Obesity Prevention Coordinators' Social Marketing Guidebook

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Acknowledgement

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Introduction:

SOCIAL MARKETING COORDINATION

Despite widespread knowledge about healthy living, many people continue to smoke, drive without seat belts, consume a diet too rich in fat, and practice other "risky" behaviors. Public health programs designed to promote healthier lifestyles and provide other preventive services are underutilized. Social marketing is a popular and effective behavior change strategy that offers an innovative approach to tackling these problems – an approach that starts and ends with understanding the consumer. Numerous case studies and 'how to' guides have been made available to those interested in adding social marketing to their behavior change toolbox. If you've selected this guidebook hoping to learn how to 'do' social marketing, you've come to the wrong place. However, if you already have basic training in social marketing and are interested in learning how to coordinate the day-to-day realities of social marketing interventions more effectively, keep reading.

Purpose

This guidebook provides guidance as to how to coordinate an obesity and overweight prevention intervention. Each section of this guidebook focuses on a distinct phase in the social marketing process and presents the *Coordinators' Social Marketing Model* as a management tool that will ensure that you make the right marketing decisions at each step in the social marketing process. This guidebook was designed to supplement the *CDCynergy Social Marketing Edition*: the information, questions, and worksheets will assist you in making data-based marketing decisions in conjunction with the recommendations and tools included in the *Social Marketing Edition*. Although this guidebook is consistent with the *Social Marketing Edition*, we have expanded the focus on key marketing concepts, provided practical social marketing coordination tips, and included information and resources specific to obesity and overweight prevention.

How to Use the Guidebook

This guidebook was designed to be used alone or in conjunction with the *CDCynergy Social Marketing Edition*. If you are new to social marketing, Turning Point's Social Marketing National Excellence Collaborative has developed two guidebooks that are useful resources for learning how to do social marketing and accessing examples of social marketing in action (Turning Point, 2002, 2003). Once you're familiar with the mechanics of social marketing, our guidebook will help you coordinate the process more efficiently.

Each section of this guidebook contains questions to consider, worksheets designed to help you brainstorm ideas and organize information, and instructions on when and how to record answers to key marketing decisions on each *Obesity and Overweight Prevention Coordinators' Social Marketing Model* worksheet included in Appendix A.

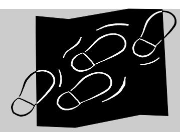
CDCynergy Social Marketing Edition

CDCynergy is an interactive training and multi-media decision-support tool developed by the Centers for Disease Control and Prevention (CDC) Office of Communication (http://www.cdc.gov/communication/cdcynergy.htm) and Oak Ridge Institute for Science and Education (ORISE; http://www.orau.gov/orise.htm). With input from Turning Point's Social Marketing National Excellence Collaborative, the *CDCynergy Social Marketing Edition* was designed to assist CDC prevention staff and public health professionals in learning how to design and manage a social marketing intervention. Users of the *Social Marketing Edition* are assisted in developing, evaluating, and implementing a systematic social marketing intervention and provided with examples, resources, access to consultants, a media library replete with posters or print references, radio spots, television spots, and other media resources, a glossary of social marketing terms, tools for designing a personalized social marketing intervention, and a user-friendly summary of marketing research and evaluation tools.

Obesity and Overweight Prevention Coordinators' Social Marketing Model

In this manual, we have presented the *Coordinators' Social Marketing Model* in the form of worksheets that help you stay focused on key marketing concepts and planning decisions you must make during each phase of the social marketing process. We've presented a model designed to meet your needs in planning obesity and overweight prevention interventions and allow you to complete the worksheets as you complete the *CDCynergy Social Marketing Edition*. For example, we assume that the overarching health problem is obesity and overweight and focus our examples around a detailed analysis of the problem. Each worksheet deals with one of the marketing decisions, posed as a question:

(1) "What is the problem?"
(2) "Whom do we want to reach?"
(3) "What are we asking them to do?"
(4) "What factors must we address?" and
(5) "What are effective marketing strategies for addressing the problem?"



Social Marketing Phases

The *Coordinators' Social Marketing Model* will help you systematically proceed through each phase in the social marketing process:

Phase 1: Problem Description
Phase 2: Market Research
Phase 3: Market Strategy
Phase 4: Interventions
Phase 5: Monitor/Evaluation Planning
Phase 6: Implementation

Rows on each sheet represent a phase in the social marketing process. When developing a social marketing intervention, each of these marketing questions is addressed in a systematic manner.

Here is an example of the *Coordinators' Social Marketing Model* in action. The example is based on the development of this guidebook:

What is the problem?

Effective interventions begin with a clear understanding of the problem or issue at hand. When describing the problem, consider: “who,” “what,” “when,” and “where.”

<u>Example</u>: Whereas numerous guidebooks and other information sources focus on how to ‘do’ social marketing, little information has been made available on the day-to-day tasks involved in coordinating an obesity and overweight prevention social marketing intervention.

Whom do we want to reach?

After a specific problem is selected, the next step involves selecting the target audience. When selecting the target audience for your intervention consider: potential subgroups most affected by the problem, those most likely to change their behavior, and those able to shape the circumstances associated with the problem.

<u>Example</u>: The target population for this guidebook is obesity and overweight prevention program coordinators. Members of the primary target audience have a basic understanding of social marketing as a behavior change tool and would like a guidebook to help them coordinate social marketing interventions. [Notice that we are not attempting to meet the needs of all coordinators and focus our efforts on those who already have a foundation in social marketing.]

What are we asking them to do?

Once the target audience is selected, behavioral objectives are determined. When determining behavioral objectives specific to each target audience, consider their current behavior, the desired behavior, and the steps needed to achieve the desired behavior. In other words, if your target audience is already eating three fruits and vegetables a day (current behavior) and you want them to eat five fruits and vegetables a day (desired behavior), the behavioral objective for your intervention would be for the target audience to add two fruits or vegetables to their diet every day.

<u>Example</u>: The behavioral objective is to use the worksheets included in this guidebook the next time the coordinator manages a social marketing intervention.

What factors must we address?

Numerous factors combine to impact individual behavior. Factors to consider when designing a social marketing intervention include: the indirect and direct causes of the behavior, risk and protective factors, benefits and costs associated with behavior change, and other individual, interpersonal, and environmental level factors. For a review of social marketing concepts such as costs and benefits consult the *Key Marketing Concepts Cheat Sheet* (p.11).

Example:

The major **benefit** we want to promote is more effective interventions through closer adherence to the social marketing approach.

Costs include time and the effort required to learn to use new worksheets to coordinate their program. Because readers' prior knowledge in social marketing varies from minimal to extensive, we must attempt to minimize the price by providing the background information needed by less experienced members of the audience without boring more experienced readers.

What are effective marketing strategies for addressing the problem?

Guided by the answers to the previous question, the next task is to consider strategies for bringing about change. We must determine attractive products to offer, effective strategies for lowering costs associated with adopting any product offered, appropriate places to reach our audience, and the specific promotional activities or tactics needed to reach them.

Example:

The **product** we're offering is the *Social Marketing Coordination Guidebook*. The guidebook was designed to assist coordinators in more closely adhering to the social marketing process.

We have attempted to **lower costs** coordinators' will pay for using our product by keeping the guidebook short, easy-to-read, consistent with other training materials (e.g., *CDCynergy Social Marketing Edition*) and interesting through incorporating a variety of unique features including worksheets and icons to help identify action steps.

Although the guidebook does not focus on how to do social marketing, we include background information and references to 'how to' information contained in the *CDCynergy Social Marketing Edition*.

CDC can **distribute** the guidebook to obesity and overweight prevention program coordinators and review its contents at an annual meeting of its grantees. They can also **place** information about how to download the guidebook and worksheets on http://www.cdc.gov/communication/cdcynergy.htm.

To **promote** its use, CDC can post information on its nutrition and physical activity listserv and encourage its grantees to use it when developing interventions.

How to Use the Coordinators' Social Marketing Model

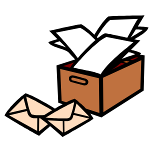
This model is simply a tool designed to help you maintain a consumer mindset throughout the social marketing process. As discussed above, each worksheet encourages you to use what you already know along with market research results to systematically make key marketing decisions. The model can be used alone or in conjunction with the *CDCynergy Social Marketing Edition*. You might use the guide by reading the overview and major tasks associated with a phase, collect any additional information needed, refer to the *Social Marketing Edition* as needed, and complete the portion of worksheets that correspond to that phase. The worksheets were designed to be used in the order presented. For example, during *Problem Description*, complete the first section entitled "Problem Description Phase" on each model worksheet, moving from the first key decision, "What's the problem?" to the last key decision, "What are effective marketing strategies for addressing the problem?" This exercise will help you identify the information you will need to obtain from existing resources or collect from the target audience to plan an effective intervention.

The following icons appear throughout the guide. Each provides a unique tip or tool related to where you are in the social marketing process.

Obesity and overweight prevention coordinators juggle several tasks simultaneously. Sometimes it's easy to forget exactly where you're headed and why. We provide you with convenient summaries of coordination tasks specific to each phase. These summaries will help you keep your intervention afloat.

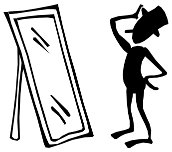
We provide lists of questions you might want to answer when coordinating each phase of the social marketing process. The questions were designed to help you focus on key decisions to make and collect needed evidence.

Practical examples of social marketing in action help reinforce learning materials. We provide you with a completed set of *Coordinators' Social Marketing Model* worksheets based (loosely) on an existing social marketing intervention, *VERB*$_{TM}$. The information provided in this guidebook is not intended to capture the full complexity of the intervention. For example, guidebook examples do not discuss formative research or strategies used with secondary audiences ("other influencers"). For further information on *VERB*$_{TM}$, please go to http://www.cdc.gov/youthcampaign/.



We include worksheets and other forms that you can photocopy
We use this icon throughout the guidebook as a cue to complete one of the worksheets included in each section or appendix.

For those who wish to use this guidebook in conjunction with the *CDCynergy Social Marketing Edition*, we include cues as to corresponding 'Phases'. We have also labeled each subsection using the numerical system used in *CDCynergy Social Marketing Edition* (i.e., "1.2" in our guidebook corresponds to "1.2" in *CDCynergy Social Marketing Edition)*.



Sometimes it is useful to take a moment and consider your progress toward reaching a personal or professional goal. We provide you with a series of phase-specific *Social Marketing Competency Self-Assessment* tools (Alfonso & McCormack Brown, 2004) you can use to gauge your personal progress. In addition, the self-assessment tools provide a useful review of major tasks associated with each phase.

Traditional Planning Models and the Coordinators' Social Marketing Model

The hallmark of social marketing as a behavior change tool is its focus on bottom-up planning as opposed to top-down planning. Social marketing interventions are consumer-driven: knowledge of consumers' beliefs, needs, and perceptions drive every step of the social marketing process**.** Some program coordinators may feel uncomfortable or disconcerted by this nontraditional approach to program planning.

One source of discomfort stems from postponing the establishment of measurable objectives. Top-down planning frameworks require measurable goals and objectives to be specified from the very beginning of the planning process. These goals are often based on professionals' assumptions regarding the target audiences' attitudes and needs. Conversely, social marketing begins with a broad problem statement, developed during Phase 1, but specific objectives are not specified until Phase 3 after the marketing or consumer research has been completed. Basing goals on consumer research, however, does not preclude program planners from beginning the social marketing process with a **clear vision** of what they would like to achieve as a result of their social marketing efforts. If you experience this discomfort, remember: everyone invested in addressing a particular health problem or issue approaches program planning with a vision (or broad goal) for the future. Social marketing, however, requires program planners to keep this vision in mind while allowing consumers to determine the best ways for achieving it.

Marketing Mix Cheat Sheet

Product

The behavior, good, service, or program being promoted.

- ✓ What are the *benefits* of the product from the consumers' perspective - what needs or wants do they have that the product can fulfill?
- ✓ What products (behaviors) *compete* with the product? For example, a competing behavior relevant to smoking cessation is the existing behavior- smoking; thus, we must ask, "what can we give the consumer that will outweigh the benefits of smoking (e.g., the relaxation that comes from smoking in response to the body's craving for nicotine)?"
- ✓ What social, economic, and political factors influence the behavior change? Are there community or policy level changes that must occur to facilitate or promote individual behavior change?

Price

The cost to the consumer in terms of what he or she must exchange for the product's benefits.

- ✓ What are the monetary (direct and indirect) costs of the product? Will the consumer have to purchase products or services related to the behavior change? Will the consumer have to take time off from work, obtain childcare, or incur other similar costs in order to change their behavior?
- ✓ What are the nonmonetary costs? In other words, what are the costs in terms of time, effort, and psychological discomfort that consumers must exchange for the product's benefits?
- ✓ How can we lower the costs and enhance the benefits of the product in order to make the exchange more attractive to consumers?

Place

The locations where services are provided, tangible products are distributed, consumers receive information about new products or behaviors, and where individuals actually perform the behavior you are trying to promote. Place refers to time of day, week, or year as well as geographical locations. It also refers to people and organizations that act as intermediaries, distributing products to consumers or encouraging them to adopt the desired behavior.

- ✓ What are the "life path points" people routinely visit that are relevant to the product being promoted?
- ✓ When and where do consumers make the decision to act? When are they in the most receptive mood to listen and respond to our message?
- ✓ Do they have access to necessary facilities/environments to practice the behaviors?
- ✓ What organizations or people can promote our products and/or provide support or follow up services needed to sustain the behavior change? How can these intermediaries be motivated to assist our effort? For example, do check out clerks or health clinic staff need training in customer service skills? What incentives can be used to encourage them to treat consumers more respectfully?

