

# BEHAVIOR

**SOCIAL MARKETING**



A Practical Resource for Social Change Professionals





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# Social Marketing Behavior

A Practical Resource for Social Change Professionals

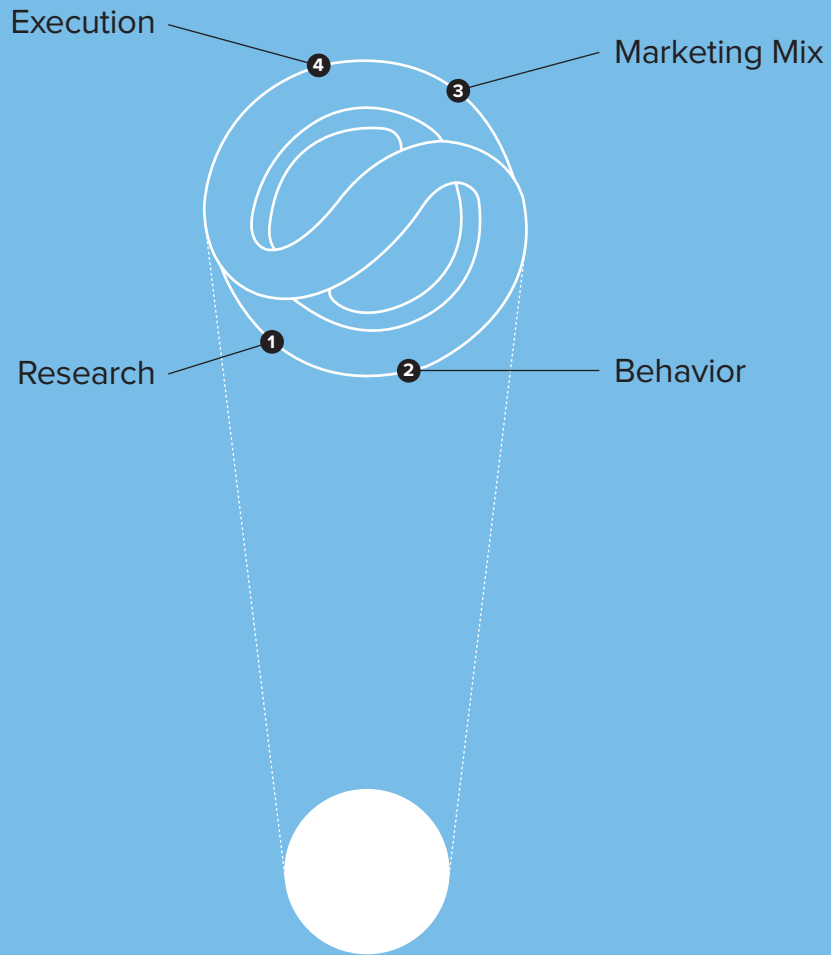
William A. Smith and John Strand  
AED

We believe in the power of social marketing to change behavior. Indeed, we began helping mothers to re-hydrate their children in 1978. The positive effects were remarkable, and we haven't looked back since. For HIV victims, we fought stigma, delivering behavior change that combined treatment and prevention. For civil society advocates, we're exploring the power of technology to build networks, and the subsequent power of networks to change the behavior of systems.

Every day we partner with communities across the U.S. and throughout the world. Our work requires more than slick marketing materials and catchy slogans. Our results are a reflection of an unwavering commitment to the principles and philosophy of social marketing which we share here with you...

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## About This Book

**Overview**

**The Single Most Important  
Thing**

## Overview

AED first became involved with social marketing in 1978 when we were asked to promote the widespread use of oral rehydration therapy (ORT) to reduce infant mortality from diarrhea. We couldn't have asked for a better starting place.

A complex marketing problem, ORT required that we: redesign the ORT product to meet the needs of varying countries and audiences; develop innovative distribution systems in countries where health infrastructure was all but non-existent; reduce the emotional and skill costs of using ORT; and then find imaginative ways to explain why an infant should drink a liter of medicine everyday to tens of thousands of mothers who could not read, had no television, and had little trust in government. We did all of this in 15 languages and dozens of cultures while fighting a medical system that had not yet come to believe that ORT was proven practice.

Since that early program, we have had the opportunity to “social market” immunizations, condoms, TB testing services, anti-malaria bed nets, and beta-blockers. We have helped protect watersheds, saved reefs from over-fishing, reduced small engine pollution, and helped teens protect themselves from HIV/AIDS. And the list goes on and on - from public health to environmental protection, to traffic safety to education reform.

Along the way, we have made a lot of mistakes and tried to learn from every one of them. We have come to believe that:

**Social marketing represents a unique system for understanding who people are, what they desire and then organizing the creation, delivery and communication of products, services and messages to meet their desires while at the same time meeting the needs of society and solve serious social problems.**

We developed this book, *Social Marketing Behavior*, as a first primer on social marketing. Its goal is to introduce you to the concept, the process and the application of social marketing to a wide range of social problems.

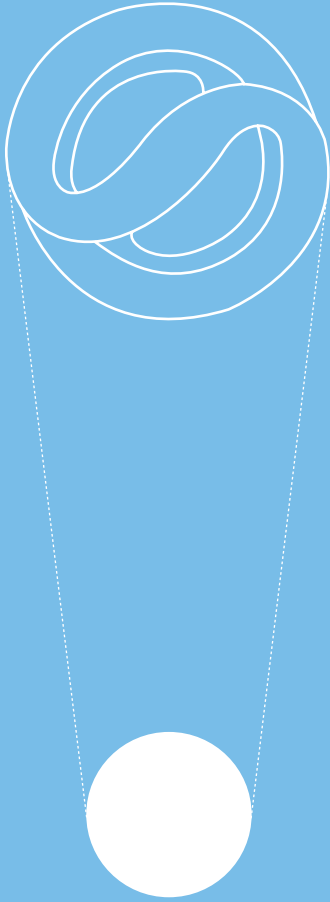


## The Single Most Important Thing

If you take only one thing from this book, let it be this: LISTEN. Listen to the people whose behavior you want to change.

This is the single most important thing, because whatever people do – even when it’s something that seems crazy to you – they have their reasons. The reasons may not be rational. People may not even know what their reasons are. Rarely, however, are they waiting for you – or any other marketer – to tell them what to do. Even then, if you can get their attention long enough to tell them either the risks they face or the wonderful benefits of something like efficient lighting, they still may not change their behavior. They may even know that the more efficient light bulb will save them a lot of money. They may listen when you tell them it will help the environment. And they still might just go out to the store and buy a bunch of big, ugly, energy-wasting light bulbs. Rest assured, they have their reasons.

This book is about understanding people’s reasons for behavior, and using that understanding to change behavior through social marketing. The social marketing discipline is based on the idea that all marketing is an exchange, if you want people to change their behavior, you have to offer them something – security, information, an image, a feeling of belonging, whatever it takes. To know what to offer your audience, you need to listen to them, in order to understand what they want – not just what you think they need.



## The Basics

**Social Marketing**

**Thinking Like a Marketer**

**The BEHAVE Framework**

**Working Toward a Strategy**

## Social Marketing

Eat your vegetables. Wear your seat belt. Forget your car; take the bus.

These are the kinds of actions that can benefit an entire community. If people are safer and healthier, they will put less of a strain on the health care system. If people use mass transit, the highways will not be clogged and the air will be cleaner. But, if these things are ever going to happen, society needs some help.

Individuals have to change their behavior. And behavior change is what social marketing is all about.

Social marketing is the utilization of marketing theories and techniques to influence behavior in order to achieve a social goal. In other words, social marketing is similar to commercial marketing, except that its goal is not to maximize profits or sales; the goal is a change in behavior that will benefit society – such as persuading more people to use efficient lighting.

Of course, there are thousands of ways to work towards social goals, not all of which involve social marketing. Attempts to accomplish social goals can be divided into two categories: behavioral and nonbehavioral. For example, to prevent highway fatalities, one could install air bags in cars (nonbehavioral) or one could persuade more people to wear seat belts (behavioral). Nonbehavioral solutions tend to be in the area of technology. Behavioral solutions, on the other hand, often require social marketing.<sup>1</sup>

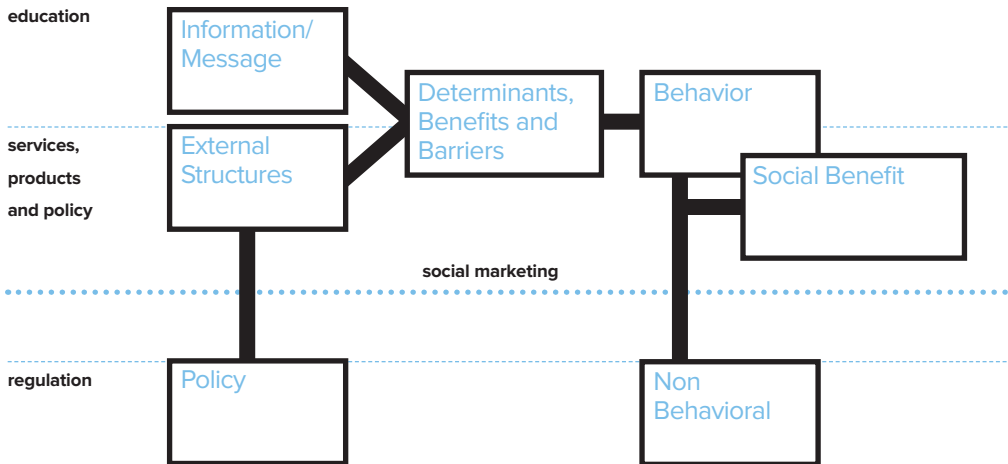
So how does social marketing work? Take a look at figure 1 on the next page. Everything above the dotted line is involved in changing behavior; this is social marketing. The behavior is the goal – the specific action you want a specific audience to undertake. Whether people engage in a behavior is based on how they view that decision, or their perceptions: What are the benefits? Does it seem difficult to do? Can someone like me do it? Are other people doing it? Will people laugh at me if I do it?

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<sup>1</sup> Although this book addresses social marketing and behavioral solutions to social problems, it is important to note that nonbehavioral solutions are also effective and should be considered every time we work for social change.

## Social Marketing

Figure 1: Social Marketing Framework



Trying to figure out which perceptions influence a behavior (we call these determinants) is at the heart of social marketing. If you are unaware of which determinants influence a behavior, you can't know what type of marketing solution is necessary. These critical determinants are influenced by outside forces, such as information - what people know and believe - and external structures - such as the availability of efficient lighting or the quality of a compact fluorescent lamp (CFL). It is the social marketer's job to affect those outside forces (by providing information, for example) to change the determinants that influence behavior. The key is knowing what those determinants are and what outside forces might change those determinants, and hence that behavior.

Often, the most important determinant is not the one that we expect. Consider a recent campaign in Florida to reduce youth tobacco use. For years, teens had been told that tobacco was bad for their health. Their reaction? Smoking increased. Why? Health wasn't the determinant. In fact, teen smokers already knew the health risks (and some even believed them to be worse than they really are). A closer look revealed that the determinants motivating the teen smoking were the benefits of smoking, such as looking cool and rebelling against authority. To these teens, those benefits outweighed the risks. So, the state developed a campaign focused on the determinants motivating the behavior, instead of just repeating the health risks. The result: a 19 percent decline in middle school smoking rates.

What is important to remember about the social marketing framework shown above is this: before one is able to make a decision about the interventions needed - the information or external structures shown above - one must know which determinants are important to the behavior.

## Social Marketing

This is why audience research is such a critical part of the social marketing process. Good social marketing is rooted in behavioral science, not in guesswork or slick copy. A strategy must be developed, one based on research that drives everything else – from the target audience, to a PSA script, to what types of services you decide to offer.

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### Spotlight on Social Marketing Projects

AIDSCOM used humor to reduce the stigma of using condoms.

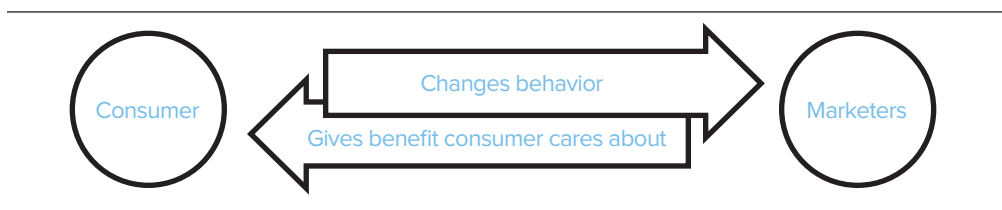
*Partner: USAID*

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## Thinking Like a Marketer

Marketing is an exchange. The marketer asks the consumer to perform an action (say, buying a Coke) and in exchange, the marketer gives the consumer a benefit (for example, sweet taste and a cool image). This is true in commercial marketing, where the objective is to get people to buy something, and as you can see in the figure below, it is also true in social marketing, where the goal can be encouraging a behavior that benefits society.

Figure 2: Marketing is About an Exchange



Given this basic concept of exchange, it is clear why you must think about what you are offering members of your audience. After all, they are unlikely to do something just because you asked.

That said, a marketer's offering does not have to be something concrete. We are all familiar with commercial marketing campaigns that try to add value to a product by associating it with an image – that is part of what separates Coke from the grocery brand. Social marketers can use those same techniques and more.

So, what does it mean to “think like a marketer?” In part, it is recognizing your side of the exchange – the fact that you need to offer something. What's more, a social marketer should understand some of the basic principles of marketing. Of course, there are many marketing principles. Entire textbooks are written about just one slice of marketing. In social marketing however, five principles are among the most important:

### 1. Know exactly who your audience is and look at everything from that group's point of view.

Marketers are consumer-focused. It is crucial that you clearly identify your target audience and that you look at the world from their point of view.

Why does a marketer think this way? To motivate people to take an action, you have to understand the world from their perspective - what do they want, struggle with, care about, dislike? The people you are talking to will not listen if they sense that you do not understand them.

Given this basic concept of exchange, it is clear why you must think about what you are offering members of your audience. After all, they are unlikely to do something just because you asked.

## Thinking Like a Marketer

One way to get a handle on understanding an audience is to break it down into groups. This is called “segmentation.” The idea of segmentation is to break up the entire audience into smaller groups with whom you can use the same strategies to reach and persuade them. It also requires being as specific as possible in describing exactly who you’re reaching, because for each segment, you might reach members of the audience in a different place, and when you reach them use a different pitch.

The best way to implement this principle is to define and promote a specific, simple action for the target audience to perform.

If you are having difficulty grasping segmentation, consider different ads on TV or in magazines. Commercial ads simply do not attempt to reach the entire U.S. population. In fact, it is usually pretty easy to determine who the audience segment is for a specific ad. Some ads are directed to men who watch football; others

are directed to women who are at home during the day. They are not only selling different products, but also using different strategies that match the characteristics of the target audience.

### **2. Your bottom line: When all is said and done, the audience’s action is what counts.**

Unlike classroom teaching or entertainment, all marketers really care about is action. You want people to perform a behavior – in the CFL case, to buy, install, or recommend efficient lighting. Although you might want to educate people about the benefits of CFLs, the attributes of your brand or the dangers of wasting energy, if you do not get them to take action, your program has failed. It has failed regardless of how much people learned about how great CFLs are, or how readily they can identify your brand.

The best way to implement this principle is to define and promote a specific, simple action for the target audience to perform.

