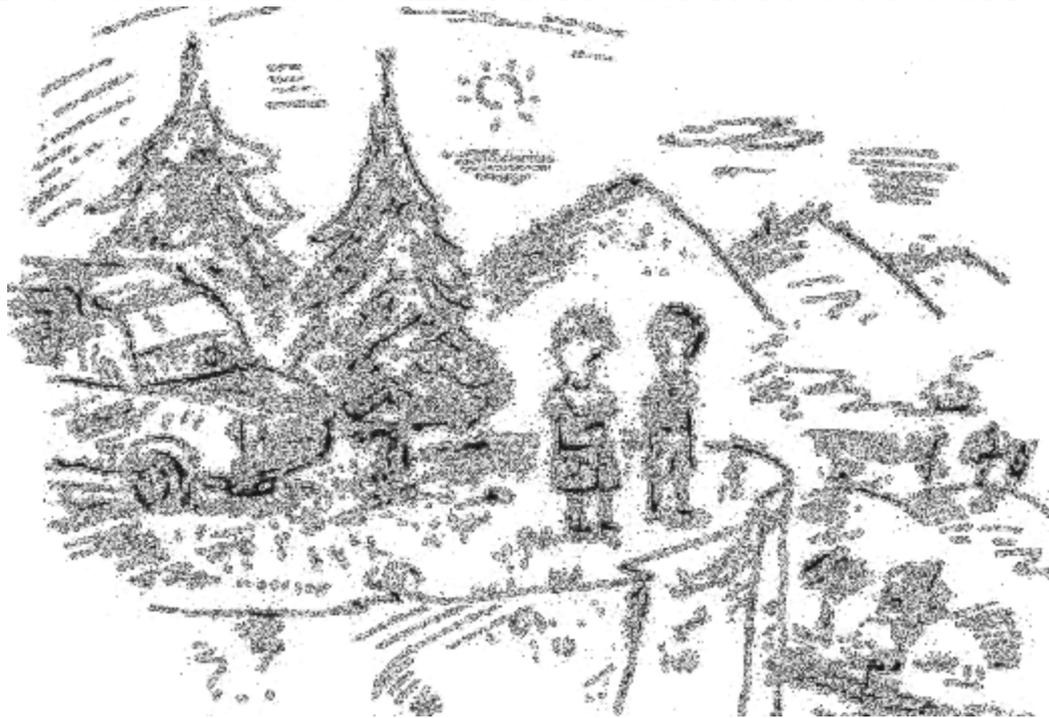


Thinking Like a Marketer to Promote Environmental Change



So this is the famous environment everyone's all hyped up over!

Judy Landers
Academy for Educational Development



Goals for today

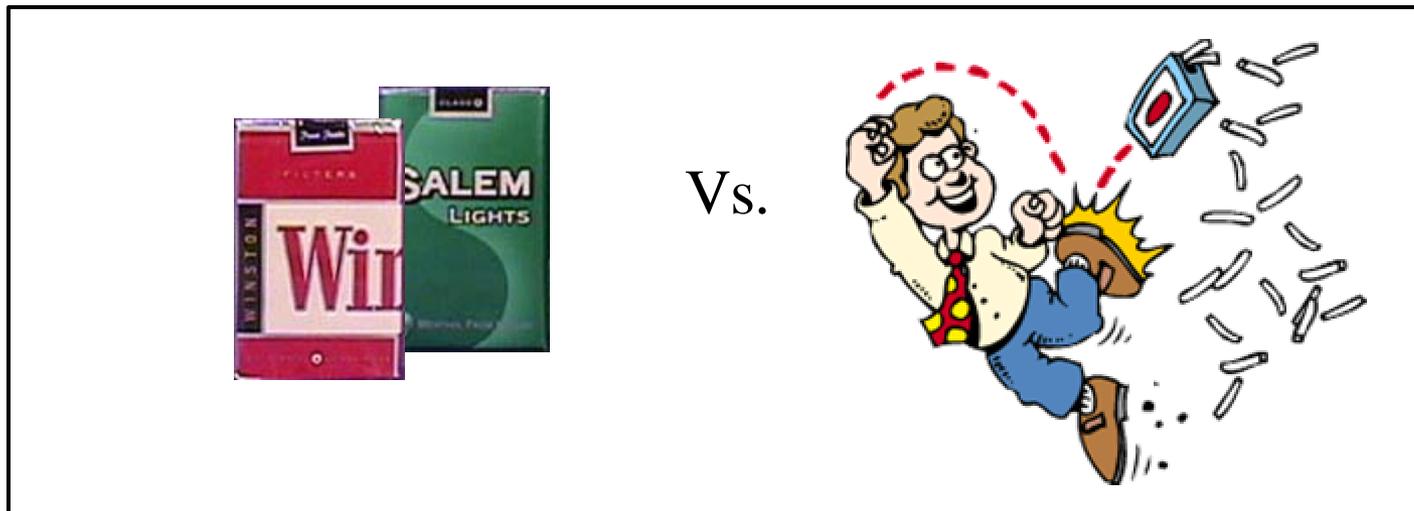
- Learn what Social Marketing is, and isn't (hint: it's not education)
- Think about how you might use it
- Learn what specific stuff you can do to make it effective



What is social marketing?

“Social marketing is the application of marketing technologies developed in the commercial sector to the solution of social problems where the bottom line is behavior change.”

Alan Andreasen, *Marketing Social Change*



Why should you care?

- Cool tool for environmental programs
- Shifts focus from messaging to audience
- Can help improve results
- Makes your job more fun



Works better than prayer alone



“Please let us reduce our garbage and improve our energy efficiency and our water quality. Help us to be eco-wise, and above all, to empower others.”

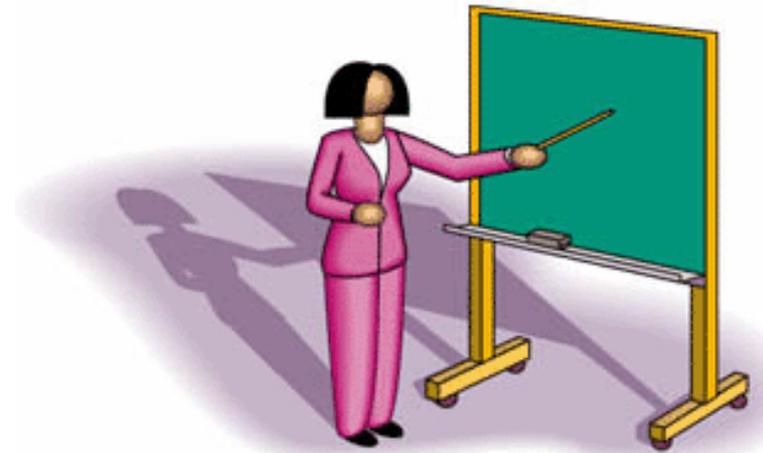
Really Important Concept #1

Social Marketing is not:

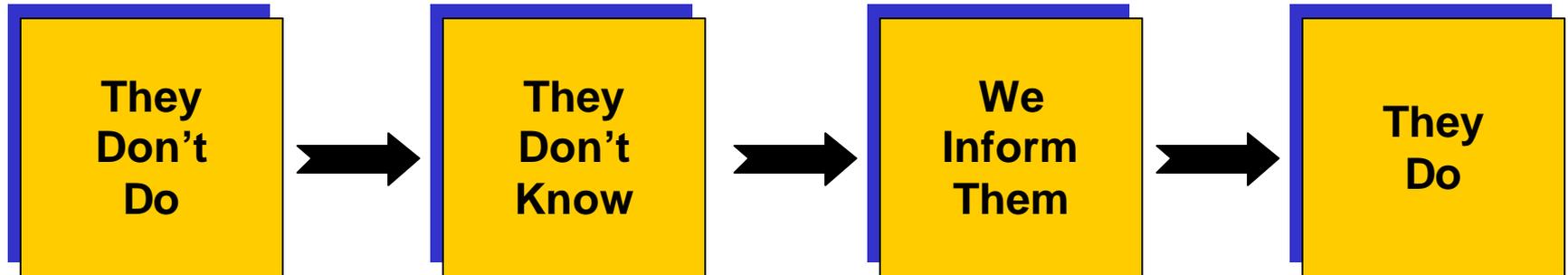
→ Information campaigns

→ Awareness campaigns

→ Education campaigns



Information Model



Information Model



- Assumes missing ingredient is *information*
- Approach hinges on “*what information?*” and “*how do we deliver it?*”
- Leads to a focus on *the message*: “*what can we tell them* that will achieve the desired result?”



Thank you for
driving carefully
through the
village.

WINDMILL
MILLS

Information is not enough!

Health experts tell us we need to exercise 3x per week



Information is not enough!



1983 DARE campaign - drugs and alcohol are dangerous so "just say no."

\$226 million

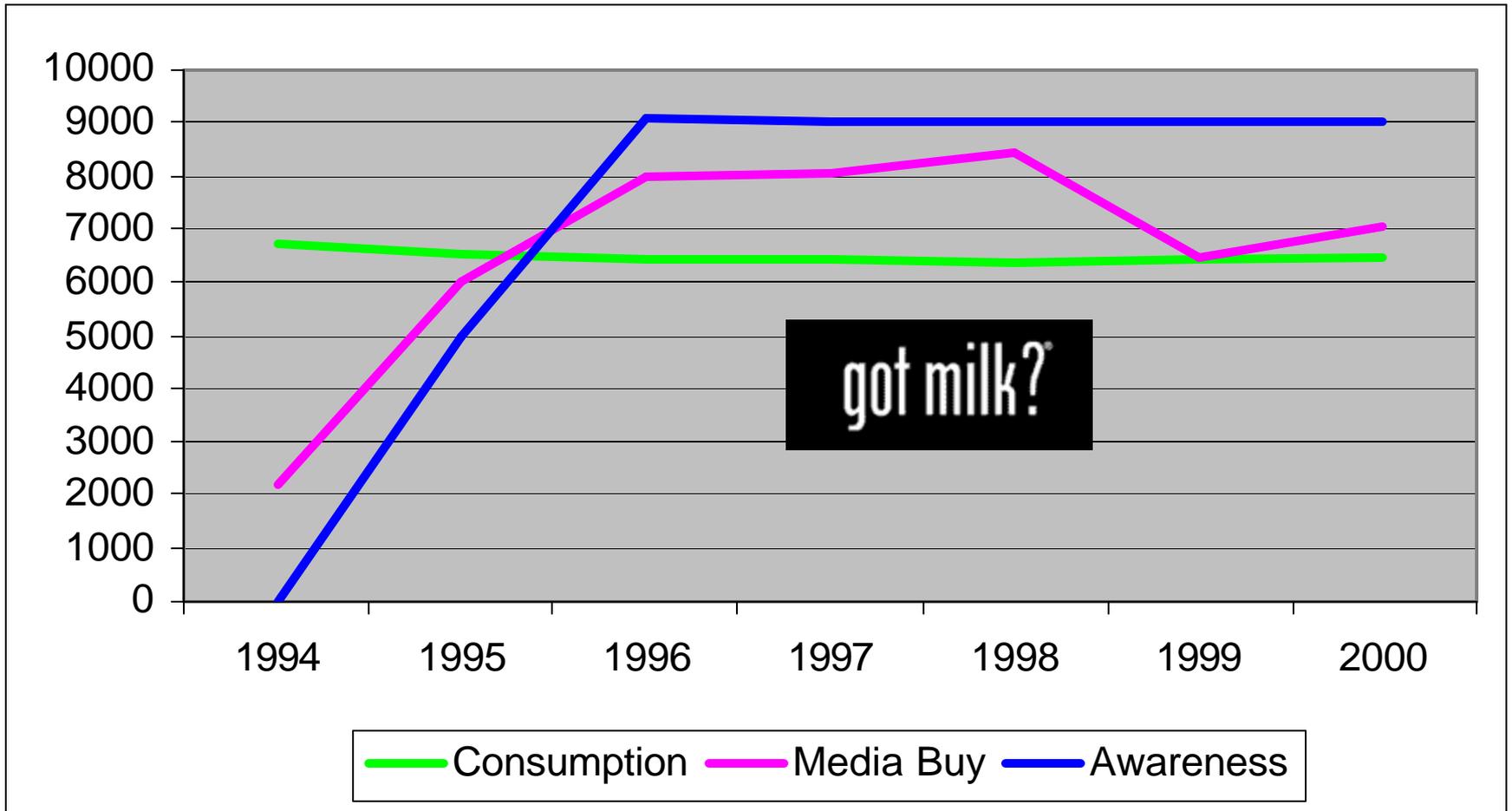
Elementary students just as likely to drink & use drugs

Information is not enough!

Judy and carpooling



Got Behavior Change?



Education is great stuff!