Promotion

A combination of activities (e.g., health communications, service delivery improvements, policy changes, community-based activities, incentives, etc.) designed to bring about behavior change.

- ✓ What messages will promote behavior change?
- ✓ What spokesperson should be used?
- ✓ What information channels should be used?

Phase 1:

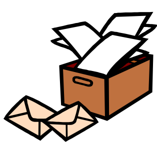
COORDINATING PROBLEM DESCRIPTION

Phase 1

Effective social marketing interventions begin with a clear understanding of the health or safety issue of concern. The problem description phase enhances an understanding of the problem by identifying preliminary behavioral objectives, audience segments, and a list of potential behavioral determinants. The results of this phase guide the development of research objectives, selection of sampling frames, and development of data collection instruments during the next phase - *Market Research*. According to the *CDCynergy Social Marketing Edition*, problem description involves:

- Developing a problem statement;
- Identifying causes of the health problem and potential program audiences;
- Gathering information on "best practices";
- Forming a strategy team; and
- Conducting a SWOT analysis.

Most health and safety issues are etiologically complex and require multifaceted prevention approaches. Thus, problem description can result in a large amount of information that is difficult to organize. During the "Problem Description Phase," the first section of each *Coordinators' Social Marketing Model* worksheet (Appendix A) is used to keep you focused on key marketing decisions. These worksheets provide a framework for organizing and applying information gathered. The *CDCynergy Social Marketing Edition* provides additional background information to help you complete the worksheets.



Additional worksheets and appendices associated with this section include:

- *Completed Sample Coordinators' Social Marketing Model Worksheets: Problem Description Phase Only* (p. 18)
- *Stakeholder Summary Sheet* (p. 20)
- *Health Problem Analysis Worksheet* (p. 21)
- *SWOT Analysis Worksheet* (p. 22)
- *Social Marketing Competency Self-Assessment – Problem Description Phase* (p. 23)

1.1 Write a Problem Statement

Social marketing interventions begin with a comprehensive yet specific statement of the health or safety problem. According to the *CDCynergy Social Marketing Edition*, a problem statement should answer the following questions:

- “What should be occurring?”
- “What is occurring?”
- “Who is affected and to what degree?”
- “What could happen if the problem isn’t addressed?”

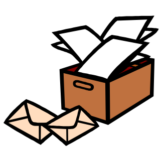
Coordination Tasks

1) Develop a basis from which to achieve measurable behavior change
2) Get to know your audience/s
3) Keep one eye on theory
4) Keep the other eye on reality
5) Build bridges and sew seams

Existing (secondary) data are essential in developing a problem statement. Whenever possible rely on existing information (e.g., local health data, program data, or secondary datasets) to minimize the need for primary data collection. There are numerous sources of secondary data regarding chronic diseases and related risk factors, for example:

- Behavioral Risk Factor Surveillance System (BRFSS; http://www.cdc.gov/brfss/)
- Healthy People 2010 (http://www.healthypeople.gov/)
- National Center for Health Statistics (http://www.cdc.gov/nchs/)
- National Health and Nutrition Examination Survey (NHANES; http://www.cdc.gov/nchs/nhanes.htm)
- National Institute of Health (http://www.nih.gov/)
- Pediatric Nutrition Surveillance System (PedNSS; http://www.cdc.gov/nccdphp/dnpa/pednss.htm)
- Pregnancy Nutrition Surveillance System (PNSS; http://www.cdc.gov/nccdphp/dnpa/PNSS.htm)
- Youth Risk Behavior Surveillance System (YRBSS; http://www.cdc.gov/nccdphp/dash/yrbs/index.htm)

Other sources are located in the “Resources” section of the *CDCynergy Social Marketing Edition.*



After you have answered each of the questions listed above, develop your unique problem statement and record it next to “Problem Statement” on the “Problem or Health Issue” *Coordinators’ Social Marketing Model* worksheet (p. 71).

1.2 List the Causes of the Health Problem and Identify Potential Audiences

There are multiple causes of overweight and obesity; delineating those you can address is your next coordination task. Literature reviews and other sources of secondary data are integral to identifying risk and protective factors associated with specific health problems. *CDCynergy Social Marketing Edition* offers general sources of causal information in the “Phase 1 Resources” section, and we’ve identified resources specific to overweight and obesity prevention, including:

Physical Activity & Fitness Resources

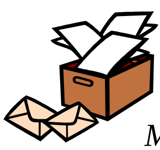
- CDC Physical Activity Resources (http://www.cdc.gov/nccdphp/dnpa/physicalactivity.htm)
- Physical Activity and the Health of Young People Fact Sheet (http://www.cdc.gov/nccdphp/dash/guidelines/phactfac.htm)
- The President's Council on Physical Fitness and Sports (http://www.fitness.gov/)
- Surgeon General's Report (http://www.cdc.gov/nccdphp/sgr/sgr.htm)

Nutrition Information Resources

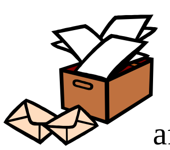
- American Dietetic Association (http://www.eatright.org/)
- CDC Nutrition (http://www.cdc.gov/health/nutrition.htm)
- Center for Nutrition Policy and Promotion (http://www.usda.gov/cnpp/)
- Center for Science in the Public Interest (http://www.cspinet.org/nutrition/index.html)
- National 5 A Day Program, National Cancer Institute (http://www.5aday.gov/)
- National Library of Medicine Databases & Electronic Information Sources (http://www.nlm.nih.gov/databases/)
- Tufts University Nutrition Navigator (http://navigator.tufts.edu/)

Overweight and Obesity - General

- Center for Weight and Health (http://www.cnr.berkeley.edu/cwh/)
- Ritchie, Ivey, Masch, Woodward-Lopez, Ikeda, and Crawford's (2001) review of the literature regarding pediatric overweight (http://www.cnr.berkeley.edu/cwh/PDFs/Full_COPI_secure.pdf)



Record the risk and protective factors associated with overweight and obesity next to "What causes the problem?" on the "Problem or Health Issue" *Coordinators' Social Marketing Model* worksheet (Appendix A, p. 71). *The CDCynergy Social Marketing Edition* suggests using the *Health Problem Analysis Worksheet* (p. 21) to organize causal factors according to relative impact and type of relationship (i.e., direct or indirect) to overweight or obesity.



Answering the question, "Who is affected by the problem?" is your next coordination task and the first step in selecting a target audience. Many different types of people are affected by obesity or overweight. When thinking about who is affected by the problem, use existing or secondary data to determine who is most: (1) affected by overweight or obesity; (2) likely to change risk or protective factors associated with overweight or obesity; and (3) able to change conditions associated with overweight or obesity. Remember to record your answer to this question on the "Problem or Health Issue" *Coordinators' Social Marketing Model* worksheet (Appendix A, p. 71).

Conducting brainstorming sessions with stakeholders, carrying out literature reviews, and obtaining local and national data for secondary data analysis can assist you in narrowing down the list you just identified into a more manageable list of potential target audience segments. There are many characteristics or variables that can be used to segment potential audiences, such as current behavior, readiness to change, perceived and real risk, demographics, and where they can be reached. The following are examples of resources for audience segmentation that may be useful:

- HealthCom Key (http://www.cdc.gov/od/oc/hcomm/hcomm_about.html)
- healthfinder® (http://www.healthfinder.gov/)

After you've developed a list of potential audience segments, remember to list them on the "Target Audience" *Coordinators' Social Marketing Model* worksheet (p. 72), "Whom do we want to reach?"

Your next step involves specifying the behaviors that could be adopted to prevent or remedy the problem. These behaviors are potential behavioral recommendations or answers to the question, "What are we asking them to do?" Other questions to consider include: "How much change is feasible?" and "What are they willing to do?" Record all possible behavioral recommendations on the *Coordinators' Social Marketing Model* "Behavioral Objectives" worksheet (p. 73). These behavioral objectives will need to be confirmed using marketing research.

1.3 Identify Models of Behavior Change and Best Practices

The next coordination task is to learn what has worked with similar target audiences and select the theoretical framework(s) that will guide your program. For detailed information on how to identify models of behavior change and best practices, please consult *CDCynergy Social Marketing Edition*.

Behavioral science theories offer guidance on why people behave the way they do, factors (concepts) to consider when promoting change, and strategies for achieving individual behavioral change. A comprehensive collection of behavioral science theories and other resources is included in *CDCynergy Social Marketing Edition* (see Phase 1, Step 3, "How to Do It"). An overview of select health behavior models can be found at: http://www.hsc.usf.edu/~kmbrown/Research.htm. When reviewing these resources, consider:

- How the theory and related concepts could help you achieve behavior change;
- The beliefs, attitudes, or other concepts the theory suggests should be considered; and
- Costs and benefits that should be considered in addition to the factors suggested.

List each factor your intervention should address on the "Factors" *Coordinators' Social Marketing Model* worksheet (Appendix A, p. 74). Keep in mind that the specific factors that influence an audience vary among segments in a population and the behaviors you are trying to promote. Therefore, it is often necessary to conduct research to identify which factors have the greatest impact on the people you hope to reach.

Identifying effective marketing strategies for addressing the problem is the final component in the *Coordinators' Social Marketing Model*. During this phase, use the *Coordinators' Social Marketing Model* to help you identify what will work with your potential target audience(s):

consider what has been done to address the problem, what works, and what doesn't work. Assess past or current interventions targeted at your target audience, and look for examples of effective placement, distribution, and promotion strategies.

When designing your social marketing intervention, consider the potential for adopting materials from or partnering with existing interventions. When looking at existing interventions, consider whether they are evidence-based and would meet your audience's needs. Consult Bryant and Lefebvre (2002) for guidance on how to use social marketing and the factors to consider when targeting obesity and overweight. Examples of social marketing interventions that address behaviors that protect against overweight and obesity are described briefly below:

- *Loving Support Makes Breastfeeding Work* is a social marketing campaign designed by Best Start, Inc. to increase breastfeeding rates and duration that has been modified to meet the needs of a wide range of target audiences. Further information is available at http://www.beststartinc.org/prod012.htm.
- *5 A Day* is a comprehensive, national nutrition intervention designed to increase "all American adults'" fruit and vegetable consumption to 5 or more per day by the year 2010. Further information and resources are available at: www.cdc.gov/nccdphp/dnpa/5aday/index.htm.
- *VERB*$_{TM}$ is a media campaign designed to increase and maintain physical activity among 9 to 13 year old youth. Go to http://www.cdc.gov/youthcampaign/ for further information and resources.

Below are more general resources that describe evidence-based approaches to preventing overweight and obesity. This list is not intended to be exhaustive, but rather presents a basis from which you can begin to plan social marketing interventions designed to meet the needs of your particular audience.

- *The Guide to Community Preventive Services.* This report focuses on evidence-based population level physical activity promotion efforts. Information from this report was published in the May 2002 supplement to the *American Journal of Preventive Medicine and* CDC's *MMWR Morbidity and Mortality Weekly Report-Recommendations and Reports Series*, October 26, 2001. Both reports are available online by visiting the "Publications" section of the "Physical Activity" section of the *Guide to Community Preventive Services'* website at www.thecommunityguide.org.
- *Resource Guide for Nutrition and Physical Activity Interventions to Prevent Obesity and Other Chronic Diseases*. This guide provides a comprehensive review of the literature related to obesity prevention and control and evidence-based recommendations for increasing physical activity, improving nutrition (e.g., breastfeeding, consumption of fruits and vegetables), and reducing television time. The full report is available online at: http://www.cdc.gov/nccdphp/dnpa/pdf/guidance_document_3_2003.pdf.
- *CDC Obesity Prevention Homepage*. For a comprehensive list of overweight and obesity prevention resources, go to: http://www.cdc.gov/nccdphp/dnpa/obesity/resources.htm and http://www.cdc.gov/nccdphp/dnpa/dnpalink.htm.

Once you've explored what others have done to address the problem and effective placement and promotion strategies, record your findings on the "Marketing Strategies" *Coordinators' Social Marketing Model* worksheet (Appendix A, p. 75).

1.4 Form Your Strategy Team

Successful social marketing interventions require a partnership between a broad array of stakeholders. Your next coordination task is to build a strong team. Ask yourself, "Who can help us address the problem?" Stakeholders are those individuals who have an interest in your program because they are: members of the target audience, working in the field already, or have a vested interest in your program's success (or failure). For questions to consider when forming your strategy team, consult the *CDCynergy Social Marketing Edition*.

The *Stakeholder Summary Sheet* (p. 20) will assist you in identifying stakeholders, organizing contact information, and defining when and how stakeholders will participate. Keep in mind, the number and identity of stakeholders may change over the course of the social marketing process.

1.5 Conduct a SWOT Analysis

Social marketing takes time and other resources. The time required to design and implement a program can range from several months to several years; budgets vary from a few thousand to millions of dollars. Depending on the project's scope and complexity, it may require specialized skills, coordination of numerous stakeholders, and progression through several stages of intervention development, implementation, and evaluation.

CDCynergy Social Marketing Edition recommends conducting a SWOT (i.e., Strengths, Weaknesses, Threats, and Opportunities) analysis before initiating the social marketing process. Savvy social marketing coordinators refer to and update their SWOT analyses results throughout the social marketing process. Strengths and weaknesses stem from factors internal to those individuals, groups, or organizations leading the project, and opportunities and threats stem from factors external to those individuals, groups, or organizations leading the project. From a coordination standpoint, involving key stakeholders in a SWOT analysis will help illuminate external opportunities and threats. For information on how to conduct a SWOT analysis consult Phase 1, Step 5 of *CDCynergy's Social Marketing Edition.* To organize the results of your SWOT analysis, consider using the *SWOT Analysis Worksheet* (p. 22).

Completed Sample *Coordinators' Social Marketing Model* Worksheets*:*

Problem Description Phase Only

What is the problem?

