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Social marketing: an introduction



EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání

**MS
MT**
MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

Study materials

- **Books:**
- KOTLER, P. -- LEE, N R. Social marketing : changing behaviors for good
Los Angeles SAGE
- French, Jeff, and Ross Gordon. Strategic social marketing. Sage, 2015.
- French, Jeff, Rowena Merritt, and Lucy Reynolds. Social marketing casebook. Sage, 2011

- **In-class materials**

- **Online materials:** <http://www.thensmc.com/>

Evaluation

<u>Active</u> lecture/seminar participation	10 %
Term paper	50 %
Presentation	10 %
Final test	30 %

What is social marketing

- Social marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviours that benefit individuals and communities for the greater social good.
- Social marketing practice is guided by ethical principles. It seeks to integrate research, best practice, theory, audience and partnership insight, to inform the delivery of competition sensitive and segmented social change programmes that are effective, efficient, equitable and sustainable.

(European Social Marketing Association, Australian Association of Social Marketing, 2013)

What is social marketing

- Often, social marketing is seen as an approach based on positivist, **individual psychology** of behaviour and persuasion, largely ignoring wider **socio-cultural factors and forces** that influence social outcomes.
- BUT
- We draw on **theory, evidence and data** from every discipline,
- then synthesise all of this through **systematic and transparent planning and implementation** processes
- Creating value, building relationships with „customers“

(French and Gordon 2015)

What does social marketing address: Wicked problems

- complex, difficult to define, often involving many intersecting variables.
- Different stakeholders often have different interpretations of what the problem is, how to deal with it and in what order of priority.
- Wicked problems (Australian Public Service Commission 2007):
 - have many interdependencies and are often multi-causal.
 - Attempts to address them often lead to unforeseen consequences.
 - often not stable.
 - usually have no clear solution.
 - socially complex.
 - hardly ever sit conveniently within the responsibility of any one organisation.
 - involve changing behaviour. (French and Gordon 2015)

Principles of social marketing approach

- Customer orientation - deep understanding of citizens' beliefs and motivations
- Behavioral focus
- Theory informed - Understanding (of theories) of how to influence behaviour, social and cultural structures, and systems
- Understanding the exchange

(French and Gordon 2015)

Principles of social marketing

- Consumer/participant orientation
 - Solving their problem/satisfying needs and wants
 - Exchange theory (perceived benefits for the price)
 - Creating individual and societal value
- Importance of marketing research
 - Insights about needs, desires, beliefs, attitudes, motivations, decision making
- Segmentation, targeting, positioning
 - Facilitating consumer orientation
 - Serving groups of consumers based on similarity of preferences
 - Allows more efficient use of resources
 - “One-size-fits-all” approaches often ineffective
- Marketing intervention mix
- Systematic planning and evaluation

(French and Gordon 2015)

Why is social marketing gaining importance

- existing approaches to social policy design and application are no longer usable due to social, economic, scientific and technical developments
- **diminishing trust** in governments, civic institutions and professions, more expectations from those in positions of authority (growth of consumer citizen)
- converting citizens from passive recipients of social programmes to being active **co-creators** of their own, and societal wellbeing
 - doing things 'with people' rather than 'to them' becomes a key factor in effective, efficient and acceptable social policy delivery
 - reflecting modern conceptions of marketing practice that emphasise **relationship building**, rather than just a focus on products or services.

