


1

Social Marketing

BASICS

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Macon, GA
Tiffany Cummings Aholou, PhD,
MSW



2

Acknowledgements

- The contents of this training come primarily from the CDC Social Marketing – Nutrition and Physical Activity module series. It has been adapted for the Georgia Strategic Prevention System – Alcohol Prevention Initiative. Other sources referenced will be cited accordingly.
- The examples used to illustrate the different concepts covered in this training will include ATOD as well as other public health issues.


3

Learning Objectives

- 1. Participants will be able to distinguish between social marketing and other information dissemination approaches as well as describe when and why to use each approach.
- 2. Participants will be exposed to examples of social marketing campaigns used as an ES.

Meet Rosa

Seeking your help...



Rosa: "Hello! I'm so glad you'll be giving me some feedback on the community intervention we've been trying to put together."

Activity

Setting the Stage

Activity

What's Your Motivation?

- Review the list of risk-taking behaviors
- Make a mental note of at least one risky behavior that may have the most serious potential consequences on your health and well-being. **DO NOT REVEAL.**
- With the identified health risk in mind, everyone will stand as I proceed to motivate you to change your behavior.
- Process the activity

Activity adapted from the CDC, Fundamentals of HIV Prevention Counseling Training Curriculum.

Activity

Here is a list of common risk-taking behaviors:

- Smoking cigarettes
- Using alcohol or other substances unwisely
- Driving more than 15 miles per hour above the speed limit
- Driving without a seat belt
- Talking on the cell phone while driving
- Text messaging or sending an email while driving
- Being more than 25lbs overweight
- Failing to engage in cardiovascular exercise three times a week for at least 20 minutes per session
- Failing to conduct regular breast exams
- Being late for a Pap smear, mammogram, or prostate screening
- Failing to follow medical advice
- Riding a bicycle or motorcycle without a helmet
- Eating a high sodium diet

1

Define Social Marketing

- "the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence voluntary behavior of target audiences in order to improve their personal welfare and that of society."

2

Tenets of Social Marketing

- 1) a well-defined audience;
- 2) a clear call to action; and
- 3) measurable objectives.

SAMRSA - <http://www.samrsa.gov/what-is-social-marketing>

10

Social Marketing...

- Sells a behavior change to a targeted group of individuals by asking them to--
 - -Accept a new behavior
 - -Reject a potential behavior
 - -Modify a current behavior
 - -Abandon an old behavior

11

Social Marketing...

Can be thought as:	Is not:
<ul style="list-style-type: none">• Systematic and strategic planning process• Social and behavior change strategy• Mindset for addressing problems	<ul style="list-style-type: none">• Just advertising or communication• A media campaign• Reaching everyone• A fast process• A theory

Social Marketing is NOT

A clever slogan/ messaging strategy



TWO DRINKS
Nope.
YOU KEPT YOUR PANTS ON.

THEIR HOUSE PARTY.
YOUR HOUSE RULES.

Social Marketing is NOT

An Organizational Agenda




If i ate out of a dog bowl would you like me more?

Believe it or not animal charities receive nearly double the donations of disability charities.


Image taken from the Florida Social Marketing Training slide set by Annaly Chandler

Social Marketing is NOT

A Scare Tactic



killer party



coming to a party near you!
report strange drinking at 877-2101

Image taken from the Florida Social Marketing Training slide set by Annaly Chandler

15

Define Information Dissemination

- According to CSAP, "information disseminated is information about the **nature and prevalence** of substance abuse and addiction and the **psychological and social effects** of substance abuse."

Understanding Substance Abuse Prevention - Toward the 21st Century: A Primer on Effective Programs, pp.58-59

16

When to Use...?

Information Dissemination

- o Raise **awareness**
- o Increase **knowledge**
- o Change **attitudes** about a particular issue (i.e. substance abuse)
- o **COMMUNITY READINESS**

Social Marketing

- o **Voluntary** (not coerced)
- o **Behavior change** (not increasing awareness or knowledge)
- o Influence environmental and policy change
- o **WITH TARGET AUDIENCE**

Activity

You be the judge...