Problem Description Phase

Questions to answer using what you already know and existing data:

What is the problem? High and increasing overweight and obesity rates among youth, which is putting them at increased risk for chronic diseases later in life.

What causes the problem?

Direct causes: Consumption of high fat and empty calorie foods (e.g., sodas, fast food, large portion sizes, etc.), insufficient fruit and vegetable consumption, lack of physical activity, and excessive screen time.

Who is affected by the problem? 1 in 5 children in America is overweight

Who is most affected? Children who are sedentary and spend minimal time being physically active. Children from economically disadvantaged, minority families.

Who is most likely to change risk or protective factors? 'Tweens' (9 to 13 year olds). Tweens are at a point in their lives when health habits are forming and they have more control over their behaviors than do younger children.

Who is able to change? 'Tweens' who are surrounded by communities and families that are aware of the need for physical activity and encourage kids to be active.

Whom do we want to reach?

Problem Description Phase

Potential ways to segment the audience:

- **Current behavior** – involved, uninvolved in physical activity
- **Future intentions –** would like to become more involved in after school programs
- **Readiness to change**
- **Risk (perceived and real)**
- **Demographics** – ethnicity, age, gender
- **Where they can be reached** – favorite TV channel, school, after school activities
- **Other variables:**

Completed Sample *Coordinators' Social Marketing Model* Worksheets*:* Problem Description Phase Only

What are we asking them to do?

Problem Description Phase

Potential behavioral objectives or options to consider:
Youth - Engage in physical activity, maintain physical activity, reduce passive screen time
Parents – Expect children to be physically activity, provide children with opportunities for being physically active, support children in being physically active, participate in physical activities with children

What factors must we address?

Problem Description Phase

Potential product benefits: fun, opportunity to exercise, getting fit, increased satisfaction with appearance, recognition, opportunity to demonstrate talent, enhanced self-esteem
Potential product costs: time, boredom, teasing, 'messed up' hair or makeup
Other factors:

- **Policies** – school recess and PE policies
- **Community and institutional factors** – availability of facilities, safety
- **Intrapersonal factors** – awareness, physical limitations, competing priorities, lack of time, fear
- **Interpersonal factors** – encouragement, lack of role models, competition with siblings or other youth, teasing

What are effective marketing strategies for addressing the problem?

Problem Description Phase

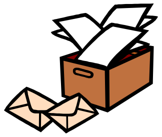
Intervention Strategy and Activities:

What works? Multi-component interventions that focus on social norms, self-efficacy, social support, awareness, knowledge, and environmental changes

What doesn't? Single-component interventions (e.g., increasing awareness of need to be physically active)

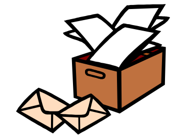
Product strategies? Offering products that meet tweens' psychological and emotional needs (fitting in, feeling older). Recognizing these needs vary by gender.
Placement strategies? Schools, media, malls, sports events, local teen hangouts
Promotion strategies? Traditional media channels, word-of-mouth (viral marketing), Internet, grassroots marketing, lifestyle marketing

Stakeholder Summary Sheet



Name/Organization	Contact Information	Stage/s of Involvement	Role Description
	Phone: Fax: e-mail: Address:	❑ Market Research ❑ Market Strategy ❑ Interventions ❑ Monitor/Evaluation ❑ Implementation	
	Phone: Fax: e-mail: Address:	❑ Market Research ❑ Market Strategy ❑ Interventions ❑ Monitor/Evaluation ❑ Implementation	
	Phone: Fax: e-mail: Address:	❑ Market Research ❑ Market Strategy ❑ Interventions ❑ Monitor/Evaluation ❑ Implementation	
	Phone: Fax: email: Address:	❑ Market Research ❑ Market Strategy ❑ Interventions ❑ Monitor/Evaluation ❑ Implementation	
	Phone: Fax: e-mail: Address:	❑ Market Research ❑ Market Strategy ❑ Interventions ❑ Monitor/Evaluation ❑ Implementation	

Health Problem Analysis Worksheet



Indirect Contributing Factor

Direct Contributing Factor

Indirect Contributing Factor

Direct Contributing Factor

Risk Factor

Indirect Contributing Factor

Direct Contributing Factor

Health Problem

Indirect Contributing Factor

Direct Contributing Factor

Indirect Contributing Factor

Direct Contributing Factor

Protective Factor

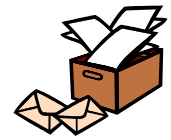
Indirect Contributing Factor

Direct Contributing Factor

Major Factor

Adapted From: National Association of County and City Health Officials (March, 1991) *APEX - PH Workbook*, p. 125.

SWOT Analysis Worksheet



Factors/variables	**Internal**	**External**
Positive	**Strengths**	**Opportunities**
Negative	**Weaknesses**	**Threats**

Adapted from Pearce, J.A. & Robinson, R.B. (1988). *Strategic management Strategy formulation and implementation*. Homewood, IL: Richard D Irwin, Inc.

Social Marketing Competency Self-Assessment -

Problem Description Phase

The first phase of the social marketing process, *Problem Description,* involves developing a problem statement, identifying causes of the problem and potential audience segments, gathering information on behavior change models and 'best practices', forming a strategy team, and identifying factors that impact social marketing interventions.

1. Overall, how useful do you feel the time spent on describing the problem was to achieving project goals?

Not at all		Somewhat		Very
[ ]1	[ ]2	[ ]3	[ ]4	[ ]5

Instructions: Using the following scale, please rate your ability in the following social marketing areas as it is *NOW* that you have participated in the [Name of Project] and as it was *BEFORE* you participated in the [Name of Project].

1 = Very low 2 = Somewhat low 3 = Moderate 4 = Somewhat high 5 = Very high

Social Marketing Area	**NOW** that I've been a part of the [Name of Project]….					**BEFORE** the [Name of Project]….				
Using existing information to answer "who," "what," "when" and "where" questions about [project issue] issues.	1	2	3	4	5	1	2	3	4	5
Spelling out how [project issue] issues affect different groups of people.	1	2	3	4	5	1	2	3	4	5
Writing a problem statement.	1	2	3	4	5	1	2	3	4	5
Identifying causes of [project issue] issues.	1	2	3	4	5	1	2	3	4	5
Identifying potential groups or audiences to target when addressing [project issues] issues.	1	2	3	4	5	1	2	3	4	5
Identifying models or theories of behavior change.	1	2	3	4	5	1	2	3	4	5
Identifying 'best practices' for addressing [project issue] issues.	1	2	3	4	5	1	2	3	4	5
Working as a part of a strategy team.	1	2	3	4	5	1	2	3	4	5
Thinking creatively about [project issue].	1	2	3	4	5	1	2	3	4	5
Thinking strategically about [project issue].	1	2	3	4	5	1	2	3	4	5
Identifying factors (e.g., strengths, weaknesses) that could impact efforts to address or solve [project issue] issues.	1	2	3	4	5	1	2	3	4	5

Phase 2:

COORDINATING MARKET RESEARCH

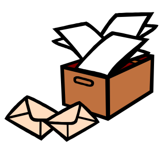
Phase 2

Market (formative) research is the bedrock of social marketing. Research is used to fill gaps in what is known about the target audience and gather the other information identified as important during problem description. Because social marketing demands a thorough understanding of consumers and the people who influence their decisions, the market research phase requires a far more in-depth analysis of consumers' beliefs, values and behavior than is typically accomplished in most program needs assessments. According to the *CDCynergy Social Marketing Edition*, market research involves:

- Defining market research objectives;
- Developing a market research plan;
- Conducting research; and
- Summarizing results.

During the "Market Research Phase," the second section of each *Coordinators' Social Marketing Model* worksheet (Appendix A) is used to keep you focused on key marketing decisions. These worksheets provide a framework for establishing research objectives and selecting data collections methods.

This section assumes you will work with a research team rather than conduct market research on your own. For information on conducting research on a budget and common market research methods consult the *CDCynergy Social Marketing Edition*.

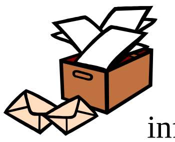


Additional worksheets and appendices associated with this section include:

- *Market Research Question Worksheet* (p. 30)
- *Completed Sample Coordinators' Social Marketing Model Worksheets: Market Research Phase Only* (p. 31)
- *Social Marketing Competency Self-Assessment – Market Research Phase* (p. 33)
- *Instrument Evaluation Guides* (Appendix B)
- *Sample Focus Group Guide Introduction* (Appendix C)

2.1 Define Market Research Questions

One of the most challenging aspects of research coordination is collecting the right information – what you need to know to make marketing decisions rather than what might be nice to know but not very helpful. To stay focused, develop research objectives that are tied to the decisions you must make (i.e., whom to reach, what behavior to recommend, what benefits to promise, what costs to lower, other factors you must address, places to distribute the product, spokespeople to use, and other aspects of the promotional strategy).



To help you develop the right research objectives, we recommend you use the *Market Research Question Worksheet* (p. 30). When using this worksheet, consider what you already know about the audience and sources of existing information that could shed light on their behavior. Use the worksheet to record and organize what is already known about each of the key marketing decisions. After recording what is known, consider what you still need to learn about each target audience segment to make good decisions. These information gaps can then be used to develop research objectives or questions, which can then be recorded in the "Market Research Phase" sections of each *Coordinators' Social Marketing Model Worksheet* (Appendix A, pp. 71-75).

Here is an example of the *Market Research Question Development Worksheet* in action:

Key Market Decision: What are we asking them to do?
What we know: Today's youth spend less time being physically active and more time doing sedentary activities.
What we need to know: What role do parents play in getting youth to be physically active?
Market research objective: To determine what parents tell themselves about how their children develop physical activity behavior patterns.

2.2 Develop Market Research Plan

Once you have your research questions developed, you are ready to follow *CDCynergy Social Marketing Edition*'s steps for developing a market research plan:

- List the research questions that will be answered;
- Identify sources of information;
- Describe the overall design and specific methods that will be used for collecting and analyzing primary data, including the specific questions that target audience members will be asked;
- Outline the timeline and the resources allocated for conducting the research; and
- Decide whether to get help from outside research experts.

If you completed the *Market Research Questions Worksheet* (p. 30), you have already listed the research questions that will be answered.

Your next step involves *identifying primary or secondary sources of information*. Secondary data can be used alone or in conjunction with primary data to estimate the size and responsiveness of audience segments and identify realistic behavioral objectives, factors that influence behavior, effective information channels, and promotional strategies. Primary sources of information will depend on the potential target audiences you have identified. If you decide to collect primary data, consult the United States Department of Health and Human Service's Office for Human Research Protections for information on how to conduct ethically responsible research (http://ohrp.osophs.dhhs.gov/).

Once you've specified research questions and identified sources of existing information, you're ready to *develop a market research plan* that details methods and specific questions to ask. The *Coordinators' Social Marketing Model* prompts you to identify data collection methods for each research objective. We've completed the worksheet for $VERB_{TM}$ to help you understand how it can be used to plan the research phase of a project (see pp. 31-32).

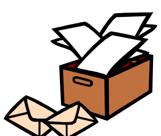
Market research methods include qualitative (e.g., focus groups) and quantitative (e.g., surveys) methods. Because each method has distinct advantages and disadvantages, whenever possible, it is best to rely on a mixture of qualitative and quantitative methods. A description of the most commonly used market research methods can be found in the *Tools of Research* section of the *CDCynergy Social Marketing Edition*. To help you select the most appropriate mix of data collection methods, consider the following questions:

Coordination Area	**Questions to Ask**
Research Design	What are the guiding research objectives? What methods should we use? Which are most feasible? Which will yield the most accurate and useful information (e.g., focus groups, interviews, surveys, observation, etc.)? What ethical concerns do we need to consider? How should we recruit participants? What are recruiting specifications? What's the protocol for data handling? Transcription? How will informed consent issues be handled?
Primary Data Sources	Who should we ask? When should we ask them? How many should we ask? Are there strategies for over-recruitment for interviews/focus groups? Where should we look for participants? Will we be able to generalize our findings? What types of bias might threaten validity?
Interview Guides and Questionnaires	Do they contain questions specific to each research objective? Do they contain an appropriate introduction? Do they contain specific to the marketing mix – product, price, place, and promotion? How will we review and modify questions? Expert review? Pre-testing with target audience? Pilot testing in field?

Outlining the timeline and resources needed to conduct market research is your next coordination task. Remember to incorporate sufficient time for primary data collection and allow for additional resources such as incentives for research participants, refreshments for focus groups, and travel costs. Consult Sarvela and McDermott (1993) for further information on establishing timelines and budgets.

The final step in developing your market research plan involves *deciding whether you need to get help from outside experts*. All social marketing coordinators should be involved in marketing research, but not all coordinators have the training and experience needed to conduct research themselves. Often, the best approach is to hire an outside research team or consult with researchers at a local university. For a resource list of professionals qualified to assist with the market research process, see *Phase 2, Step 3* of the *CDCynergy Social Marketing Edition*. Selecting individuals capable of designing and conducting market research can be complicated. When selecting research team members and negotiating contracts, consider the following questions:

Management Area	Questions to Ask
Selection Criteria for Research Team Members	Do they have experience with social marketing? The target audience? The target behavior? The content area? Mixed methods? Will the target audience feel comfortable interacting with the researchers? Do they have a variety of qualitative and quantitative research skills? Can they deal professionally and effectively with conflict? Do they usually meet deadlines?
Selection Criteria for Interviewers	Will study participants feel comfortable talking with them? Can the interviewers listen with interest? Can they be nonjudgmental? Do they put participants' comfort first? Respond to nonverbal cues? Talk unnecessarily? Handle distractions well?
Contract Issues	Is there a description of the research objectives to be answered? Are sources, sites, instruments and methods described? Is the number of groups, interviews, or surveys specified? Have each party's roles and responsibilities been specified? Is there an agreed upon timeline for activities and deliverables? Have format and deliverables been specified? Is there agreement on budget issues? Payment schedules?