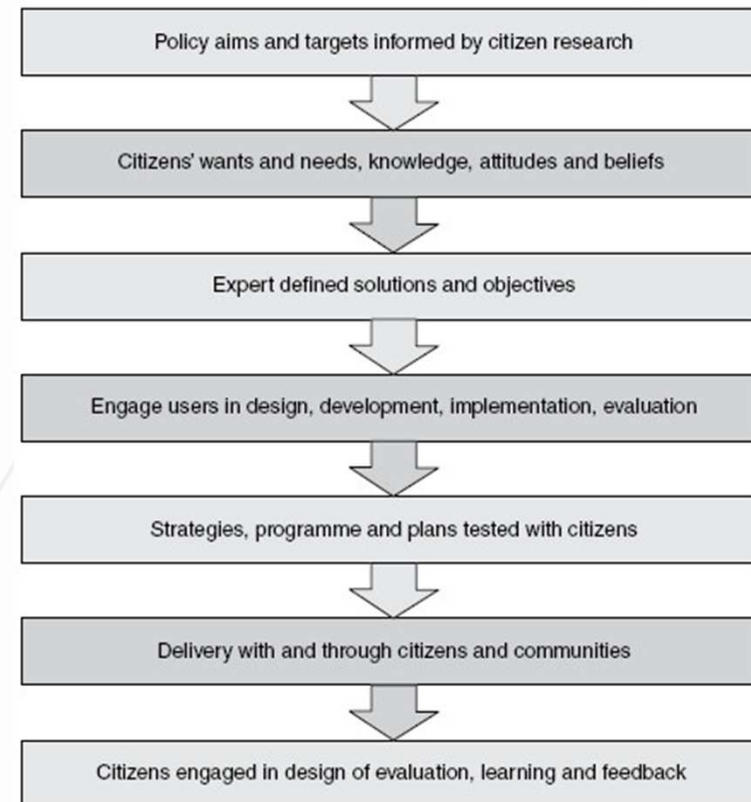
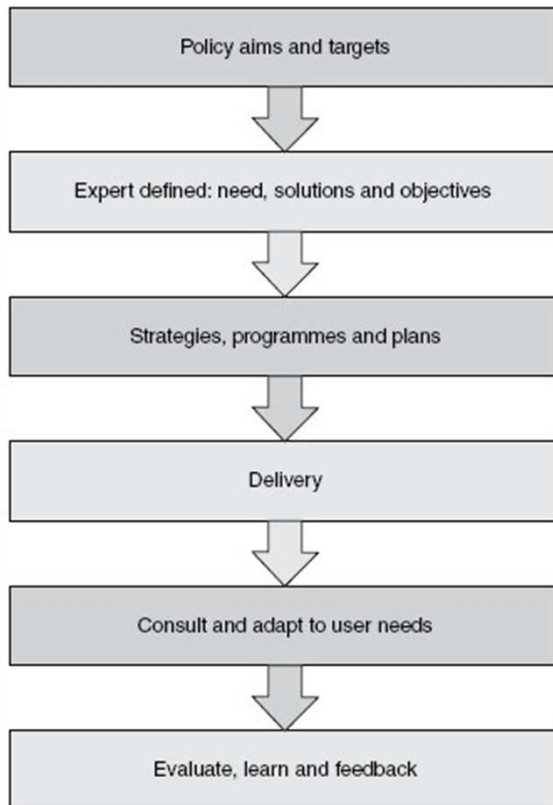
(French and Gordon 2015)

Why is social marketing important/what problems can it help to overcome

- Many social programmes are constructed **'top down'** and **'expert led'** and are often **not informed by in-depth target audience understanding**. Interventions are **misunderstood** or seen as **irrelevant**
- The form of **short-term awareness raising campaigns** (driven by a need for organisations or governments to demonstrate activity).
- **Vague, unquantifiable or unrealistic goals**, no clear performance metrics.
- Dependence of social programs on **single or simplistic understanding** of the issue, without taking into the need for interdisciplinarity, and multiple interventions to tackle the determinants of social problems.
- Lack of coordination and integration between programmes.
- Increasing need to demonstrate **value for money (VFM) and return on investment (ROI)** from social programmes

(French and Gordon 2015)

Expert-defined vs. Consumer-driven social marketing program



Source: French and Gordon 2015

Differences between commercial and social marketing

- Delivering value to a firm owners
- Competition
 - alternative providers of goods and services
- Creating individual/social value through social good
- Competition:
 - Biological, social, environmental, economic factors that impact behaviors (including commercial marketing)
 - Organizations seeking to influence target groups
 - Existing behavior and its motivations

(French and Gordon 2015)

Misconceptions of social marketing: what social marketing is not

- Social advertising (SPLAT - Some Posters, Leaflets, Ads 'n' Things)
- A more advanced form of health promotion
- Another title for social media marketing

(French and Gordon 2015)

Criticism and ethics

- Broadening the notion of marketing too far
- Using manipulation to trick citizens into desirable behaviors without solving the underlying structural issues
- Thought control imposed by the elite (what constitutes social good?)
- Use of fear campaigns
- Unintended effects of stigmatization

- Ethics must be central to social marketing planning and execution!
- Need to involve the citizens!

(French and Gordon 2015)

Ethics frameworks

- Deontology
 - Related to intentions
 - Are the intentions ethical? (e.g. Forcing the use of contraceptives)
- Teleology
 - Related to consequences
 - Are there any undesired consequences? (e.g. Stigmatization of obesity)
- Relativist
 - What is ethical depends on individual, cultural and social circumstances

- Importance of critical thinking and reflexivity!

