Social Marketing 101:
Successful Social Marketing in Nutrition Education Programs

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Disclaimer

The examples I will share today are largely from my work at the Iowa Department of Public health from 2009-2013. They do not represent the work of Iowa State University Extension and Outreach.
Social Marketing

“Social marketing is the use of marketing principles and techniques to influence a target audience to voluntarily accept, reject, modify, or abandon a behavior for the benefit of individuals, groups, or society as a whole.”

Kotler and Lee, 2008
Social Marketing

“Whereas education can increase awareness, promote active contemplation, enhance motivation and teach food- and nutrition-related behavioral skills and self-regulation skills, social marketing goes beyond education by attempting to modify the relative attractiveness of the specific behavior.”

Contento, 2011
Social Marketing is Unique

Commercial Marketing
- Typically goods and services
- For a profit

Education
- Focus on information, knowledge, skill-building
- Often directed toward individuals or small groups

Advertising
- Only one of the communication options for influencing behavior in social marketing

Awareness Campaign
- Focuses on awareness, not behavior

Social Media
- Common point of confusion, social media is a tool you can use for a social marketing campaign. They are not the same thing.
Social Marketing

“Social marketing is the use of marketing principles and techniques to influence a target audience to voluntarily accept, reject, modify, or abandon a behavior for the benefit of individuals, groups, or society as a whole.”

(Kotler and Lee, 2008)
Social Marketing Process

• Formative research
  • Select a specific behavior and segment the audience based on qualitative and quantitative data
  • Consider how you will evaluate your work
• Establish a cost – benefit exchange
• Write a positioning statement
• Develop concepts and test with the target audience
• Adjust based on testing
• Establish a Marketing Mix
• Implement
• Evaluate
Formative Research

Understanding the audience is vital

• We are not the experts, no matter how much we may think we know. In order to incite change, we must understand what motivates their behavior.
  • Emotion and logic

Selecting the target behavior

• The behavior should be as specific as possible
• Use existing data when available
• Conduct exploratory formative research as necessary

Segmenting the audience

• If your goal is to reach everyone, in reality you may reach no one.
Understanding the Audience

My Friends + Milk = 😊

Students 8 and up need 3-a-day of milk, yogurt or cheese.
Selecting the Target Behavior

• Data-driven behavior selection

• Single, simple, doable behavior
Segment the Audience

Skim milk provides the fuel your loved ones need. Without the fat, it builds muscles, strengthens bones, sharpens vision, and keeps the body fueled. They're still growing. Help your kids grow strong. Focus on skim milk at meals.

Love is why you serve them milk.

LOVE IS STRONG.
Measuring Success

- Consider how you’ll measure the success of your campaign at the beginning, not the end.
- Is the target behavior something you can measure?
  - If you already work with this target audience, you may already attempt to measure this behavior.
  - If measuring change in the actual behavior is cost-prohibitive, consider measuring changes in mediating variables addressed by your campaign.
- Develop an evaluation plan including process and outcome measures.
- Be Realistic!
Cost Benefit Exchange - Barriers

• Costs or barriers come from many internal and external sources
  • Knowledge, skill, beliefs, abilities, infrastructures, technology, economic status, culture

• Barriers are real
  • Actual barriers and perceived barriers are both legitimate
    • Sometimes we’re asking a lot:
      • Give up something you love
      • Go out of your way
      • Disagree with the ones you love/be embarrassed
      • Spend more time or money
When I grow up, I will beat my wife.

Men who witnessed domestic violence as children are twice as likely to abuse their wives. Break the cycle of domestic violence.

214.941.1991 • familyplace.org

One day my husband will kill me.

Girls who grow up in households with domestic violence are more likely to end up with abusive partners. Break the cycle of domestic violence.

214.941.1991 • familyplace.org
Cost Benefit Exchange - Benefits

Benefits are those motivating things that your target audience wants or needs

- Can be elusive - audience might not come right out and share these
  - May say “health” when they really mean attractiveness or sexiness
  - May say “my kids are happier” when they really mean “I feel more successful as a mom”
Cost Benefit Exchange - Competition

• Behaviors they would prefer over the one we are marketing

• Long established behaviors that have become routine and accepted by your audience

• Marketers providing a competing or conflicting message
# Cost Benefit Exchange

<table>
<thead>
<tr>
<th>Desired Behavior</th>
<th>Real or Perceived Benefits</th>
<th>Real or Perceived Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competing Behavior – actual behavior or “doing nothing”</td>
<td></td>
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## Cost Benefit Exchange

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<td>![Down Arrow]</td>
</tr>
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<td>![Down Arrow]</td>
<td>![Up Arrow]</td>
</tr>
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Cost Benefit Exchange

• A successful cost-benefit exchange depends on the marketer isolating one behavior to target.

• Formative work with the target audience is vital to understanding their perceptions.
  • They are the experts, we need to hear from them.
Positioning Statement

We want *(target audience)* to see *(desired behavior)* as *(descriptive phrase)* and as more important and beneficial than *(competition)*.
Positioning Statement

• Describes what you plan to do

• Internal use and sharing with partners

• Not for public consumption, not to be confused with message development
“We want people to see eating fruits and vegetables as healthy and more beneficial to them than eating junk food.”