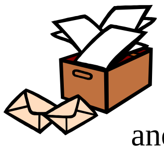


Your next task is to orient the research team to the nature of the project and the information synthesized during problem description. By now you will have completed the *Problem Description* and *Market Research* phases of each *Coordinators' Social Marketing Model* worksheet (pp. 71-75). Sharing these completed worksheets with the research team will help you provide them with an overview of the problem, guiding market research objectives, data collection methods, and specific questions.

The answers you get during marketing research are only as good as the questions you ask members of the target audience. Although it is beyond the scope of this guidebook to walk you through steps in developing questions, here are some references that may help you:

- Dillman, D.A. (2000). Constructing the questionnaire, In *Mail and Internet Surveys: The Tailored Design Method.* 2nd edition. (pp. 79-148). NY, NY: John Wiley & Sons.
- Fowler, F. J. (1995). Designing questions to gather factual data. In *Improving Survey Questions.* (pp. 8 – 45). Thousand Oaks, CA: Sage Publications.
- Krueger, R.A. (1998). Developing questions for focus groups: Focus Group Kit 3. In Morgan, David and Krueger, Richard. *The focus group kit*. Thousand Oaks, CA: Sage

Publications, Inc.



In addition, we've provided you with copies of Stacy's (1987) guides for having colleagues, individuals from the target population, and those who will be using the information provide systematic feedback on research instruments (see Appendix B) and a sample focus group introduction that can be used to establish understanding and rapport during group discussions (Appendix C). Feel free to use these resources to help you develop and critique instruments and collect more valid information during the market research phase.

2.3 Conduct Research

If an external research team has been hired, coordination tasks will include: (1) assisting your research team members (as needed) with gaining access to participants, institutions, information, and other resources needed; (2) monitoring the team's progress in terms of timelines, deliverables, and other aspects of the research process; and (3) reviewing and approving research reports. One way of gaining access to participants is partnering with community agencies or other key stakeholders. According to the *CDCynergy Social Marketing Edition*, when collaborating with community partners in the market research process, make sure to have a written agreement with your agency detailing project goals, topics to be discussed, recruitment issues, incentives (if any), why partners should not disclose information about the topic before the focus group discussion, confidentiality protection, and sharing of results. Here are a few aspects to consider when coordinating the research team:

Coordination Tasks

- ✓ Select and hire research team
- ✓ Provide research team with orientation to problem, decisions that need to be made, target audiences, and culture of client organization
- ✓ Assist in obtaining clearances and access
- ✓ Approve research design and sampling plan, questionnaires and/or interview guides, and analysis plan
- ✓ Approve draft and final reports
- ✓ Meet regularly to review progress, resolve problems, and keep each other updated on changes in project
- ✓ Insist all instruments are reviewed, pre-tested, and pilot-tested

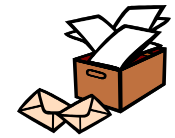
Coordination Area	Questions to Ask
Entry & Access	Will research team members need help gaining entry? Do team members have access to needed information?
Progress	How will individual team members be monitored? What will be the standard means and frequency of communication? What deliverables are expected? Are team members following guidelines discussed during orientation?

2.4 Summarize Results

Market research is only useful if it's used. When preparing or reviewing the market research report strive for clarity and conciseness and consider what information the report should provide, what the report should look like, who the audience or reader will be, and user-friendly ways for presenting the information (e.g., tables, charts, etc.). Remember the purpose of the report is to guide the development of a social marketing plan. Therefore, you may want to structure the report so it answers each of the marketing decisions you must make – whom do we want to reach?, what are we asking them to do?, what factors must we address?, and what strategies will be effective in promoting the behavior? For more information on writing a research report see Phase 2, Step 4 of the *CDCynergy Social Marketing Edition* or Kreuger's (1998) *Analyzing & Reporting Focus Group Results*.

Here is the outline we follow when preparing a research report:

1) Title page
2) Executive summary
    a) Market research objectives
    b) Market research methods
    c) Key findings
3) Introduction
4) Purpose of research
5) Guiding market research objectives
6) Summary of methods and sample
7) Results
    a) Organize results by marketing question or other topic (e.g., specific factors that must be addressed)
    b) Combine quantitative and qualitative findings within sections.
    c) Use quotes to illustrate findings.
9) Conclusions and market research decisions
    a) Concise/to the point recommendations based on results
    b) Remember – results don't speak for themselves
10) Appendices
    a) Full methods and sampling descriptions
    b) Copy of market research instruments used
    c) Survey instrument with percentages for each response option



Market Research Question Worksheet

Program Goal: ____

KEY DECISIONS	WHAT WE KNOW (EXISTING DATA)	WHAT WE NEED TO KNOW	MARKET RESEARCH OBJECTIVES
What is the problem? **(Anything else we need to know?)**			
Whom do we want to reach? **(Potential Ways to Segment):** • **Current Behavior** • **Future Intentions** • **Readiness to Change** • **Demographics** • **Where to Reach Them** • **Other Variables**			
What are we asking them to do? **(Behavioral Recommendations)**			
What factors must we address? • **Perceived Benefits (Product)** • **Perceived Costs (Price)** • **Perceived Barriers** • **Competition** • **Other Factors**			
What are effective marketing strategies? • **Where can we reach them? (Place)** • **How can we reach them? (Promotion)** o **Spokespersons/Information Resources** o **Information Channels** o **Strategies/Activities**			

Completed Sample *Coordinators' Social Marketing Model* Worksheets: Market Research Phase Only

What is the problem?

Market Research Phase
Research Objectives (Is there anything else we need to know about the problem?): To determine what parents tell themselves about how their children develop physical activity behavior patterns?
Data Collection Methods: Immersion focus groups with parents and children

Whom do we want to reach?

Market Research Phase
Research Objectives: To understand the daily routines, aspirations and struggles of tweens who are involved in activities outside the home and those who are not. To differentiate between girls and boys emotional and psychological needs. To determine if ethnic groups are differentially affected by overweight and obesity.
Data Collection Methods: Immersion focus groups with parents and children and observation of families' routine. Secondary data analysis of available data (e.g., YRBS).

Completed Sample *Coordinators' Social Marketing Model* Worksheets: Market Research Phase Only

What are we asking them to do?

Market Research Phase

Research Objectives:
To identify tweens physical activity patterns.
To determine how tweens respond to recommendations that they are physically active for an hour each day.

Data Collection Methods:
Immersion focus groups with African American, American Indian, Asian American, and Hispanic/Latino youth and families

What factors must we address?

Market Research Phase

Research Objectives:
To identify the most attractive benefits to promote.
To identify perceived costs that must be lowered.
To determine other factors (competition, social norms, self efficacy, policies, etc.) that affect whether youth are physically active.
To examine how these factors vary among ethnic groups.

Data Collection Methods:
Review of available literature.
Immersion focus groups with African American, American Indian, Asian American, and Hispanic/Latino youth and families.

What are effective marketing strategies for addressing the problem?

Market Research Phase

Research Objectives:
To identify places that tweens can be active.
To identify people and organizations that can act as intermediaries (e.g., by offering opportunities for tweens to be active).
To identify the most popular media outlets for 'tweens'.

Data Collection Methods:
Review of existing media habit research and campaigns targeted at youth (e.g., Truth).
Focus groups and in-depth interviews with youth
Individual interviews with stakeholders who may act as intermediaries

Social Marketing Competency Self-Assessment - Market Research Phase

The second phase of the social marketing process, *Market Research,* involves defining research questions, developing a market research plan, conducting and analyzing market research, and interpreting and summarizing market research.

1. Overall, how useful do you feel the time spent on market research was to achieving project goals?

Not at all		Somewhat		Very
[ ]1	[ ]2	[ ]3	[ ]4	[ ]5

<u>Instructions</u>: Using the following scale, please rate your ability in the following social marketing areas as it is <u>*NOW*</u> that you have participated in the [Name of Project] and as it was <u>*BEFORE*</u> you participated in the [Name of Project].

1 = Very low 2 = Somewhat low 3 = Moderate 4 = Somewhat high 5 = Very high

Social Marketing Area	**<u>NOW</u>** that I've been a part of the [Name of Project]….					**<u>BEFORE</u>** the [Name of Project]….				
Turning gaps in existing information into research questions.	1	2	3	4	5	1	2	3	4	5
Using market research to question personal or professional assumptions (hunches).	1	2	3	4	5	1	2	3	4	5
Asking basic marketing questions (e.g., benefits, barriers, etc.).	1	2	3	4	5	1	2	3	4	5
Using market research to divide the audience (target group) into distinct groups (segments).	1	2	3	4	5	1	2	3	4	5
Helping to determine which market research methods (e.g., focus groups) should be used.	1	2	3	4	5	1	2	3	4	5
Helping to determine when and where market research should be conducted.	1	2	3	4	5	1	2	3	4	5
Working as a part of a market research team.	1	2	3	4	5	1	2	3	4	5
Helping to select outsiders (experts) to conduct, analyze, and report market research.	1	2	3	4	5	1	2	3	4	5
Reviewing market research results.	1	2	3	4	5	1	2	3	4	5
Using market research results to fill in a project plan.	1	2	3	4	5	1	2	3	4	5

Phase 3:

DEVELOPING THE MARKET STRATEGY

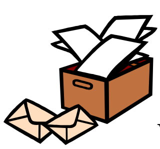
Phase 3

Market strategy involves the translation of market research results into concrete strategies for achieving behavioral change among the target audience. The purpose of this phase is to prepare a strategic marketing plan, a step-by-step implementation plan, and evaluation and monitoring plan. The strategic marketing plan is organized around marketing's conceptual framework of the 4 Ps and product competition. It contains a clear statement of the overall goals or mission of the project, a description of target audience segments, specific behaviors to be promoted to each audience segment, and strategies for addressing critical factors associated with promoted health behaviors. The step-by-step work-plan outlines the specific tasks that will be completed by team members and program partners. It also includes a timetable and budget for each campaign component. Both of these plans guide the development, implementation and tracking of the intervention. An evaluation and monitoring plan is also developed. Health and behavioral outcome measures are identified, and methods for monitoring these are specified.

According to the *CDCynergy Social Marketing Edition*, market strategy involves:

- Selecting your target audience segments;
- Defining current and desired behaviors for each audience segment;
- Identifying the benefits the desired behavior offers for each segment;
- Writing your behavior change goals;
- Selecting interventions to develop for your program; and
- Writing the goals for each intervention.

Social marketing coordinators typically work with a team of individuals ("strategy team") during the strategy development phase. Three aspects of this section will help you work with a strategy team and coordinate collaborative strategy development efforts, including: the first section entitled, "Working with the Strategy Team," the *Coordinators' Social Marketing Model*, and the *Strategy Development Worksheet* (p. 40). During this phase, you will use the information collected in Phases 1 and 2 to complete the *Strategy Development Workshee*t (p. 40) for each audience segment selected for your intervention. After you've used the *Strategy Development Worksheet* to develop key marketing strategies, you will record these strategies on each *Coordinators' Social Marketing Model* worksheet (Appendix A).



Worksheets and appendices associated with this section include:

- *Strategy Development Worksheet* (p. 40)
- *Completed Sample Coordinators' Social Marketing Model Worksheets: Market Strategy Phase Only* (p. 42)
- *Social Marketing Competency Self-Assessment – Market Strategy Phase* (p. 44)

Work with a Strategy Team

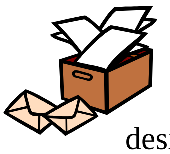
As a coordinator, it is your responsibility to ensure that elements of successful strategy development efforts – partners and logistics - are in place. The first major decision you must make is, “Who should be a part of strategy development?” Obviously, you will want members of your research team, stakeholders, and existing program partners to participate, but you also might want to consider involving other individuals or organizations (e.g., evaluators). The need for involving others can arise after strategy elements begin, especially when you don’t have sufficient resources to carry out a specific strategy. The second major decision is, “Now that I know who should be there, what do I do with them (i.e., logistics)?” Consider the following questions when making these two coordination decisions:

Coordination Tasks

- ✓ Identify partners and organize strategy team/s
- ✓ Address logistical issues
- ✓ Clarify purpose of strategy sessions
- ✓ Keep strategy sessions on track
- ✓ Ensure team members have information needed to participate
- ✓ Make sure strategy team members attend each strategy development session
- ✓ Walk the team through selecting the audience and the behavior and developing Product, Pricing, Placement, and Promotion strategies

Coordination Area	**Questions to Ask**
Partners	Who can enhance our program’s credibility? Who can increase our access to the target population? Who knows a lot about the target audience? Who will read the report? Who can help with needed resources? Who could be threatened? Who could interfere? What can partners do for us? What benefits can we offer them? What can’t partners do (i.e., restrictions)?
Logistics	How many strategy meetings do we need? Who should attend? Should we hold different meetings with different groups? Should/can we hire a group facilitator? Who will write the final marketing plan? How far in advance should we distribute the market research report? How can we keep track of decisions made? Notes? Record sessions? How will differences of opinion be handled? Majority rule? Compromise?

After the strategy team is assembled and logistical concerns are addressed, focus on creating the right expectations. There is a tendency during this phase to jump right into message, slogan, or intervention development. It’s your job to ensure that strategy sessions focus on the development of a strategic marketing plan and structure each session to focus on using market research findings to identify tactics and message design features. Sending each potential strategy team member an overview of what to expect prior to the first strategy session will help them stay on focus. You may want to format your strategy workbook so that each section deals with one of the marketing questions and contains all information relevant to that topic, e.g., in the section on audience segmentation, you would present information on the attitudes of tweens who are involved in numerous activities and those who are not and YRBS information on ethnic, age, and other demographic issues. Also, consider, "Who are the people that will make up our strategy groups? How much experience do they have with social marketing?"