Based on the definitions discussed, determine which are considered:

- Social Marketing
- Information Dissemination

You be the judge...

Based on the definitions discussed, determine which are considered:

Social Marketing

Information Dissemination

Clip 1 Clip 2 Clip 3 Clip 4











Scenario 1

Seeking your help...



- Review Scenario 1 in your Participant Workbook.
- At your table, discuss the four possible responses as group.
- Determine which response(s) are considered good or poor advice.
- Which would you select?

Scenario 1



Scenario 1

Steve: "The idea of social marketing sounds really great but I still can not seem to get help in from my boss, Dr. Richards, to let me use this program. He puts a lot of information. While I understand and I already design the look of these people I'm pretty sure he doesn't want me to spend all my time on this one project. It seems like he just wants me to create one proposal and see if we can get the federal money. We may be able to get a grantable before from Washington University in St. Louis, and I can probably use a little money from our black grant, but our budget is still pretty tight."

Have a marketing idea related to health? Dr. Richards has come to talk about this project, and the goal is to be prepared to consider his suggestions.

What should I say?

What should you advise Steve about? Place a G next to Good advice and P next to poor advice. Circle the response you would likely give.

1. Explain how you feel social marketing is an appropriate planning process to use because of its effectiveness and because you want the program you develop to be audience-focused. Try giving Dr. Richards some examples of programs that have used social marketing and good practice evaluations.
2. Explain how social marketing results in voluntary behavior change of the target population. This is strategic planning will be required to create a behavior change, will justify the time spent.
3. Explain the budget implications of using social marketing, since Dr. Richards will probably be interested in how. You can discuss can't generated voluntary leads to use.
4. Explain that you'll need to have some staff time to develop a social marketing plan. Give if he will approve your planning time before trying to apply for funding.

6

21

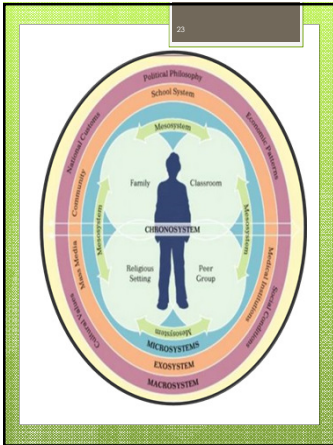
What Makes Social Marketing Different?

The Six Core Elements

22

Key Terms used in Social Marketing

- Primary target audience** - A group of individuals whose behavior needs to change to positively impact the problem.
- Formative research** - Research conducted at onset to help you describe, understand, and determine the best way to influence behavior change.
- Secondary audience** - Individuals who exert influence on the primary target audience's behavior.
- Behavioral objective** - A measurable description of the specific behavior you want the target audience to change.
- Intervention strategy** - A guiding plan of action for the social marketing program.



24 Activity

Who Is Your Audience?

Read each scenario below. Pair up with someone to determine:

- The behavior that you are trying to influence
- The possible primary audience
- The potential secondary audience?

Who Is Your Audience?

Read each scenario below. Pair up with someone to determine:

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Primary - a group of individuals whose behavior needs to change to positively impact the problem.
Secondary - individuals who exert influence on the primary target audience's behavior.

SCENARIO	Behavior	Primary Audience	Potential Secondary Audience
EXAMPLE Want children to get more physical activity by walking to school each day.	lack of physical activity	Children	Parents
1. Trying to get the school board to adopt an alcohol prevention curriculum for all 9 th graders.			
2. Trying to get the city council to pass legislation on a social media safety bill.			
3. Trying to get law enforcement to increase sobriety checkpoints.			

Core 1
26

Audience Orientation

- Created from the **perspective of the audience**
- Needs assessment data will be a good starting point
- Entails taking the time to learn what your audience:
 - Knows
 - Believes
 - Does
- If you think you know, must be willing to test your assumptions.