Information/Education Campaigns

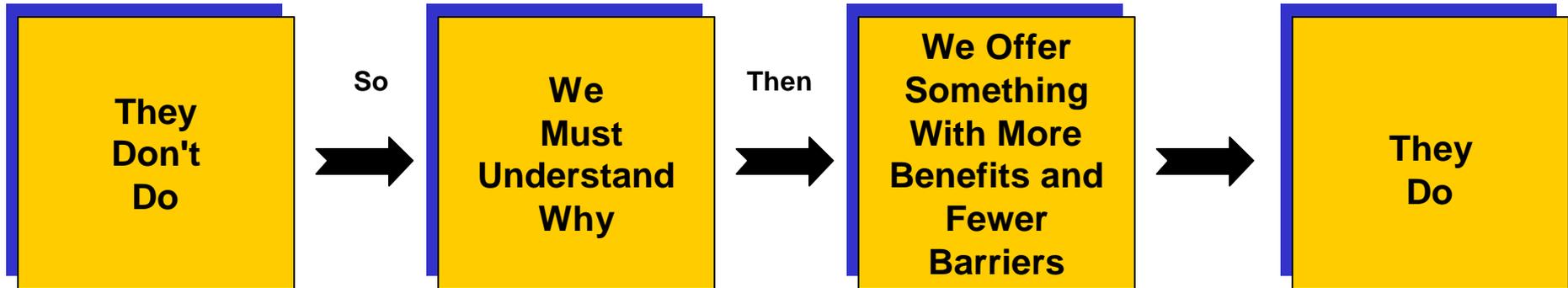
→ Useful or necessary in the when the consumer has no or low awareness or information



Sometimes Education Alone Can Help



Social Marketing Model



Social Marketing Model

Education Model (*starts with message*):

“What can we tell people that will achieve the desired result?”

Social Marketing Model (*starts with audience*):

“*Who must do what differently?*”

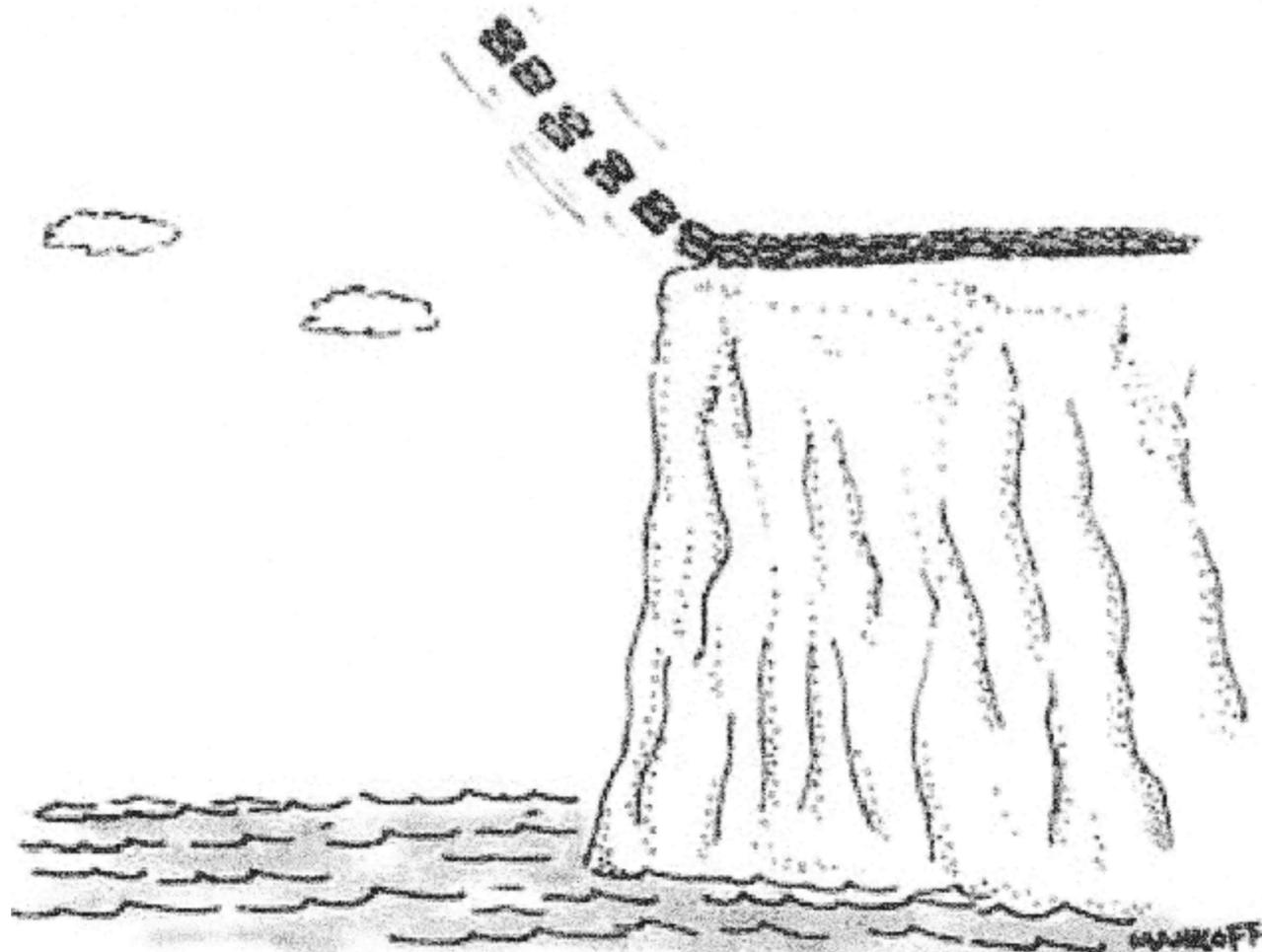
Social Marketing Model

Consumer-centered

“Why doesn’t the consumer do this already?” (barriers)

“What does the consumer want in exchange for doing this?” (benefits)

It's all about **perceived** benefits



WHAT LEMMINGS BELIEVE

benefits & barriers

Internal barriers – lack of awareness, competing concerns, negative perceptions

Internal benefits – pride, meeting social norm

External barriers – lack of infrastructure or tools

External benefits – saving \$

Social Marketing Model

Consumer-centered

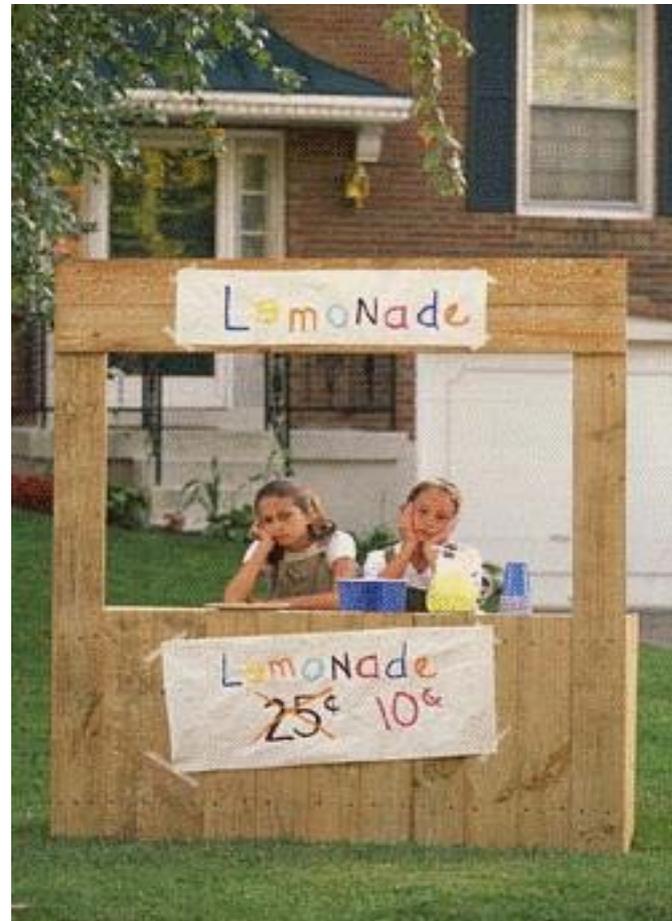
Treats the desired behavior (and its benefit) like a “product”



Really Important Concept #2

Moving beyond messages with The 4 Ps of marketing

- Product
- Place
- Price
- Promotion



The 4 Ps of SOCIAL Marketing

Product - the **behavior AND benefit*** you're trying to sell, e.g.

- Taking public transportation (you get to read)
- Properly disposing of boat waste (other boaters don't think you're a schmuck)

* "the marketing mix"



The 4 Ps of SOCIAL Marketing

Price - the “cost” to the consumer, what the person gives up AND what barriers s/he faces

e.g. time, energy, money, convenience,
a familiar behavior



The 4 Ps of SOCIAL Marketing

Place – where the consumer gets information, AND conducts behavior, e.g.

- Gets info from TV, mail, neighbor, internet
- Conducts behavior at home, marina, public meeting

Also refers to “accessibility”
of behavior to target audience.



The 4 Ps of SOCIAL Marketing

Promotion – your campaign's messages AND channels of communication

- Describe the **action** they are being asked to take
- Acknowledge the **barriers**
- Explain the **benefits**
- Offer **support**



The Big Distinction

Social Marketing Programs

Pay attention to **all 4 Ps**

Information/Education Campaigns

Address only **one of the 4 P's** –
promotion.

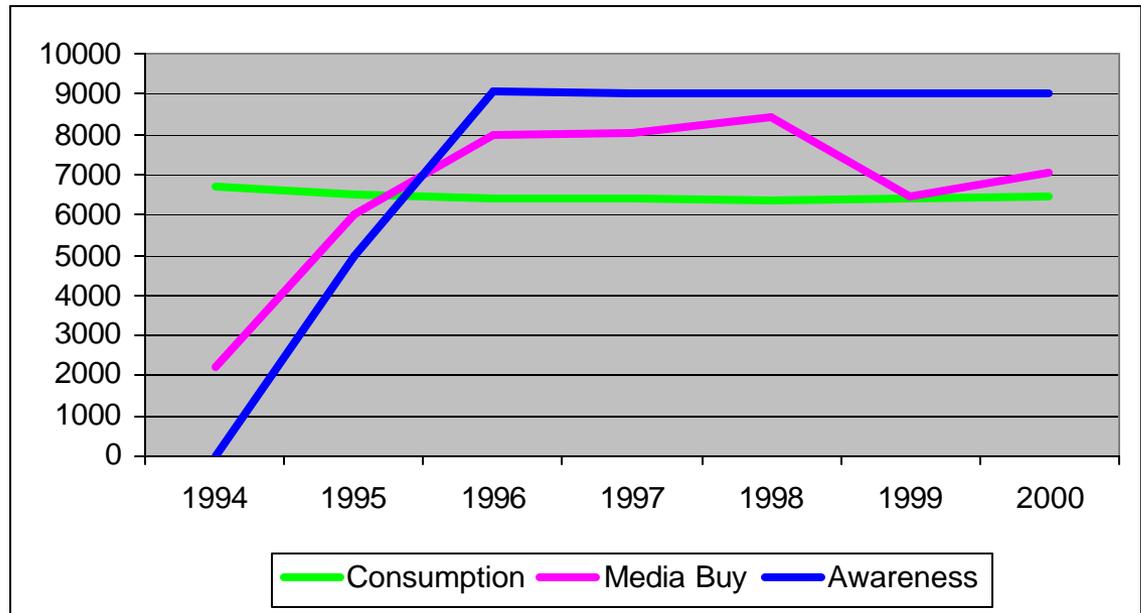
Communication is important, but not enough



“We need to talk.”

“Uh-oh.”

Remember "Got Milk?"



\$300 million later....



Milk campaign accomplishing little

By Philip Brasher
Associated Press Writer

WASHINGTON (AP) -- So where's your mustache? Annie Liebovitz' popular photos of celebrities with milk sloshed on their upper lips are a hit with teenage collectors. But the 4-year-old ad campaign costs consumers nearly 2 cents a gallon -- and it's unclear whether people are drinking more milk.

Government auditors say the federal board responsible for the \$110 million-a-year campaign has produced no evidence that it's increased consumption.

The Agriculture Department's inspector general has recommended suspending it until the board and USDA improve their management of it.

In addition to raising questions about the campaign's effectiveness, the inspector cited "serious concerns" with the board's management structure and contracting procedures. The board failed to file required reports or get USDA's approval for \$127 million in contracts, many of which were given out without competition.

Agriculture Department officials now are reviewing their management of all 12 commodity promotion programs that they oversee. An earlier audit of the Cotton Board cited an array of wasteful expenditures, including a 45-minute fashion show for cotton industry executives that cost \$360,000 to produce.

USDA declined to shut down the milk-mustache program, and the board says it has already addressed many problems cited. If nothing else, the ads have changed milk's "fuddy duddy" image, said board spokeswoman Susan Ruland.