And remember: What looks like a simple, straightforward action to us is sometimes more complex to your audience. The clearer you are about the action or behavior, the more successful your programs will be. Behavioral scientists can help you to analyze a behavior. While you may not have those credentials, you can break larger actions into steps in order to understand where problems may lie in getting people to perform complex behaviors.

### **3. Make it easy-to-irresistible for your audience to act.**

As noted earlier, social marketing includes the concept of exchange - the assumption that people behave in certain ways in exchange for benefits they hope to receive. People weigh options and make these behavioral choices within complex environments.

Basically, if people believe that something benefits them, they will take action. If they believe there are more costs than benefits to taking action, they typically will not do so. What marketers are looking for is the tipping point – the point where people believe that there are enough benefits to outweigh the barriers, or that the benefits matter more than the barriers.



## Thinking Like a Marketer

For the most part, people act in their own best interest. It is our job as social marketers to make the action we are promoting coincide with what members of the target audience perceive as being in their best interests. However, it is important to correctly identify what people view as benefits and as barriers.

To define more clearly, a benefit is something that people want. Usually, it is a promise in exchange for taking action. Some benefits might include an improved self-image, good health, peace of mind, convenience, and the approval of people who matter. Note that many of these benefits are “internal” to the person, something that he or she perceives as a benefit of the product.

On the other hand, a barrier is something that stands between a person and action. Marketers think of barriers as costs. They may be actual monetary costs or a different kind of “cost,” such as inconvenient hours or social stigma. Barriers could be ignorance about how to act, or the target audience’s belief audience that it does not have the ability to act. Some barriers you can work on others you cannot.

Essentially, to make an action easy-to-irresistible, a marketer must emphasize the aspects of the action that the members of the audience believe will be beneficial (benefits) and minimize or eliminate those things that they believe will get in their way (barriers).

Note, however, that sometimes we assume that the benefit that is important to us is the same one that is significant to the target audience. Often, this is simply untrue. Social marketers may have thought that the core benefit of buying an energy efficient light bulb is the impact it has on preserving the environment. However, while members of the target audience were concerned about preserving the environment, they were more concerned about their energy costs. Thus, the target audience needed more information about savings related to energy efficient light bulbs, in addition to assurance that they were doing their part for the environment.

### The Four Ps of Marketing

**Product:** What you are offering to help the audience adopt the desired behavior

**Price:** The costs, in time, money or other barriers, of engaging in the new behavior

**Place:** Where you offer the product, your distribution system, sales force, and support services

**Promotion:** How marketers persuade the audience to use the product

### 4. Use the four Ps of marketing.

When designing a successful marketing strategy, marketers often refer to the four Ps. These four ideas help keep efforts “on-strategy” and guide decisions about what kind of tactics – using television spots or news events, for example – make the most sense.

*Product:* What we offer the audience to satisfy a need.

Product is the tool we use to make the behavior easier to adopt or more rewarding when compared to the competition. The product is never the behavior we are changing, but the support we are providing to facilitate the behavior.

## Thinking Like a Marketer

*Price:* What the audience must give up or overcome to receive the product's benefits. The most basic price is monetary. The highest prices are often social or psychological. Messages and services attempt to lower the various barriers (or prices) that an audience faces.

*Place:* Channels and locations for distributing the product and related information and support services. Planners must identify places that offer maximum reach and greatest audience receptivity. Planners must also aim to help audiences overcome key barriers by expanding access to products and support services.

---

### The 5 “Thinking like a Marketer” Principles

#### Thinking Like a Marketer #1

Know exactly who your audience is and look at everything from that group's point of view.

#### Thinking Like a Marketer #2

Your bottom line: When all is said and done, the audience's action is what counts.

#### Thinking Like a Marketer #3

Make it easy-to-irresistible for your audience to act.

#### Thinking Like a Marketer #4

Integrated strategy offers four Ps:  
 - the right product  
 - at the right price  
 - in the right places  
 - with the right promotion.

#### Thinking Like a Marketer #5

Base decisions on evidence and keep checking in.

---

*Promotion:* Efforts to persuade the target audience to try or adopt the product being offered. The promotional strategy includes not only the content of messages but also their tone and appeal, their timing, and the credible channels and spokespersons that will deliver them.

We will discuss how to use the four Ps as critical components of your strategy in the social marketing section. For an example of how one commercial company used the four Ps to guide their strategy, see the case on page 13, Using the Four Ps to Market Indiglo™ Wristwatches.

### 5. Base decisions on evidence and keep checking in.

Marketers do not simply follow their instincts or let their own ideas about what the audience wants drive their programs. Commercial campaigns are often expensive, and their outcome is monetary. They cannot afford to try out different options blindly; they have competition. If their campaigns head in the wrong direction, they could lose market share, not to mention their jobs.

Therefore, marketers, both commercial and social, turn to audience research. They examine audience needs and wants, buying preferences, and lifestyles as well as where audiences see advertising and who they believe. This research is conducted both at the beginning as well as during a campaign. Marketers also track what is being bought and by whom. Results can be checked against assumptions. The campaign is not only designed based on research findings but also changed as the audience's reaction to the marketing campaign or product is better understood.

What is important is that you remove as much guesswork as possible and rely on objective evidence. In the section, research, we describe some of the basics of conducting research. There are many ways to approach this task, some expensive, and others relatively cheap. Whenever possible, try to use other people's research.

# Using the Four Ps to Market Indiglo™ Wristwatches

To better understand the four Ps, let's look at a straightforward, big-budget campaign by Timex® to market a watch with a new feature: an Indiglo dial that lights up the entire face of the watch. Marketing in the commercial world often means big budgets for audience research, advertising and other costs. But the principals are the same as those applied to social marketing.

The goal: In the world of marketing wristwatches, there already exists a high demand for watches, so you do not need to sell consumers on the benefit of owning a watch to keep time. Instead, the marketing challenge is to gain a share of a crowded market. Here's how the company did just that for Indiglo watches:

## The audience

Timex had a great new gimmick. To sell it, they first had to know who was most likely to want this feature in a watch. Timex looked at the entire audience of potential watch buyers and chose a lifestyle segment: people who like and buy gadgets.

## The action

In commercial marketing, it is easy to see the bottom line. Unless the marketing plan results in lots of watch purchases, Timex has failed. The marketing department knew exactly what they wanted the audience to do. It didn't matter whether they helped the audience feel warm and fuzzy, know all about it, or have better access to it. None of these factors mattered unless they caused the audience to buy the watch.

## Behavioral Determinants

- Promoting the benefit: Timex can build on a long reputation of durable and reliable watches. So the campaign did not have to convince the audience about the quality of the watch. The tangible benefit that Timex was promoting was the actual feature of the watch. Timex also marketed intangible benefits, such as slick, rugged, athletic, outdoorsy, fashionable, high-tech, and hip.
- Minimize the barriers: Timex had to minimize the barrier that Timex is a no-class brand. It did this by relating the new watch to hip activities, raising the price a bit, and making glossy ads.

## The Results

Timex addressed each of the four Ps:

- Product: a watch with a new twist: Indiglo night-light illuminates the entire dial.
- Price: high enough to trust it, low enough for the mass market.
- Place: low-end department stores, discount stores.
- Promotion: sold to retailers first (so they would promote it), advertised on TV, in stores, and magazines.

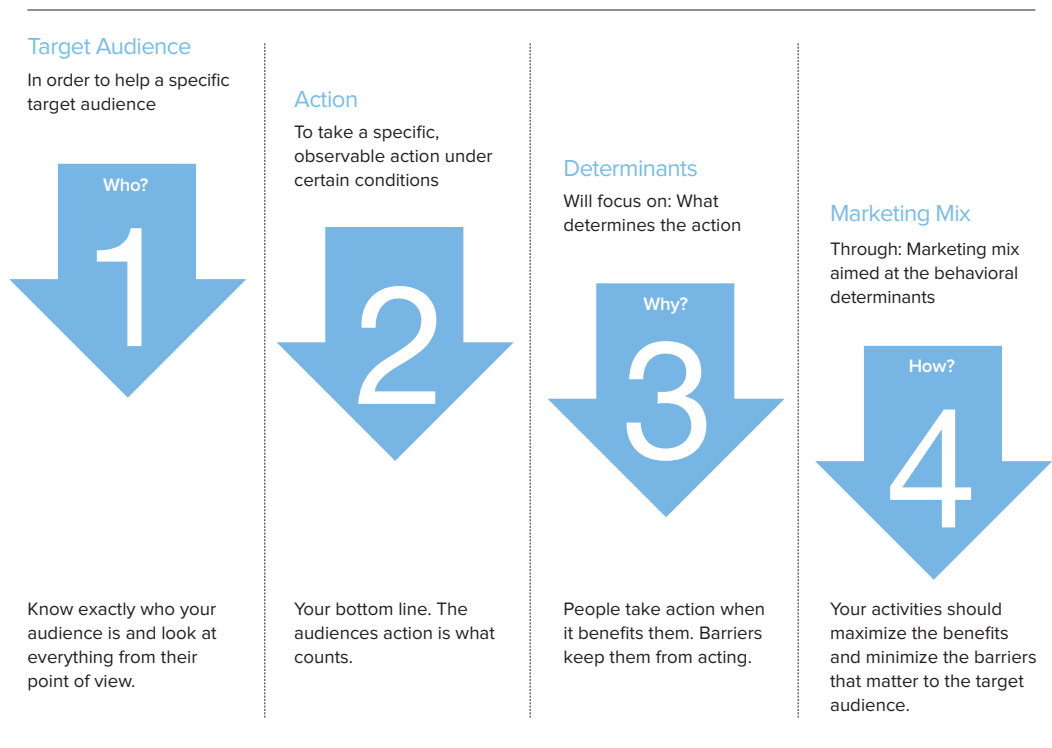
All of these decisions were based on evidence. Timex did not make a move without checking with the target audience on issues such as the product design, the name "Indiglo," and ad ideas. And, Timex monitored sales. With so much at stake in potential sales and the company's new image, absolutely no choices were made on a whim.

## The BEHAVE Framework

So, how do you use these marketing principles in the real world? To begin, try breaking down the behavior you want to change so that you can understand what is behind it. Only then can you think about how you might change it. At AED, we have developed a simple way to go about this, something we call the BEHAVE framework. Essentially, it is a worksheet that asks a few simple, but essential, questions: Who is the audience? What do we want members of the audience to do? What are their perceptions about the behavior? What can we do to influence those perceptions?

The BEHAVE framework is organized around these key decisions, those that are made all of the time by anyone managing a marketing campaign. It is deceptively simple. As you will discover, however, filling in the blanks requires a lot of informed decision-making.

Figure 3: The BEHAVE Framework



## The BEHAVE Framework

The framework is based on the presumption that before you even think about an intervention - a message, a system change, an outreach effort, whatever - you need to answer three questions:

1. *Who is your target audience, and what is important to that audience?*
2. *What do you want your audience to do?*
3. *What are the factors or determinants that influence or could influence the behavior, and are they determinants that a program can act upon?*

Once you have answered these three questions, then you can consider this final question:

4. *What interventions will you implement that will influence these determinants so that the determinants, in turn, can influence the behavior?*

The answers to these questions are the steps of the BEHAVE framework. As you can see, the questions are sequential, and each response informs the next. You must know a lot about your audience before you can identify the action you will promote. And, you should have decided upon the audience and action before identifying the perceptions worth addressing. Only then will you consider what types of interventions to develop, because the interventions will act on the perceptions that will act on the specific action for that audience.

The BEHAVE framework helps slow your thinking down a bit to ensure that your assumptions are valid.

Jumping straight from identifying your audience to designing an intervention is tempting, but this approach usually fails. We have all seen it happen: “We need to reach young African-American men; let’s produce a hip-hop video!” someone says. But the video does not connect with the audience or address the reason these men are not engaging in the desired behavior. The project is, therefore, doomed to failure.

Using the BEHAVE model is not difficult to do. After all, this approach should not be entirely new to you. Every day, you make decisions based on evidence and assumptions. However, the BEHAVE framework helps slow your thinking down a bit to ensure that your assumptions are valid and that you have thought of everything before you make intervention design decisions.

In the social marketing tools section of this book is a blank BEHAVE framework worksheet. Photocopy the worksheet and try using it to help you think through your marketing program.

## Working Toward a Strategy

The BEHAVE framework and all the other tools in this resource book are a guide for you to draft strategies for successful programs. Put simply, a strategy is a statement that provides a blueprint for action. It sums up all that you have learned to date and answers twelve basic questions (see figure 4 below). These questions frame the marketing problem by helping you to define the broad analytic problems, and narrowing towards developing specific interventions. It is critical, however, to carefully answer the first questions, as these answers will frame your entire program; if you don't correctly identify the audience, the marketing mix you define won't make a difference. Take the time to get it right.

*Figure 4: Twelve Strategic Questions*

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### Problem Statement

1. What is the social problem I want to address?
2. Who/what is to blame for this problem?

### Behavior

3. What action do I believe will best address that problem?
4. Who is being asked to take that action? (audience)

### Determinants

5. What does the audience want in exchange for adopting this new behavior? (key benefit)
6. Why will the audience believe that anything we are offering is real and true? (support)
7. What is the competition offering? Are we offering something the audience wants more? (competition)

### Interventions

8. What marketing mix will increase benefits they want and reduce behaviors they care about.
  9. What is the best time and place to reach members of our audience so that they are the most disposed to receiving the intervention? (aperture)
  10. How often and from whom does the intervention have to be received if it is to work? (exposure)
  11. How can I integrate a variety of interventions to act over time in a coordinated manner to influence the behavior? (integration)
  12. Do I have the resources alone to carry out this strategy and if not, where can I find useful partners? (affordability)
-

## Working Toward a Strategy

### Determining the Kind of Change Problem You Face

Michael Rothschild argues that there are three classes of behavior change problems: education, regulation, and marketing.<sup>2</sup> He proposes that marketing's unique contribution to social change is the creation, delivery and promotion of products and services. Thus, he argues, classical social marketing is simply not about education and regulation. Indeed, in our experience, the most common reason for the failure of social marketing programs is that they default to the education problem, exclude the regulatory problem as not a marketing solution and ignore the power of the complete marketing mix to help people make behavior change.

However, we have also found that many important aspects of the social marketing approach which we discuss in this book – consumer-orientation, competition, exchange, and even the Promotion P - are valuable, not just to a social marketing program but also to programs focusing on education and regulation strategies.

For this reason, in order to be effective, we find we are most successful when we ask one critical question: “*What kind of change problem am I facing?*” A question which appears at precisely the moment in the marketing process when you have defined the key behaviors that will make a difference in your program.

The characteristics of these three problems are listed below. To help identify which category of problem your program addresses, you should use all the data you have collected about the problem and the potential audiences. To help you in this process, use the Defining the Problem Correctly worksheet in the *Social Marketing Tools* chapter.

#### *Education Problems*

**Characteristics:** People need the basic facts to change. The behavior is relatively simple. Action requires no outside resources. It is not in conflict with any major societal norm nor does it carry any significant stigma. It has benefits that are apparent to the audience, but the audience lacks basic understanding.

**Examples:** placing a baby on his back to prevent SIDS; withholding aspirin from infants to prevent Reyes Syndrome

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2 Michael Rothschild, “Separating Products and Behaviors,” *Social Marketing Quarterly*, 14(4), 2008.