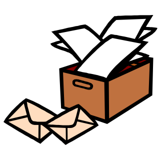


Encourage creative thinking during the strategy sessions; however, remember to refer back to the marketing research to guide you in making decisions. Participants who are not familiar with social marketing may mistakenly believe their role is to design slogans, logos, or program interventions. Use the *Coordinators' Social Marketing Model* and the *Strategy Development Worksheet* (p. 40) to stay on track.

3.1 Select Target Audience Segments

It can be difficult to select one or more segments in a population that will be given greatest priority in program planning. Public health professionals usually try to reach "everyone" with their program interventions or focus most on the neediest subgroups. Unfortunately, these groups are often the least likely to respond to our interventions. In contrast, marketers use a combination of criteria to identify "targets of opportunity" – groups that not only will benefit but also are likely to respond. A list of criteria to consider follows:

- Size
- Potential impact or benefit
- How easily they can be reached
- How likely they are to respond to promotional efforts
- Compatibility of consumer wants with public health goals



Please consult the *CDCynergy Social Marketing Edition* for a comprehensive, step-by-step description of the process for selecting a target audience. After you've selected the target audience, use the *Strategy Development Worksheet* (one per audience segment) to translate market research results into behavioral goals; strategies for addressing factors to consider; and product, price, place and promotional strategies specific to each segment (see pp. 40-41). Be sure to record a description of your target audience segment on the "Target Audience" *Coordinators' Social Marketing Model* worksheet (p. 72).

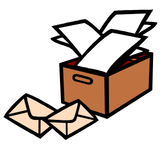
3.2 Define Current and Desired Behaviors for Each Audience Segment

From the beginning, you've considered the key marketing decision, "What are we asking them to do?" In some cases, the answer to this question is very straightforward; in other cases, you must select from a variety of specific behaviors or decide if you are going to recommend more specific guides (e.g., 60 minutes of physical activity a day). In Phase 3, Step 2, *CDCynergy Social*

Marketing Edition recommends that you begin by describing their current behavior – what are they doing now. For example, are they exercising once a week or completely sedentary?

The following questions will help you select a specific, observable behavioral goal:

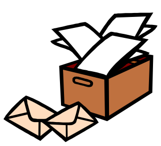
Coordination Area	Questions to Ask
Selecting Behavioral Goal/s	Can we offer "easy solutions and absolute answers" (Siegel & Doner, 1998:317)? What should we recommend? Will it affect the problem? Can we observe the behavior? Can we measure change in the behavior? Should we select just one behavior? Would a series of behaviors be more appropriate? Should we be specific in recommending how often? How long?



Once you've selected a behavioral goal, record the goal(s) on the *Coordinators' Social Marketing Model* "Behavioral Objectives" worksheet (p. 73).

3.3 Describe Factors to Address

Many factors combine to determine an individual's acceptance of a behavior. Discussions of factors to consider during problem description may result in a laundry list of factors, but research makes it possible to narrow that list and identify those that have the greatest impact on the target audience's behavior. An understanding of the determinants of behavior change is essential in developing a well defined marketing plan.

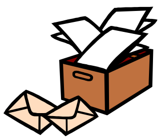


You can use the *Strategy Development Worksheet* (pp. 40-41) to translate what was discovered during the first two phases into evidence-based product, pricing, placement, and promotional strategies specific to each audience segment.

In addition to perceived benefits and costs, factors such as social norms, self-efficacy, and structural factors commonly affect whether an individual adopts recommended health behaviors. For each of the factors identified in the market research, the team must determine specific strategies for addressing them. For example, if time is not allocated for recess or physical education in schools, the strategy development team might decide to lobby their school board to reinstate time for physical activity in the school curriculum.

The *product strategy* focuses on the bundle of benefits that you offer consumers. Which of the perceived benefits are most attractive to consumers and best distinguish the desired behavior from the competition? Which benefits give your product a sustainable, competitive advantage? Answers to these questions help you determine how to position the product relative to the competition (e.g., exercise can be something fun and easy to do anywhere or a way to stay healthy). The *product strategy* also may require the development of new tangible objects and services that support behavior change (e.g., pedometers or walking maps). [Kotler, Roberto, and Lee (2002) give an excellent discussion of product strategy development.]

The *pricing strategy* focuses on the costs consumers associate with adopting the recommended behavior. This part of the marketing mix specifies the costs the audience is unwilling to pay to practice the behavior and recommends ways to lower them or make them more acceptable. Barriers that impede adoption, recommendations for overcoming barriers, and recommendations for maintaining regular practice of the recommended behavior are also delineated.

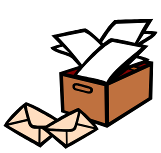


You will also need to consider other factors that influence consumers' behavior and develop ways to address these. Once you've identified the factors, including the product benefits to promote and costs that must be lowered, record these and the strategies you will use to address them on the *Coordinators' Social Marketing Model* "Factors" worksheet (p. 74).

The *placement strategy* is developed for distributing tangible products or locating program services. This portion of the plan outlines the support materials or activities needed (e.g., signs, display racks, audiovisual equipment, reorganization of waiting room) and methods used to ensure a steady supply of the product to distribution outlets. It also identifies methods to properly train and to motivate the intermediaries or "sales force" that will work directly with consumers, e.g., health providers or business personnel involved in promotional activities. The goal in developing a placement strategy is to make the product more accessible (e.g., create convenient opportunities to be physically active) and the places it is used more pleasant.

The *promotional strategy* describes information channels and message design elements for communicating with the consumer. In social marketing, it also includes many other tactics or activities to facilitate change, e.g., legislative change, policy development and organizational change, professional training, peer counselor programs, curriculum development, and grass roots advocacy as well as communication activities (i.e., consumer education, public relations, direct marketing, advertising, face to face communication, media advocacy). When developing a promotional strategy, consider:

Coordination Area	**Questions to Ask**
Developing a Promotional Strategy	How are we going to support these benefit claims? What are we going to say? What tone should we use? What manner is most appropriate for media messages? What spokespersons should we use? What media channels should we use? What promotional activities should we use? What materials or products do we need to support these activities?



Once you've determined the product, placement and promotion strategies for your project, record them on the *Coordinators' Social Marketing Model* "Marketing Strategies" worksheet (p. 75).

Although not included on the *Strategy Development Worksheet*, sustainability, or how the intervention will be implemented is an important factor to consider during strategy development. The marketing plan should include strategies to ensure that key components of the intervention will be sustained long enough to bring about behavior change and prevent relapse. Coffman and Bohan-Baker (2003) recommend using strategic analysis to establish sustainability goals and objectives and delineate tactics for ensuring sustainability.

3.4 Write Behavior Change Goals

Your next step involves writing behavior change goals for each target audience segment. When writing behavior change goals, complete the following statement, "*What* do we want *the target audience* to do by *when and where and in exchange for what [benefits]?*"

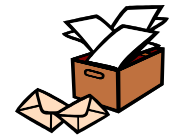
Formulating a brief description of the audience segment/s selected can be a useful tool at this point, especially for bringing strategy team members up to speed on all of the decisions made so far. The *CDCynergy Social Marketing Edition* recommends developing a comprehensive audience profile, which demonstrates how research guided the selection of target audience segment and provides a "vivid portrait" of the segment in terms of current and desired behavior, attitudes, and other factors that may affect their acceptance of an intervention.

3.5 Select Intervention(s) to Develop for Your Program

Using the marketing plan as your blueprint, you are ready to design specific interventions or activities to promote the desired change. Remember, social marketing does not rely exclusively on communications, but rather uses a wide range of activities to address the individual, interpersonal, institutional, and community factors necessary to bring about social change. For instance, you may need to offer new services or improve old ones to better meet consumer needs, you might develop tangible objects to help people change their behavior, or policy changes may be needed to modify the environment so that it is easier to change. Ultimately, the best interventions for your program depend on what you can accomplish (see SWOT analysis results), what your target audience wants (not what you think they need), how many target audience members it could reach, and its potential for bringing about lasting behavior change.

3.6 Write Goals for Each Intervention

One method for ensuring your interventions achieve behavior change among your target audience/s is to write a goal for each intervention. In other words, what do you expect to happen as a result of the intervention *and* how do you expect this to occur? After you've established goals for each intervention, review your proposed interventions and associated goals as a whole to assess their collective ability to achieve the behavioral goals specific to each audience segment. For more specific information and a list of questions to ask when reviewing your interventions and goals, see Phase 3, Step 6 of the *CDCynergy Social Marketing Edition*.



Strategy Development Worksheet

Program Goal: ____
Potential Audience Segment: ____________________________________

KEY DECISIONS	MARKET RESEARCH RESULTS	STRATEGY DECISIONS	
Influential Secondary Audience?		**Secondary Audience**	
Potential Behavioral Recommendations?		**Behavior To Recommend**	
What Benefits Should We Promote? (Product)		**Product (Behavior) Benefits**	
What Costs Should We Lower? (Price)		**Price (To Lower)**	

Strategy Development Worksheet Cont’d

Program Goal: ____

Potential Audience Segment: ____________________________________

KEY DECISIONS	MARKET RESEARCH RESULTS	STRATGEY DECISIONS	
Other Factors That May Need To Be Addressed		**Other Factors**	
Where Can We Reach Target Segment? (Place)		**Place: Where To Reach Audience**	
How Can We Teach Target Segment? (Promotion)		**Promotion** • **Spokesperson** • **Interventions**	

Sample Completed *Coordinators' Social Marketing Model* Worksheets: Market Strategy Phase Only

What is the problem?

Market Strategy Phase

Intervention Mission (Reminder – Stay Focused on the Problem Selected):

To increase the number of tweens who regularly participate in physical activity.

This box should be completed after market research has been completed

Whom do we want to reach?

Market Strategy Phase

Description of Target Audience:
'Tweens' – youth 9 to 13 years of age.
Audience will be segmented by existing level of mental and physical involvement in physical activity. Gender and ethnicity also will be considered.

This box cannot be completed until market research has been completed

What are we asking them to do?

Market Strategy Phase

Behavioral Objective:
Those already mentally and physically involved – maintain their commitment to physical activity
Those not already mentally and physically involved – discover their passion and pursue it (e.g., soccer, football, etc.)

This box cannot be completed until market research has been completed

Sample Completed *Coordinators' Social Marketing Model* Worksheets: Market Strategy Phase Only

What factors must we address?

Market Strategy Phase

Factors to address:

Benefits: fun and enjoyment, diversion and relaxation, sense of personal accomplishment, and outlet for expression
Costs: fear of embarrassment and failure
Barriers: lack of parental support to participate in sports or other after school programs
Competition: academic interests, social interests, competing priorities, television and other sedentary activities (computer, video games)
Other factors – social norms about physical activity, self-efficacy, social support, awareness of options and opportunities to participate in physical activity, and knowledge of physical activity recommendations

This box cannot be completed until market research has been completed

What are effective marketing strategies for addressing the problem?

Market Strategy Phase

Intervention Strategy and Activities:

Product? Position physical activity as fun and an opportunity to be with others while learning which activities you can do well. For involved kids, reinforce the message that being physically active feels good and "helps achieve your hopes and dreams."

Price? Reassure uninvolved youth that "everyone is good at something." Offer opportunities to develop new skills without fear of embarrassment.

Placement? For uninvolved youth, develop action outlets in multiple sites, making it easier for them to participate even though their parents are unable to provide transportation. Develop opportunities to be active in the home.

Promotion? Mass media advertising, public relations, "guerilla" or interpersonal marketing, community events and tours, and partnership development. Use media channels, e.g., the Cartoon Network and Nickelodeon that tweens like to watch.

This box cannot be completed until market research has been completed

Social Marketing Competency Self-Assessment - Market Strategy Phase

The third phase of the social marketing process, *Market Strategy,* involves selecting target audience segments, detailing current and desired behaviors for each audience segment, describing benefits that will be offered, writing behavior change goals, selecting interventions to develop, and writing goals for each intervention.

1. Overall, how useful do you feel the time spent on market strategy was to achieving project goals?

   Not at all — Somewhat — Very

   [ ]1 [ ]2 [ ]3 [ ]4 [ ]5

<u>Instructions</u>: Using the following scale, please rate your ability in the following social marketing areas as it is *<u>NOW</u>* that you have participated in the [Name of Project] and as it was *<u>BEFORE</u>* you participated in the [Name of Project].

1 = Very low 2 = Somewhat low 3 = Moderate 4 = Somewhat high 5 = Very high

Social Marketing Area	**<u>NOW</u>** that I've been a part of the [Name of Project]….					**<u>BEFORE</u>** the [Name of Project]….				
Listing possible groups to target (i.e., target audience segments).	1	2	3	4	5	1	2	3	4	5
Selecting the broadest target audience segment that is also feasible to reach.	1	2	3	4	5	1	2	3	4	5
Describing each target audience segment selected in terms of the benefits they're attracted to, the barriers they face, and so on.	1	2	3	4	5	1	2	3	4	5
Identifying groups that influence each target audience segment.	1	2	3	4	5	1	2	3	4	5
Selecting a behavior that reasonable to expect each target audience segment to perform.	1	2	3	4	5	1	2	3	4	5
Using research results to decide which benefits you will offer each target audience segment.	1	2	3	4	5	1	2	3	4	5
Writing behavioral goals for each audience segment.	1	2	3	4	5	1	2	3	4	5
Selecting interventions based on factors, such as feasibility, reach, benefits offered, and ability to bring about change.	1	2	3	4	5	1	2	3	4	5
Specifying how each intervention will work to get the target audience to change their behavior.	1	2	3	4	5	1	2	3	4	5

Phase 4:

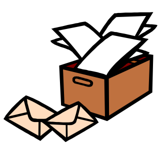
Phase 4

COORDINATING INTERVENTIONS DEVELOPMENT

Now it is time to develop program materials and activities. Often an advertising agency or other creative team is hired to design messages and prepare materials. Instructional designers, professional trainers and public relations firms also may be hired to develop new products, curricula, campaign messages and materials, and public relations activities. Once developed, program strategies, campaign messages and materials, and other products are pretested and revised. Intervention development involves collaboration with stakeholders, program partners, agencies, and the media. Collaborative efforts focus on translating what was learned and decided during the first three phases into plans, products, and materials.