Milk changed 2 P's and increased sales

Product:
Containers
& flavors

Place:
Soft drink coolers





Galliker's Milk
Slim N Trim
0 FAT FREE SKIM MILK
Quart (946 mL)

Galliker's Milk
Reduced Fat Milk
2% MILK FAT • VITAMIN A & D
Per 147 kcal

Orange Creme
Orange Creme
Per 147 kcal

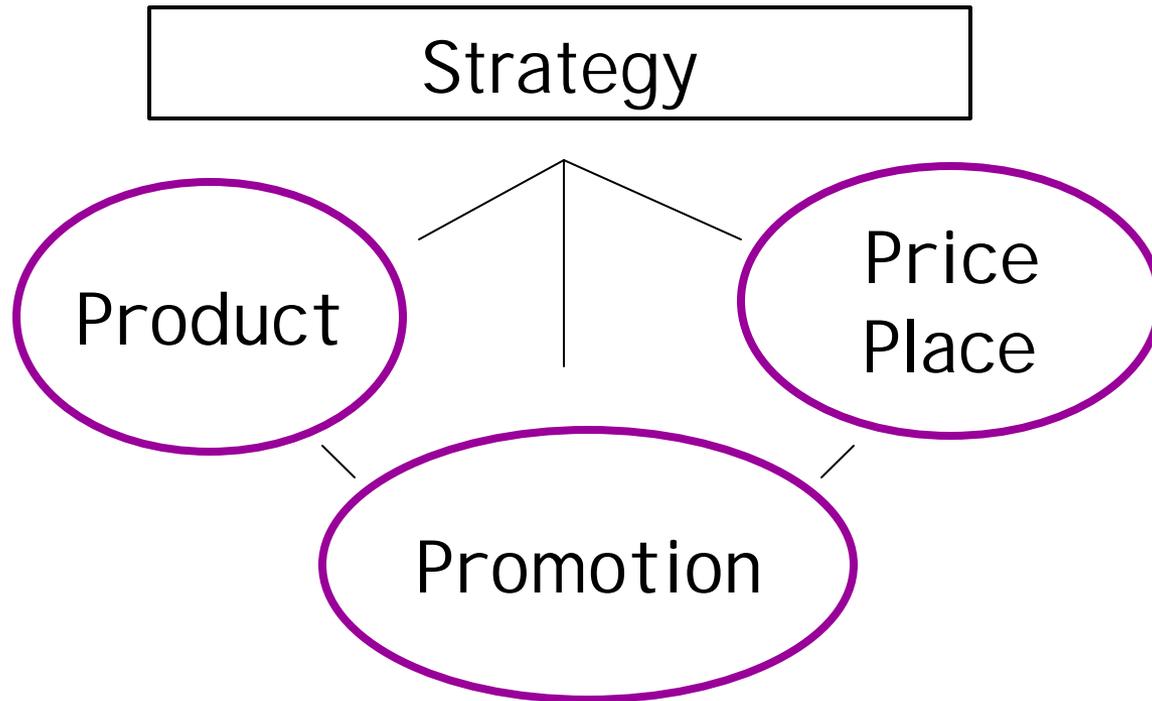
Vanilla
Vanilla
Per 147 kcal

Strawberry
Strawberry
Per 147 kcal

Chocolate
Chocolate
Per 147 kcal

Banana
Banana
Banana Reduced Fat Milk
2% MILK FAT • VITAMIN A & D
Per 147 kcal

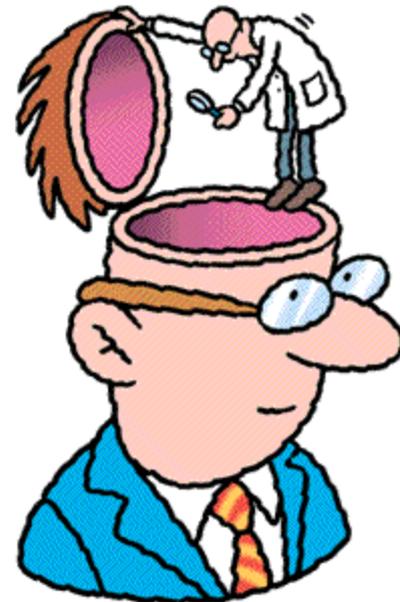
Moving Beyond Messages



Develop a Consumer Mind-Set

(three principles)

- 1) Customers take the desired action only when they believe they will **benefit** from it.
- 2) Audience **research** (listening) aims to understand the audience's needs, wants, values and perceptions.
- 3) Look at the proposed program through the **eyes of the audience**, instead of the organization.



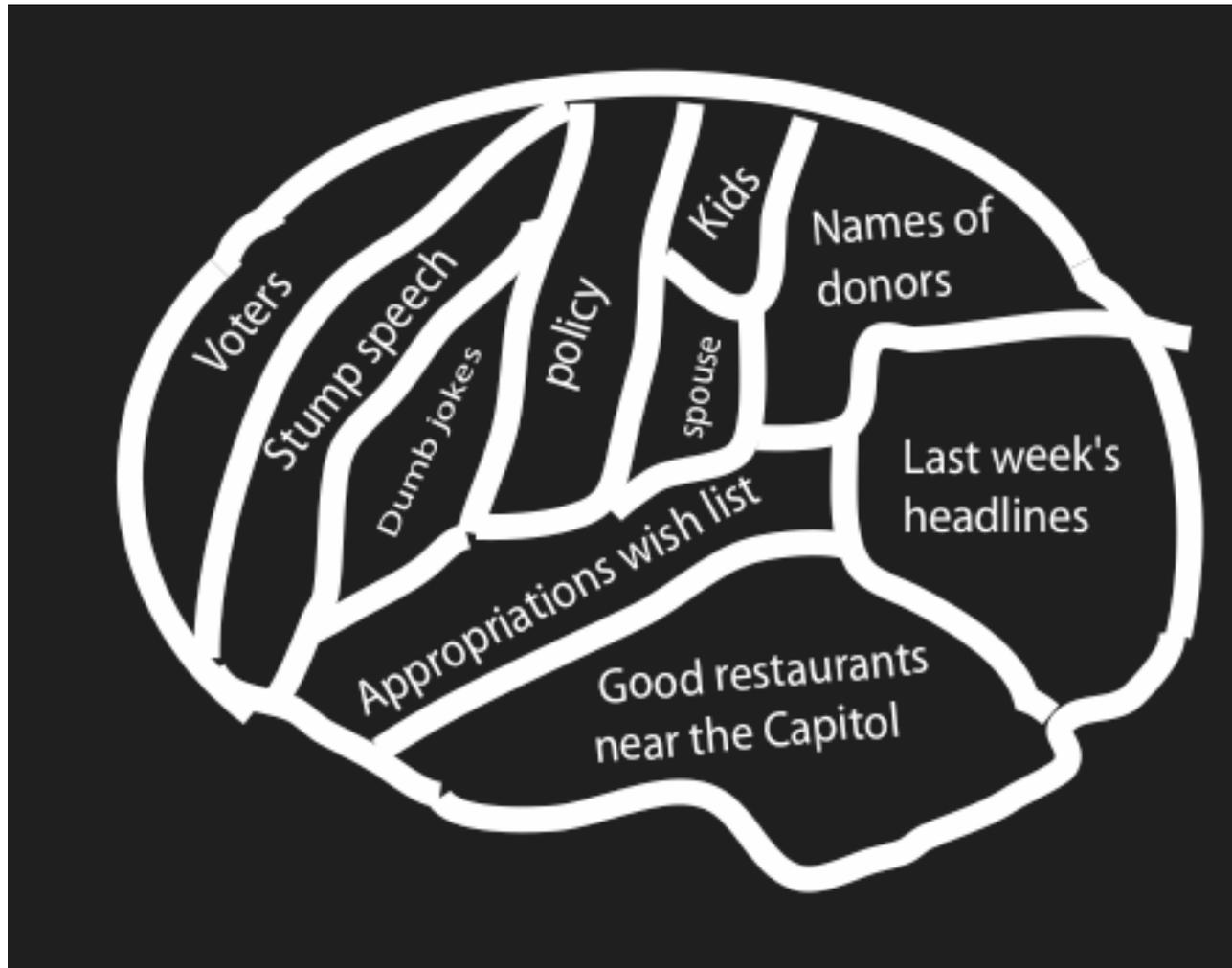
Develop a Consumer Mind-Set

(you know you've developed it when...)

- Your organization focuses on meeting the audience's needs and wants
- You consider all 4 P's
- You use research, not speculation
- You know that customers come in segments
- You remember that competition is everywhere



Mindshare is hard to come by



e.g., politician's brain

Use research to understand:

- Their wants, needs and aspirations
- Their perceptions of the **behaviors** or products (i.e. benefits and barriers)
- Communication channels and influencers



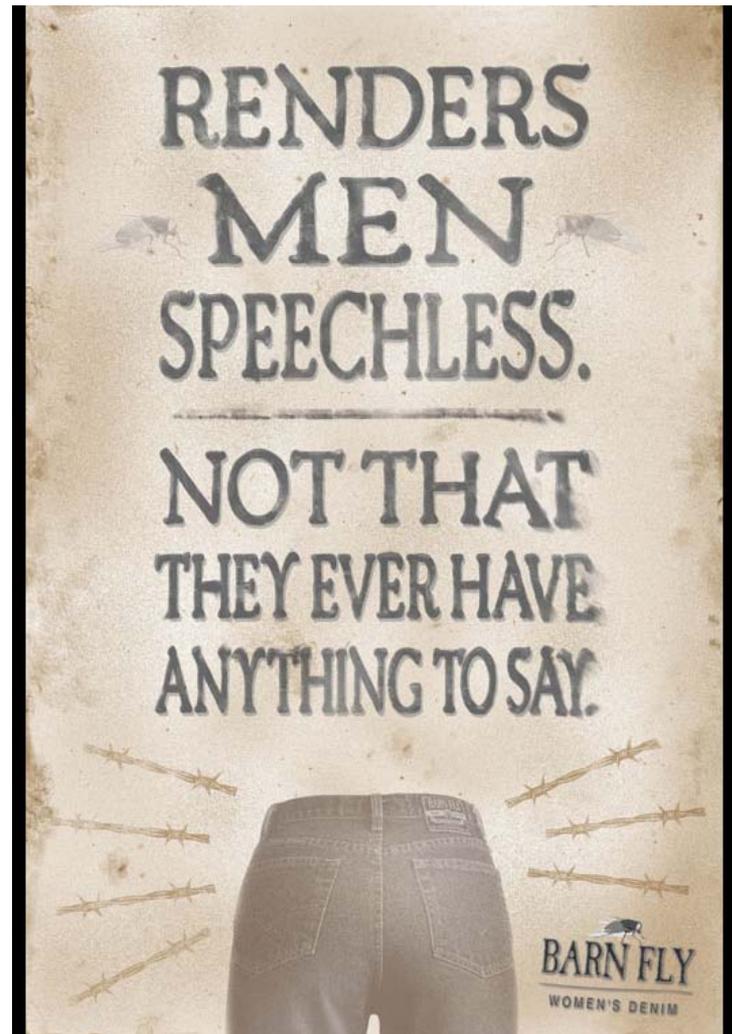
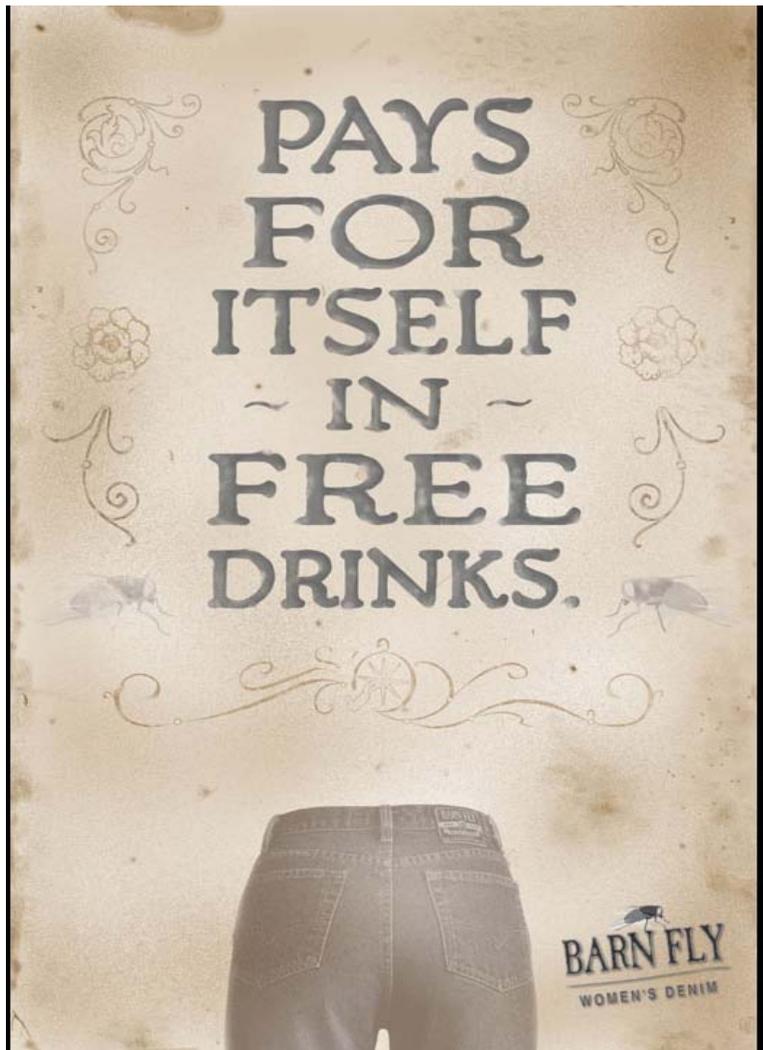
“it’s the right thing to do” may not
be sufficiently motivating



“But Walter, what if everybody felt an obligation to his or her conscience?”



Audience? Action? Why do it?



Audience? Action? Why do it?



NIKE Benefits

(more than just “cool”)

- Vitality / fitness / health
- Image
- Adventure / excitement
- Accomplishment
- Confidence



Audience?
Action?
Why do it?



Love seat.

Until your child is at least eight years old or over 4-feet 9-inches tall, use a real love seat—a booster seat or child safety seat. A booster seat is needed once your child has outgrown his or her safety seat.

A booster seat raises a child up so the seat belt fits, preventing the child from being thrown from the car in a crash.

To learn more, go to www.buckleupamerica.org.

Parents protecting children
with child safety seats.



Eat Your Vegetables.