## Working Toward a Strategy

### *Regulation Problem*

**Characteristics:** The behavior is extremely difficult to perform. Understanding of the behavior is widespread and multiple attempts have been made to influence it voluntarily. The behavior causes great damage to society and there is now a consensus it has to be regulated. However, don't limit your thinking of regulations to the government forbidding certain actions; regulation can take many forms. Indeed, it can regulate through discouraging individual behavior like smoking, or organizational behavior like the marketing of cigarettes to children. It can also add benefits by providing tax exemptions. And, it can increase barriers like taxing commodities and services.

**Examples:** seat belt laws; smoking restrictions; illegal drug laws

### *Marketing Problem*

**Characteristics:** The behavior is somewhat complex. People need resources, tools, and/or new skills to perform it well. It is not widely accepted, although it is often widely known. It has significant immediate barriers and few immediate benefits people care about.

**Examples:** oral rehydration of infants in the home; using malaria bed nets; using condoms

The most common reason for failure of social marketing programs is to default to the education problem, exclude the regulatory problem as not a marketing solution and ignore the power of the complete market mix.

Each of these problems requires different marketing strategies emphasizing different combinations of the marketing mix. To address education problems, the promotion P, such as advertising messages to rapidly disseminate information on aspirin use for infants, may be more important than developing new products or services, pricing, or distribution systems. Likewise, to address regulatory problems, the promotion P is the most important element of the marketing mix, and should be used in conjunction with advocacy for policy change

that increases the barriers to bad behavior or adds benefits to the preferred behavior. One such approach would be the use of earned media to publicize new and aggressive enforcement of seat belt laws. In contrast, addressing the marketing problem may require the development of new products and services that reduce barriers and increase benefits before promotion can be effective, such as the creation of specialized goggles to protect migrant workers from eye accidents.







Research

**What is Behavior?**

**Behavioral Science**

**Research**

## What is Behavior?

Every social marketing program has a behavioral goal. You want to change a behavior - people are doing one thing; you want them to do another. That's what your project, or at least a specific campaign, is about. Which raises an obvious question:

### What's a behavior?

The BEHAVE framework describes a behavior as having three components:



**An example of a BEHAVE behavior:** When going to the grocery store, women ages 18 to 24 who have moved into a new home will buy compact florescent lamps (CFLs) for their outdoor lights.

Notice in the figure below that defining behavior entails two distinct pieces: the audience segment and the desired action. You constantly re-evaluate both your audience and the behavior as more research becomes available to you, as you refine your understanding of your audience, and as you develop your program plan.

Figure 5: Defining Behavior

Target Audience	+	Action	=	Behavior
<p><b>Who?</b> A specific target audience</p>		<p><b>What?</b> A specific action under a specific set of circumstances</p>		
<p>A segment of the audience</p>		<p>What do you want the audience to do? And under what circumstances?</p>		
<p><b>Key Issues</b></p> <p>Coherence: What holds this group together? Similar risks, wants, needs, behaviors, demographics, etc?</p> <p>Potential Impact: Is this segmenting enough to make a difference in your bottom line?</p>		<p><b>Key Issues</b></p> <p>An individual action: Must be a specific action taken by members of the audience</p> <p>Self Determined: Must be something under their control (i.e. can they do it?)</p>		<p>Condition: Must take into account the condition under which this would take place.</p>

## What is Behavior?

To understand this better, let's define more precisely observable actions, target audiences, and specific conditions. For help in defining the behavior for your project, see the worksheet *Defining Behavior*, in the *Social Marketing Tools* section of this book.

### Observable Actions

Let's start with the observable action. Surprisingly, this is often where many social marketers make their first mistake. We will use our example from above.

**Example:** When going to the grocery store, women ages 18 to 24 who have moved into a new home will buy CFLs for their outdoor lights.

What's the observable action here? Take a guess. Write it down. Then, try the exercise in the box below.

Perhaps when you first tried to identify the observable action, you identified raising awareness as the behavior. Indeed, many campaigns are designed to raise awareness. What does this mean? Are awareness campaigns marketing or not? The answer is no, they are not marketing campaigns unless awareness is deliberately tied to a specific behavior. Marketing is always about behavior. Commercial marketing is about purchase behavior. So too, social marketing is about what people do, not what they know.

### Exercise: Defining Observable Actions

**Q: Which of the following phrases describe an action?**

I want my audience to:

1. Be aware of...
2. Understand the importance of...
3. Support the idea of...
4. Call a Hot Line Number.
5. Join a group.
6. Buy a CFL.
7. Believe that energy efficiency is important...
8. Tell a friend that energy efficiency is important...
9. Know that X number of dollars can be saved if one uses a CFL.
10. Believe that an ad is true.

**A:** Numbers 4, 5, 6, and 8 are behaviors. Number 3 might be a behavior; it depends on what support means. If it means, in their minds, the audience thinks it is a good idea, then support is not an action. If it means writing a letter in support of then, yes, it is an action. As stated, support is a weak action at best.

The others statements are all attitudes, facts, or beliefs. They may imply actions, but they are not actions in themselves.

An action must be observable. Always ask yourself as a final test, can I see someone be aware, understand, or know?

## What is Behavior?

Awareness, understanding, belief in and knowing about are all determinants of behavior. (We'll talk more about these later.) That is, we believe that they determine behavior. If, for example, someone knows, understands or believes in buying a CFL, then we think they are more likely to buy one. Sometimes that's true. But most of the time, it's not. Knowing about something and believing in it are often important requisites to behavior, but they do not, of themselves, lead to action. Therefore, if you want consumers to buy CFLs, you need to find the most important determinant of that behavior. That is what social marketing is all about. What is the thing that will help people who know about the behavior, who even believe in the behavior, to actually adopt and stick with the behavior?

Now, let's go back to our example.

**Observable action:** Buy CFLs when visiting the grocery store.

In this example, it appears that the program planners have done significant audience research on CFLs. They have identified a specific opportunity: young women who move into a new home might be willing to buy CFLs, and a grocery store is a likely place for them to do it. The program planners want to target that specific behavior, not buying CFLs in general.

### Target Audience

A target audience is a smaller part, or segment, of the general population. In our example what is the audience being targeted?

**Example:** When going to the grocery store, women ages 18 to 24 who have moved into a new home will buy CFLs for their outdoor lights.

Take a guess. Write it down. Then, keep reading below.

A target audience, or segment, is a group of individuals who share a set of common characteristics. These characteristics may include:

- **Demographics:** All are of the same age or income range, same gender or ethnicity. (In our example, women, ages 18-24)
- **Likely buyers:** Who are the individuals who might buy something? (The audience might buy a CFL.)
- **How the individuals engage in the behavior.** (They buy light bulbs in the grocery store.)
- **Wants:** The desires of individuals that might be related to the behavior. (They may prefer a lot of light; they don't trust unusual-looking light bulbs, etc.)
- **Perceptions:** They share the same attitudes and values about the behavior. (They don't think choosing a light bulb is a big decision.)
- **Channels:** They share the same channels of communications and look to the same spokespersons as being credible. (They'll listen to their kids but not to their husbands.)

## What is Behavior?

- **Readiness to change:** They are at the same stage of behavior change. (“I’m interested in getting new light bulbs that save energy” versus “I will never buy a different kind of light bulb than the one I’ve been buying for the past 30 years.”)

In addition to being described by common characteristics, a target audience must meet three criteria in order to be viable candidates for a social marketing intervention.

### 1. *Would changing this audience help us reach our goal?*

An audience segment must be part of the problem. Most often, the target audience is at risk. That is, the target is a group of individuals who are performing the dangerous behavior. In our example, which we only created to illustrate a point, women ages 18 to 24 go to the grocery store to buy light bulbs. If we can get them interested in CFLs, they may buy those instead. If we went after a group of people who never buy light bulbs, it would not matter if we convinced them that CFLs were a superior choice, because they are not the people who will actually purchase the light bulbs.

### 2. *Is the audience large enough to make a measurable difference?*

It is also pointless to target an audience so small that it won’t make a difference in the overall goal. Size of the audience is a critical factor to determine early in a program. Too often, we rely on percentages. We often hear that Audience X represents more than 60 percent of a population. But how many is 60 percent in real numbers - a thousand or a hundred thousand? The size of the audience is critical for two reasons: 1) it has to be big enough to matter, and 2) we need to judge the scale of intervention necessary to effect change.

### 3. *Can the audience be reached effectively given our resources?*

At this point, you need to assess your resources. Do you have the political clout to address policy or structural barriers? Do you have money for paid media? What size of print runs can you afford? How many outreach workers can you muster? Once you have a sense of your resources – as well as your limitations – then you must ensure that your segment is matched with those resources. It is sheer folly to set a goal of reaching 60 percent of your target audience (example: 2 million men age 16 to 20 who drive) if you only have resources to reach 10 percent to 20 percent of them.

Let’s go back to our example:

**Example:** When going to the grocery store, women ages 18 to 24 who have moved into a new home will buy CFLs for their outdoor lights.

**Observable action:** Buying CFLs at the grocery store

**Target audience:** Women age 18 to 24 who have moved into new homes.

## What is Behavior?

When designing the components of your intervention, you may want to segment even further to more accurately reach specific groups. You may want to design a single specific activity – say a TV spot – specifically for part of your target audience, such as women in urban areas who want outdoor lamps to spot intruders. See AED’s segmentation tool in the *Social Marketing Tools* section.

To be successful, you have to understand your goal. You have to know whom you want to do what.

Segmentation is always a problem for social marketers, particularly those in government. Isn’t our job to reach everyone and not target a specific group? Don’t we open ourselves to criticism of favoritism or, worse, stereotyping if we target a particular group? The answer is often yes. But we can argue that our programs

are more likely to succeed if they are designed to help the specific target audiences. Commercial marketers target because they have limited resources and know they need to be effective with those resources. Now, if the commercial folks have limited resources, what about us? Don’t we have a responsibility to be effective too?

### Exercise: What is Behavior?

<i>A behavior is:</i>	<i>Example 1</i>	<i>Example 2</i>
<b>Action</b>	Put child in the back seat with seat belt on	Put child in the back seat with seat belt on
<b>Segment</b>	Mother of one child, age 7	Father of one child, age 7
<b>Condition</b>	When driving the family van with four other children in it	When dropping the child off at school, on the way to work

While the observable action may stay the same, the specific condition under which an action is taken may vary your strategies and messages. In this example, the two conditions are defined based on consumer research that has shown that parents of young children are less likely to buckle them up if they have several other children in the car.



## What is Behavior?

### Under specific conditions

Some behaviors are so complex that setting the conditions under which they are to be performed is often critical in the definition of the behavior. Look at the exercise *What is Behavior?* on page 26 and note the different conditions under which each action must be taken.

You can see how the condition changes the kind of intervention necessary to reach these different audiences. Indeed, in this exhibit you can see the importance of each of the three elements. Change any one of them and you need to use a different intervention strategy.

Let's take one last look at our example behavior and apply this category.

**Example:** When going to the grocery store, women ages 18 to 24 who have moved into a new home will buy CFLs for their outdoor lights.

There is an:

**Observable action:** Buying CFLs in the grocery store

**A target audience:** Women age 18 to 24 who have moved into a new home

**Specific conditions:** In the grocery store after moving into a new home

The objective is to be specific. To be successful, you have to understand your goal. You have to know who you want to do what. Using these criteria should help.



### Spotlight on Social Marketing Projects

Spanish-language materials targeted recently immigrated Hispanic/Latino parents with messages to help protect their families from the dangers of tobacco use and secondhand smoke.

Partner: CDC

## Behavioral Science

Behavioral science is the study of factors that affect or influence the actions of individuals. These include individual factors, interpersonal factors, organizational factors, or community factors. Behavioral science can help you better understand members of your audience, what they do and why. Research on people and their behaviors has led to general theories of what affects what people do – what helps determine their behavior.

For decades, human behavior has been an intense target of empirical research. Anthropologists, psychologists and sociologists have been interested in what we call the determinants of behavior. Determinants of behavior are those factors, both within an individual's thought process and external to the individual, that influence people's actions. There are numerous theories and a dense literature to wade through, absorb, and try to understand. At the same time, for the past 20 or so years, there has been a growing experience-base of shaping human behavior

If you can find a way to make your new behavior fun, easy, and popular with your audience, you have a good chance of succeeding.

through marketing. From early programs such as Smokey the Bear, to more recent efforts targeting seat belt use, smoking cessation, drug abuse, HIV prevention, diet and exercise, we now have a solid, if incomplete, base from which to make judgments on where to start and how to understand human behavior.

### Determinants of Behavior

Determinants are those factors that influence behavior. *Obviously many factors influence human behavior.* Where do you start? In the *Social Marketing Tools* chapter, we provide a worksheet that can be used for identifying determinants. The best place to start is to use market research to answer the following questions:

- What are people doing now as opposed to what I want them to do? (Call this the “competing behavior.”)
- What do people like about the competing behavior?
- What do people dislike about the competing behavior?
- What makes it easy for them to do the competing behavior?
- What makes it difficult for them to do the competing behavior?
- Who approves of them doing the competing behavior?
- Who disapproves of them doing the competing behavior?

Now, answer these same questions about the new or safer behavior you wish to promote: What do they like/dislike about it? What makes it easy/hard? Who would approve/ disapprove?

## Behavioral Science

These questions are simple, but they are based upon some cornerstones of behavioral science. First, the questions about like and dislike are related to our growing understanding of how perceived consequences affect behavior. The second set (hard/easy) is related to self-efficacy - our feeling of adequacy to perform a new behavior. And finally, social norms suggest that people do things to please or follow people that they admire. So, the last two questions try to probe people's feelings about those influencers. Here's a simple way to remember these three determinants:

**Perceived consequences = FUN**  
**Self-efficacy = EASY**  
**Social norms = POPULAR**

Put simply, if you can find a way to make your new behavior fun, easy, and popular with your audience, you have a good chance of succeeding. But remember, what is "fun" for one person may be "work" for another. What is easy for one may be hard for another. And obviously, we all look to slightly different people for approval. Therefore, you need research to answer these questions adequately.

Findings from applying behavioral science may require you to go back and refine your target audience. Suppose you want to address young women ages 18-24 but find out that they have nothing in common except that they don't buy CFLs. However, you also learn that, at age 24, men are reading light bulb packages and learning to identify with a type of bulb they continue to embrace for years. You might re-define your target audience.

### Theory and Practice

In the preceding paragraphs, we have described a good general approach to understanding a behavior. It is also important to examine three specific behavioral theories and what they bring to designing social marketing programs. These theories, social learning theory, stages of change, and diffusion of innovation, have all influenced the practice of social marketing and thinking about them in relation to your project can lead to valuable insights.

#### **Social Learning Theory (or the role of social norms)**

The social learning theory was developed by Albert Bandura in the 1970s, through his research on learning patterns and cognitive skills. In this theory, human behavior is explained in terms of a three-way dynamic in which personal factors, environmental influences, and other responses continually interact to influence behavior.

## Some Determinants that Influence Behaviors

### External Determinants

The forces outside the individual that affect his or her performance of a behavior.

**Skills:** the set of abilities necessary to perform a particular behavior.

**Access:** encompasses the existence of services and products, such as helmets and safety seats, their availability to an audience and an audience's comfort in accessing desired types of products or using a service.

**Policy:** laws and regulations that affect behaviors and access to products and services. Policies affecting traffic safety include child seat laws, seat belt laws, and driving under the influence.

**Culture:** the set of history, customs, lifestyles, values and practices within a self-defined group. May be associated with ethnicity or with lifestyle, such as "rural" or "youth" culture.

**Actual consequences:** what actually happens after performing a particular behavior.

### Internal Determinants

The forces inside an individual's head that affect how he or she thinks or feels about a behavior.