*How would you improve this?
Positioning Statement (strong)

“We want low-income moms of children between the ages of 5 and 12 to see eating and serving fruits and vegetable snacks as simple, convenient and more beneficial to them than other snack options.”

*Formative research shapes this statement*
Concept Development and Testing

• Emotion and logic both drive behavior
  • What has your formative work told you about how your audience views the target behavior and competing behaviors?
  • What will hook them emotionally and what will give them the logic-based justification to change (and explain the change to others)?

• This information will lead you toward concepts that are likely to appeal to the audience.
  • Testing is still necessary!
Testing

• Always remember, you can’t speak for the target audience.

• Testing concepts with the target audience will reveal things you may have missed.
  • Unexpected responses to graphics/faces
  • Misinterpretation of claims/language
  • Unintended negative effects
  • Need for further audience segmentation
“You make your momma proud.”

“You are an amazing person.”

“I want you to be the best you can be.”

“You are important.”

“No dream is too big.”

Serving your kids milk says a lot.

It says you believe in them. It says you care enough to do what’s right. To help them become the strong, proud person they were meant to be. The person you dreamed they’d be.

Sprints milk is part of that. It builds their bodies. It sharpens the mind. It nurtures the spirit. And it keeps them lean and healthy.

1% or Fat-Free for everyone two and over.
FUEL FUN.

When you drink basics what you do. Unlike soda, skim milk gives the body what it needs to run, jump, skip, swing, throw, climb, laugh, play. And it does it without the fat. So your kids are healthier, happier. Lower their risk better, do better. Fuel fun with skim milk.
Best to find out now!

All milk (whole, 2%, 1% and skim) has the same amount of protein, calcium and vitamin D.

*Can you guess how our participants interpreted this?
Refinements

• Findings from audience testing will help you turn your concepts into actual materials.

• A second round of testing can be valuable
  • Is audience adequately segmented?
  • Have issues been resolved?
  • Are graphics on point?
  • Where would your audience likely see these materials, do they trust a particular source?
Marketing Mix

• Product – target behavior
• Price – costs of adopting the new behavior
  • not necessarily monetary
• Place – where the target audience will engage with or perform the target behavior
  • as close to the point of decision as possible
  • where the target audience hangs out
• Promotion
  • messages, messengers, media channels
Implementation

• Campaign placement
  • Messages devised from your audience’s input
    • Cost-benefit exchange
    • Concept testing
  • Channels chosen
    • Location where target audience will engage with messages
    • Audience’s trusted sources
    • Proximity to point of decision
    • Funder’s requirements
  • Placement can be done independently or with the assistance of a marketing company to broker a media buy
Point-of-Purchase Channel
Outdoor Messaging
TV and Radio
<table>
<thead>
<tr>
<th>Communication Channel</th>
<th>Cost per impression or contact</th>
<th>Reach per $1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cable TV</td>
<td>$0.02 per impression</td>
<td>50,000 impressions</td>
</tr>
<tr>
<td>Radio</td>
<td>$0.07 per impression</td>
<td>14,285 impressions</td>
</tr>
<tr>
<td>Outdoor (billboards and bus shelters)</td>
<td>$0.11 per impression</td>
<td>9,090 impressions</td>
</tr>
<tr>
<td>Point of Purchase (store signage and dedicated demonstration staff)</td>
<td>$2.42 per person</td>
<td>413 people</td>
</tr>
<tr>
<td>Family Nights Out (printing, tastings, equipment and reinforcement items)</td>
<td>$18.30 per person</td>
<td>54 people</td>
</tr>
</tbody>
</table>

Costs figured in Des Moines, Iowa, 2012
Replication

Social marketing costs can be broken into developing and placement.

- When calculating a cost per participant it is critical to consider which costs would be incurred with replication and which would not (e.g. adaptation vs. development).
Evaluation

• Remember we began with evaluation, now it’s time to carry out the plan.

• Process measures
  • Did the implementation go how you planned?
    • Reach
    • Acceptability of channels
    • Partner perceptions
Evaluation

• Remember evaluation isn’t something to fear, the goal is to make your work better!
  • Undoubtedly, there will be pieces of the campaign that work and pieces that don’t.
  • Efficient use of resources depends on knowing what is worth your time and money.
## Evaluation Examples

<table>
<thead>
<tr>
<th>School District</th>
<th>Comparison (C)</th>
<th>School Only (SO)</th>
<th>Social Marketing (SM)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Intervention</td>
<td>School-based nutrition education</td>
<td>School-based education plus SM</td>
</tr>
<tr>
<td>Davenport</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11 schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Council Bluffs</td>
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<td>X</td>
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<tr>
<td>7 schools</td>
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<td></td>
</tr>
<tr>
<td>Waterloo</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4 schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Des Moines</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>11 schools</td>
<td></td>
<td></td>
<td></td>
</tr>
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What questions do you have?
Resources

- CDC Health Marketing Resources
  http://www.cdc.gov/healthmarketing/resources.htm#audience

- CDC’s Gateway to Health Communication and Social Marketing Practice
  http://www.cdc.gov/healthcommunication/about.html


- Social Marketing Institute:
  http://www.social-marketing.org/sm.html

- Marketing Straight to the Heart by Barry Feig
Citations

• CDCynergy Social Marketing Edition: Your Guide to Audience-Based Program Planning.  
  [Link](http://www.orau.gov/cdcynergy/demo/)


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