A lesson from your parents on social marketing



Your Mom's Campaign: "Eat Your Vegetables"

Audience: Kids everywhere

Goal: Balanced diet

Client: Parents everywhere

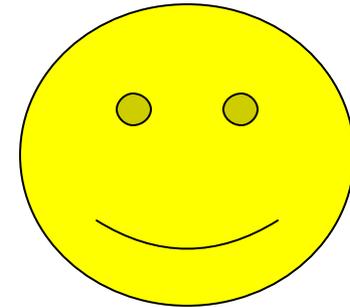
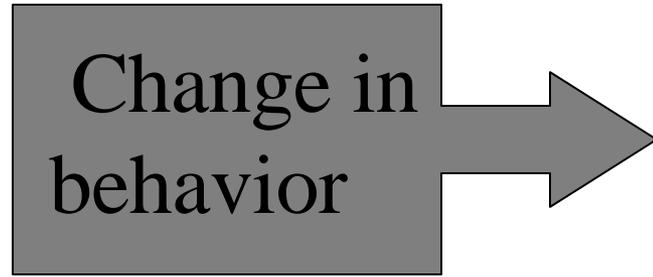
Creative Director: Your mother

Creative Strategy: "Because it's
good for you"

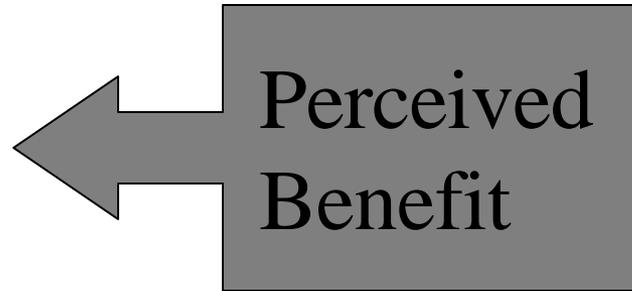




Consumer



Marketer



Really Important Concept #3

Marketing is about an exchange

What's the exchange?

Examples:



- Get dessert
- Avoid wrath of parent
- Get some yummy Velveeta on that broccoli



Our challenge

Figure out what our audience wants
(research) & what can we give them.



Really Important Concept # 4



Frame your offer using the audience's point of view

What in it
for the
audience?



Worried about traffic?

8 TIPS FOR EXPERIENCED DRIVERS

They're rude.
They're impatient.
They're going too
fast. And they're
right behind you.
Now, you can do
something to avoid
the driving — and
the drivers — you
worry about most.

If you are interested in more ways to take control of today's road, visit the web at www.driveexperienced.org or call your local ASA affiliate.

1. **Plan ahead.** As the traffic gets tougher, drivers are spending more times planning even short trips.
2. **Share the driving.** Riding with friends, or even new acquaintances, is a great way to connect with people as you travel to something you both do together.
3. **Avoid dusk or dawn.** Just after sunrise or just before sunset, signs, bikes and pedestrians are difficult to see. For a clearer view, drive during the day.
4. **Drive when the roads are clear.** Driving during rush hour? Forget it. Who wants to battle the commuters snarling traffic 7 a.m. to 9 a.m. and 4 p.m. to 6 p.m.?
5. **Take the familiar route — especially at night.** Finding your way as you battle traffic sets you up for a crash. If it you are unfamiliar with a road or destination, consider making a trial run during daylight.
6. **Avoid busy or high-speed roads.** Seems simple, but a lot of people don't think to avoid the most dangerous roads, especially those jammed with traffic.
7. **Check if your medications affect driving.** Medicines can cause symptoms like drowsiness, slowing a driver's ability to steer clear or problems. Check with your doctor if you should let someone else take the wheel when you are taking certain drugs.
8. **Forget driving. Take a train, bus or taxi.** Consider alternatives to tackling the traffic single handedly. Mass transit is improving in many areas. And some communities provide van services free of charge or for a small fee.



DRIVING EXPERIENCED

Take control.

HITS HIM BELOW THE BELT



After too many, he'll offer much less. The facts of MIT life, based on experience — like the, um, lame side of wasted guys (5+ drinks). Find it in the MIT Tip Book: How to hold your alcohol, find condoms (fast), escape a roommate, avoid the freshman 15 and more. Written by MIT students for MIT students.

The Book of MIT Survival Tips.
What you really need to know.

SEQUEL

Audience? Action? Why do it?

Really Important Concept #5



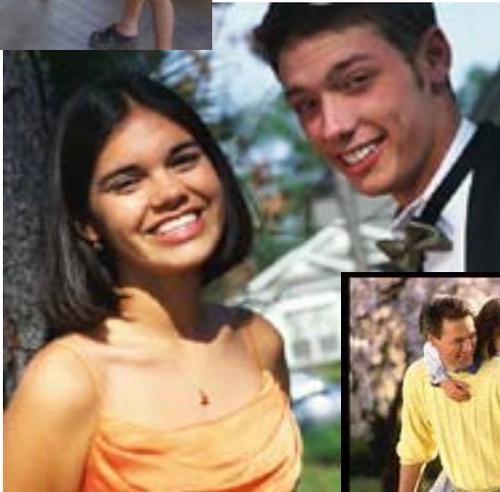
Eat Your
Veas →

← Ice Cream
will follow.



→ Do your
homework

← Mom will
shut up



→ Be nice to
the date

← Kiss
will follow.



→ Wear your
seatbelt

← You won't
get a ticket

Make behavior
FUN (Perceived consequences)
EASY (Self-efficacy)
&
POPULAR
(Social norms)

Fun, Easy, Popular

Fun—Perceived Consequences: People must believe that the consequences of their behavior are both real and rewarding.



→ Behavioral Prediction—*W. Smith

Fun, Easy, Popular

Easy—Self-Efficacy: People must feel they can easily accomplish what is expected of them and are capable of doing what is expected.

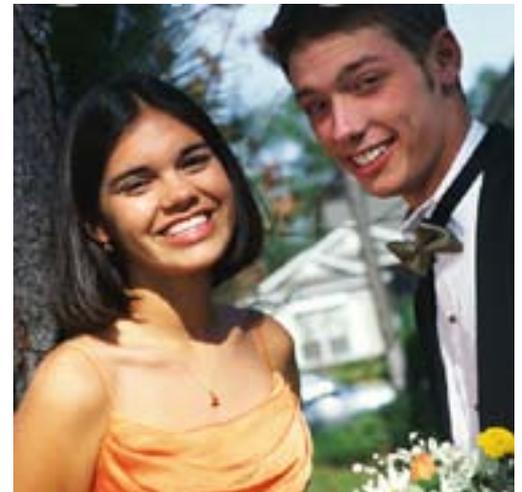
→ Behavioral Prediction—*W. Smith



Fun, Easy, Popular

Popular—Social Norms: People must feel that the requested behavior is something that others—people they care about—would want them to do.

Behavioral Prediction—*W. Smith



?? Pop Quiz ??

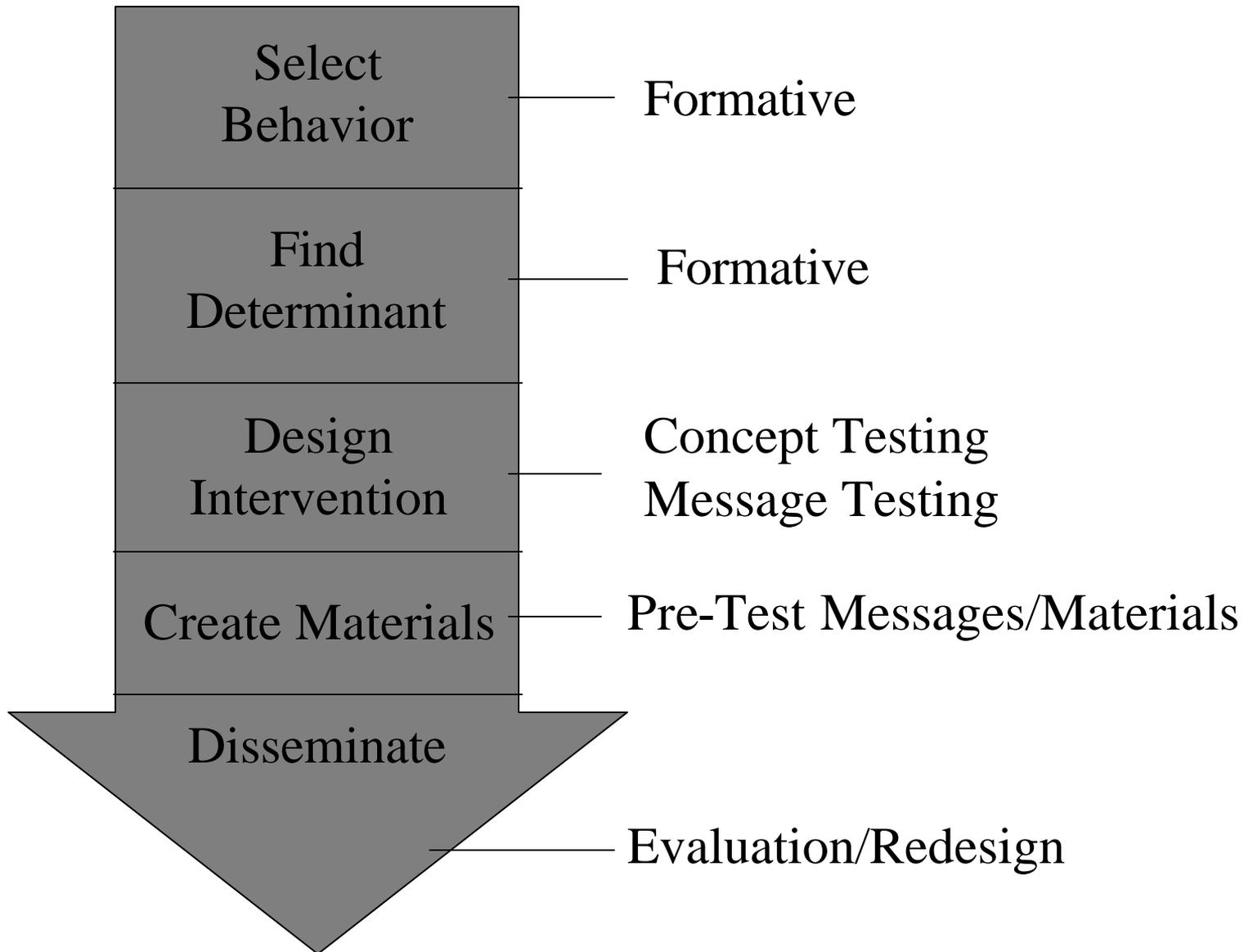
To change my behavior, you'll need to:

- a) Teach me about what's right
- b) Be really, really nice
- c) Offer me something in exchange
- d) Create lots of informational brochures
- e) Beg

Market Research: Using Evidence to Make Decisions



Different Stages, Different Research



Three general steps in formative research

Goal is to uncover barriers and benefits

- Literature review (e.g. Web)
- Qualitative (focus groups, interviews)
- Quantitative (also allows pre/post comparison)

Literature Searches



“First they do an on-line search.”

Qualitative vs. Quantitative

Qualitative

- Provides depth
- Asks “why?”
- Studies motivation
- Subjective
- Exploratory
- Provides insights
- Interprets

Quantitative

- Measures occurrence
- Asks “how many?”
- Studies action
- Objective
- Definitive
- Measures levels
- Descriptive/Scientific

Source: Debus, Mary. A Handbook for Excellence in Focus Group Research.

Research Options



Cheap &
Easy

PRIMARY

- Focus groups
- Individual interviews
- Small or large surveys
- Key informant interviews
- Program activity data

SECONDARY

- Academic literature
- Web sites
- Census data
- State government
- Polling (universities, repositories, etc)
- Media reports

Formative research is conducted for the purpose of developing (forming) communications strategies. (Dubus, 1998)

Focus Groups (Qualitative)



Don'ts

- Don't quantify the results.
- Don't take comments at face value.
- Don't use as creative team or expert panel.

Do's

- Try to understand the "why"
- Probe, dig, push for honesty.
- Look for general themes

Observation

(Quantitative or Qualitative)

Observe the behavioral patterns of the target audience

Count the behavior - frequency

Calculate time spent considering/doing the behavior

Evaluate interaction with "sales staff"

Evaluate completion of the behavior



Survey research



“I’m undecided, but that doesn’t mean I’m apathetic or uninformed.”