**Knowledge:** basic factual knowledge about traffic safety, how to protect oneself from injury, where to get services, etc.

**Attitudes:** a wide-ranging category for what an individual thinks or feels about a variety of issues. This over-arching category would include self-efficacy, perceived risk, and other attitudinal factors.

**Self-efficacy:** an individual's belief that he or she can do a particular behavior.

**Perceived social norms:** the perception that people important to an individual think that she or he should do the behavior. Norms have two parts 1) who matters most to the person on a particular issue, and 2) what she or he perceives those people think she or he should do.

**Perceived consequences:** what a person thinks will happen, either positive or negative, as a result of performing a behavior

Perceived risk: a person's perception of how vulnerable they feel (to crashes, etc).

**Intentions:** what an individual plans or projects she or he will do in the future; commitment to a future act. Future intention to perform a behavior is highly associated with actually performing that behavior.

## Behavioral Science

*Embedded in this model are some important ideas:*

- The environment shapes, maintains, and constrains behavior, but people are not passive in the process, as they can create and change their environment. (For example, a group of people might successfully push for a new regulation.)
- People need to know what to do and how to do it. (People may not know where CFLs can be most useful.)
- People learn about what is expected through the experiences of others. (Someone who bought a poor quality CFL might warn his buddies to avoid them.)
- Responses, both positive and negative, to a person's behavior will affect whether or not the behavior will be repeated. (That guy who bought the poor quality CFL? He's not buying another one.)
- Self-efficacy — the belief that a person can perform the behavior — is important. (A person who doesn't know much about light bulbs has to believe they can screw in a CFL like any other light bulb.)

### Stages of Change (or a way to segment audiences)

The stages of change theory, also called the transtheoretical model, helps explain how people's behavior changes. This theory was developed after studying how people quit smoking, and has been used since to understand other complex behaviors, such as condom use.

Stages of change states that people go through a process, on their own time and in their own way, of changing to a new behavior. At each stage, they may have unique needs. For example, someone in the pre-contemplative stage may need information about a behavior but is not ready to discuss how to integrate the behavior into his or her daily life.

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#### A Behavior is more likely to be adopted if:

- It is similar to and compatible with what people are already doing
  - It is simple to do without mistakes
  - It is low cost
  - It provides immediate reward
- 

The five stages are as follows:

- 1. Precontemplative:** People in this stage do not intend to change their current behavior in the foreseeable future, are unaware of the benefits of changing their behavior, or deny the consequences of their current behavior.
- 2. Contemplative:** People are aware that a change might be good, are seriously thinking about changing their behavior, but have not yet made a commitment.
- 3. Preparation/decision-making:** People intend to take action in the near future and may have taken some inconsistent action in the recent past.
- 4. Action:** People modify their behavior, experiences, or environment to overcome the problem; the behavior change is relatively recent.
- 5. Maintenance:** People work to prevent relapse and maintain behavior change over a long period.

## Behavioral Science

### **Diffusion of Innovation (or how to define benefits that audiences care about)**

To understand how new behaviors spread within a community, you can refer to the diffusion of innovation theory. This model illustrates how social systems function and change, and how communities and organizations can be activated. The theory states that an “innovation” — be it technology or a new behavior — spreads among different parts of the community beginning with “early adopters” (people who always like to try new things) and moving to “late adopters” (who are resistant to change). In this process, opinion leaders are a key element in communication about innovation. The diffusion model also calls for paying attention to the characteristics of the innovation, such as:

- The relative advantage of the product (CFLs are more attractive than the old light bulbs.)
- Product compatibility with current beliefs or behaviors (I love the earth so I buy efficient lighting products.)
- How complex it is (I can't figure out how to use the CFL in my lamp.)
- How easily it can be tried out (I got a free sample that I'm trying.)
- The benefits can be observed (I skid to a stop, and my child wasn't hurt.)
- The impact of relevant information (the local paper had a story about ways to save energy and I decided to try some of the ideas.)



### **Spotlight on Social Marketing Projects**

This conservation and economic development project in the Philippines reduced damage to delicate coral reefs by educating local fisherman about how to use PDAs for order-taking.

*Partner: USAID*

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## Research

So how do you figure out which theories or determinants apply to your program? Your past experiences? Gut instinct?

We suggest you use research – as much as you can afford. As you design a program, you should constantly ask: how much do I really know about my audience? If you're honest, and unless you're very unusual, you probably know much less than you need to know. You will need good market research.

Research never gets everything right, but the more of it you do, the less likely you are to make mistakes. But research takes time and money, so most of us never do as much research as we would like. So, the best advice about research is to figure out all of those things in a program that you have control over and do research exclusively on them. Ultimately, you want the research to help you make decisions, not just give you information. Finding out facts that you have no control over is a fruitless pursuit. If you don't have enough money to afford mass media, don't research media habits. If your boss has already decided the audience he or she wants to target, then learn more about that segment, not entirely different audiences.

At the same time, research is best when it combines a variety of different methods: reading about what other people found; talking in depth with small groups of the target audience; or surveying a large number of target audience members. The less research you are able to do, the more the variety of research you need to do. Why? Because variety will help you uncover the big mistakes.

### Source research

Find other studies. Look at work done by others on your topic. Look for the determinants they believe matter and the interventions they used. Learn from past programs. This sounds silly, but so many times we do a literature review (a look at all the previous research reports about a certain subject) just to say we have done it. The key is to list the five or ten ideas you get from this reading and identify what actually matters to your specific program.

### Qualitative research

Qualitative research includes techniques such as focus groups, prototyping, talking to community leaders, direct observation, and in-depth individual interviews. These methods are qualitative because they involve small numbers of the target population and, therefore, are not representative. For this reason, you should never summarize the results of your qualitative work in percentages. Fifteen percent of 50 people are only 7.5 people – no basis for saying anything general about the population at large. However, qualitative research is very powerful to way to help you explore ideas, try out vocabulary, and listen to members of your audience in their own words.

## Research

### Quantitative research

Essentially surveys. Actually, surveys are best constructed after some qualitative work has been done. Many of the source research findings may be surveys completed by others in the past. Surveys require a good deal of professional experience to put together, administer, and analyze. But they are the only sure way of determining how representative your conclusions may be.

Qualitative and quantitative research may sound similar, but they serve two very different purposes. Each type of research can answer different types of questions as illustrated in figure 6.

Figure 6: Purposes of Qualitative and Quantitative Research

Qualitative (such as focus groups)		Quantitative (such as surveys)	
- Provides depth	- Is exploratory	- Measures occurrence	- Is definitive
- Asks "why?"	- Provides insights	- Asks "how many?"	- Measures levels
- Studies motivation	- Interprets	- Studies action	- Describes
- Is subjective		- Is objective	

### Doer/Nondoer Analysis

One of the most practical research tools is the "Doer/Nondoer" exercise. It allows you to compare people who perform the new, safer behavior with those who don't, looking at determinants – like whether something is fun, easy and popular. You can draw some conclusions using a relatively small number of respondents (80 to 150 in many cases), as long as you have pre-identified both groups (that is, the doers and the nondoers).

Often this analysis can help identify important differences that can be factors in social marketing planning. For instance, in one study of condom users versus nonusers, the key factor that distinguished users of condoms from non-users was the acceptability of the condom by the user's partner. This information was used to develop messages about talking to a partner about condom use.



## Research

Here are the steps to doing a quick, doer/nondoer study. If you'd like to try the process with your own project use the sample questionnaire and analysis table in the *Social Marketing Tools* section of this handbook.

1. Identify the specific behavior you want to learn about. Write it out in clear, precise terms.
2. Recruit equal numbers of doers and nondoers.
3. Ask them to complete your survey, which includes the same questions about performing the specific behavior.
4. Tally and analyze the data.

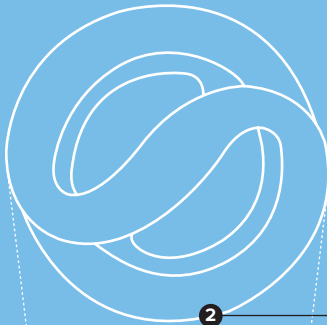
Attitudes and beliefs that are the same for both doers and nondoers probably are not the determinants that affect the behavior. Look for wide differences between the two groups for areas of possible intervention.



### Spotlight on Social Marketing Projects

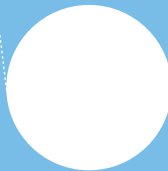
Since 2002, the African commercial sector, with AED-managed NetMark, has delivered 30 million insecticide treated nets. NetMark's commercial partners are on track to achieve full market sustainability, despite intense competition.

*Partner: USAID*



2

Behavior



## From Behavior to Strategies

**Determinants and the  
Concept of Exchange**

**The Competition**

**From Determinants to  
Program Activities**



## Determinants and the Concept of Exchange

What to do?

You've done your research. You know your audience. You know exactly what you need them to do. But before you act, you need a plan, a strategy. Don't confuse this with tactics. Deciding to run a PSA is a tactical decision. Deciding to create a PSA – deciding to use that tactic as a way to influence a determinant of the behavior? That's a strategy.

As discussed in previous sections, you begin with the problem statement and move on, to selecting members of your audience and the specific action you want them to take. This section will outline how you analyze what perceptions are important to the selected behavior and how to make this the heart of your program's strategy.

### Determinants and the Concept of Exchange

Determinants are the way people see or interpret the significance of a set of interventions. Look at the BEHAVE framework below. Determinants are the key intervening variables between the behavior and the intervention. Two key factors emerge from people's perceptions. One is perceived benefits.

Figure 7: The BEHAVE Framework

Target Audience	+	Action	Determinants	Marketing Mix
Who? A specific target audience		What? Do a specific action that leads to the social benefit	Determinants? We must change the relevant determinants (attitudes, skills, etc.) that influence the behavior. List some determinants to target.	Interventions? List some interventions, products and services that could change those perceptions.

### Benefits: what's in it for them, if they perform the action?

This notion of benefits lies at the heart of successful marketing. Marketing is built on a concept of exchange – I'll give you \$35 if you give me a bottle of perfume (what I'm really getting is a feeling of sophistication, joy, and pleasure from the perfume). I have no need for a bottle of smelly water, but I do need to feel sophisticated and popular with my friends who tell me I smell good. The marketing around the perfume helps provide that. Benefits are what people want, not always what they need in any objective way. Many people do not want to be safe as much as they want to feel like a macho driver behind the wheel. Therefore, while they recognize that they may need to use a seat belt or slow down, they don't. To be effective with this driver, we must identify an exchange that meets his wants, as well as his needs, as we perceive them.

## Determinants and the Concept of Exchange

---

### Some benefits people may want:

Savings  
 Comfort  
 Safety/security  
 Humor/fun  
 Efficiency  
 Health  
 Beauty/sex appeal  
 Happiness  
 Romance  
 Excitement  
 Rest  
 Admiration/recognition  
 Popularity  
 Sympathy  
 Pleasure/avoidance of pain  
 Entertainment  
 Dependability  
 Peace of mind  
 Convenience  
 Reward

---

If you've ever completed a needs assessment, try doing a "wants assessment" next time. Seek out what people really want. You will likely get a very different answer than if you sought out what they "need."

Now, take any of your target behaviors and think about how you could provide your audience any three of the benefits listed in the box to the left. As you do this, you may need to redefine the behavior. This approach is natural and smart. It's called "letting your audience do the leading."

You will probably want to add other benefits to this list that emerge from your research. Keep the list in front of you as a reminder of new ways to think about creating benefits that your audience really wants.

### Support

The other important factor is support. Support is about trust. It's about who is doing the talking and how they are talking. It's about the answer to many questions: Where's the evidence that everything you're telling me is the truth? Why should I believe you when so many others are trying to sell me different behaviors? Why should anyone believe you? Why is this behavior so great?

There are millions of ways to develop trust – through accurate facts, through humor, through credible spokespeople. You cannot, however, take trust for granted. If you are a government agency or a big corporation, you may already be "branded" with a stereotype in your audience's mind. Knowing your brand is another factor critical to success.

**Benefits are what people want, not always what they need in any objective way.**

How do you develop support for your behavior? That can be a challenge. But there are hints out there. Look for ideas in your research. Keep abreast of creative new support tactics. Watch television and scan print ads in programs directed at members of your audience. Determine whether anything they are using might be helpful to you as well.



## Determinants and the Concept of Exchange

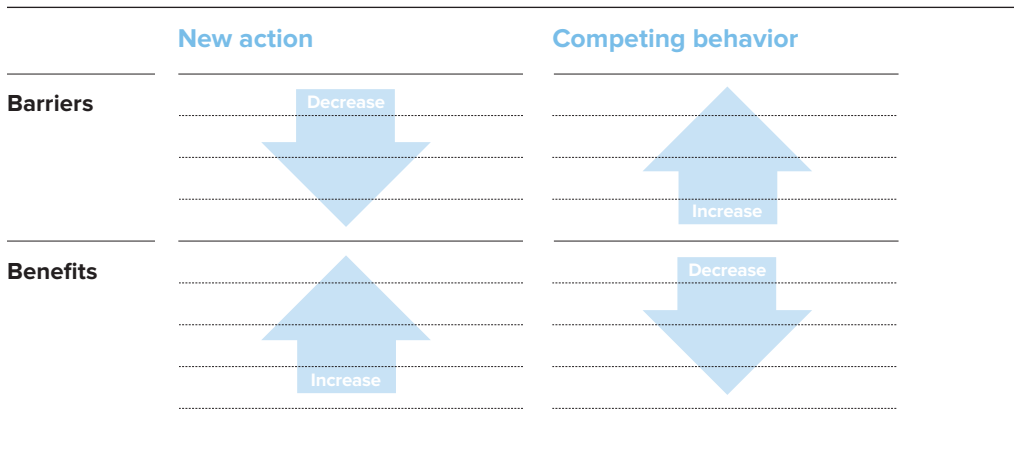
### The Competition

Commercial marketers never ignore their competition. Would Coke forget about Pepsi? If fewer people were buying Saturns, would General Motors fail to take note that more people were buying Ford Tauruses? Of course not. They would ask “why?” What is the competition offering that I’m not? Is it cup holders or engine size? Indeed, competitive analysis in the private sector is often the primary basis for a new marketing strategy: What’s the competition doing, and how can I counter it?

Social marketers have competition too. When looking at the perceptions around a behavior, you have to consider not only how people feel about your product (the action you want them to do) but also how they feel about the competition (other actions people might take). After all, the other action is what a significant share of the audience is already doing. (Thus the need for your marketing campaign). What do they like about it?

Try to be competitive. Understand what thrill, value, or good feeling people get when they do things like drive aggressively, fail to buckle up, or go without a helmet. One way to summarize your market research and focus on the competitor is to use the competitive analysis tool in figure 8. This tool compares the perceived benefits and barriers of the new behavior to those of the competing behavior. It should give you insight into how you must compete if you are going to win the minds and hearts of your audience.

Figure 8: The Competitive Analysis Tool



Under “New action” list the benefits for your target audience of engaging in a specific action as well as the barriers that stand in the way.

Under “Competing behavior” list the benefits and barriers of the competitive behaviors – those actions the target audience does instead of the target behavior. Look in each box for opportunities. How could you make your benefits bigger or their benefits smaller? How could you make their barriers larger and your barriers smaller?

## Determinants and the Concept of Exchange

### From Determinants to Program Activities

Using your research and the analysis of your audience, the last step is to link the three or four priority determinants, and the benefits and barriers to interventions, or program activities. This linking requires a bit of science and creativity. You must answer the question: Can these determinants be changed and, if so, can my program activities help these changes?