Core 2
27


Audience Segmentation

Research shows that **audience segmentation** is the key to being strategic.

- One message does not apply to all audiences
 - A 9 yo is not the same as a 13 yo and 13yo is not a 17 yo
- Underage drinkers differ from drinkers of legal age (i.e. 18-25)
- A parent of a 5th grader is not a parent of a 12th grader
- Race/ethnicity and gender are also important considerations when for segmentation.

Scenario 2
29

Seeking your help...



- o Review Scenario 2 in your Participant Workbook.
- o At your table, discuss the four possible responses as group.
- o Determine which response(s) are considered good or poor advice.
- o Which would you select?

Scenario 2
30

Hi! I'm Dr. Richards. I've received many great pieces of advice from you and I'm excited to share them with you. I've reviewed all the advice and I've decided on the best response to give to the group. I've also decided on the best response to give to the group. I've also decided on the best response to give to the group.

Dr. Richards: "That audience will have a great time. I'm excited to share them with you. I've reviewed all the advice and I've decided on the best response to give to the group. I've also decided on the best response to give to the group. I've also decided on the best response to give to the group."

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Core 3
30

Influencing Behavior

- o The goal of social marketing is to influence behavior:
 - o To do this, you will need to understand:
 - Current behaviors of your audience
 - Ideal behaviors
 - Reasonable steps to move the audience
 - What determines their behavior?

31

- Research shows that only a percentage of the target audience will be ready to act. Therefore be realistic in your expectations.
- Sometimes its necessary to ask participants to make smaller changes that will lead to them to adopt the ideal behavior.

EXAMPLE
Current behavior: Drinks approximately 5 beers per day
Recommended behavior: Drink two or fewer drinks per day
Possible behavior change: Reduce one beer per day (immediate behavior change that will move the audience toward the ideal behavior.)

The Basics of Social Marketing by Turning Point

Activity

Name the Change

Directions: Read each message below. Decide what type of behavior change is being promoted.

Name the Change

<input type="checkbox"/> Accept a New Behavior	<input type="checkbox"/> Modify a Current Behavior
<input type="checkbox"/> Reject a Potential Behavior	<input type="checkbox"/> Abandon an Old Behavior

Message	Type of Behavior Change
1. Exercise to prevent heart disease.	
2. Drink > 8 Glasses of Water Daily.	
3. Don't text and drive.	
4. Fasten your seat belt before starting the car.	
5. Eat more fruit & veggies.	
6. Get a mammogram.	
7. Pull over to talk on your cell phone.	
8. Don't lie.	
9. Take the steps instead of the elevator.	
10. Stop putting salt on your French fries.	

Core 4
34

Competition

<http://www.youtube.com/watch?v=pfk85ut-KTs#aiid=P70vCdbHtaA>

- "The behaviors and related **benefits** that the target audience is accustomed to—or may prefer—to the behavior you are promoting."
 - Why does the audience prefer the competing behavior over the behavior you want to promote?
 - Does the environment support your behavior or the competition?

Core 5
35

Exchange

Every choice, entails an exchange—give up or do something in return for something else.

- Increase the **perceived benefits** of the target behavior and minimize its costs.
- Increase the **perceived costs** of the competing behaviors and minimize their benefits.

36


Exchange Example – Get an HIV Antibody Testing

<p>You Give Me (Cost)</p> <ul style="list-style-type: none"> □ 20 minutes □ Embarrassment □ Discomfort 	<p>You Get (Exchange) - PEACE</p> <ul style="list-style-type: none"> □ P – protect yourself and others □ E – equipped to make wiser decisions in your intimate relationships □ A – act responsibly □ C – conquer the fear of the unknown □ E – empowered to take control of your health and your destiny
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Example pulled from Ladies First HIV Faith-based Prevention Curriculum

Scenario 3
37

Seeking your help...