Surveys (Quantitative)

Criteria for evaluation	Personal Interview	Phone	Mail	Internet
Cost	High	Medium	Low	Low
Control	High	Medium	Low	Low
Response Rate	High	Medium	Low	Low
Potential for interviewer bias	High	Medium	Low	Low
Time to obtain data	Long	Short	Long	Short
Flexibility	High	Medium	Low	Medium
Nonresponse bias	Low	Low	High	High

Source: Winer, Russell, *Marketing Management*

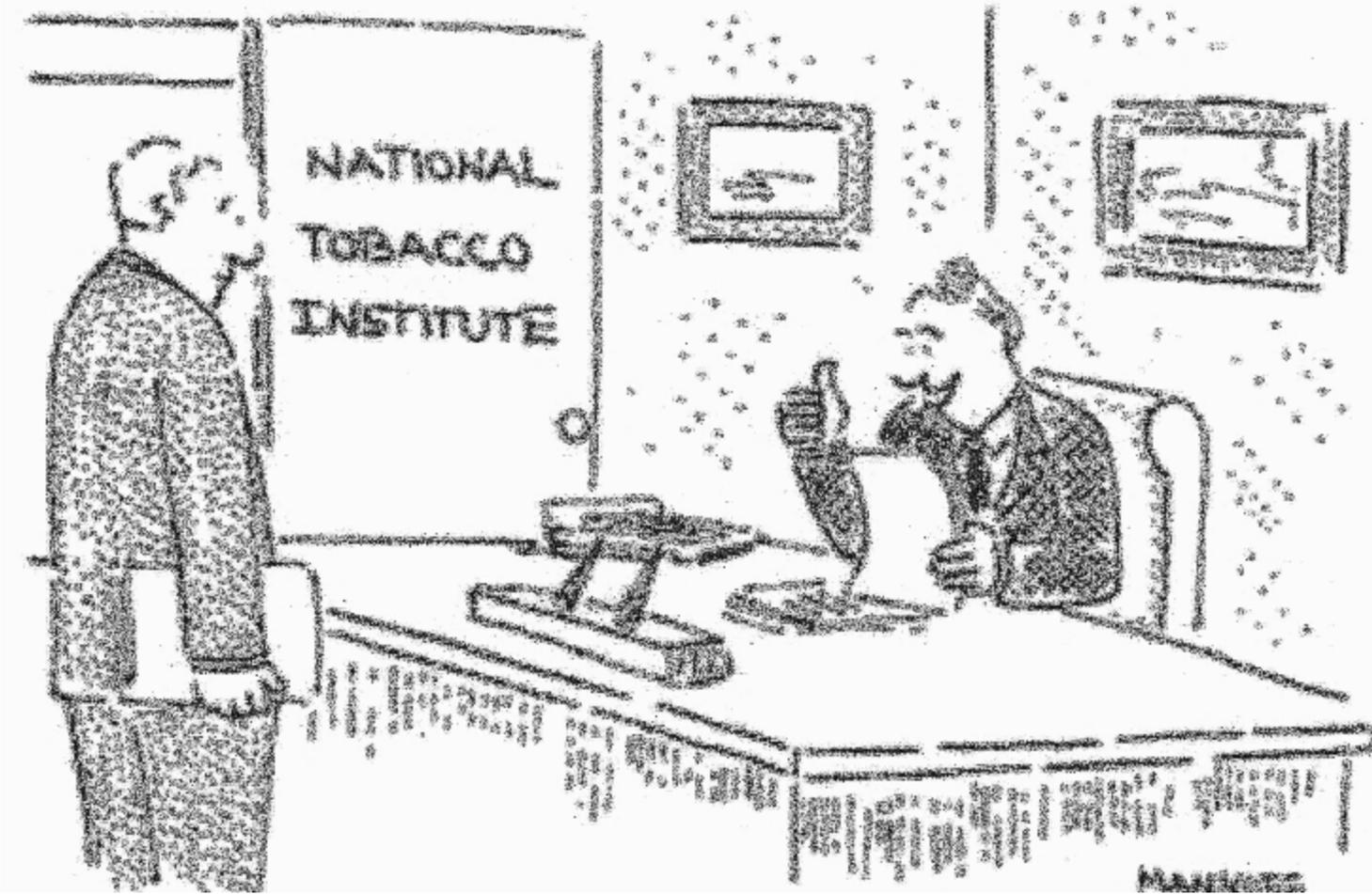
The Importance of Evaluation



Learn from your mistakes

Social Marketing Case Study

Getting kids to stop (or not start) smoking



“I love it – ‘people of smoke’ instead of ‘smokers’!”

What were kids perceptions? Research said:



- Yup, I know it could kill me ...
- ... like, when I'm really old, like 30
- Yea, I've seen the anti-smoking ads - they're lame ... "makes me want to smoke."

Teen smoking rises

Looking at smoking from the audience's point of view

Allure of smoking

- Brand identity (cool, hip)
- Independence (rebellion)
- Individuality
- Nicotine high
- Relieves stress

Allure of non-smoking

- Healthy
- Keeps some adults happy



Offering an Exchange



Allure of smoking

- Brand identity (cool, hip)
- Independence (rebellion)
- Individuality
- Nicotine high
- Relieves stress

Undermine benefits
(overcome barriers
to non-smoking)

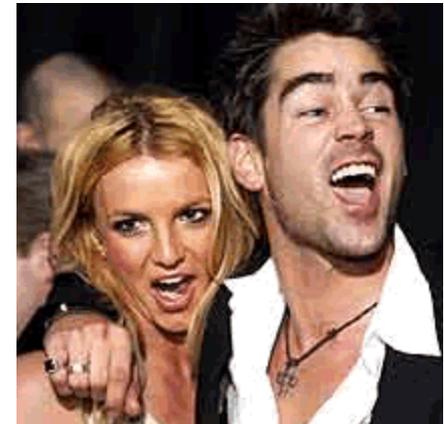
Allure of non-smoking

- Healthy
- Keeps some adults happy

Add benefits

TRUTH Campaign

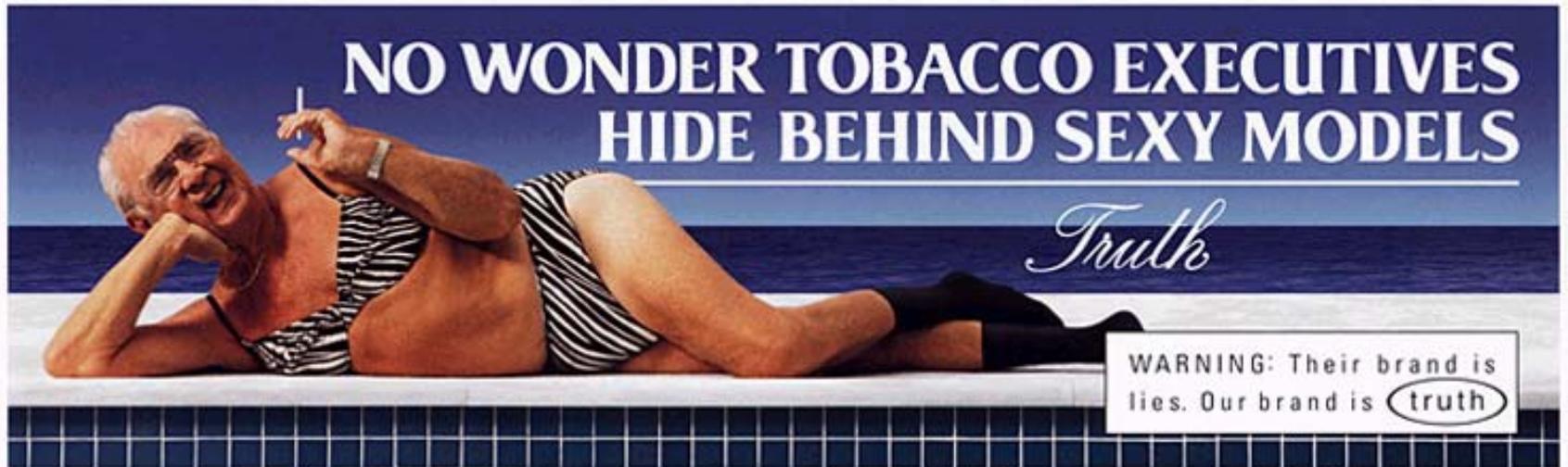
- Teens want independence, a sense of self-control, a voice, and connection to a group
- Teens don't want to be manipulated, lied to, jerked around, told what to do



Campaign Concept

- Reposition smoking and not smoking
- New Offer: Be a rebellious non-smoker. Stick it to Big Tobacco (lying old rich guys) who are playing you for suckers.





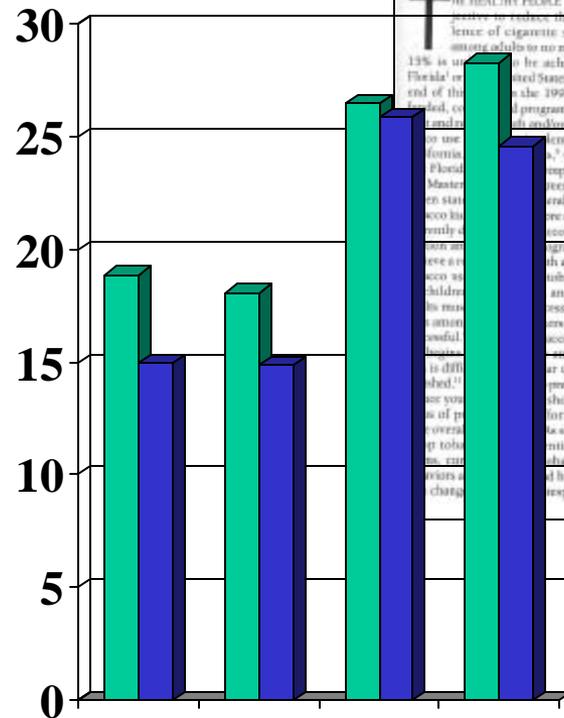
The approach:

Tap into natural teen rebellion by creating a hip, youth *anti-tobacco* brand.

truth

Behavior Change (after one year)

- 19% decline in cigarette use among middle school kids
- 8% decline in cigarette use among high school kids



Source: FYTS,
1998 & 1999.
(n=22,000)

ORIGINAL CONTRIBUTION

truth

Changes in Youth Cigarette Use and Intentions Following Implementation of a Tobacco Control Program

Findings From the Florida Youth Tobacco Survey, 1998-2000

Ursula E. Bauer, PhD
Tammie M. Johnson, MPH
Richard S. Hopkins, MD, MSPH
Robert C. Brooks, MD

Context Many states are developing tobacco use prevention and reduction programs, and current data on tobacco use behaviors and how these change over time in response to program activities are needed for program design, implementation, and evaluation.

Objectives To assess changes in youth cigarette use and intentions following implementation of the Florida Pilot Program on Tobacco Control.

Design, Setting, and Participants Self-administered survey conducted prior to program implementation (1998), and 1 and 2 years (1999, 2000) later among a sample of Florida public middle school and high school students who were classified as never users, experimenters, current users, and former users of cigarettes based on survey responses.

Main Outcome Measures Changes in cigarette use status, intentions, and behaviors among students over a 2-year period.

Results Surveys were completed by 22,940, 20,976, and 23,748 students attending 255, 242, and 243 Florida public middle and high schools in 1998, 1999 and 2000, respectively. Response rates for the 3 survey years ranged from 80% to 82% and 72% to 82% for the middle school and high school surveys, respectively. After 2 years, current cigarette use dropped from 18.5% to 11.1% ($P < .001$) among middle school students and from 27.4% to 22.6% ($P < .01$) among high school students. Prevalence of never use increased from 56.4% to 69.3% ($P < .001$) and from 31.9% to 43.1% ($P < .001$) among middle school and high school students, respectively. Prevalence of experimenting decreased among middle school and high school students from 21.4% to 16.2% ($P < .001$) and from 32.4% to 28.2% ($P < .001$), respectively. Among never users, the percentage of committed nonsmokers increased from 67.4% to 76.9% ($P < .001$) and from 73.7% to 79.2% ($P < .001$) among middle school and high school students, respectively. Among experimenters, the percentage of students who said they will not smoke again increased from 30.4% to 42.0% ($P < .001$) in middle school and from 44.4% to 51.0% ($P < .001$) in high school.

Conclusions Program-based reduction of youth tobacco use was observed in each of the 2 years of Florida's Pilot Program on Tobacco Control. Our results suggest that program use be effective in preventing and reducing youth

ing multiple approaches to youth tobacco use prevention and reduction, can be successful.

Author Affiliations: Florida Department of Health, Tallahassee.
Corresponding Author and Reprints: Ursula E. Bauer, PhD, Florida Department of Health—OSCC, 622 East Cypress Way, Box 4 A-12, Tallahassee, FL 32309. (E-mail: ursula_bauer@dhc.state.fl.us)

Behavior Change (after two years, 1998-2000)

- Cigarette use declined 54%, middle school
- Cigarette use declined 24%, high school
- 79,760 fewer Florida youth smokers
- 26,320 fewer premature deaths

OK, but can SM work in environmental programs?