(French and Gordon 2015)

Ethics in practice

- Ethical checklist for social marketing (Donovan and Henley, 2003)
 - Ensure that the programme will not cause physical or psychological harm.
 - Does the programme give assistance where it is needed?
 - Does the programme allow those who need assistance the freedom to exercise their entitlements?
 - Are all actors treated equally and fairly?
 - Will the choices made produce the greatest good for the greatest number of people?
 - Is the autonomy of participants recognised? (French and Gordon 2015)

(French and Gordon 2015)

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Social marketing: key behavior theories and types of interventions

What is behavior and what influences it

- Not single event, but a series of actions across time
- Hundreds of behavioral theories and models developed in a range of disciplines (psychology, sociology, , antropology, economics, etc...), often competing
- Physiological influences (hunger)
- Social influences – other human beings
- Psychological influences - Our own processing of data
- Environmental influences – how much money we got, do we have enough to eat

(French and Gordon 2015)

Behavioral theories

- Why theories?
 - Theory is useful because it provides a framework for analyzing and conceptualizing the process of behavioral influence and change.
 - can help the understanding of complex sets of influences
 - Can be used to guide research on specific behaviors and
 - Can be used to assist with the planning and selection of program interventions.
 - Are used to guide behavior programs.

(French and Gordon 2015)

Key theories and models

- Individual level theories – describing the behavior of individuals (theories of cognition, perceptions and motivation) .
- Interpersonal level theories – describing the relationships between individuals (theories of social norms and social influence).
- Community/group theories – stressing the dynamics of community structures or institutions, theories of community mobilization, inter-sectorial action and organizational change.
- Systems and ecological theory - big systems theories and models dealing with multiple influencing factors.
- Health-focused theories.

(French and Gordon 2015)

Neo-classical behavioral theory and its impact on social programs

- Policies and social programs are often based on traditional behavioral theory (neo-classical economics)
- Rational economic man - assumes that people are rational and react to financial and social incentives and disincentives
 - People engage in cost-benefit analysis of choices
 - Then select the choice that will maximize net benefit
- Social intervention campaigns often based on the hypothesis of information asymmetry – poor choices stem from lack of relevant information
- Does not take into consideration internal decision processes or interactions with others, environmental and physiological factors.
- Reinforces information dominated interventions
- Assumptions mostly not met (e.g. Smoking), leading to attitude-behavior gap

(French and Gordon 2015)

Behavioral economics

- A new field as a challenge to neo-classical economics
- People are inconsistent, flawed decision makers and make decisions based on 'unreliable facts', such as previous personal experience and beliefs about the trustworthiness of sources of information.
- Stanovich and West (2000): two distinct systems of cognition
 - „System One“ is more intuitive, reactive, quick and holistic.
 - relying on a heuristics, situational prompts, readily associated ideas and vivid memories
 - to arrive at fast and confident decisions.
 - particularly helpful in routine situations when time is short and immediate action is necessary.
 - „System Two“ is more reflective
 - allows to process abstract concepts, to deliberate, to plan ahead, to consider options carefully
 - Used for making judgements when in unfamiliar or complex situations with more time to weigh the options, cost and benefits

Tactics of persuasion based on System One thinking

- *Liking*: we are influenced by people we feel we can relate to.
- *Authority*: we are more open to being influenced by a person who can demonstrate, or we perceive to have, impressive credentials, experience and knowledge.
- *Scarcity*: we all want what is scarce.
- *Consistency/commitment*: we like to think of ourselves as being consistent; when we commit to a belief or action we tend to stick with it.
- *Reciprocity*: we all like to return favours, if we are offered something we will give something back.
- *Social proof*: we are influenced by our perceptions and observations about what others are doing. (Cialdini 1994 in French and Gordon 2015)

Nudging

- “Nudge” (2008) Thaler and Sunstein
- Emblematic for an approach called “liberal paternalism” - middle ground between a state dominated coercive paternalistic approach and a more liberal approach of free choice and the power of the market as the key driver.
- Based on the presumption that many decisions are made through the “System One” thinking – “mindless choosing”
- Focus on
 - incentivising positive choices
 - creating conditions in which people are able to and want to make constructive choices for their own and their families’ benefit,
 - or constructing choices that require little or no effort and result in a positive personal and social benefit.
 - “Choice architecture“

Nudging (continued)

- Nudges:
 - positive, i.e. they give positive rewards or only minor penalties
 - voluntary
 - avoidable
 - passive/easy, i.e. they require little effort, and work on mindless choosing
 - low cost, to both the person targeted and to the government or organisation utilising them (consequently they are highly cost effective). (French and Gordon 2015)

Critique of nudging

- Top-down
- Paternalistic
- Often not sufficient to achieve a larger-scale change
- Positive rewards and mindless choosing does not work in all situations
- Can be useful, but is not the magic solution to everything!