Some determinants may not be easily changed, and you may decide to put your program efforts (and resources) into those that can be more easily affected.

Use the strengths of program activities to guide the matching. For example, mass media can reach more of your audience and is a better way to promote social norms or attitudes. Workshops and one-on-one interventions can more effectively instill skills and self-efficacy.

When matching program activities to determinants, also ask yourself:

- How can we promote the benefits?
- How can we minimize the barriers?
- Are there certain activities that are better suited to subsegments of my target audience?

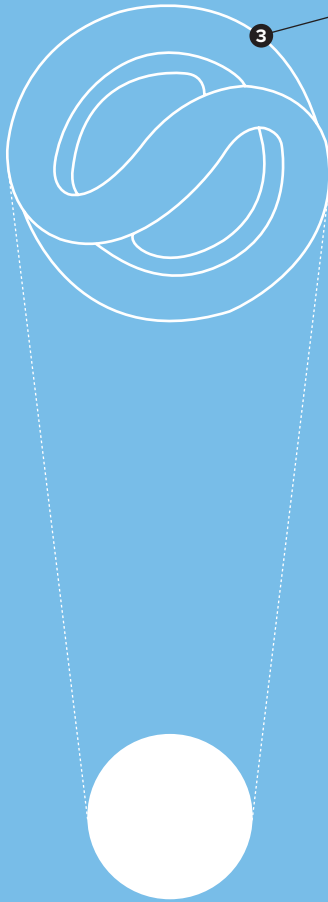


### Spotlight on Social Marketing Projects

Helping children and families maintain a healthy weight through We Can! — a national program that integrates community mobilization with national media and partnerships.

*Partner: NHLBI*

Marketing Mix





## Marketing Mix

**Product**

**The Price P**

**The Place P**

**The Promotion P**

**Promotional Tactics**

**Advertising**

**Public Relations**

**Partnerships**

## Product

In commercial marketing, creating products and services is a fundamental and indispensable function of marketing. In social marketing, many of our challenges are either education or regulatory challenges where the central problem is really promotion. Too often, however, we default to the promotion P when, in fact, the real problem may be marketing, which requires the development of new products and services to help the consumer adopt new and difficult behaviors.

Many of our audiences are economically disadvantaged, discriminated against, stigmatized, and “hard to reach.” They live in worlds very different from that of the social marketer. For example, we ask a single mother without a job to exercise, eat fruits and vegetables, immunize her child, get tested for HIV, manage her child’s asthma, wear a seat belt, all while avoiding cigarettes and alcohol. What we *offer* her are promotional messages carefully crafted and based on audience research. What she *needs* are products and services that will increase the benefits she cares about and reduce the barriers that worry her most. Some examples of the successful application of the product P are below:

- To help fishermen in Indonesia end the practice of fishing using dynamite on delicate reef systems, social marketers created a personal digital assistant (pda) system that allowed fishermen to catch only the kind of fish that were actually needed in the marketplace.
- To help mothers rehydrate their children and prevent death from diarrhea, social marketers provided access to ORT one kit “solutions,” including both the mixing containers and pre-mixed ingredients.
- To help gay men use condoms and thus reduce the risk of sexually transmitted diseases, social marketers lubricated condoms, added colors and made them stronger, lighter, and more sensitive.
- To help farm workers protect themselves from eye injuries, social marketers created a special kind of goggles that did not fog up, and were comfortable in hot tropical weather.
- To help men in a rural setting stop drinking and driving, rather than promote anti-drinking and driving awareness, social marketers created a limo service that drove men from one bar to another.

### **Product Considerations**

There are many aspects of product development to consider. A product or service has features: function, appearance, packing, and guarantees of performance that help people solve problems. When designing a product, social marketers should address the issue of product classes.

## Product

Commercial products are often classified by five variables (Leo Aspinwall, 1958):<sup>3</sup>

1. Replacement rate: How frequently is the product repurchased?
2. Gross margin: How much profit is obtained from each product?
3. Buyer goal adjustment: How flexible are buyer's purchasing habits?
4. Duration of product satisfaction: How long will the product produce benefits?
5. Duration of buyer search behavior: How long will consumers shop for the product?

A similar set of product classes is useful in social marketing.

1. How much product do we need? (How many times do we have to re-supply the product – ORS is needed for every bout of diarrhea. The fruit pickers; goggles last a long time.)
2. How effective is the product in solving the problem? (How much change does the product motivate? Re-packaging ORS made a huge difference in compliance; pdas were less dramatic in their effect on the reef)
3. How competitive is the market place?
4. How many other choices do consumers have? ORS competed against a wide variety of other popular remedies while there were no good substitutes for the quality of the goggles.
5. How long does the benefit last? The goggles' benefit was durable. The benefit of colored condoms was fleeting.
6. How motivated are consumers to find any solution to the problem? Condoms were not what gay men were looking for. Goggles – if they worked right – were a great solution from the pickers' point of view.

Determining the answers to these questions can help social marketers design better, more effective products. But above all, for social marketers, the product adds benefits to difficult behaviors that have no immediate reward. When we gave fishermen pdas for the first time, they loved the technology itself, more than the idea of saving reefs. The product itself became the benefit of the behavior.

### Consumer Demand Design Principles

Product development might be considered the most important and unique contribution that social marketing brings to social change. While public health scientists, traffic engineers and policy makers design new social products and services all of the time, too often designers are driven exclusively by the question: "What works?" Too often these experts ignore the questions: "What do people want?" "What other choices do they have?" and "What matters most to them?" It is the purpose of the Product P to answer these questions, and assist the scientist and engineer in the creation of products and services that are both effective and satisfy consumer wants.

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<sup>3</sup> Leo Aspinwall, The Characteristics of Goods and Parallel Systems Theories, *Managerial Marketing*, Holmwood IL, Richard D. Irwin, 1958. pp. 434-50.

## Product

That is not as easy as it sounds. Good product design is a creative process that involves multiple talents, artists, engineers, health care experts, researchers and managers. We at AED certainly don't do it alone. In our social marketing campaigns, we have been privileged to work with one of America's premiere product-design companies, IDEO. IDEO has developed a set of design principles that we hope you find as useful as we have in developing products for programs.

### 1. Allow them to kick the tires.

- Allowing consumers to “try before they buy” is a tried and true marketing approach. It lets consumers experience a product before making the full commitment to purchase.

### 2. Lower the bar.

- There are many barriers that consumers face when deciding to purchase a product.
- The product may seem too expensive, they may not understand how it works, or the product may be hard for them to access (in a locked case, for example).
- Lowering the financial, psychological and access costs of a product or service can be important for increasing use among consumers.

Product development might be considered the most important and unique contribution that social marketing brings to social change.

### 3. Make it look and feel good.

- It's no surprise that consumers prefer products that are attractively packaged.
- Consumers directly relate the appeal of the packaging to the quality of the product.
- Making a product look and feel good creates a much more desirable consumer experience.

### 4. Facilitate transitions.

- Many products and services are focused on helping people change something about themselves.
- Providing tools and support for these transitions can improve customers' success.

### 5. Make progress tangible.

- As people work toward a goal, it is important to help them see, acknowledge and celebrate the progress they make.

### 6. Foster community.

- Many consumers are more likely to continue using a product or service when they can link to or join with others doing the same thing.
- Building a community, whether it is real or virtual, can help many people deepen their engagement in a product or service and enrich their experience.

## Product

### 7. Connect the dots.

- Many consumers are overwhelmed with the choices they face and the processes they have to follow for many products and services.
- Linking many products and services into one cohesive system can help consumers maximize all of their options.

### 8. Integrate with their lives.

- The most successful products and services often are those that fit seamlessly into the lives of consumers.
- This happens when products and services are developed in ways that can be integrated easily into people's daily living behaviors.
- These products and services reinforce consumers' perceptions of themselves and their lifestyles.

Ultimately, using these design principles in the creation of you projects is just another way to do the most important thing that social marketers do: listen to the people whose behaviors we seek to change. And that can only make us more effective.

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### Spotlight on Social Marketing Projects

Since 2005, AED has been assisting Vietnam, Cambodia and Lao PDR to develop and implement behavior change communication activities related to prevention and control of avian flu.

*Partner: USAID*

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## The Price P

Pricing in commercial marketing serves two primary functions. First, it is the means to ensure that net income exceeds costs in the marketing exchange. Second, price adds value to products based upon the expectations and desires of consumers. If low price were the only thing that mattered to all consumers, we would not have Versace, VIP service or Volvos.

Price considerations are just as important for social marketers. For example, in working with impoverished rural communities of Africa, we discovered that local families often interpret “free” health care to mean “poor quality” health care. For this reason, families preferred to pay for traditional health care rather than receive free, modern health care.

Price studies in social marketing often examine the barriers that people perceive are associated with adopting a new behavior. What is the price of using a condom with every sexual partner? The real price of using a condom is not what the condom costs in dollars. Rather, it is: the loss of sensation; the lack of spontaneity of the sexual experience; the emotional distance a condom creates between partners; and sometimes, the signal a condom sends about a partner’s sexual health. These attitudes become important barriers to condom use and therefore, targets of marketing. Some of these attitudes can be addressed by re-designing the product. We now have super-thin condoms and condoms with vibrators attached to them. These design features compensate for some of the attitudinal barriers. Some of the barriers however, cannot be completely addressed by product design. The emotional distance a condom creates is often addressed through the promotion P, emphasizing social norms or the increase in satisfaction a partner receives from “feeling safe” using a condom.

When social marketing is targeting an education or a regulation problem, pricing is often addressed better by the promotion P. Physical products are often unavailable, but not always. Take the case of SIDS. The behavior is quite simple and does not require any special bedding or clothing for the child. Yet consumer attitudes studies showed that parents were worried their child would roll over in his/her sleep. To address this perception, a special pillow was designed for infants. These pillows provide additional protection, but they also address the important attitudinal concerns of parents.

## The Place P

The primary function of the Place P is to ensure easy access to products and services. In commercial marketing, it refers to the place where products and services will be available, the times they will be accessible and the people who will be providing the product at those places and times. In modern marketing, the sales force is often a recorded message, but the quality of that message can be critical to the success of the marketing function. For example, health literacy studies have suggested that physician patient communication is critical to successful compliance of patients. Thus, the physician becomes the “place” where social marketing efforts take place - during patient/physician consultations

In addressing marketing problems where products and services are fundamental, place refers to where the product or service will be made available. In education and regulation problems, which are often addressed with promotion and advocacy marketing, place refers to when and where the communication activities will be experienced by the consumer. For example: advertising schedules, placement of signage, reminders, behavioral prompts or channel decisions about the use of e marketing

In the case of marketing problems, the place P guarantees that the products or services are accessible, in addressing education and regulation problems, the place P targets where the promotional messages will be placed.



## The Promotion P

The promotion P is the P most people think of when they think of marketing. You now know that it comes at the end of a long chain of research, thinking, analysis, testing, and decision-making and that it is only one piece of the marketing mix. The fundamental purpose of the promotion P is to ensure that target consumers know about, understand, and are pre-disposed to believing that 1) the benefits offered by the new products and services; 2) the benefits offered by educational advice; and 3) the barriers or benefits offered by the proposed regulatory systems are credible, personally applicable to the consumer, and real.

We do not, however want to neglect promotion; it can be a wonderful blend of artistry, science, and organization. Indeed, there are dozens of promotion tactics open to you – ranging from mass media advertising to one-on-one sales techniques. And, given the explosion of e-marketing there are new tactics opening almost every day.

Beware however. In all the excitement about messaging, persuasion, emotional appeals and magic, don't forget the fundamental goal of the promotion P. The promotion P exists to ensure that priority consumers:

- repeatedly hear the message,
- understand the message,
- can remember the message,
- believe that the messages are directed at them,
- believe that the message is from a credible source, and
- are pre-disposed to believing that the benefits of the products and services being promoted are real.

That's a lot to accomplish in a market crowded with messages, filled with contradictory claims, full of discredited spokespersons, and prone to exaggeration and hype. For this reason, the success of the promotion P rests on the:

- truth of the claims,
- timing of the communication,
- effectiveness of the message to break through the clutter,
- ability to remain memorable, and the
- credibility of the spokesperson.



## The Promotion P

### Promotional Tactics

In this section, we want to cover some of the key issues to consider in executing any promotion tactic. There are four key questions to ask yourself to make your promotional tactics more powerful.

1. What is the best time and place to reach members of our audience so that they are the most disposed to receiving the intervention? (aperture)
2. How often and from whom does the intervention have to be received if it is to work? (exposure)
3. How can I integrate a variety of interventions to act over time in a coordinated manner to influence the behavior? (integration)
4. Do I have the resources alone to carry out this strategy and if not, where can I find useful partners? (affordability)

Now let's consider how to use the answers.

#### *Aperture*

Aperture, simply defined, is the emotional moment to reach your audience. View your activities from the point of view of people in your audience. When will they feel open to receiving your activity or message? People don't want to hear about breast cancer when they are watching the Super Bowl. They are not disposed to changing their thinking from rooting for a team to considering how breast cancer might affect either them or their spouses. It is a bad aperture for a media message on breast cancer. Buying a new car is a great aperture moment for discussing car seats for newborns, or small children. People are thinking about cars, they are predisposed to think about important accessories. How many car salespeople ask about car seats when they sell a car to young couples? This is a great aperture moment.

#### *Exposure*

Exposure is how many times and how large of an audience is exposed to your interventions. Exposure is usually thought of as a mass media variable called reach and frequency. How many times does someone have to see a television spot to be influenced by it? For example, when marketers talk about "rating points," they mean the percentage of the target audience reached (reach) multiplied by the number of times they will see the message (frequency). But exposure also encompasses non-mass media interventions. Think for a moment about face-to-face training. One-day training may not be enough to influence behavior. Yet, too often we design training according to the time participants and trainers have available rather than to the time needed for the behavior change to take place. This approach can lead to disappointing results and costly failures.

## The Promotion P

### *Integration*

Interventions are more effective when they integrate various tactics (mass media, face-to-face, print, etc.) within a single coherent focus. Your program will have a greater effect if your audience gets the same message from many different credible sources. The articulate orchestration of events, media, press, and print are critical to success.

### *Affordability*

As your strategy develops, you should constantly check your decisions against your resources. The last thing we want to do is to create a monster program – unwieldy and impossible to implement given our resources. Resources include more than just money. Some intervention tactics, such as media advocacy or media buying for example, require considerable talent and experience. One way to make intervention more affordable is to share the cost. Look for partners who can donate resources or provide additional funding. Partnerships have lots of value. They often improve credibility by getting respected organizations involved. They open up new distribution networks. And they bring with them new creativity and experience.



### Spotlight on Social Marketing Projects

AED used a gastronomic approach—Save the Crabs, Then Eat 'Em—as a hook to curtail home fertilizer use and minimize nitrogen pollution into the Chesapeake Bay.