Chesapeake Club

A non-point source pollution campaign





Chesapeake Bay Program Previous efforts

- Nutrient Pollution impacting Bay
- NPS pollution efforts – industrial sources, agriculture, sewage treatment
- Public – the “next frontier”





Our Charge from Chesapeake Bay Program

- Engage the public to reduce personal contribution to non-point source nutrient pollution
- Broadly raise public awareness about personal impacts on the Bay



Our Approach

1) "Formative" research to identify potential behaviors

- Talked with experts
- Researched literature re: Bay and NPS pollution
- Phone survey of 600 DC homeowners (re: concern, knowledge and behaviors)



Our Approach

2) Select behavior (singular)

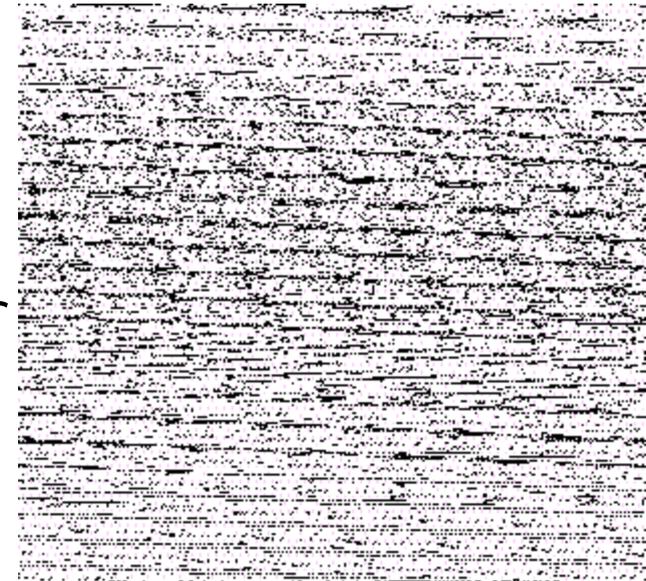
- Convened experts to help select behavior* (we find best behavior and elicit "buy in")
- Wanted behavior that would be effective AND one that we could reinforce (public)
- Selected "fertilize in fall if at all" (less rain + less eco-impact)





Our Approach

- Non-preachy messages
- Humor to get attention and recall
- Target DC area homeowners
- Multiple channels of messaging (paid media, earned media, partnerships)
- Social norms as major reinforcer (plus "saving the seafood")



Our Campaign

**SAVE THE CRABS
THEN EAT 'EM.**

© 2005 CHESAPEAKE CLUB WWW.CHEAPEAKECLUB.ORG





Our Campaign

Product:

- Fertilize in fall if at all OR order the Chesapeake Club option from partner lawn service
- Be in the "club" - do what other people like me do (social norm)
- Make sure my seafood keeps coming
- A "healthy" lawn





Our Campaign

Price:

- Change my familiar spring ritual
- Fear that my lawn won't look as good



**SAVE THE CRABS
THEN EAT 'EM.**



Our Campaign

Place:

- Behavior takes place at home, but outdoors (public)
- Ads ran on TV during morning and late night news, and Saturday news programs
- Washington Post ads and Union Station kiosks (suburban commuters)
- Partnerships - lawn services/restaurants



**SAVE THE CRABS
THEN EAT 'EM.**



Our Campaign

Promotion:

- Spoofed the old "save the whales" type message
- Introduced an element of self-interest
- Sell a "healthy" lawn as opposed to a "green" one



**SAVE THE CRABS
THEN EAT 'EM.**



Our Campaign

Promotion (cont'd):

- Media Buy

TV ads – three :30 ads + one :15 ad

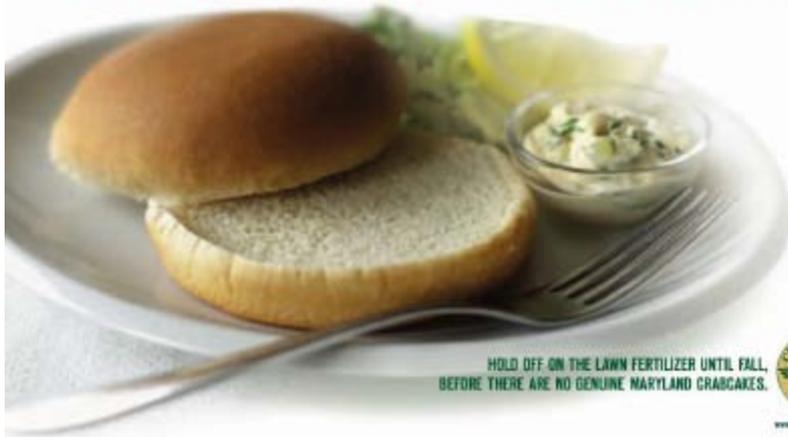
Washington Post & Post Express

Union Station



Our Campaign

**PROTECT THE
CRABCAKE POPULATION**



HOLD OFF ON THE LAWN FERTILIZER UNTIL FALL,
BEFORE THERE ARE NO GENUINE MARYLAND CRABCAKES.



www.ChesapeakeClub.org



**IS THE GRASS REALLY GREENER IF ALL
OF THE BLUE CRABS ARE GONE?**

SPRING RAINS CARRY EXCESS FERTILIZER TO THE BAY,
WHERE BLUE CRABS ARE RAPIDLY DISAPPEARING.



www.ChesapeakeClub.org

Our Campaign

Promotion (cont'd)

- Earned Media
 - launch with Chefs & proclamation
 - stories about weird partnerships
 - stories about new type of enviro campaign
 - eight newspaper articles



Our Campaign



Our Campaign

Promotion (cont'd):

- Partnerships
 - lawn services marketed lawn option (in return for us marketing them)
 - restaurants used our free drink coasters and wait staff were equipped to answer questions)



Our Campaign



Our Campaign



Our Campaign

Promotion (cont'd):

- Web Site
 - TV and print ads drove people to site
 - info on “healthy” lawn care
 - fun Bay stuff to do
 - recipes
 - partner lawn care co's and restaurants



Our Campaign



CHESAPEAKE CLUB

Get in touch with your inner Chesapeake

Welcome

The Backyard

- [Entertaining](#)
- [Home Improvement](#)
- [Yard Care](#)
- [Lawn Services](#)

The Food

- [Recipes](#)
- [Restaurants](#)

The Lifestyle

- [Day Trips](#)
- [Romantic Spots](#)

Chesapeake Bay

- [About the Bay](#)
- [blah blah](#)
- [blah blah](#)



HOME

ENTERTAINING ←

See tips on creating the perfect Chesapeake cookout or dinner party.

HOME IMPROVEMENT ←

Create the Chesapeake homestead – a place in touch with the neighborhood and the watershed.

YARD CARE ←

Develop and maintain a healthy Chesapeake yard without becoming a fertilizer dumper.

LAWN SERVICES ←

Find lawn care professionals who offer the Chesapeake Club Standard – a standard of yard care designed specifically for the grasses, soils, and growing seasons of our watershed.



FOOD

RECIPES ←

Taste the Chesapeake with recipes from area chefs using regional ingredients.

RESTAURANTS ←

Find restaurants & bars that have joined the Chesapeake Club to protect the food they serve.

CHESAPEAKE BAY

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Donec venenatis neque a nibh. Fusce lorem. Nunc diam. Aenean dui odio, porttitor auctor, varius in, faucibus eu, purus. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Maecenas quam massa, vehicula volutpat, condimentum ut, scelerisque sed, wisi. Sed volutpat quam ac metus.



LIFE

DAY TRIPS ←

Take a day trip to the Bay from Washington and its suburbs.

ROMANTIC SPOTS ←

The 10 most romantic Chesapeake locales within 90 minutes of Washington.



Campaign Results

1) Raised awareness

72% reported seeing the campaign about lawn care and could identify (unprompted) at least one of the themes of the campaign (fertilizer harms Bay, wait til fall to fertlize)



Campaign Results

2) Established Brand

44% -- were able to recall the Chesapeake Club brand, and/or the "Save the crabs, then eat 'em" tagline in an aided awareness question.



Campaign Results

3) Impacted Behavior

Of those who had been exposed to the campaign, **38%** had used or planned to use fertilizer that spring...

While **43%** of those NOT exposed to the campaign had used or planned to use fertilizer that spring

**SAVE THE CRABS
THEN EAT 'EM.**



Campaign Results

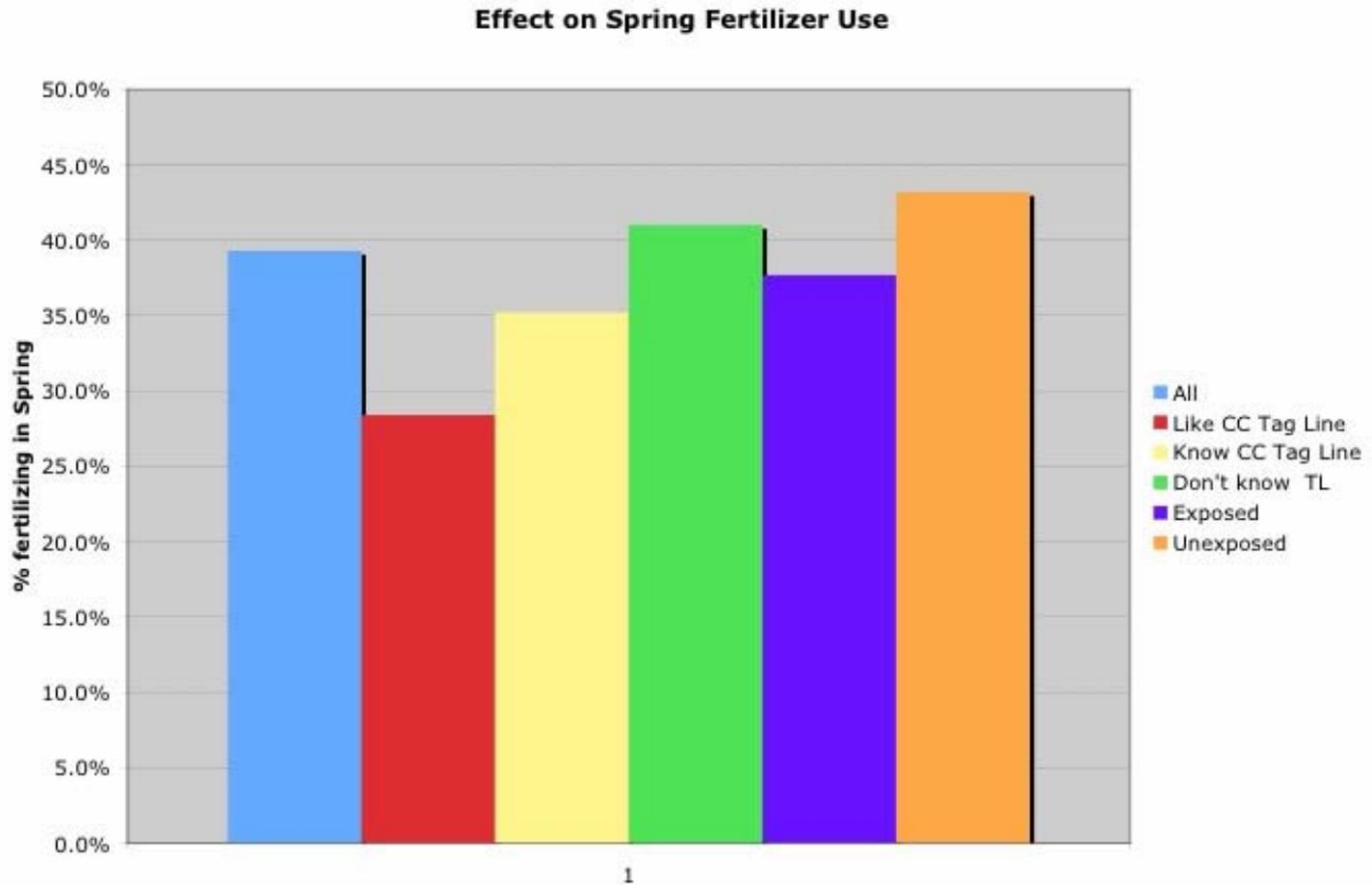
3) Impacted Behavior

The # of respondents who planned not to fertilize at all doubled from **15%** in the pre-campaign survey, to **34%** in the post-survey.

**SAVE THE CRABS
THEN EAT 'EM.**



Campaign Results



Future of Campaign

EPA will fund for 06/07

Lessons learned:

- People responded to message style (e.g. T-shirts)
- Need strong incentives to visit web site
- Work with partners (lawn) EARLY to maximize value to both



Recap: Top five lessons so far

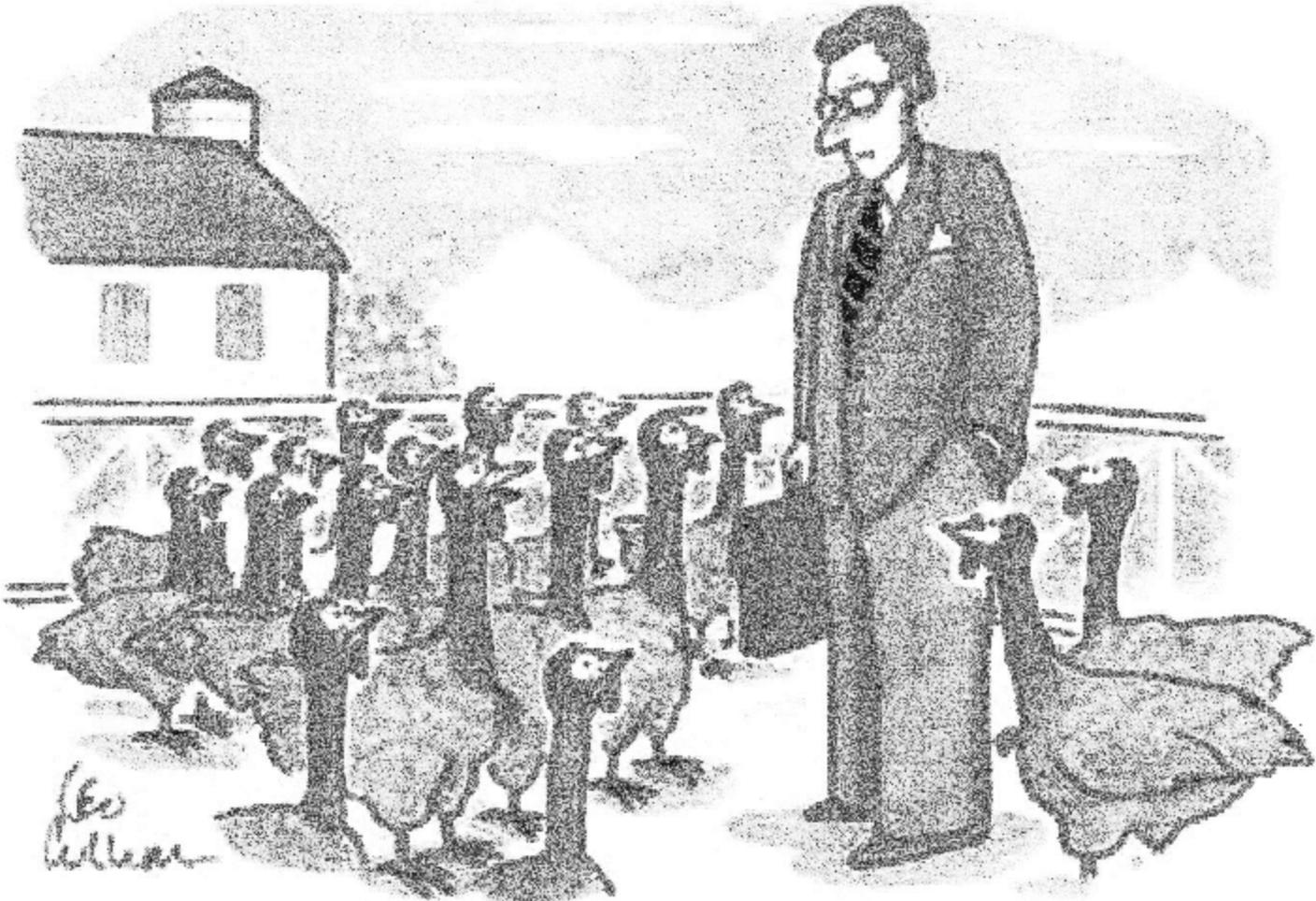
5. Most people are like your spouse or dog: They won't change unless you offer them **something in return**.
4. Marketers appeal to the audience's **point of view**. This is why we don't use the slogan: "Help our program succeed. Plant a buffer strip."
3. People change behavior for the same reason your kids like to eat at McDonalds. It is **fun, easy** and **popular**.
2. Behavior change often takes **more than a message**. When's the last time your spouse or child did what you asked them to do...the first time you asked?