(French and Gordon 2015)

Beyond nudging: developing comprehensive behavioral strategies

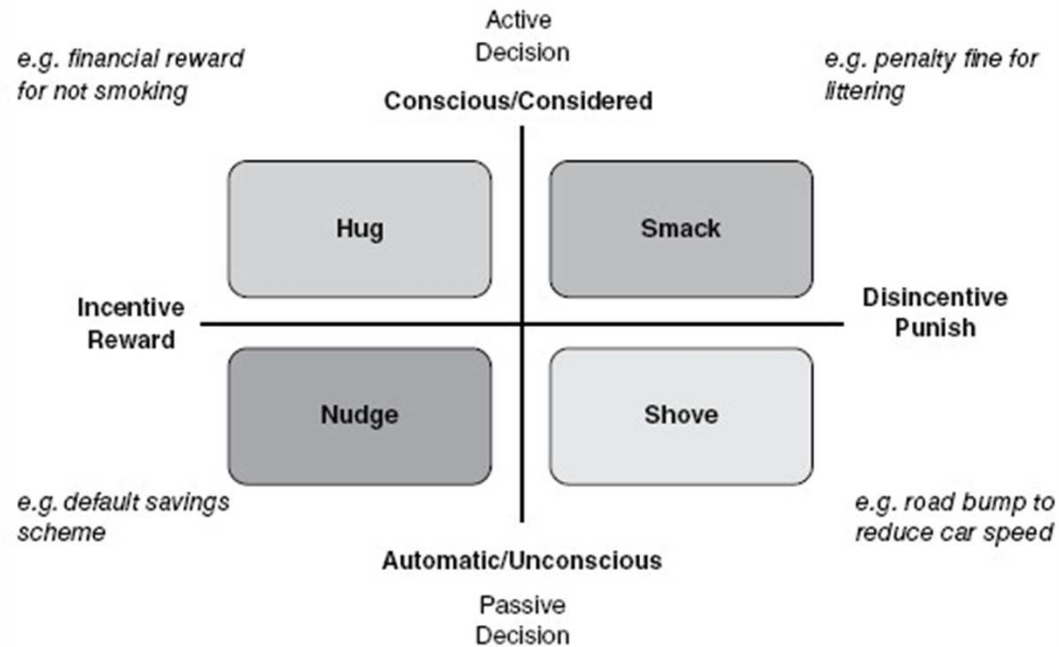
- Necessity to use theory, citizen insight and evidence to form in a specific situation with specific target audience.
- Useful marketing concepts to be used in behavioral strategies:
- Exchange – people change their behavior when they believe it is in their interest and the cost is worth it
- Value – what makes people feel better, safer, more respected, etc.
- Relationship building – with people, ideas, beliefs, services, products, brands.

(French and Gordon 2015)

Value/exchange

- Whatever is being exchanged must be valued positively or seen as a meaningful and fair deterrent or cost by the specific target audience and also society as a whole.
- A way to represent the forms of social exchange (active, passive, positive, negative) in social marketing is the **value/exchange matrix (French 2011)**
 - A conceptual tool to analyze what forms of intervention have been or could be used
 - Two main factors: rewards/punishment, cognitive/unconscious

The social marketing value/cost exchange matrix



Types of intervention

- Social marketing planners also seek to apply an appropriate mix of intervention 'types' to achieve behavioural goals
- To establish the most effective types of intervention:
 - Evidence of past approaches, successes, theory
 - citizen insight,
 - acceptability assessment
 - field testing

Types of intervention (the deCIDES framework)

Control	control/rules/require/constrain/restrict/police/enforce/ regulate/legislate/incentivise
Inform	inform/communicate/prompt/trigger/remind/reinforce/ awareness/explain
Design	design in or change physical product/environment/organisational system/technology/process
Educate	enable/engage/train/skill development/inspire/encourage/motivate/develop critical thinking skills
Support	service provision/practically assist/promote access/social networking/social mobilisation

(French 2011 in French and Gordon 2015)

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