*Partner: EPA*

## Possible Interventions

### Information and referral

Information and referral hotline  
Counseling hotline  
Clearinghouse

### Small-group interventions

Peer or non-peer led  
Community, school, and work settings  
Single session or multiple sessions  
    over a number of weeks  
Lectures  
Panel discussions  
Testimonials from peers/survivors  
Video presentations  
Live theater  
Events (such as health fairs)

### One-on-one interventions

Peer or non-peer led  
Street outreach  
Crowd or clique-based outreach  
Event-based outreach  
Counseling and referral  
Other one-on-one interventions offered  
    in community centers, alcohol  
    treatment programs, or other settings

### Product accessibility

Free distribution  
Price supports  
More/different distribution outlets  
More/different brands

### Community mobilization

Endorsements/testimonials/  
involvement by opinion leaders  
Coalition building

### Mass media and “small” media

Paid advertising in various media  
    outlets  
PSAs in various media outlets  
Media relations  
Print materials such as pamphlets,  
    instruction sheets, posters

### e Media

Web 2.0  
Blogs  
Social Media  
Websites  
Cell Phones  
PDAs  
Social Networks

### Policy/regulation

Policies affecting use of enforcement.

## Advertising

To many people, marketing is just advertising. That's because advertising is everywhere and easy to recognize.

But you know that advertising is just a tool to convey a message and that marketing is much more than that. Still, the power of advertising is real – if you don't forget everything we talked about in the first three chapters.

So how do you create advertising? Many social change practitioners hire outside advertising agencies or social marketing firms. These firms help you create campaign materials and distribute those materials, possibly by purchasing time on mass media outlets, such as radio or television, or by buying space in publications, on the internet or some other place. Some firms can be helpful in strategy design. But remember this about most advertising firms: their core business is to produce “creative” – 30-second television spots and the like – and to buy media time. They are often good at this, but they may not consider the complete strategy and background research. That type of thinking is your responsibility. They can also develop creative and memorable scripts or products that may not fit with your overall strategy. It is your responsibility to keep their work “on-strategy.” (Look to the BEHAVE framework tool on page 6 to help you do this).

### Hiring an advertising agency

The bidding and contractual logistics of hiring and contracting an advertising agency are not covered in this resource book. What we can cover are some basics about how the industry works.

First, it is important to understand what an agency offers. Most midsize agencies offer the following core services:

- **Creative:** The creation of the specific advertising products, from TV spots to logos to billboards, constitutes the “creative” services. A copywriter and art director will usually develop the concept in-house. Then, the agency will often subcontract with others, TV producers or outdoor advertising companies, for instance, to help produce and place the creative product.
- **Production:** Agencies also often have their own in-house production people who help them produce products and manage the outsiders who help them produce creative products.
- **Account planning:** Many ad agencies also have their own stable of in-house experts who conduct and analyze market research, then help develop an overall strategy.
- **Account service:** All ad agencies work with clients (that's you). They have specialists who handle the “client side,” keeping you happy and managing the work the agency is doing on your behalf.

## Advertising

- **Media buying:** Most ad agencies can also buy media time or space on your behalf. They keep pace with the going rates for television and radio time, newspaper and magazine space, outdoor advertising rates, and other opportunities to place your message before your audience. Sometimes, government organizations and others do not buy media but use public service announcements or PSAs (which are described on page 57). Your ad agency can help you determine the best time to distribute your PSAs and which media venues are most likely to give your message significant placement or airtime.

### *Compensation*

It is also important to know how advertising agencies make money. Most agencies are paid through one or more of the following compensation arrangements:

- A percentage of the media buy
- An hourly rate for labor with a “multiplier” to underwrite overhead, plus direct reimbursement of other costs (such as production costs and the media buy)
- Compensation related to outcomes (for example, a fee for every unit of product sold)

The government rarely attempts to compensate agencies based on results, though such a compensation is increasingly common in the private sector. In Florida, however, the state health department negotiated one of the few government-funded, performance-based advertising contracts in existence. With the help of a compensation consultant, the state linked the agency’s multiplier (that is, the number by which the hourly labor rates are multiplied) to the results of the state anti-tobacco campaign on which the agency worked. One issue you may want to consider is whether your ad agency would be better focused on your outcomes if outcomes were a part of its compensation package.

### *Choosing an ad agency*

Finally, remember that ad agencies are in the business of making things flashy and inviting. That’s important. But even an entertaining spot won’t be effective if it is “off strategy” – that is, if it doesn’t address the behavioral determinants for your audience to do a behavior. You cannot forget your strategy when an ad agency pitches its approach. Don’t let them railroad you - part of your job is to evaluate whether an advertising approach, no matter how funny or interesting it may be, fits with your strategy.

One simple way to remember all of this is to ask four key questions about each advertising agency or social marketing firm making a pitch:

1. Are they listening? To you, to the audience, to the research?
2. Are they strategic? Do they have a clear idea about how their plan will change the behavior, not just look cute or get people interested in the topic? Remember, this is marketing, not education. Your bottom line isn’t about what members of the audience know. It’s about what they do.

## Advertising

3. Can they pull it off? Do they, or one of their partners, have the ability to produce breakthrough, memorable creative and manage whatever media buys you might have planned?
4. How do their goals fit with yours? Everybody will say that they care about traffic safety, whether they really do or not. What you want to figure out is what really turns your agency on. Winning awards for funny TV spots? Showing everyone how wacky advertising can be? Actually changing a behavior? None of these is necessarily bad. But these motivations will play a part in what kind of advertising you get. For some efforts, they help. For others, they may not.

### Managing an advertising agency

Once you secure a strong social marketing firm or advertising agency, you cannot just let them go on their way. It is your job to fit their work into your overall marketing strategy and ensure that their work is “on-strategy” and effective.

Throughout the advertising process, numerous opportunities exist to check in, but the first meeting is the most critical. Before any work begins, you should start talking with your agency about the key questions in the BEHAVE framework or whatever framework you decide to use. You can do this by following the steps in the chapter, *Creating a Marketing Plan*. By working through your marketing plan together with your contractor, you can jointly decide on issues such as where you may need more research or what determinants you may need to target.



### Spotlight on Social Marketing Projects

A hip and irreverent student-driven campaign developed by AED and the Massachusetts Institute of Technology convincingly highlights the superior benefits of moderate drinking over getting wasted.

Partner: MIT

Once you have worked with your contractor to establish a shared strategy, it is your job to monitor what it is producing and ensure its work fits the strategy. (Advertising agencies are especially notorious for going off-strategy). How do you keep them on-strategy? Agree with an agency on

## Advertising

“decision points” where you can check in to ensure that everything is on track. For example, you would probably want to see the moderator’s guide before you attended a focus group. Then you can ensure that the key issues are covered.

You also want to monitor the creation of advertising products, especially more costly and complicated ones, such as television and radio spots.

There are a number of points where advertising clients can monitor the progress of these types of products. These are a bit different depending on the product and your time constraints. In any case, work with your agency to ensure that you are an appropriate part of the entire creative process.

### Types of advertising

#### *Public service announcements*

A public service announcement, or PSA, is a TV or radio message that serves a useful public interest and is offered by a broadcasting station free-of-charge. However, free doesn’t mean that there isn’t a price.

Stations are required to run a certain percentage of PSAs, and they are bombarded by requests from many causes. When they run the spot – often during the day or the middle of the night – is up to the broadcaster. After all, you are not paying them to place the spot. This is one of the downsides of using PSAs – you can’t control how often they run or when they run. Therefore, it is hard to know if your target audience will ever see or hear the PSA.

#### *Paid spots*

These are television or radio commercials for which you pay a fee to get airtime. The advertising agency or media buyer negotiates this charge. Because you are paying to air the commercial, you can decide when and where it runs. Typically, an ad agency will recommend a certain reach (the percentage of your target audience to see your spot) and frequency (the number of times the audience will see your ad) or “total rating points,” which is the reach multiplied by the frequency. They may also ask you to decide what general time of day to air different portions of the media costs (for example, you may want 30 percent of your television campaign to air during prime time). Then the agency and the station will negotiate exactly when and where the commercial will appear.

#### *Print ads*

Generally, print ads are ads written and designed by the ad firm, then placed for a fee in newspapers, magazines, or outdoor space. Again, the ad firm will negotiate the fees, based on the number of times it will run, time of year, size of the space, and so forth.

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### How do I run a PSA?

You can produce your own PSA or you can provide a script for the station’s own on-air talent to read. In the United States, some PSAs are distributed through the Ad Council. Generally, radio and television stations will not allow paid spots to be used as PSAs.

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## Public Relations

Public relations (PR) can be viewed many ways. Some see it as an aspect of promotion with a goal of fostering goodwill between companies and their audiences. Others see it as a question of creating favorable images. For our purposes, we will consider public relations to be a tactic used in social marketing, one that focuses on generating attention in the media, creating publicity events and helping to build coalitions.

Or, to put it more simply, social marketers use PR just like advertising – to persuade an audience to perceive a behavior differently. The key difference is that PR harnesses the power of earned media, as opposed to paid.

Usually, public relations is about getting the media to cover the issue at hand and do it from a certain perspective. The shorthand for this kind of attention is “earned media” (as opposed to “media buys” performed by advertising agencies.) But public relations can also mean generating publicity in other ways, such as building coalitions and other partnerships to ensure that your issue is included in other efforts.

Next, we will discuss various activities that PR firms perform for their clients. Remember, even if you cannot afford to hire a PR agency, you may still be able to use many of these same tactics in your campaign.

### Hiring a PR firm

Overall, public relations is much like advertising. When hiring a public relations contractor, you should consider many of the same issues you would examine for an advertising agency. (See *Hiring an advertising agency* above). These disciplines create specific creative products designed to gain the attention of your target audience. They provide you with ways to reach your audience, so that you can affect the factors that determine behavior.

When it comes to public relations, a contractor can:

**Help you design your overall strategy.** Though you always maintain the final word on strategy, firms with social marketing expertise can help you look at your entire strategy and determine where public relations activities fit.

**Provide advice and counsel.** Firms that are familiar with the media can help you manage reporters and editors. They may know when media outlets are most likely to be open to your story, what type of angle will win attention and what other issues are competing for the same media attention.

**Track journalists and create press lists.** A key tool for media relations is an up-to-date press list. A press list contains the names of and key information for all the journalists you would like to reach. Most large PR agencies have many of these lists, as well as continuing relationships with journalists. A contractor can also research who has written about your issue in the past.



## Public Relations

**Write press releases.** A press release is a written statement sent to media representatives to announce newsworthy developments. To garner attention, a press release must be timely and address an important concern of the publication or program's target audience. Key questions a press release must answer is: What's in it for the press? Why would anyone want to know this?

**Create a press kit.** If you have several related stories that can benefit from the addition of collateral information such as a brochure, a fact sheet and photos, then a press kit or press packet may be warranted. A press kit (also called a media kit, press packet, or information kit) is most effective when its contents offer an appropriate amount of unduplicated information.

**Write a pitch letter.** A pitch letter is a longer, more detailed written statement, asking the journalist to generate an in-depth news story or feature. A pitch letter asks for news coverage by providing the media with a valid story idea based on current issues, trends and other noteworthy topics that emanate from your organization. It often accompanies a press kit, and gives the journalist all the background information he or she needs to write an in-depth story.

**Make pitch calls.** Often public relations companies call journalists after the journalist has received your press release or press kit. This short call encourages the journalist to use the story idea and follows up by offering any additional information he or she may need.

**Write letters to the editor and op-ed articles.**

Writing a letter to the editor of your local newspaper or TV station is a great way to draw attention to an important issue, respond to criticism, correct false information or recognize community support for an event or issue related to your campaign. An op-ed article is a lengthier guest editorial piece written and submitted to a local newspaper. It appears opposite the editorial page of local, state and national newspapers and is an extremely powerful and economical tool for educating large numbers about your campaign. A contractor can draft these materials for you to sign and can send them on your behalf. Often, a more powerful technique is to ask local supporters to sign the letters for their local media outlet.

Even if you cannot afford to hire a PR agency, you may still be able to use many of these same tactics in your campaign...

**Set up press conferences.** A press conference invites journalists (including TV and radio representatives) to come to an oral briefing with time for questions and answers. Press conferences are most successful for up-to-date, newsworthy events. Holding a press conference requires a lot of effort and expense. Often, press conferences about social change efforts are overshadowed by those held for political or other sensational, high-priority events, such as a crime. In these days of teleconferencing and satellite conferencing, you may be able to save resources and ensure more participation by journalists with new methods of communication.



## Public Relations

**Media training.** If your program requires a spokesperson to be available to the media, ask for media training on how to speak with the media. These skills will ensure that your message is heard and is seen as credible. Again, you may wish to enlist other supporters (from local areas or partner organizations) to become spokespeople for your issue.

**Social marketing training.** Marketing campaigns are more effective if those executing the tactics understand what they are doing. This type of understanding can be provided by your public relations contractor. Firms with an expertise in social marketing can provide your partners with training and technical assistance so they can make more strategic decisions.

**Create publicity-generating events.** Various events, from roundtable conferences to rock concerts, can generate publicity and excitement for your effort. These events can also be used to recruit or educate “influentials” – people to whom your target audience listens – and turn them into spokespeople for your effort. These events are often designed by public relations firms, in collaboration with an event planner.

**Create collateral material.** Public relations contractors can create a host of collateral materials, such as brochures and posters, for use in a social marketing campaign. In fact, public relations overlaps some with what most advertising agencies do. As a rule of thumb, major advertising products, such as television spots and magazine ads, are probably best prepared by advertising agencies. Smaller products, such as brochures, as well as those aimed at the media fall more into the realm of public relations.

## Partnerships

### When 1 + 1 = 3

You are not the only one talking to your audiences. Thousands of companies and organizations are trying to reach the same people, recruiting them as customers, members, or supporters. By developing an alliance with certain groups, you can more effectively reach certain populations. Once again, this is a tactic – a means to an end, not the end in itself. Your strategy may include creating an alliance with an outside group as one way to reach or persuade an audience. This group may provide access to an audience or may carry more credibility with the audience. The important issue is to ensure this effort is linked with a behavioral outcome, the bottom line of every social marketer.

Several successful partnerships are outlined in the box on page 62. They demonstrate that partnership programs can:

- Extend the reach of program messages
- Increase the credibility of a program
- Access audiences you don't have the capacity to reach
- Expand limited resources, and
- Promote policy change.

Different types of outreach models exist that can be used for supporting a program. These include coalitions, networks, and advisory boards. All of these models are designed to involve a group of key organizations and groups in your program implementation. They can offer:

- Methods for communicating with your target audience
- Assistance tackling barriers to change and offering unique benefits to the target audience
- Potentially sustainable sources of program support for messages and actions
- Help changing policies.

So how do you develop an effective partnership? The answer could be a book in itself. But one starting point is provided in the Partnership Building Tool in the *Social Marketing Tools* section of this guide. First, you must determine which behavioral goal you are trying to further. Then, you need to gauge how well matched the potential partner is to your organization and how this partnership will further one of the partner's core business goals. If there is little incentive for the partner, the organization is unlikely to offer significant sustained support. Finally, you and your partner should jointly create a long-term plan.

As with other aspects of social marketing, outreach efforts should be audience oriented – in this case, considering everything from your partner's perspective. Always ask yourself:

What's in it for them?

