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
“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
They Don't Do

They Don't Know

We Inform Them

They Do

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?”
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
Information Model
Got Behavior Change?

Got milk?
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

DUMP NO WASTE
DRAINS TO STREAM
They Don't Do

So

We Must Understand Why

Then

We Offer Something With More Benefits and Fewer Barriers

They Do

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?”

![Graph showing consumption, media buy, and awareness over time. The graph indicates a rise in awareness and media buy starting in 1996, with consumption following suit.](image-url)
$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.
What has changed in America since the 50’s?
Do consumers have more drink alternatives?
Are they any negatives associated with milk?
What has industry done?
Milk changed 2 P's and increased sales

Product: Containers & flavors

Place: Soft drink coolers
Moving Beyond Messages

Strategy

Product

Price
Place

Promotion
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
Stay tuned for more on audience research...
“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?”
Consumer mind set exercise
Audience? Action? Why do it?
Audience? Action? Why do it?
NIKE Benefits
(more than just “cool”)

- Vitality / fitness / health
- Image
- Adventure / excitement
- Accomplishment
- Confidence
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.bucklingupamerica.org.

Parents protecting children with child safety seats.

M.I.T.S.A
People Saving People
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”
Marketing is about an exchange

Really Important Concept #3

Marketer

Consumer

Change in behavior

Perceived Benefit
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?
Audience? Action? Why do it?
Really Important Concept #5

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

Eat Your Vees → 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 → Eat Your Vees

Eat Your Vees → Ice Cream will follow.
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

- Action?
- Benefits to promote?
- Barriers?
- Audience?
- Adjustments to our program?
Different Stages, Different Research

- Select Behavior: Formative
- Find Determinant: Formative
- Design Intervention: Concept Testing, Message Testing
- Create Materials: Pre-Test Messages/Materials
- Disseminate: Evaluation/Redesign
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

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Quantitative</th>
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<tbody>
<tr>
<td>Provides depth</td>
<td>Measures occurrence</td>
</tr>
<tr>
<td>Asks “why?”</td>
<td>Asks “how many?”</td>
</tr>
<tr>
<td>Studies motivation</td>
<td>Studies action</td>
</tr>
<tr>
<td>Subjective</td>
<td>Objective</td>
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<tr>
<td>Exploratory</td>
<td>Definitive</td>
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<tr>
<td>Provides insights</td>
<td>Measures levels</td>
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<tr>
<td>Interprets</td>
<td>Descriptive/Scientific</td>
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*Source: Debus, Mary. A Handbook for Excellence in Focus Group Research.*
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
“I’m undecided, but that doesn’t mean I’m apathetic or uninformed.”
## Surveys (Quantitative)

<table>
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<th>Personal Interview</th>
<th>Phone</th>
<th>Mail</th>
<th>Internet</th>
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<tbody>
<tr>
<td>Cost</td>
<td>High</td>
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<td>High</td>
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<td>Response Rate</td>
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<td>Potential for interviewer bias</td>
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<td>Low</td>
<td>Low</td>
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<tr>
<td>Time to obtain data</td>
<td>Long</td>
<td>Short</td>
<td>Long</td>
<td>Short</td>
</tr>
<tr>
<td>Flexibility</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td>Nonresponse bias</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
<td>High</td>
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</tbody>
</table>

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

Allure of non-smoking
• Healthy
• Keeps some adults happy

Add benefits

Undermine benefits (overcome barriers to non-smoking)
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.
Behavior Change (after one year)

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

CHESAPEAKE CLU
Our Campaign

SAVE THE CRABS
THEN EAT ’EM.
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
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
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
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 Crab Cake Population
- Is the grass really greener if all of the blue crabs are gone?
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
Earned Media: Just like advertising. Only different.

Advertising

Key measures: Reach, frequency, awareness

Asset: Total control over reach and message

Limit: Costly, no third-party credibility

Earned Media

Key measures: Reach, frequency, awareness

Asset: Credibility of third party (the media)

Limit: No ultimate control over reach and message.
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

NO APPETIZERS WERE INJURED IN THE MAKING OF THIS LAWN.

SAVE THE CRABS THEN EAT 'EM

Spring rains carry excess lawn fertilizer from our area to the Chesapeake Bay, where Blue Crabs are rapidly disappearing. So skip the lawn fertilizer until fall. The lunch you save may be your own.

Visit us online to learn more about the Blue Crabs and ways to help: www.ChesapeakeClub.org

NO APPETIZERS WERE INJURED IN THE MAKING OF THIS LAWN.
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
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 fertilize)
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.
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...
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.
Campaign Results

Effect on Spring Fertilizer Use

% fertilizing in Spring

- All
- Like CC Tag Line
- Know CC Tag Line
- Don’t know TL
- Exposed
- Unexposed
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:

Awareness → Knowledge (Concern) → Relevancy (Attitude) → Readiness → Trial Behavior → Sustained Behavior
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

New innovation (bike to work)

Early adopters

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

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

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

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 14\textsuperscript{th} 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?”
Find something they want

Exchange

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

It takes more than Advertising

Social Marketing

4 Ps
Thank-you for inviting me

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