- o Review Scenario 3 in your Participant Workbook.
- o At your table, discuss the four possible responses as group.
- o Determine which response(s) are considered good or poor advice.
- o Which would you select?

Scenario 3
38

Phase: "Thought Experiment 1: Reflect on the importance of knowing more about our specific client before all best courses with the aim of encouraging small behavior changes in our public school."

D1: Objective: "Identify understand why you reach emphasis in being and on small behavior changes, the need for understanding. Start we need everyone to drink less? Why should we put all our time and effort into changing what we eat or how we live? What that some amount of time hours and energy, we could still be concerned about things drinking to every day in our school?"

Phase: "This is hard! He doesn't seem to understand the steps needed for behavior change. What should I say to help explain this concept?"

What should you advise them to say? Phase 6: modify Client understand if need to give advice. Consider the response you would likely give.

1. You're right Dr. Peterson. We know that alcohol is the great risk factor of the low risk and we're going to think that making small changes is a good strategy.
2. Specific behavior changes are good, but I agree with you, maybe we should give the audience an extra piece of advice, and that one can be harder to do.
3. Oh yes. We also can be just this time and energy is going to be a lot to be sure about this is the right direction, but the other one is going to be many and others making for the behavior change. That doesn't seem worth it.
4. There is a body of the science and evidence to be sure that there is that we know that we can exchange some good science, by a being more for the audience to be the right direction, we're communicating that needs.

Core 6
39

The Marketing Mix

P PRODUCT	P PRICE
P PLACE	P PROMOTION

Four P's of Marketing

P
PRODUCT

- Product – **Desired behavior** you are asking your audience to do.
- Product also entails the benefits, services, and tangible items that will result in the target audience adopting the desired behavior.

Example

VERB.

The product is physical activity and all the benefits that tweens truly want having fun, being with friends, being cool, and trying new skills. Long-term health benefits are not motivating to tweens at this time in their lives and therefore are not part of the product.¹²

Four P's of Marketing

P
PRICE

- Price = Cost or barriers to adopting the behavior. Cost includes financial, emotional, psychological, and time.
- Social marketing seeks to:
 - Minimize or reduce the barriers OR
 - Increase the cost of the competing behavior

Example

VERB.

Psychological and social costs of physical activity for tweens include embarrassment and fear of being teased or ridiculed. Other costs include less of time that could be spent doing something else (i.e., playing video games or talking on the phone) or financial costs, such as those associated with sports teams or organized classes.¹³

Four P's of Marketing

P
PLACE

- Place includes where and when the audience:
 - Performs the desired behavior, therefore likely to act
 - Will access the product or services
 - Located or gathers
 - Thinks or hears about the health issue or behavior.

Example

VERB.

Place included locations where tweens can be physically active including specifics like when they are open, how tweens get there, how welcoming, comfortable and safe they are.¹⁴

Four P's of Marketing

P
PROMOTION

- Promotion stands for communication messages, materials, channels and activities that will effectively reach your audience.

Promote in a manner that:

- is **memorable**
- stands-out** from competing messages
- is **repeated again, and again, and again**
- has a "**call to action**"
- respects culture**
- is in a **place** and at a **time** they will notice


Example
VERB.

Promotion included consistent, persistent and targeted communications using a variety of channels (paid advertising, public relations, printed materials, promotional items, signage, special events, e-newsletters), local celebrity involvement, and live stars' Messenger announcements. Events are kept separate from communications to teens.

Florida Social Marketing Training by Jennifer Schneider

Scenario 4

Seeking your help...



- Review Scenario 4 in your Participant Workbook.
- At your table, discuss the four possible responses as a group.
 - Determine which response(s) are considered good or poor advice.
- Which would you select?

Scenario 4

Phase: "Completed Scenario 4" (preparation for the information for Dr. Richards to address all the questions of the respondents)

Dr. Richards: "How do we know this approach will work? You're not putting enough emphasis on long-term health benefits. People in our state need and understand the health benefits in changing their behaviors, otherwise, they'll be doing them, right?"