According to the *CDCynergy Social Marketing Edition*, this phase involves:

- Selecting members and assigning roles for your planning team;
- Writing specific, measurable objectives for each intervention activity;
- Writing a program plan, including timeline and budget, for each intervention;
- Pretesting, pilot testing, and revising as necessary;
- Summarizing your program plan and reviewing the factors that can affect it; and
- Confirming plans with stakeholders.



Worksheets and appendices associated with this section include:

- *Materials Pretesting Guide* (p. 50)
- *Social Marketing Competency Self-Assessment – Interventions Phase* (p. 51)
- *RFQ Application, Review, and Selection Documents* (Appendix D)
- *My Model Worksheets* (Appendix E)

4.1 Assemble a Planning Team

Your first responsibility in coordinating this phase is to assemble or hire members of the planning team – those responsible for turning specific strategies into messages, products, and materials. Planning team members may include members of the community, employees in agencies that provide support services, and communications experts from advertising or other creative agencies. Now is a good time to review the individuals and organizations included on your *Stakeholder Summary Sheet* (p. 20). There are numerous issues to consider when assembling and coordinating the planning team, including whether to hire an advertising or public relations agency or relying on internal resources, selecting an agency, checking references, meeting expectations and considering needs, and compensation and ownership. For a detailed discussion of these issues (and more) consult Greenberg, Williams, Yonkler, Saffitz, and Rimon (1996).

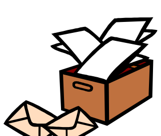
An effective way to maximize resources, such as in-kind support, distribution points for materials and messages, and financial support, is to partner with other organizations. Use your marketing-mindset to identify and recruit potential partners. In recruiting partners, there are numerous benefits to promote including: enhanced credibility and visibility, media and community exposure, expanded audiences, possible generation of revenues through grant opportunities, possible sources of in-kind revenues, and good story ideas for media outlets.

Coordination Tasks

- ✓ Select planning team members
- ✓ Address logistical issues
- ✓ Keep the planning team on strategy
- ✓ Ensure consistency between the first three phases and interventions development
- ✓ Model collaborative behaviors and mutual respect
- ✓ Establish procedures for handling conflict
- ✓ Ensure clear role definitions
- ✓ Set priorities but emphasize the need for flexibility
- ✓ Consider and address budget issues
- ✓ Emphasize pretesting, piloting, and revising…
- ✓ Ensure all materials are on strategy (i.e., using data to make decisions)

When identifying potential organizations consider their needs and wants and which organizations want to reach the target audience you've selected. Media buyers and advertising agencies can assist you in identifying organizations and gaining access. Note that there are important differences between foundations and marketing departments. In foundations, the decision making process tends to be slower and the amount of money available is often smaller. When working with foundations, consider the foundation's schedule and set of priorities. Marketing departments tend to have faster decision-making processes and are 'strictly business'.

Reinforce and sustain relationships with partners by using their logo or acknowledging them in some other way and providing them with evidence of their exposure with the target audience and effects on the bottom-line (i.e., behavior change).

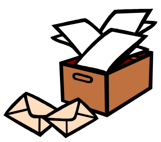


When hiring outside vendors or agencies, you may need to send out a request for qualifications (RFQ). The RFQ process involves soliciting applications, evaluating the applications, and selecting the vendors for contract negotiation. Appendix D consists of three documents that will help you with the RFQ process. The first document, *RFQ Required Application Outline*, provides a list of issues for each agency to address when submitting their qualifications for review. The second document, *Technical Review Committee Evaluation Criteria Sheet*, can be used to evaluate and compare individual submissions. The third document, *Selection Committee Evaluation Criteria*, was designed to be used by selection committee members when interviewing prospective vendors. Feel free to modify these documents to meet your coordination needs.

Once the planning team is assembled, they will need to be directed through the intervention development process. It is your job to clearly define roles and expectations, hold joint sessions to develop the program plan, review approval points and criteria you will use to evaluate progress, and determine how other intervention stakeholders will be involved in the approval process.

Selecting the Creative Team

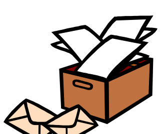
- ✓ Determine your needs
- ✓ Identify ad agencies in the area
- ✓ Request information
- ✓ Review capabilities
- ✓ Develop list of eligible agencies
- ✓ Meet with agency staff
- ✓ Send out communication brief
- ✓ Conduct bidders' conference
- ✓ Select review committee
- ✓ Review and score proposals



Give the planning team the background information they will need to understand the marketing plan and "stay on strategy". Each planning team member should understand the project goals, key characteristics of the target audience segment/s, and factors that influence their willingness to change. Provide the team with copies of all research reports as well as the marketing plan. The creative team (i.e., the people who are designing messages and media materials) may also want to listen to tapes of interviews with the target audience. You may find it helpful to review the *Coordinators' Social Marketing Model* worksheets completed during the first three phases of the project. And, when working with people from outside the sponsoring organization, you will want to brief them on the organizational culture (i.e., norms, values, and beliefs of the sponsoring organization and key partners) at play and any other relevant background information.   Finally, the need for pretesting materials, messages, and products with members of the target audience (ideally in multiple waves) and remaining on strategy should be emphasized.

When coordinating the planning team, avoid interfering with the creative process by: avoiding helping with the creative, resisting the urge to rewrite copy and slogans, and being aware of temptations to change strategy or drift off course. During materials or product production, remain involved and ready to resolve disagreements.

4.2 Write SMART Objectives for each Intervention Activity



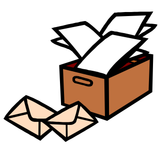
This step involves translating intervention goals established in Phase 3 into specific, measurable, achievable, relevant, and time-specific (SMART) objectives for each intervention. For more specific information on developing SMART objectives consult Phase 4, Step 3 of the *CDCynergy Social Marketing Edition*. Remember to record your short-term, intermediate, and long-term goals for each intervention on the *My Model Worksheets* (Appendix E for a hard copy).

4.3 Write a Program Plan for Each Intervention

Your next coordination task involves preparing a program plan for each intervention. This process varies according to the type/s of intervention you've chosen (i.e., service, product, policy, or communication). The *CDCynergy Social Marketing Edition* provides a detailed description of how to develop program plans for each type of intervention (see Phase 4, Step 3) and specifies what should be included in each plan (i.e., timeline, budget, mission, goals, activities, and process and outcome objectives). When developing intervention plans, work with program partners to ensure budgets and timelines are realistic and ethical and legal concerns are addressed.

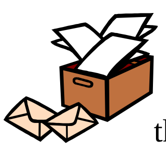
More than likely you'll want to use the media to inform the public about your social marketing intervention. When developing the media plan for your intervention, consider who you will reach and whether the message is easy for target audience members to understand. Remember to take advantage of nontraditional communication channels, such as:

- Internet
- Newsletters
- Magazines
- Community Channels and Government Access
- Houses of Worship
- Youth Groups
- Libraries and Schools
- HMOs
- Cultural Clubs
- Neighborhood Organizations
- Political Organizations
- Chambers of Commerce



Record the behavior change goals, program delivery and reach objectives, outcome objectives, and resources needed for each intervention on the *My Model Worksheets* (Appendix E).

4.4 Pretest, Pilot Test, and Revise as Needed



Pretesting demonstrates a commitment to a social marketing's consumer orientation by understanding how consumers perceive and interpret messages, activities, concepts, and other intervention components. Pretesting occurs throughout all stages of development: concepts, partially completed materials, revised products, and final products should all be pretested with individuals similar to the target audience (see Siegel & Doner, 1998 for an overview of pretesting methods). The *Materials Pretesting Guide* (p. 50) provides guidance as to pretesting objectives and questions associated with social marketing campaigns. There are numerous benefits to promote when justifying the multiple rounds of pretesting required, such as estimating audience response, reducing the risk of distributing wrong messages, making materials more effective, and, ultimately, saving time and money by getting it right the first time.

A common mistake people make in pretesting is to approach pretesting as a popularity contest, asking consumers what they *like* the best. However, the goal of pretesting is to determine if the message or materials are consistent with the marketing strategy and effective. Therefore, it is necessary to determine if the call to action is comprehended, the materials are attention-getting, believable, acceptable, and persuasive, and people recognize the message is designed for them and not someone else. When testing materials containing a great deal of information, it is important to know what information is new and valuable.

When coordinating your intervention:

- Allow adequate time for pretesting each service, product, policy, concept, message, setting, distribution channel, activity, and material;
- Ensure production team members understand the need for multiple rounds; and
- Verify that pretesting results are used to make intervention improvements.

When pretesting and reviewing final materials:

- Assess whether content is accurate and on strategy;
- Ensure the potential reach or effectiveness of materials justifies their cost;
- Ensure materials reinforce other aspects of the intervention, are amenable to modification by stakeholders or partners, and are of sufficient quality to last;
- Assess whether key messages and organization information are easily identifiable; and
- Determine if materials are easy to read and artwork is appropriate for the target audience.

4.5 Summarize Program Plan and Factors That Could Affect It

The *CDCynergy Social Marketing Edition* recommends compiling your intervention plans and reviewing them with program partners. When reviewing the plans, assess the following characteristics: capability of achieving goals and objectives, consistency, integration of appearance and messages, and ability to support and reinforce one another. Finally, reconsider the results of the SWOT analysis conducted in Phase 1: Are there aspects of your intervention plans that are not consistent with your program's strengths, weaknesses, opportunities, and threats? Are there potential threats or crises that should be planned for in advance?

4.6 Confirm Plans with Stakeholders

A final review of plans, budgets, and timelines is necessary for securing buy-in and support from key program stakeholders and partners. Consider having stakeholders and partners sign statements acknowledging they have reviewed plans and agree with all aspects, including responsibilities, timelines, and resources. An example of a simple stakeholder statement follows.

> [Individual/agency name] has reviewed the [Project Name] plan and agree with all aspects of the plan, including the responsibilities, project timelines, and the resources detailed therein.

______________________________ __________________

Stakeholder Signature *Date*

Materials Pretesting Guide

Aspect of the Program Being Pretested:___________________________________

PRETESTING OBJECTIVE	PRETESTING QUESTIONS
Determine whether target audience members can identify the call to action.	What do you think the [ad/brochure] is telling people to do? What is the main idea it is trying to get across?
Determine whether the call to action is confusing to members of the target audience.	What makes you think it is saying _____? Is there anything that is confusing? What part of the {ad, brochure, etc.] makes you think that?
Determine whether target audience members recognize the benefits being offered.	What does the [ad, brochure, etc.] say people will get if they do [what is being asked]?
Determine whether members of the target audience are attracted to the benefits being offered.	How do you feel about [the benefit mentioned]?
Determine whether members of the target audience believe the promise being made.	Do you believe what the ad is saying?
Determine if the message is persuasive to the target audience.	Do you believe people will get [the benefits] if they [do what is asked]? Possible Follow-up Probes: What makes you think they would/would not? What could the ad say that would make people more likely to [call to action]? Now that you have seen this [ad, brochure, etc.], how likely are you to [call to action]? Possible Follow-up Probes: What could the ad say that would make you more likely to [call to action]?
Determine whether the spokesperson is someone the target audience will believe and trust.	What do you think the spokesperson [narrator, etc.] is like? Possible Follow-up Probes: In what ways is s/he like you? Not like you? Which spokesperson do you believe the most? What makes you believe him or her? What type of person should the ad agency use instead of this person?
Determine if the message is relevant to the target audience.	Who do you think this ad is speaking to? What type of people should watch this ad? What about people like you? In what ways are people in this ad like/different than you?
Determine target audience member's general interest level and feelings about the ad.	What do you think about this section? What do you dislike? What should be changed? Who do you find interesting in this ad? What parts are boring? Offensive? Annoying?

Social Marketing Competency Self-Assessment - Interventions Phase

The fourth phase of the social marketing process, Interventions, involves forming a planning team and assigning roles; writing specific, measurable objectives for each intervention activity; developing a program plan, including timeline and budget), for each intervention; pretesting, pilot testing, and revising interventions as needed; summarizing the program plan and reviewing factors that could affect it; and confirming plans with stakeholders.

1. Overall, how useful do you feel the time spent on interventions was to achieving project goals?

Not at all		Somewhat		Very
[ ]1	[ ]2	[ ]3	[ ]4	[ ]5

Instructions: Using the following scale, please rate your ability in the following social marketing areas as it is *NOW* that you have participated in the [Name of Project] and as it was *BEFORE* you participated in the [Name of Project].

