA Course Information</a>
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook</i>	<a href="#">MBA Student Handbook</a>
Help with research needs such as books, journals, sources of data, how to cite, and writing	<a href="#">Library Resources</a>
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	<a href="#">Writing and Learning Support</a>
Support and advocacy for students with disabilities to help them in their academic work and progress	<a href="#">Student Accessibility Services</a>
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	<a href="#">Copyright Office</a>
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	<a href="#">Academic Integrity</a>
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	<a href="#">Student Discipline</a>
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	<a href="#">Student Advocacy</a>
Your rights and responsibilities as a student, in both academic and non-academic contexts	<a href="#">Your rights and responsibilities</a>
Full range of medical services for any physical or mental health issues	<a href="#">University Health Service</a>
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	<a href="#">Health and Wellness</a>
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	<a href="#">Student Counselling Centre</a>
Support services available for help regarding any aspect of student and campus life, especially safety issues	<a href="#">Student Support Case Management</a>
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	<a href="#">Live Well @ UofM</a>
Help with any concerns of harassment, discrimination, or sexual assault	<a href="#">Respectful Work and Learning Environment</a>
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	<a href="#">Violent or Threatening Behaviour</a>



## ACADEMIC INTEGRITY

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I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

## FACULTY BIOGRAPHY

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I.H. Asper School of Business, The University of Manitoba

### **Namita Bhatnagar**

Marketing Department

I.H. Asper School of Business

**Areas of Research Interest:** Consumer research, social marketing, persuasive communications, and information processing.

**Areas of Teaching Interest:** Consumer behaviour, consumer welfare, customer relationship management.

Dr. Bhatnagar received her Ph.D. in Marketing from the University of North Carolina at Chapel Hill in 2003. Prior to this, she earned a Master of Science (Hons.) in Economics and Master of Management Studies from the Birla Institute of Technology and Sciences, Pilani, India in 1994.

Dr. Bhatnagar's training in marketing, consumer psychology, and economics inform her research interests in persuasive communications, socially responsible marketing, and the intersection of customer and service employee interactions. Her work has appeared in outlets such as the Journal of Applied Psychology, Journal of Business Ethics, Human Relations, Journal of Business Research, Journal of Advertising, Journal of Applied Social Psychology, and International Journal of Advertising.

Dr. Bhatnagar has taught at the Ph.D., M.Sc., M.B.A., Executive M.B.A., and undergraduate levels. Her teaching experience spans topics in Introductory Marketing, Consumer Behaviour, and Socially Responsible Marketing. Dr. Bhatnagar has served on several Ph.D. and M.Sc. committees in the role of committee member, co-chair and chair of program advisory and thesis committees. The quality of her teaching has resulted in university and faculty-wide teaching awards. She has served as external examiner for the Hong Kong, Singapore, and Sri Lanka sites of distance education provided by University College Dublin.

Dr. Bhatnagar is active in a variety of committee and non-committee based service within and outside the university. She has served on the Graduate Research Program, MBA, and Undergraduate Program committees at the Asper School, and on the board of the Immigrant Centre Manitoba Inc.