Phase: "Analysis for a good response?"

What should you advise Richards to do? There are multiple Good and/or Bad responses. Circle the responses you would recommend.

- You're right, Dr. Richards. With just a little more time and effort, we can give a lot more people the information they need to make the right decisions.
- You've got a point, Dr. Richards. Long-term health benefits are the ultimate goal of a social marketing program and we should promote them in our messages, no matter who our audience is.
- Although we as health professionals may care greatly about long-term health benefits, our target audiences may not. We need to figure out which benefits matter most to the audience before we decide which to promote.

46

Formative Research

A Critical Component of Social Marketing

47

The Importance of Formative Research

- Formative research is necessary to help you better understand your audience to strategically create an intervention plan to support behavior change.
- Make decisions with an audience-focused mindset.
- Refine your social marketing plan to ensure success of your program.

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graph TD; FR[Formative Research] --> P[Primary]; FR --> S[Secondary]; P --> TA[Target Audience]; S --> EI[Exerts Influence];
```

CDC Social Marketing – Phase 2: Formative Research

48

Formative Research can be used to understand...

- What determines their behavior?
- What are the barriers to change?
- What would make it easier to adopt a behavior?
- What will motivate change?
- Where/When might people think about our issue/problem?
- Where might they be in right frame of mind?
- Where/When can we put information or service?
- Where does our audience already gather?

49

Formative Research Considerations

Message Testing

- **Focus groups** – Do your friends XXX? What affects your decision to XXX?
- **Intercept interviews** – Have you seen this ad? Is this message believable?
- **Questionnaires** – Any form of questions
- **Readability testing** – for reading level skills

Florida Social Marketing Training slide set by Aronny Chander

50

Social Marketing Planning Process

Six Phases



52

Six Phases

1. Problem description
2. Formative research
3. Strategy development
4. Intervention design
5. Evaluation
6. Implementation

The first 5 phases involve:
• Design & creation of the intervention plan
• Design of the evaluation

53

Engage your CPAW

- The recommended skill sets best suited for a social marketing team parallel with the make up of your CPAW:
 - Research design and analysis
 - Epidemiology
 - Behavior theory
 - Program planning
 - Evaluation

54

Social Marketing Plan

35

Main Components

Plan Component	Questions to Ask and Answer
I. Problem/health issue	What is the problem we need to address?
II. Target audience	Who is affected by the problem and how can they be reached?
III. Behavior	What do we want the audience to do?
IV. Strategies for change	How can we get the target audience to adopt the desired behaviors?

Image from CDC Social Marketing Basics

36

Social Marketing

Its worth the effort!

The Case of 1% or Less

- o <http://www.youtube.com/watch?v=E0EgHM12Rhg>

37

Helpful Resources

- o For a more in depth look at each the six phases and to follow Rosa's process, please view the remaining CDC modules. On this site, you will find a plethora of other useful social marketing resources as well. <http://www.cdc.gov/nccdphp/dnpa/socialmarketing/training/resources.htm>
- o Article regarding the 1% or Less Campaign <http://www.ncbi.nlm.nih.gov/pubmed/2299265>
- o Article specific to social marketing campaigns that address various public health topics http://www.pfincetun.edu/futureofchildren/publications/docs/18_01_08.pdf
- o Not a minor problem Toolkit http://www.oasos.ny.gov/ud7/DASAS_TOOKIT/instructions.htm
- o Most of Us - Positive Social Norms - <http://www.mostofus.org/about-us/what-is-the-positive-community-norms-framework/>
- o Be The Wall <http://www.bethewall.org/#/BICOME/>
- o Underage Drinking - Case Study: Whose Kid is it? - Danvers CARES - Engaging Parents http://www.danverscares.org/downloads/SocialMarketing_CaseStudy_CADCA2011.pdf