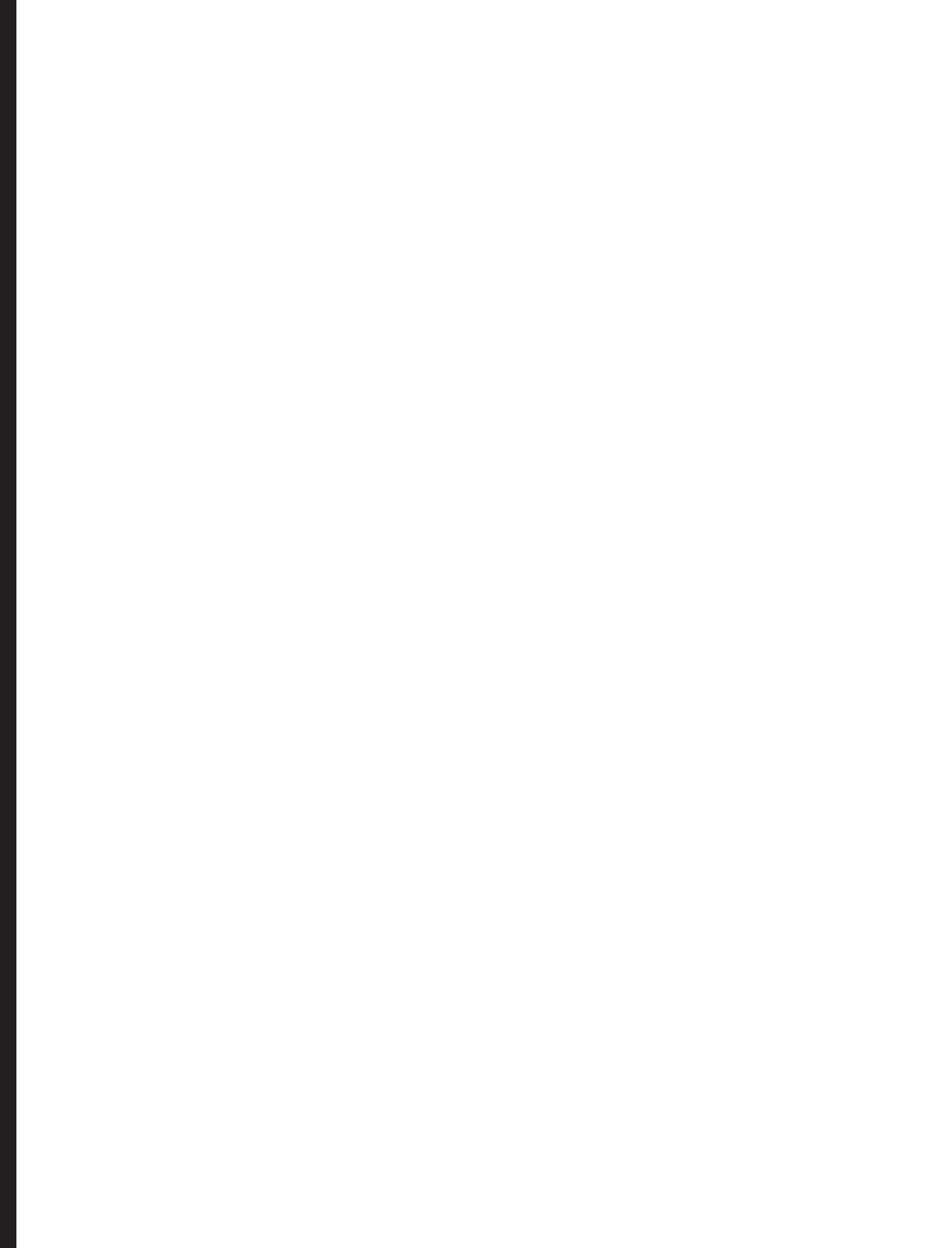
## National Partnership Programs

### **Some national programs that used outreach to create partnerships include:**

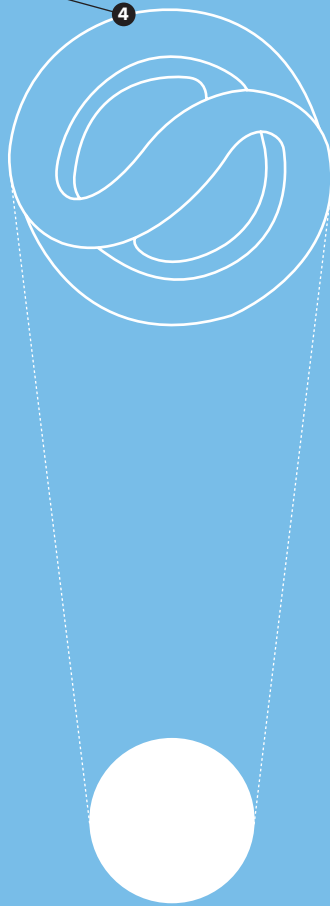
*The Healthy Mothers/Healthy Babies Coalition* – this ten-year-old program includes government, professional, voluntary and state groups. It was started to develop a “critical mass” of groups involved in maternal and child health issues. The coalition now supports a range of issues, training, materials, and technical assistance.

*The Prevention Marketing Initiative* – PMI was a community-based pilot effort to establish and support HIV prevention programs around the country during the early 1990s. The Centers for Disease Control and Prevention relied on community-based coalitions to recommend and implement behavior change programs in their communities. These programs reflected the unique features of the communities and garnered support and participation of key community groups.

*The Office of Drug Control Policy Media Program* – the Administration’s current drug-use-prevention media program targets kids and their parents. The campaign goes beyond television and radio advertising to involving organizations and groups involved with the Web, schools, churches, workplaces, and leisure settings. Its behavior change strategy is designed to create opportunities for people to adopt campaign messages into their daily lives and extend them into their communities. The campaign is also undertaking tailored programs and outreach to resonate with diverse populations.



Execution



## Execution

**The Marketing Process**

**The Strategy Statement**

**The BEHAVE-based  
Marketing Plan**

## The Marketing Process

### Marketing Plans

In the marketer's perfect world – that is, one where the marketer gets to make all of the decisions – you would start the marketing process at the very beginning. You would only be given a goal. Your assignment would be the bottom line – the social benefit your agency is targeting. For example, in this pie in the sky scenario, you would be asked to get people to use less energy. How? That would be up to you. You could determine which behaviors – buying CFLs, using different appliances, changing the way energy is priced – would make the biggest difference and are the easiest to change. Then, you would determine which perceptions motivate those behaviors and what marketing mix might drive a change in behavior.

Unfortunately, that is not the way it typically works. Often, marketing assignments come with strings attached. We are told what audience to reach, what action to target or, at times, what type of intervention to pursue. We may not have the freedom to say, “Hey, this doesn't make sense. Maybe we would save more energy if we targeted a different group or focused on a different action.” In reality, those decisions may have already been made.

Yet, you should still start in the same place – at the beginning of the marketing process. You should not develop a product before you understand how the product might help you reach

**A marketing plan should be your manifesto. The plan also should tell you where you are and where you hope to go.**

your ultimate goal: behavior change. The marketing process outlined in this chapter will help you understand why, or if, certain products, or service will be effective. That is why you need to go through each step of the marketing process, even if some of the decision process has already been completed.

An early and critical step in this process – perhaps the most critical – is creating the marketing plan, the outline you create to describe how you plan to change a behavior. A marketing plan should be your manifesto. The plan also should tell you where you are and where you hope to go. It should lay out a strategy for changing a specific behavior, hopefully a strategy based on research. It should include the theory behind your approach and your tactics for making it happen. In short, a marketing plan outlines how you expect your intervention to make a difference and shows what steps you plan to take to get there. It is a map for you to follow – and adjust – as you develop and implement a marketing campaign. It is where you begin – and what you refer to along the way. As soon as you are asked to design, lead or even help on a marketing campaign, you should begin creating a marketing plan (or familiarize yourself with one, if one already exists).

This chapter will take you, step by step, through the marketing process, from the creation of the marketing plan to the final program evaluation.



## The Strategy Statement

By this point, you should have identified your audience, researched determinants, identified a primary benefit and decided on a product. The next step is to tie it all together into a strategy statement. This statement should crystallize your thinking, and give you a simple description of your project. The strategy statement ought to fit easily on one page. Often a good strategy statement fits in a paragraph or even a single sentence. Two approaches are discussed below. The first is the BEHAVE framework that we have been using all along. The strategy statement becomes the answers to each of the four boxes that have been outlined.

### BEHAVE Strategy Statement

In order to help (A) \_\_\_\_\_, to do (B) \_\_\_\_\_ this program will focus on (C) \_\_\_\_\_, using the following marketing mix (D) \_\_\_\_\_.

*Example: BEHAVE Strategy Statement*

In order to help (A) small crop and livestock farmers on smaller-sized, family-operated farms, who currently do not have any tractors with roll-over protective structures (ROPS) on their farms to (B) retrofit at least one tractor with a ROPS (on farms with no ROPS), this program will focus on (C) linking farmers' values of protecting their family with a perceived benefit of tractor safety; reducing the perceived cost barrier of ROPS installation; and increasing the perceived normative support for installing ROPS, using the following marketing mix: (D) Funding to support a rebate for ROPS installation, print media messages that link ROPS to farmer values about family and farm security, a toll-free 1-800-YES-ROPS line to answer questions and make convenient installation appointments, and promotion at popular farm events.

### Alternate Strategy Statement

The second approach to writing a strategy statement is very similar but lays the information out in a slightly different way:

**Problem statement:** What I am trying to accomplish.

**Objective:** The action I want to influence.

**Audience:** The group I want to perform the action.

**Key benefit:** What the audience will get from the program that they want.

**Support:** Which tactics I will use to ensure they believe me.

## The Strategy Statement

*Example: Alternate Strategy Statement*

The alternative Strategy Statement would look something like this:

- I am trying to reduce deaths due to motor vehicle crashes.
  - I am trying to reduce deaths and injuries related to farm tractor roll-overs.
  - I want small crop and livestock farmers on smaller-sized, family-operated farms in upstate NY, who currently do not have any tractors with roll-over protective structures (ROPS) on their farms to retrofit at least one tractor with a ROPS.
  - The key benefit I will offer them is the conviction that by adding ROPS to one tractor they are securing the safety of their family and farm.
  - The second benefit is a reduced price for installation due to the rebate offer.
  - We will install a 1-800-YES-ROPS to answer questions, promote the rebate and benefits of ROPS and arrange for convenient ROPS installation.
  - We will use paid print ads in farm magazines, barn and roadside banners, and small media and collateral distributed at popular farm events to promote the program.
- 



### Spotlight on Social Marketing Projects

The Litro Bolsa program provided Honduran communities with a 1-liter sachet in which to prepare re-hydration therapies for their children, preventing death from dehydration.

*Partner: USAID*

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## The BEHAVE-based Marketing Plan

There are many ways to create a marketing plan. However, we at AED have found our BEHAVE framework (described in *The Basics*) to be an excellent way of planning social marketing initiatives. In this section, we will describe how to develop a marketing plan based on the BEHAVE framework. The process is fairly straightforward and can be broken into eight steps. When you have completed the eight steps, you have created your plan.

### Step 1: Name your bottom line.

What is the expected social benefit of your program? Think about what is behind the effort. What do those funding the program – or at least those who will be judging its success – want to see? This should be something simple and measurable, preferably the measure your boss, the funder, or a governing body plans to use. For example, while saving energy may be a result of a CFL campaign, your success may be measured as the percentage of homes or businesses using CFLs. Use that measure as your bottom line. Even if it isn't the ultimate benefit to society, it is how your work will be judged. By clearly stating this goal, you can ensure that your marketing program will be designed with this purpose in mind.

### Step 2: Name the behavior you want to change.

A behavior is a specific action taken by a specific audience under a specific set of circumstances. If people adopt the new behavior, you will accomplish the goal you stated in Step 1, above. For example, one behavior could be contractors installing CFLs in new buildings. Another behavior could be city public-works directors buying streetlights that are more efficient. While both actions could be described as selling CFLs, the two behaviors are very different. To ensure that you are being specific enough, use the Defining Behavior Worksheet in the *Social Marketing Tools* section of this book.

### Step 3: Develop a strategy.

Now, it's time to figure out what you might do to change this behavior. In this step, you should conduct your formative research, analyze the results, specify the determinants of behavior – including the barriers or benefits of a behavior – that are important, and then write a summary of how your interventions will affect the key determinants. This summary – your strategy – should be expressed in three to four easy-to-remember bullet points. Or better yet, you should boil the strategy down to a single declarative sentence, if possible. Use this shorthand to ensure that your tactics (to be developed next) are “on-strategy.” To help you do this, use the BEHAVE framework worksheet, provided in *Social Marketing Tools*. Also, consult the section, *From Behavior to Strategies*, for a step-by-step approach to getting this done. This strategy, along with your BEHAVE worksheet and your written plans for Steps 4 through 7 below, are what constitute your written “marketing plan.”

## The BEHAVE-based Marketing Plan

### **Step 4: Define the marketing mix.**

Once you understand the benefits and barriers that matter to your audience it is time to construct your marketing mix. The decision about your product or services is always the first step.

1. Product/Service: What can you create that will help your audience reduce barriers and increase benefits they care about.
2. Price: What will putting that product or service in place cost ?
3. Place: Where will you make that product or service available so that it is easily accessible?
4. Promotion: how will you promote that product or service so that people believe its benefits are credible?

For help in outlining the four Ps, see the *Marketing Mix Decision Framework* in the *Social Marketing Tools*.

### **Step 5: Prototyping and pre-testing.**

Once you have an idea, it needs to be tested. Prototyping is used to test new products and services. In short, marketers create a series of increasingly complex mock-ups and try them out with small groups of potential consumers who become full partners in the design process. Pre-testing is often used to test messages for comprehension, appeal and relevance.

### **Step 6: Implement.**

Now, it's time to carry out your plans. Using what you learned from pretesting, alter your marketing plan, and then begin carrying it out. One thing to remember: do not forget to consider how the campaign will be evaluated. Ensure that a plan is in place and ready to go before you implement the intervention.

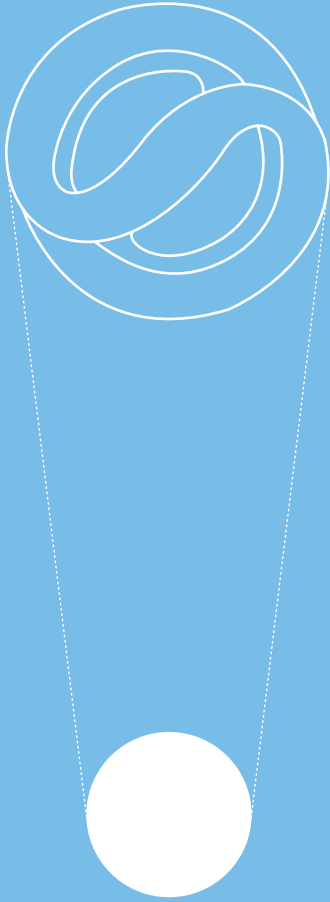
### **Step 7: Evaluate.**

You need to know whether your marketing plan is working. Perhaps parts of your plan are effective and others are not. An evaluation of the program should be designed before it is launched. And, make sure this evaluation relates back to the social benefit listed in Step 1 of the process. In the best campaign, certain parts of the evaluation are ongoing and can be measured regularly (daily, weekly, monthly, as often as possible), so the campaign can be tweaked as it moves forward.

### **Step 8: Refine the campaign.**

Use the results of your evaluation to make changes in the campaign. Set aside a certain time to re-evaluate what you're doing. Even if the results are good, nothing is perfect. You can make your campaign stronger. Before you launch the campaign, set the date for this re-evaluation, based on your evaluation schedule, so you don't miss an opportunity to revisit a campaign and make it better.