1 = Very low 2 = Somewhat low 3 = Moderate 4 = Somewhat high 5 = Very high

Social Marketing Area	**NOW** that I've been a part of the [Name of Project]….					**BEFORE** the [Name of Project]….				
Working as a part of a planning or strategy team.	1	2	3	4	5	1	2	3	4	5
Agreeing upon what should happen at each stage of the intervention.	1	2	3	4	5	1	2	3	4	5
Putting together a program plan detailing such things as timelines and budgets for each intervention.	1	2	3	4	5	1	2	3	4	5
Agreeing upon what type of intervention(s) would be most appropriate (i.e., policy change, product development, communication campaign).	1	2	3	4	5	1	2	3	4	5
Ensuring interventions are pretested, tried out (piloted), and revised where necessary.	1	2	3	4	5	1	2	3	4	5
Reviewing the program plan to make sure interventions will work together to meet project goals.	1	2	3	4	5	1	2	3	4	5
Considering factors that might affect the success of the project.	1	2	3	4	5	1	2	3	4	5
Securing stakeholders' and partners' buy-in and support for program activities.	1	2	3	4	5	1	2	3	4	5

Phase 5:

COORDINATING MONITORING/EVALUATION

Phase 5

Monitoring and evaluation enable program coordinators to collect descriptive and empirical information needed to assess program outcomes, document the process by which outcomes were obtained, and monitor program progress. Although it is typically listed as the final phase in the social marketing process, evaluation and monitoring should be considered throughout the social marketing process and feed back into program re-planning efforts. Within social marketing, every aspect of the evaluation should be clearly linked to every other aspect of the social marketing process: linkages between market research; strategy (4Ps), partnerships, and politics; evaluation; and strategy refinement should be evident.

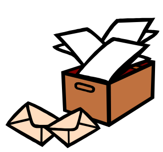
At least three types of evaluation are useful within a social marketing context: process, implementation, and impact. *Process evaluation* involves monitoring or assessment of how a program was developed or currently functions. *Implementation evaluation* examines how a program operates. *Impact evaluation* assesses program results and is typically objective-based. In this case, is there a change in the desired behavior? Whereas process evaluation efforts occur throughout the life of the program, impact or outcome evaluation takes place only after the program has developed to the point of being capable of producing desired effects.

Coordination Tasks

- ✓ Integrate evaluation into the program
- ✓ Coordinate evaluation areas
- ✓ Keep existing stakeholders engaged
- ✓ Engage new stakeholders
- ✓ Ensure utilization of evaluation results

According to the *CDCynergy Social Marketing Edition*, in this phase you:

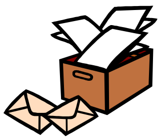
- Identify what information needs to be collected;
- Determine how the information will be gathered; and
- Develop a data analysis and reporting plan.



Worksheets associated with this section include:

- *Evaluation Worksheet* (p. 58)
- *Process and Impact Evaluation Time/Task/Person Organizers* (p. 60)
- *Social Marketing Competency Self-Assessment – Monitoring/Evaluation Phase* (p. 61)
- *RFQ Application, Review, and Selection Documents* (Appendix D)

5.1 Identify What Information to Gather



Ideally, process, implementation, and impact evaluation are combined to fully understand behavior change and allow for intervention refinement. As with other phases of the process, it is important to plan the evaluation systematically so you collect the right information. To help you identify and track evaluation decisions, we have provided you with an *Evaluation Worksheet* (p. 58).

Key Process Evaluation Considerations

- ✓ The behavior you're trying to change
- ✓ Ways to monitor the target audiences' progress toward change

Process evaluation enables program coordinators to monitor their intervention and make necessary changes mid-stream. Each aspect of the program – materials, implementation strategies, and channel selection - needs an associated method for tracking progress, documenting coverage, and providing feedback as to necessary revisions. Key phrases to recall when developing a tracking system include "what," "how," "from whom," and "how often." The following questions will help you coordinate the development of a tracking system.

Coordination Area	Questions to Ask
Tracking Information	What should we monitor to find out if the program is working (e.g., awareness, knowledge, attitudes, phone calls, policy/ legislation)? What resources are being invested in the program? What program costs are we interested in tracking? How many program activities are being offered? What is the quality of program activities being offered? Which program components need to be sustained? Are we adhering to intervention timelines and budgets? What should we monitor to assess program sustainability potential (e.g., funding resources, community partnerships, etc.)?

When deciding what information to collect for impact evaluation purposes, make sure that each member of the evaluation team has a thorough understanding of the program and an idea of the evaluation focus (US Department of Health and Human Services, 2002). Consider the following questions when deciding what information to collect for impact evaluation purposes:

Key Impact Evaluation Considerations

- ✓ Intervention goals
- ✓ Initial and end states for intervention targets
- ✓ Specified model of proposed change
- ✓ Evaluation design implications of intervention refinement

Coordination Area	Questions to Ask
Program Description	Do evaluators have a copy of the most recent program logic model or other documents describing program objectives and key components? Has each program component been implemented long enough to make an impact?
Evaluation Focus	At what level in the logic model should we focus? Short-term? Intermediate? Long-term? Where do funders, key stakeholders, and clients think we should focus? Which components must we evaluate? What should we measure to find out if our program had the desired impact (e.g., enrollment, attendance, satisfaction, etc.)? What were our objectives for achieving program sustainability? What evidence will demonstrate whether we met these objectives?

In addition to assessing whether and how your program worked, pay attention to how the intervention was actually implemented (i.e., implementation integrity). Program implementation can vary across sites in terms of strength and level of implementation. For example, program messages may be delivered in some channels but not in others. Use the following questions to help you decide what implementation information to collect:

Key Implementation Evaluation Considerations

- ✓ Actual vs. planned implementation
- ✓ Sources and types of variation
- ✓ Effective and ineffective components

Coordination Area	Questions to Ask
Implementation Information	Which components of our intervention worked? Which didn't? Was each piece or component of the intervention implemented? Did implementation vary across sites or distribution channels? If implementation varied, did it vary in terms of the degree to which the program was implemented as originally intended or the strength of implementation? Did variation occur naturally or was it planned?

Review existing evaluation standards (Joint Committee, 1994) and engage stakeholders in the evaluation planning process to ensure your evaluation:

(1) will result in *useful* information;
(2) is *feasible* for all involved;
(3) will result in *accurate* (valid and reliable) data; and
(4) is *fair* to all involved.

Consider whether stakeholders, including members of the target audience, support the collection of information identified, and find out what they need to know and by when they need to know it. However, avoid collecting ‘nice to know’ information, unless you have the additional resources required.

5.2 Determine How Information Will be Gathered

To maximize the potential of gathering program evidence that is both useful and meets the needs of multiple stakeholders, develop a detailed plan for each type of evaluation. There are many issues to consider when developing an evaluation plan that will yield credible and useful program evidence. If you need to hire an external evaluator, see Appendix D for documents to modify when requesting project bids from evaluation consultants. To determine how information will be gathered:

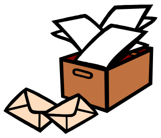
- Select measures based on your evaluation needs and outcome objectives (see Phase 4);
- Select methods for each type of evaluation (mixed methods are best!); and
- Select a research design.

For more specific information on developing an evaluation plan and an overview of research methods, consult the *CDCynergy Social Marketing Edition.*

Consider the following questions when determining how to collect information for your evaluation. Most questions included in the table below apply equally to each type of evaluation; however, some questions are unique to process and impact evaluation.

Coordination Area	**Questions to Ask**
Gathering Evaluation Evidence	When should we collect information? Why? From whom should we collect information? Where will we collect information? How will we collect evaluation data? Methods? Mixed methods? Who will be responsible for data collection? What resources do we need to conduct the evaluation? Can we devote the recommended 15% - 20% of program costs? Can we hire an external evaluator?
Gathering *Process* Evaluation Evidence	What is the best approach to monitor progress (e.g., pilot test, real market test, practical, iterative, ongoing, etc.)? How should we track program costs? When and how should we collect tracking information? Who do we need to train to collect tracking information? Do we have the resources needed to carry out the tracking plan? Do we have the time and resources needed to analyze and utilize the information in time to make mid-course revisions?

Gathering *Impact* Evaluation Evidence	Which evaluation design will we use (e.g., experimental, quasi-experimental, correlational, single or multiple case study designs)? How should we measure outcomes? Are there existing instruments? Control group? Secondary data?



The *Evaluation Worksheet* will help you focus your data collection plans on key marketing decisions and prompts you to specify the information source, method, and time evaluation data will be collected.

Finally, evaluation typically requires considerable investments of time and resources from multiple individuals. Whether you use the *Process* and *Impact Evaluation Organizers* we've provided (p. 60) or your own system, you can stay on track more easily if you record who is responsible for what and specify timelines for completing key tasks.

5.3 Develop a Data Analysis and Reporting Plan

According to *CDCynergy Social Marketing Edition*, this step involves:

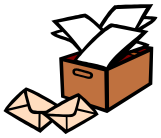
- Determining how data will be analyzed;
- Deciding how results will be summarized, interpreted, disseminated and used to improve program implementation;
- Developing an evaluation timetable and budget;
- Arranging for stakeholders and Institutional Review Boards (or other ethical/legal review boards) to review the evaluation plan; and
- Integrating monitoring and evaluation plans with the overall program plan.

For more specific information on how to develop an analysis and reporting plan, consult the *CDCynergy Social Marketing Edition.*

Be sure to use a marketing mindset when developing a reporting plan. The way/s in which evaluation results are reported (e.g., meeting, presentation, report, etc.) affect the odds they will be utilized. Matching the reporting style to the needs of the intended audience will increase odds that your evaluation results are utilized. When developing a reporting plan, consider the following questions:

Coordination Area	Questions to Ask 
Reporting Results	How can we give stakeholders what they asked for (e.g., answers to their evaluation questions)? How can we frame results in terms of stakeholder values and concerns? How and when can we share evaluation summary drafts with stakeholders and incorporate their feedback? What format will allow us to relate evaluation results and recommendations back to the purposes or objectives of the evaluation?

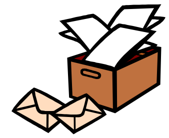
	What strategies can we use to make recommendations salient to each stakeholder group? How often should we consider sustainability progress?



Record your analysis, interpretation, and distribution decisions on the *Evaluation Worksheet*.

Evaluating a social marketing intervention not only addresses the value of the intervention but also has much to offer in terms of ‘lessons learned’: your experiences might help other program coordinators evaluate their social marketing interventions. With this in mind, consider professional avenues through which you can share program and evaluation experience. In addition, your evaluation findings have much to say about future efforts in obesity and overweight prevention. For example, your evaluation might:

- Uncover new information about obesity and overweight;
- Illuminate which strategies are effective under what circumstances and for whom;
- Suggest your program could be generalized to other settings or target audiences; or
- Provide (or fail to provide) evidence that the benefits or effects of your intervention warranted associated costs.



Evaluation Worksheet

Program Goal: ____

Evaluation Type: ____

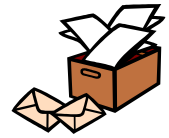
KEY DECISIONS & STRATEGIES	What should we monitor or assess?	From whom/ where will we collect data?	How will we collect data?
Recommended Behavior			
Product (Behavior) Benefits			
Pricing Strategy			
Other Factors			
Placement Strategy			
Promotion Strategy • **Spokesperson** • **Interventions**			
Program Costs			
Other Components:			

Evaluation Worksheet Cont'd

Program Goal: ____
Evaluation Type: ____

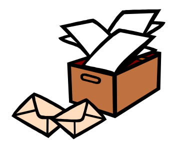
KEY DECISIONS & STRATEGIES	When will we collect data?	How will data be analyzed & interpreted?	How will results be distributed (i.e., reporting style)?
Recommended Behavior			
Product (Behavior) Benefits			
Pricing Strategy			
Other Factors			
Placement Strategy			
Promotion Strategy • **Spokesperson** • **Interventions**			
Program Costs			
Other Components:			

Process Evaluation Task/Person/Time Organizer



Task	Person	Resources Needed	Timeframe
Process evaluation focus sessions: What? How? From whom? How often?			
Instrumentation			
Training of frontline staff in data collection			
Data collection – Tracking/monitoring Assessment of implementation integrity			
Data analysis			
Data summary			
Recommendations for intervention revision			
Intervention re-planning			
Process evaluation system modifications			

Impact Evaluation Task/Person/Time Organizer



Task	Person	Resources Needed	Timeframe
Assessment of program developmental level (i.e., readiness for impact evaluation)			
Engagement of new stakeholders in evaluation process			
Program description efforts			
Evaluation focus sessions			
Instrumentation			
Assembling program evidence (i.e., primary and secondary data)			
Data analysis			
Report writing			
Dissemination of results			
Incorporation of stakeholder feedback			
Utilization of evaluation results			
Program re-planning			

Social Marketing Competency Self-Assessment - Monitoring/Evaluation Phase

The fifth phase of the social marketing process, Monitoring/Evaluation, involves determining which evaluation and monitoring information is needed; deciding how to gather the information, deciding how to analyze and report the information, and making sure any decisions made meet stakeholders' needs.

1. Overall, how useful do you feel the time spent on monitor/evaluation plan was to achieving project goals?

   Not at all Somewhat Very

   [ ]1 [ ]2 [ ]3 [ ]4 [ ]5

<u>Instructions</u>: Using the following scale, please rate your ability in the following social marketing areas as it is <u>*NOW*</u> that you have participated in the [Name of Project] and as it was <u>*BEFORE*</u> you participated in the [Name of Project].

1 = Very low 2 = Somewhat low 3 = Moderate 4 = Somewhat high 5 = Very high

Social Marketing Area	**<u>NOW</u>** that I've been a part of the [Name of Project]….	**<u>BEFORE</u>** the [Name of Project]….
Being involved in evaluation and planning decisions.	1 2 3 4 5	1 2 3 4 5
Deciding what's worth monitoring to make sure the program's working as planned and to identify problems.	1 2 3 4 5	1 2 3 4 5
Deciding what information should be collected to document the program's success (or failure).	1 2 3 4 5	1 2 3 4 5
Helping to decide how, when, and from whom information will be gathered.	1 2 3 4 5	1 2 3 4 5
Helping to determine how information will be analyzed, summarized, and reported.	1 2 3 4 5	1 2 3 4 5
Reviewing the evaluation and monitoring plans to make sure your needs are met.	1 2 3 4 5	1 2 3 4 5

Phase 6:

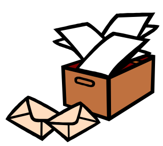
COORDINATING IMPLEMENTATION

Phase 6

Although coordination is important for any program, social marketing projects typically require managers to balance an unusually large number of staff, consultants or subcontractors and manage multiple activities, each of which requires careful timing. Proper sequencing of legislative advocacy, organizational policy and procedural changes, professional training, materials distribution, public relations and public policy formation is essential to the success of a project. The goal is to ensure the entire marketing intervention is delivered in an integrated fashion, with consistent messages and coordinated, on-strategy activities (Kotler, 1999). It is also important to find ways to institutionalize activities and find other ways to sustain program activities.