And the #1 Lesson So Far

1. Awareness is not a behavior.

But staying awake is. (Just checking).

Some lessons from Behavioral Science



“We’d like to promote the concept of a non-traditional Thanksgiving.”

Behavioral Science

→ Explains the process by which behavior change occurs.

Assumption: Behavior change on both the level of individual and society is a **gradual process** consisting of identifiable stages.



Behavioral Science

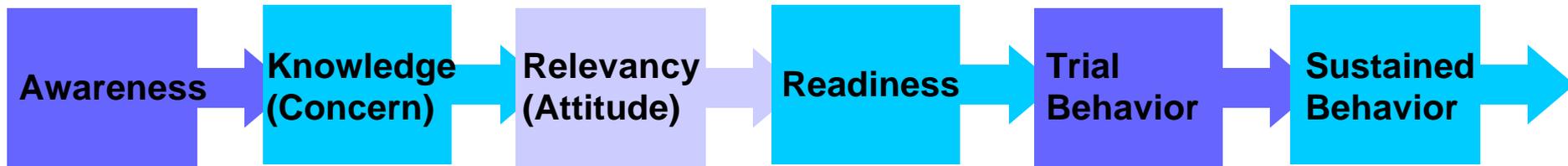
Transtheoretical model—Prochaska and DiClemente (1983)

→ Framework for understanding how individuals voluntarily change their behavior and defines change as a gradual, continuous and dynamic process. There are five **stages of change**:

1. Precontemplation
2. Contemplation
3. Preparation or decision
4. Action
5. Maintenance

Behavioral Science

Stages of Change:



Stages of Change

Not aware bike paths exist

Thinking about biking to work

Try to bike one or two days a week

Bike consistently to work

Encourage others to bike to work

Source: Adapted from Prochaska and DiClemente, 1986

Why is it useful to understand this?

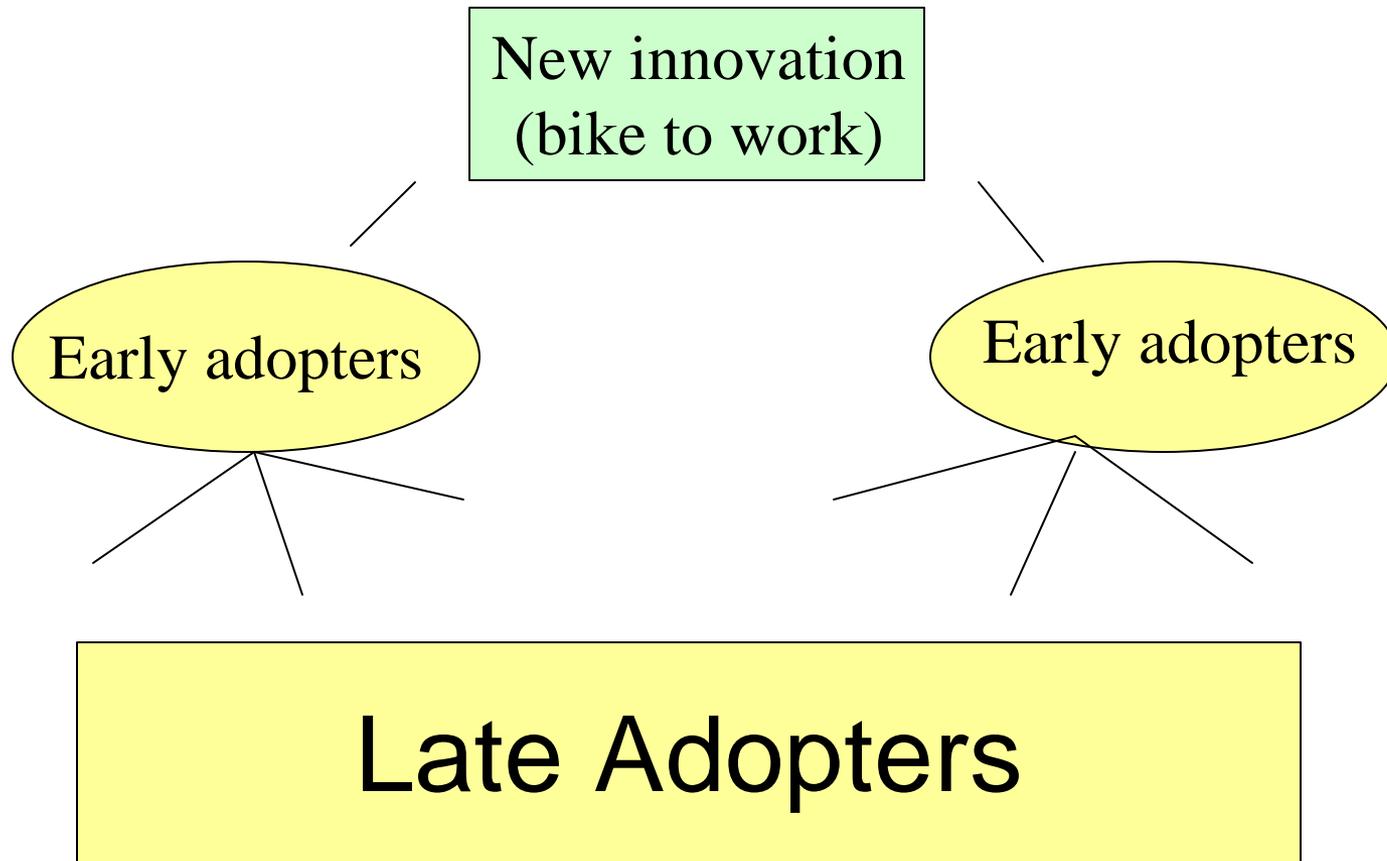
→ Stages of Change

- Possible to separate target consumers into the five changes by asking them simple questions. **(Audience segmentation - stay tuned)**
- Development of appropriate product offering for each consumer can be informed by the stage in which the individual lies. (Message development)
- Goal should not be to get a consumer all the way to the maintenance stage in one step.

Behavioral Science

- **Diffusion of Innovations Theory—Rogers (1983)**
 - Description of how ideas, products and practices spread from one person to another and from one community/society to another.
 - Societal change does not occur by all members of the society at once; individuals adopt new behaviors at differing stages.
(again, audience segmentation)
 - **Innovators, Early Adopters, Early Majority, Late Majority, Laggards**
 - **A new behavior is best targeted first to innovators and early adopters.**

Early or Late Adopter Diffusion of Innovation



Segmenting your audience



“You don’t get it, Daddy, because they’re not targeting you.”

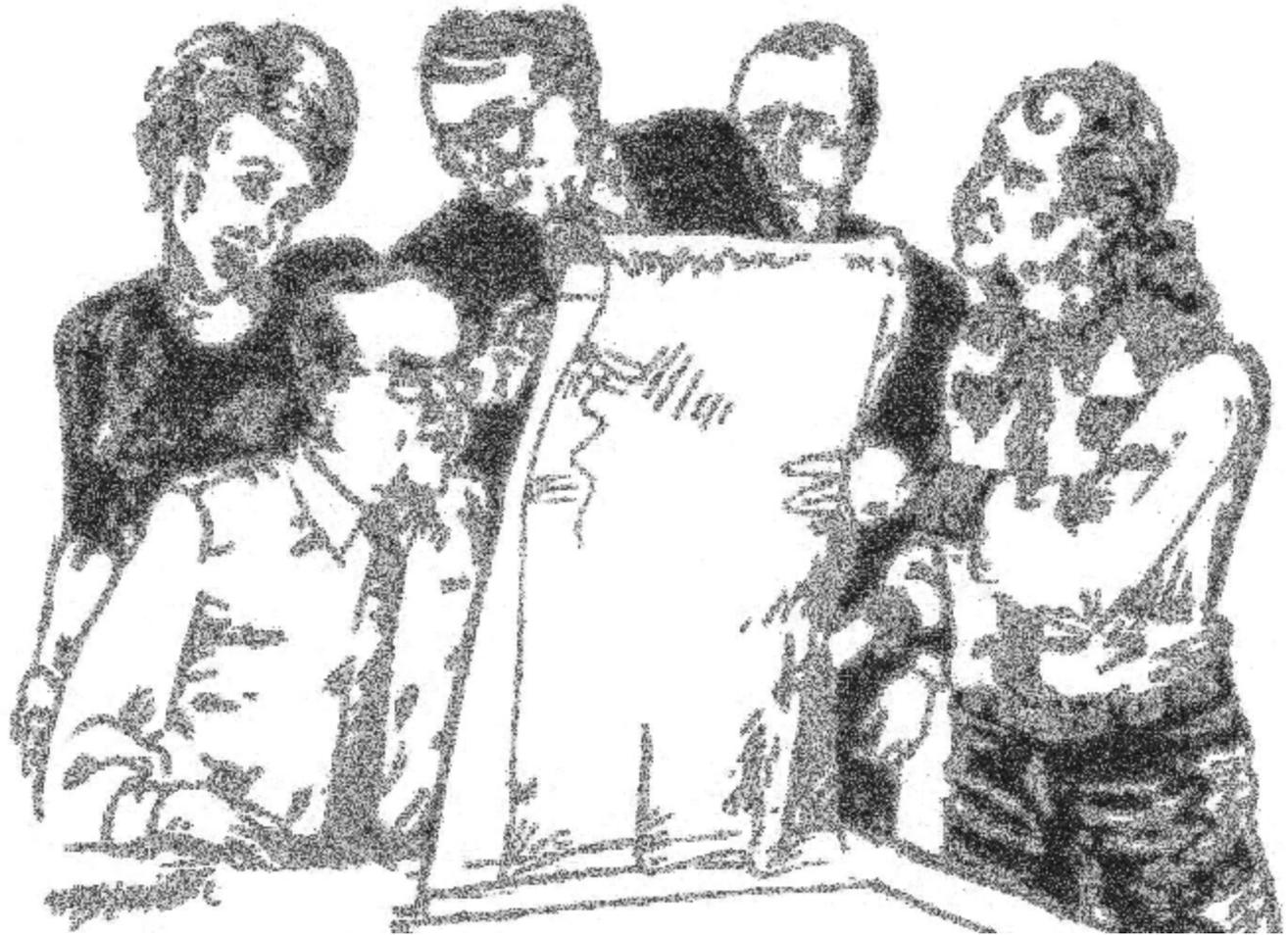
Why Segment?

- One approach won't work for everyone
- Put resources where they are most likely to make an impact
- Put resources where they are most needed

How to Segment?

- “**psychographics**” - e.g. where they are in stages of change, or stages of innovation
- Current or similar **behavior** (+ or -)
- **Demographics** - e.g. age, gender, geography, profession
- How **easy** they are to reach

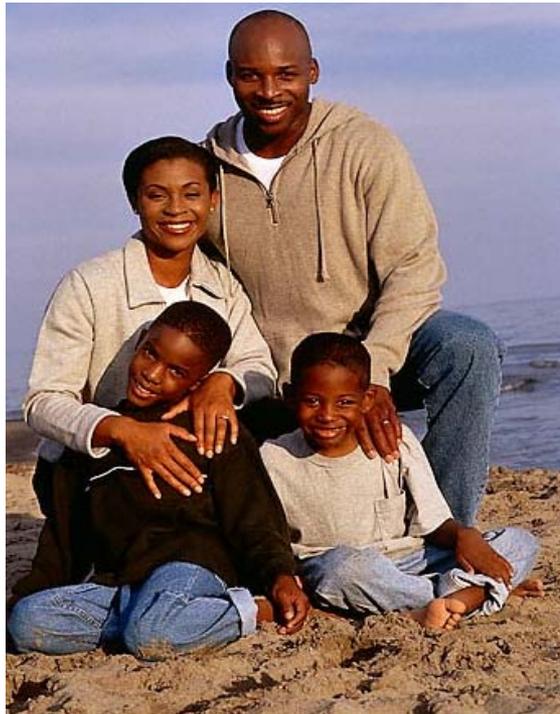
How to create a social marketing program



“We’re looking for the kind of bad taste that will grab – but not appall.”