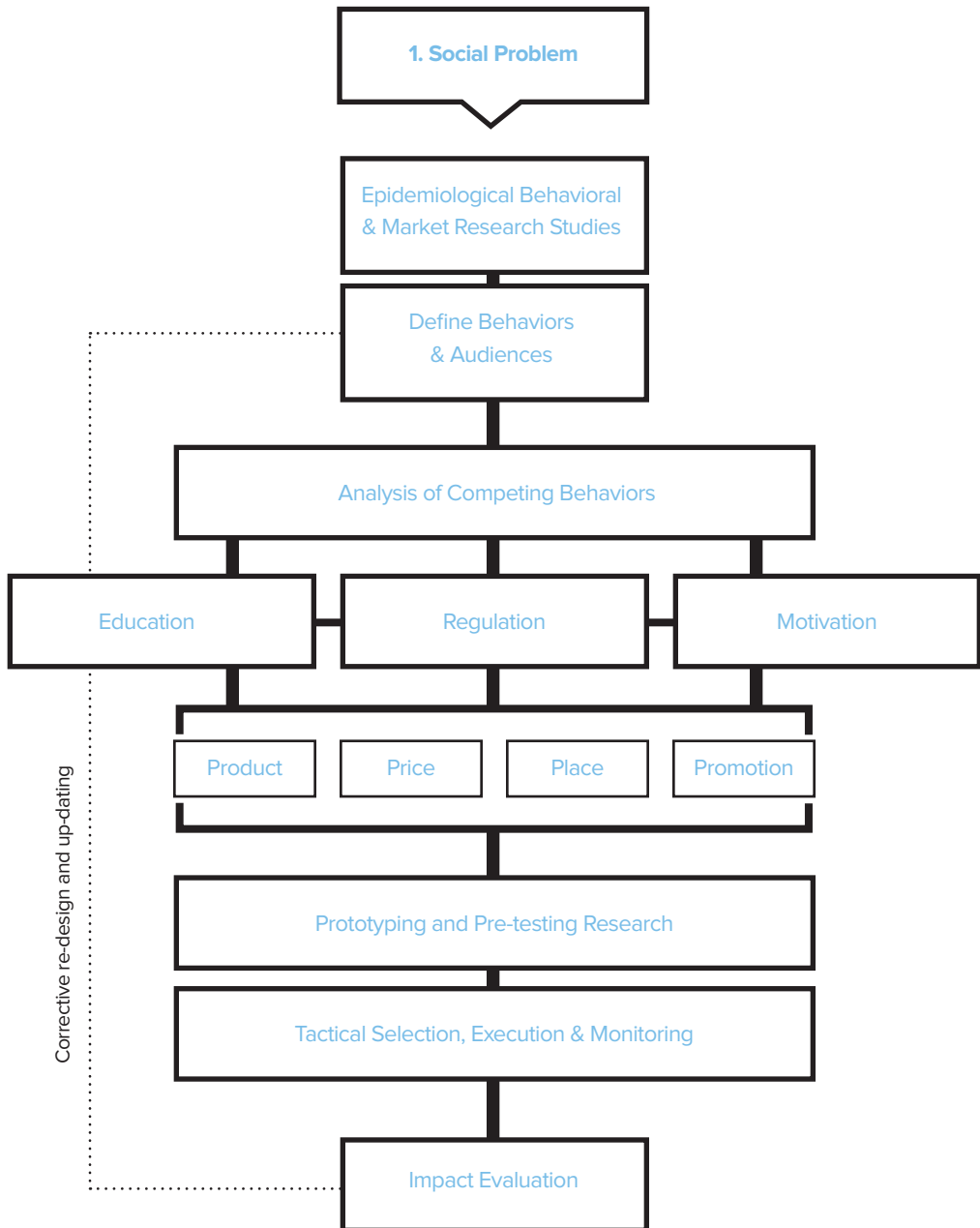




## Social Marketing Tools



# Social Marketing Logic Model





## Defining the Problem Correctly

If you define the problem incorrectly, it doesn't matter how good your marketing program is. Use this checklist as a tool to carefully think about the behavior you propose to introduce and the behavior you propose to change.

### Education Problem

- It is a simple behavior. Does not require new skills to perform.
- Benefits are immediately visible\*.
- Behavior requires no equipment to perform.
- Behavior not associated with any social stigma.
- Barriers to change are not seen as high.

### Regulation Problem

- Education and Motivation have failed to change behavior.
- Behavior causes serious damage to individual and society.
- Social consensus is that the behavior should be regulated.
- Behavior is observable by others.
- Behavior is susceptible to effective regulation.

### Marketing Problem

- Complicated behavior often requires lifestyle change or new skills.
- Visible benefits are delayed.
- Behavior requires external resources to perform.
- There is an effective behavioral alternative.
- Behavior is stigmatized, addictive or already illegal.
- There is a preferred competing behavior.
- Barriers to behavior are perceived as high.

\*Judgments about perceptions of benefits and barriers refer to the perceptions of consumers.



# The BEHAVE Framework Worksheet

## Target Audience

In order to help a specific target audience



Handwriting practice lines for the Target Audience column.

Know exactly who your audience is and look at everything from their point of view.

## Action

to take a specific, observable action under certain conditions



Handwriting practice lines for the Action column.

Your bottom line. The audiences action is what counts.

## Determinants

Will focus on: What determines the action



Handwriting practice lines for the Determinants column.

People take action when it benefits them. Barriers keep them from acting.

## Marketing Mix

Through: Actions aimed at the behavioral determinants



Handwriting practice lines for the Marketing Mix column.

Your activities should maximize the benefits and minimize the barriers that matter to the target audience.

# Defining Behavior

Target Audience	+	Action
<p><b>Who?</b> A specific target audience</p> <hr/> <p>A segment of the audience</p> <p><b>Key Issues</b> Coherence: What holds this group together? Similar risks, wants, needs, behaviors, demographics, etc? Potential Impact: Is this segmenting enough to make a difference in your bottom line?</p>		<p><b>What?</b> A specific action under a specific set of circumstances</p> <hr/> <p>What do you want the audience to do? And under what circumstances?</p> <p><b>Key Issues</b> An individual action: Must be a specific action taken by members of the audience Condition: Must take into account the condition under which this would take place. Self Determined: Must be something under their control (i.e. can they do it?)</p>

# Defining Behavior Worksheet

Target Audience	+	Action
<p><b>Who?</b> Define your target audience</p> <hr/> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Checklist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is this really a coherent group?</li> <li><input type="checkbox"/> Is this segment big enough to make a difference in your bottom line?</li> </ul>		<p><b>What?</b> Take a specific, observable action under certain conditions</p> <hr/> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Checklist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is this an action that can be taken by an individual in the target group?</li> <li><input type="checkbox"/> Is this under the person's control?</li> <li><input type="checkbox"/> Do you specify the conditions?</li> </ul>

# Understanding Determinants

## Determinants?

What perceptions (attitudes, knowledge, etc.) determine a behavior. List some of the potential behavioral determinants.

we will focus on:

.....

.....

.....

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.....

General, External Factors



Social Influences



Personal Influences

### Step 3:

In the next three boxes, list the personal, social and external factors that influence this intention. External factors would include things like gender, age, education and the price of a product. Social influences are based on the attitudes of others, such as social norms and attitudes about brands. Finally, there are the influences specific to each person, such as an individual's psychosocial needs. Try to list as many of these as possible, remembering that external factors influence behavior only after being filtered through personal and social influences. Finally, go through you list.

### Determining Determinants:

A lot of factors can influence behavior. This tool helps you consider some possibilities. Work backward from the behavior. To do a voluntary behavior, a person must intend to do it in a specific situation. That intention is influenced by personal, social and external factors. Consider first the intention you are targeting, then list the influences that might apply. Remember to reflect how external factors are filtered through personal attitudes and social norms.



Intention

### Step 2:

What is it that the target audience intends to do? For example, you could say here that an aggressive driver intends to move quickly.



Behavior

### Step 1:

List the behavior you want to change. Remember to include both the audience and the action.

# Segmenting the Audience





# Marketing Mix Decision Framework

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Product	Price	Place	Promotion
Add Benefit	Reduce Barriers	Increase access	Clarify/Persuade
Does it work to make the behavior more rewarding?	Does it reduce barriers that the audience cares about?	Does it make the product more accessible?	Do consumers: Know about the benefits?
Does it provide more benefits than the competition?	Does it make the barriers competitive against other behavioral choices?	Is it easier to find?	Understand the benefits?
Is it branded and recognizable?	Does it add value to the behavior?	Is it available at convenient times?	Believe they will benefit personally?
Is it related to the behavior emotionally?		Are there other reasons for the consumer to want to go there?	Trust the spokesperson?
			Believe these benefits beat competing benefits?
<b>Is it fun?</b>	<b>Is it easy to use?</b>	<b>Is it easy to find?</b>	<b>Is it popular?</b>

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# BEHAVE Model Marketing Plan

	Audience	+	Action	Determinants	Marketing Mix
<b>Step 1:</b> Needs	What's the social benefit? Why is the program being developed?				
<b>Step 2:</b> Outcomes	Define the audience (primary and secondary) and the actions you want each audience to take.				1-page description of each audience and action using existing research. Pose questions you need to know next.
<b>Step 3:</b> Strategies	Conduct formative audience research.		Based on research, determine key benefits and barriers. Define the potential change (e.g. Make helmets seem fashionable).	Chose the specific strategies to make that happen. (e.g. Associate helmets with coolness).	A logical, research based written strategy that can be summarized in three or four brief bullet points. Suggest tactics. (See below)
<b>Step 4:</b> Tactics	Review audience research.		Review perceived benefits and barriers.	Chose tactics. (e.g. Get sexy TV stars to wear helmets). Create materials.	Materials for audience (TV spots, posters, brochures, stickers, earned media placement, etc.)
<b>Step 5:</b> Prototyping	Gather audience in focus groups, one-on-ones, etc.		Test impact on perceived benefits and barriers.	Test pilot product, services, messages.	Research report.
<b>Step 6:</b> Implement	Possible ongoing research of audience awareness, attitudes and actions to determine the effect of the interventions.		Ongoing measures of perceived benefits and barriers, including appeal.	Initiate program (reproduce and disseminate materials, buy media, etc).	Program materials.
<b>Step 7:</b> Evaluate	Assess actions (are you changing the behavior).		Assess awareness, attitudes, perceptions (precursors to behavior change).	Assess dissemination effectiveness.	Research report.
<b>Step 8:</b> Refine Program	Are you in touch with audience? Did you pick the right audience? Is the audience changing?		Have you chosen the right barrier and benefits? Are attitudes changing? Are there unintended consequences?	Is you message getting through? (e.g. Is the creative "breaking through"?)	List of recommendations for the next stage of the program.
Question Everything					

# Partnership Building Tool

## Building a partnership

requires significant planning up front. This tool can help you build strong partnerships focused on furthering program goals.

### Potential Partner:

#### Step 1: Determine Your Goals

Your goal(s) for this partnership is:

##### Step 1:

List the goal for creating this partnership. Some goals may involve behaviors. For example, you may consider partnering with General Electric to encourage CFL use. If a behavior is involved, use the BEHAVE model to think through how this partnership could help an intervention related to the behavior in question.

#### Step 2: Match Partner

Does the partner have:

##### Step 2:

Often you must choose between potential partners to decide where to allocate energy and resources. Use this section to help determine if the potential partnership is a good fit. This could help you rank the potential partners. However, you may still want to pursue a partnership with a lower score because of other factors such as size or political considerations.

#### Step 3: Build Alliance

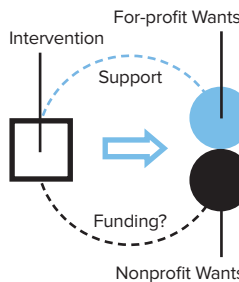
Choose which type of alliance plan to build:

For-profit Wants



Nonprofit Wants

or



##### Step 3:

Decide what kind of alliance you are building – one where both sides have the same goal or co-occurring goals?

#### Step 4: Alliance Plan

Write a plan, with partner, showing:

- Each side's goals
- Format of partnership
- Multi-year development plan
- Timeline
- Allocated resources

##### Step 4:

Create a longterm plan with the partner, but prepare the partner for the potential of short-term projects as well.



# Partnership Building Tool: Worksheet

## Potential Partner:

### Step 1: Determine Your Goals

Your goal(s) for this partnership is:

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### Step 2: Match Partner

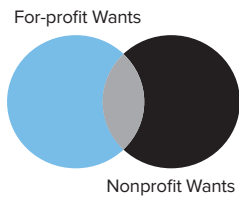
Does the partner have:

- Shared vision
- Identical needs
- Same core goal
- Goal dependant on your group reaching its goal (co-occurring)
- High level commitment
- Grassroots commitment
- Significant resources allocated
- Excellent reputation
- Experience reaching this goal
- Similar corporate culture
- Needed expertise
- Access to key target audience
- Funds for your goal
- Key skills to offer our group
- History working with your group

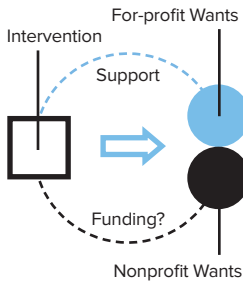
Match score: \_\_\_\_\_ of 15

### Step 3: Build Alliance

Choose which type of alliance plan to build:



or



Main goal for partner:

Main goal for your group:

.....

.....

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.....

.....

.....

### Step 4: Alliance Plan

Write a plan, with partner, showing:

- Each side's goals
- Format of partnership
- Multi-year development plan
- Timeline
- Allocated resources



## Doer/Nondoer Survey

### Section 1

Think about the last full day that you were home, that is, before traveling for this workshop. Now, thinking about that day, how many portions of fruits and vegetables did you eat? Count all portions in that 24-hour period. Begin when you woke up in the morning and think about the 24-hour period to the next morning at the same time. You may count juice as well as fresh, frozen, or canned servings.

Number of portions or fruits and vegetables consumed in 24-hour period: \_\_\_\_\_

Now turn this sheet over and, following the instructions at the top, complete all questions.

Submit the completed questionnaire to \_\_\_\_\_  
no later than \_\_\_\_\_.

### Section 2

We'd like to ask you some questions about your perceptions about what happens when you eat all 5 recommended servings of fruits or vegetables every day. Keep in mind that almost everyone eats 2 or 3 servings a day. Answer for what it's like - or would be like - to eat 5 portions of fruits or vegetables every day. In answering the questions, respond for yourself (and not some hypothetical audience member). Please provide as many responses as you can for each of the following questions.

What do you see as the advantages or good things about your eating all 5 servings of fruits or vegetables every day?

What do you see as the disadvantages or bad things about your eating all 5 servings of fruits or vegetables every day?

What makes it easier for you to eat all 5 servings of fruits or vegetables every day?

What makes it more difficult for you to eat all 5 servings of fruit or vegetables every day?

Who (individuals or groups) do you think would approve or support you if you ate all 5 servings of fruits or vegetables every day?

Who (individuals or groups) do you think would disapprove or object if you ate 5 servings of fruits or vegetables every day?

# Doer/Nondoer Analysis Worksheet

Research Finding	% Doers	% Nondoers	Implications <sup>4</sup>	Focus <sup>5</sup>		
				Y	N	M

4 In the "Implications" column, note whether doers and nondoers are alike or different; note whether the intervention could have an impact.

5 In the "Focus?" column, answer the question, "Should our program focus on this area?" with "yes", "no", or "maybe."





AED (Academy for Educational Development) is one of the world's foremost social change organizations, working globally to improve education, health, civil society, and economic opportunity—the foundation of thriving societies. Working collaboratively with local and national partners, AED fosters sustainable results through practical, comprehensive approaches to complex social and economic challenges. AED currently is leading more than 250 programs serving people in more than 150 countries and all 50 U.S. states.

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