Build behavior change around
four strategic decisions

AED's Behave Framework



Academy for Educational Development

Four Strategic Decisions

- 1) Who is your audience? Is there more than one?

Research will help you:

- segment your audience
- see things from their point of view

Four Strategic Decisions

2) What do you want them to do?

- Clear, specific "ask"
- Simple behavior (just one)
- Measurable

Four Strategic Decisions

3) Which perceived benefits or barriers can you influence to help them take that action?

- Don't speculate – research
- Find their benefits, not yours!
- Remember Fun/Easy/Popular

Four Strategic Decisions

4) What tactics or activities can you implement to promote those benefits or remove those barriers?

More than messaging – may have to change “product” or supporting infrastructure

BEHAVIOR Framework

TARGET AUDIENCE

In order to help:

A specific target audience

Who?



ACTION

to:

Take a specific, observable action under certain conditions

What?



DETERMINANTS

we will focus on:

What determines that action

Why?



ACTIVITIES

through:

Activities aimed at the behavioral determinants

How?



1

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

2

Your bottom line: the audience's **action** is what counts.

3

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

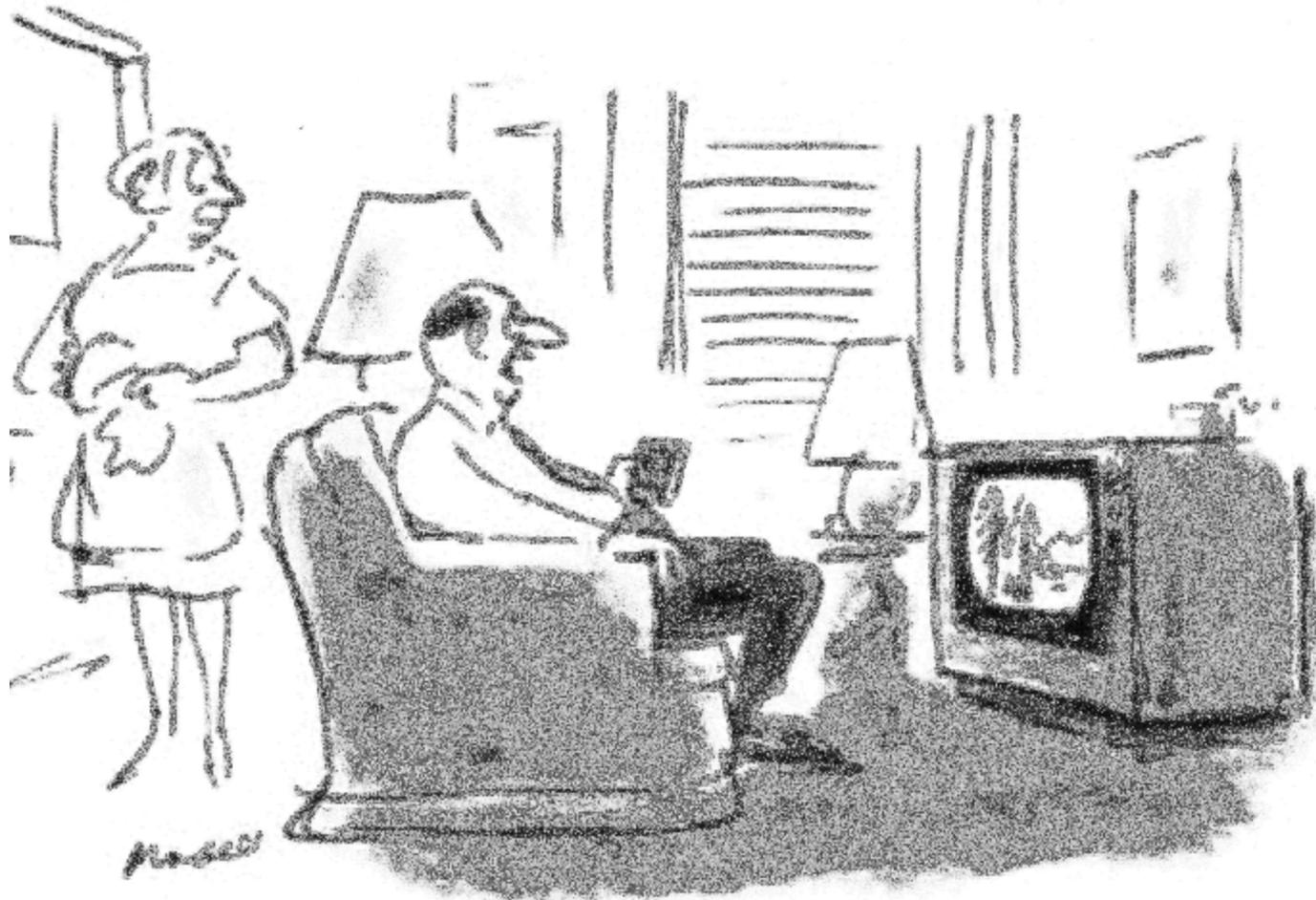
4

All your **activities** should maximize the benefits and minimize the barriers that matter to the target audience.

Base decisions on **evidence** and keep checking in.



Most people aren't like you



“Again, ecology!”

A note about benefits - The tragedy of the commons

The commons of 14th century
England - common grazing
ground for livestock.

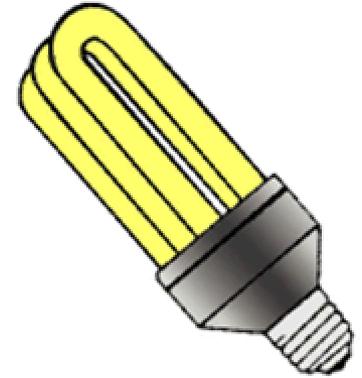
Benefit to individuals to
overuse it is greater than
loss that everyone shares -
until resource collapses

"For the common good" may be
an insufficient motivator



Another note about benefits - economic incentives

- Assumes that people systematically evaluate choices
- e.g. California utilities - \$200M/yr promoting energy conservation
- Promoting economic benefits is rarely effective on its own



Good Enviro techniques

Obtain commitment

- People want to be consistent, trustworthy
- Increases participation, e.g. study on recycling
- Make public when possible
- (permission)



Good Enviro techniques

Create/reinforce social norms

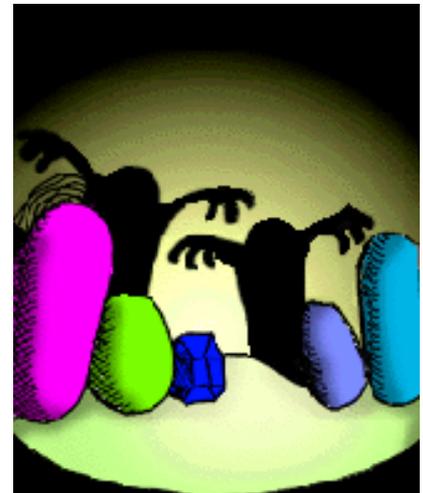
- Study in library parking lot re: picking up trash
- Behavior must be **visible** (e.g. curbside recycling vs. composting) or made visible



Good Enviro techniques

Couple “threats” with empowering messages

- 2 coping strategies: resolve or deny
- Depends on perceived control (low control, likely to deny)
- Can draw attention to problem, but becomes “chicken little” if heard too often.



Good Enviro techniques

Use prompts

- Helpful reminder for behavior you've already decided to do
- Reinforce social norms
- Suggest a low-barrier behavior
- Must be close in space and time!!



Good Enviro techniques

Use vivid information

- e.g. California produces enough trash in one year to fill a two lane highway from Oregon to the Mexican border 10 ft. deep
- Helps communicate the problem, build awareness



Good Enviro techniques

Enlist champions

- Creates social diffusion (diffusion of innovation) – e.g. clock thermostats and solar hot water heaters)
- Behavior modeling and personal contact
- Community block leaders



Don't forget program evaluation



“My question is, are we making an impact?”

Social Marketing

It takes more
than
Advertising

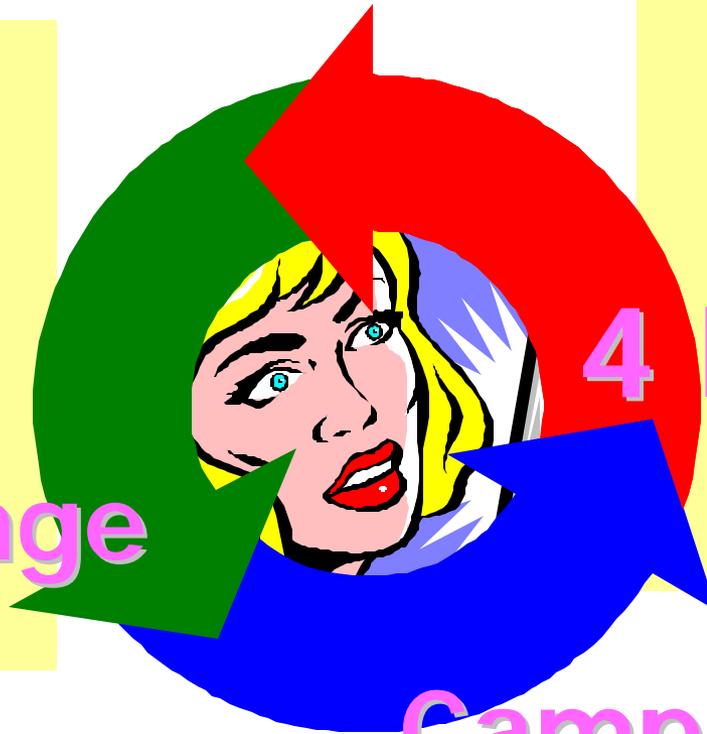
Find something
they want

4 Ps

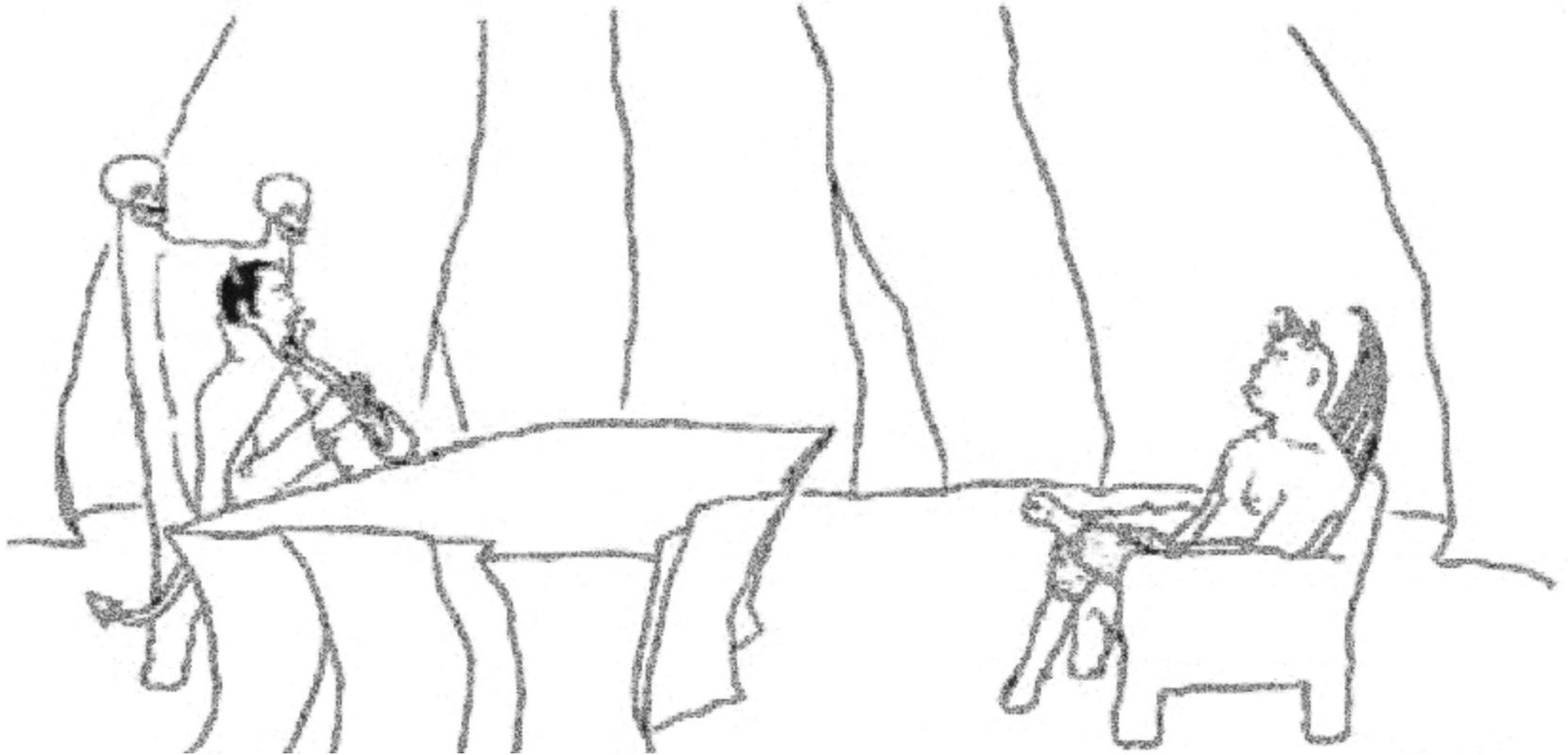
Exchange

Campaigns

Compelling, clever, fun, integrate media and interpersonal, advertising, and events.



Thank-you for inviting me



“I need someone well versed in the art of torture – do you know PowerPoint?”