The implementation steps outlined in the *CDCynergy Social Marketing Edition are to:*

- Prepare for launch;
- Execute and manage intervention components;
- Execute and manage the monitoring and evaluation plans;
- Modify intervention activities as feedback indicates.



Worksheets associated with this section include:

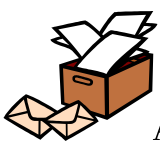
- *Social Marketing Competency Self-Assessment – Implementation Phase* (p. 67)
- *RFQ Application, Review, and Selection Documents* (Appendix D)

6.1 Prepare for Launch

Before the program can be launched, it is important to be sure everyone responsible for implementing some aspect of the intervention (e.g., 'front line sales force', intermediaries, etc.) are trained and motivated, program materials are distributed, and information about the intervention is disseminated through the appropriate channels. The following questions should help you with these tasks:

Management Area	Questions to Ask
Introducing the Program	When should we officially 'launch' the program? What type of event(s) should we use to kick off the program? Who should attend? Is every part of the program ready for implementation? Do all program components fit together? Do they reinforce one another?

	Are key players ready for the program to be implemented? Is the tracking system in place? How many copies of materials are needed? How should we distribute them to program partners? How can program partners reorder them? Are intervention representatives and professionals in the community at all levels prepared to answer questions from the target audience?
Training & Motivation	Which training method is most appropriate? Should we give out articles or other documents or offer more intensive training? Have all front-line sales staff members been trained? Are they motivated and ready to support the intervention? Do they know how to frame the message in terms of benefits salient to the target audience?
Materials Distribution	Who is the best person or organization to distribute the information? Are they on board? Do they have the skills needed?
Information Dissemination	Who should be responsible for disseminating information? Which media (e.g., television, radio, etc.) and information channels are the most appropriate for this audience?



You may need to hire outside organizations or agencies to manage evaluation or other program activities. For information on issuing RFQs, see the *CDCynergy Social Marketing Edition*. For a sample RFQ that can be modified, see Appendix D of this guidebook.

6.2 Execute and Manage Intervention Components

CDCynergy Social Marketing Edition lists tasks involved with executing and managing intervention components, such as launching the program, keeping communication channels open, and addressing threats and opportunities. We would like to supplement this advice with a list of recommendations for working with the media:

- Pay media for placement so you can coordinate it with other aspects of the intervention. Reliance on public service announcements (PSAs) almost always results in poor placement of information, lack of coordination, and limited reach.
- Develop partnerships with the media by:
    - Creating a list of media resources in area;
    - Cultivating relationships with key media personnel early in the program development and planning process (e.g., community relations director, executives, and health reporters or anchor);
    - Returning their calls first – they're on a deadline;
    - Sending them information on topics they feature;
    - Being friendly, confident, honest and professional (i.e., know your facts);
    - Respecting objectivity;
    - Following through with promises; and

- Providing thanks (e.g., letters, certificates of appreciation).
- Create newsworthy events by: alerting media outlets well in advance, incorporating media personnel into activities, making television stories visually interesting, holding news conference/s, issuing reports or releasing data, localizing a national or regional story, finding a local person to be interviewed, developing a contest, or offering press tours.
- When framing your message, make it easy to understand, focus on the heart of the issues, look for controversy and clarify facts, look for misunderstandings to correct or surprising facts to report, mark anniversaries or milestones, announce breakthroughs, and offer local, personal, or seasonal angles.

Coordination Tasks

- ✓ Coordinate intervention components
- ✓ Ensure appropriate training
- ✓ Keep front line staff, partners, and intermediaries motivated
- ✓ Ensure sufficient materials are distributed in the right channels
- ✓ Disseminate accurate, on-strategy information
- ✓ Address program sustainability
- ✓ Monitor, revise, monitor, revise,..

- Typically reporters are fair, honest, and dedicated individuals who see you as an expert to inform the community. There are several questions to ask to understand the nature of their assignment including: “Who is the story about? Who else have you talked to? What do you need? What’s the format of the story (e.g., feature, lifestyle, etc.)? When and where will the story appear? What is the deadline for getting back to you?”
- When preparing for the interview, determine the spokesperson, practice key messages, make the issue local, and package the story in information and interviews.
- When being interviewed:
  - Concentrate on two or three main messages and repeat them often;
  - Don’t speak “off the record,” answer “what if” questions, or say “no comment”;
  - Be direct and concise and stay on track;
  - Stay cool, calm and polite;
  - Use media bites with accurate, specific statistics;
  - Don’t use jargon, give vivid, relevant examples;
  - Mention organizational names and phone numbers; and
  - Bring materials with you.
- Be aware of your own style when being interviewed:
  - Loosen up, move your hands, and use relaxation or visualization;
  - Use your smile: it adds credibility, likeability and sincerity;
  - Avoid throat clearing, fidgeting, overuse of “uhs”, “ands”, and “you knows”;
  - Avoid clunky jewelry or dangling earrings, plaid clothing, short skirts; and
  - For television interviews, look at the interviewer, not the camera.

Most health issues require long-term, organized prevention approaches to affect behavior change. Paying attention to factors that will sustain your program over the long run will increase the odds of your program having a lasting impact. Administrative support, program modification, policy development and effective partnerships influence *sustainability* and should combine to change social norms. When determining whether you have administrative support, consider the following forms of evidence:

- Transition from pilot to permanent program;
- Inclusion in the organizational chart;
- Allocation of recurring funds;
- Protocols and procedures;
- Written objectives;
- Inclusion of permanent employees;
- Written job descriptions;
- Secure top level and mid-level management support;
- Individuals committed to appropriating job responsibilities to sustain the program;
- Staff training and the building of new skill sets; and
- A new organizational mindset.

Finally, consider the following when considering sustainability in relation to program modifications, policy development, and partnerships:

Coordination Area	Questions to Ask
Program Modification	How can we modify the program to increase the odds of our program being institutionalized? Strengthen or restructure services/activities? Change administrative norms and operating procedures?
Policy Development	Which policies need to be developed or modified to increase the odds of our program being institutionalized? Regulations? Legislation? Funding levels/formulas? Policies?
Professional Training	Who needs to be trained to support the product? What information, skills, and materials do they need? How can these intermediaries be rewarded for their efforts? How can their participation be sustained?
Partnerships	Who can we partner with that will help increase the odds of our program being institutionalized? What benefits can we offer them? Do we need a partner or a donor? Does the partner focus too much on quick press attention? Is the partnership tied to one person who could leave? Could the partnership hurt us legally or reduce our credibility? How do we monitor the success of the partnership?

6.3 Execute and Manage the Monitoring and Evaluation Plans

Once an evaluation – whether process, implementation, or impact - is set in motion, your main coordination task is to monitor each and assess any products. Although process, implementation, and impact evaluations have different purposes and end products, questions to ask when monitoring each overlap considerably (see table below). The main distinction between monitoring a formative versus impact evaluation system revolves around utilization of the information gathered. For example, when monitoring a process evaluation, you will need to ensure information is available (and used) to make mid-course intervention revisions.

Coordination Area	Questions to Ask
Evaluation Systems	Is the system working? • Is information being collected according to the evaluation plan? • Is data collection on schedule? • Are people responding (i.e., response rate)? • Are data being analyzed and summarized? • Is the information useful? Does the system need to be modified? • Are all key program components being tracked/evaluated? • Have program components been added or modified? • If so, has a tracking method and or instrument been developed in conjunction with the addition or modification?

6.4 Modify Intervention Activities Based on Feedback

Ideally, monitoring and evaluation feed back into intervention refinement. When refining your intervention, consider: how realistic your assessment of refinement potential is, multiple stakeholder perspectives, competing strategy priorities, and the implications of the proposed refinement for evaluation design. The following questions will help you refine your intervention:

Coordination Area	Questions to Ask
Program Revisions	What are people saying about our program? Are target audience members being reached? Responding as expected? Are changes to materials, messages, distribution channels, etc. needed? Do we have resources needed to make and pretest/pilot modifications? How/to whom should we disseminate information about modifications? Do program objectives/goals need to be revised or strategies modified? If we make changes, will we need to recruit alternative program partners? Will focusing on refining one strategy detract from other strategies? What will we have to change in terms of evaluation?

Social Marketing Competency Self-Assessment - Implementation Phase

The sixth phase of the social marketing process, Implementation, put into effect intervention plans, begin evaluation and monitoring plans, modify program components based on monitoring results and feedback, and share evaluation results and lessons learned.

1. Overall, how useful do you feel the time spent on implementation was to achieving project goals?

Not at all		Somewhat		Very
[ ]1	[ ]2	[ ]3	[ ]4	[ ]5

<u>Instructions</u>: Using the following scale, please rate your ability in the following social marketing areas as it is <u>*NOW*</u> that you have participated in the [Name of Project] and as it was <u>*BEFORE*</u> you participated in the [Name of Project].

1 = Very low 2 = Somewhat low 3 = Moderate 4 = Somewhat high 5 = Very high

Social Marketing Area	**<u>NOW</u>** that I've been a part of the [Name of Project]….					**<u>BEFORE</u>** the [Name of Project]….				
Preparing to launch the program (e.g., developing materials, contacting the media, hiring staff, contacting the target audience).	1	2	3	4	5	1	2	3	4	5
Helping to officially launch the program.	1	2	3	4	5	1	2	3	4	5
Paying attention to how the program is operating.	1	2	3	4	5	1	2	3	4	5
Keeping communication channels with team members open.	1	2	3	4	5	1	2	3	4	5
Remaining alert to opportunities or threats that could affect the program.	1	2	3	4	5	1	2	3	4	5
Helping to review and interpret evaluation and monitoring information.	1	2	3	4	5	1	2	3	4	5
Communicating with team members about possible program revisions.	1	2	3	4	5	1	2	3	4	5

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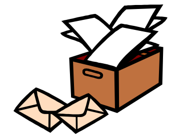
Appendix A



Obesity and Overweight Prevention Coordinators'

Social Marketing Model Worksheets

Coordinators' Social Marketing Model:
Problem or Health Issue

What is the problem?

Problem Description Phase

Questions to answer using what you already know and existing data:

<u>Problem Statement</u>:

What causes the problem?

Who is affected by the problem?
- Who is most affected?
- Who is most likely to change risk or protective factors?
- Who is able to change?

Market Research Phase

Research Objectives (Is there anything else we need to know about the problem?):

Data Collection Methods:

Market Strategy Phase

Intervention Mission (Reminder – Stay Focused on the Problem Selected):

This box should be completed after market research has been completed

Coordinators' Social Marketing Model:
Target Audience

Whom do we want to reach?

Problem Description Phase

Potential ways to segment the audience:

- **Current behavior**
- **Future intentions**
- **Readiness to change**
- **Risk (perceived and real)**
- **Demographics**
- **Where they can be reached**
- **Other variables:**

Market Research Phase

Research Objectives:

Data Collection Methods:

Market Strategy Phase

Description of Target Audience:

This box cannot be completed until market research has been completed

Coordinators' Social Marketing Model:
Behavioral Objectives

What are we asking them to do?

Problem Description Phase
Potential behavioral objectives or options to consider:
Market Research Phase
Research Objectives:
Data Collection Methods:
Market Strategy Phase
Behavioral Objective: *This box cannot be completed until market research has been completed*

Coordinators' Social Marketing Model:
Factors

What factors must we address?

Problem Description Phase
Potential product benefits: Potential product costs: Other factors: • **Policies** • **Community and institutional factors** • **Intrapersonal factors** • **Interpersonal factors**
Market Research Phase
Research Objectives:
Data Collection Methods:
Market Strategy Phase
Factors to address: *This box cannot be completed until market research has been completed*

Coordinators' Social Marketing Model:
Marketing Strategies

What are effective marketing strategies for addressing the problem?

Problem Description Phase

What has been done to address the problem?

What works?

What doesn't?

Effective placement strategies:

Effective promotion strategies:

Market Research Phase

Research Objectives:

Data Collection Methods:

Market Strategy Phase

Intervention Strategy and Activities:

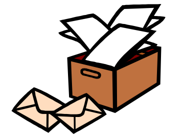
Product?

Placement?

Promotion?

This box cannot be completed until market research has been completed

Appendix B



Instrument Evaluation Guides

Instrument Evaluation Guide (for Colleagues)

You have been selected to assist me in the development of a research instrument. You were selected on the basis of your experience and training in instrument development and evaluation. I would be grateful if you would review the attached instrument and answer the following questions. Feel free to make any corrections, additions, or deletions as you see fit. Thank you for your assistance.

1. Does the title reflect the content of the instrument?
   1. ____ yes
   2. ____ no

   Comments:
2. Does the introductory statement clearly state the purpose of the study?
   1. ____ yes
   2. ____ no
   3. ____ unsure

   Comments:
3. Is the confidentiality statement adequate?
   1. ____ yes
   2. ____ no
   3. ____ unsure

   Comments:
4. Is the language of the introductory statement appropriate for (the population to be studied)?
   1. ____ yes
   2. ____ no
   3. ____ unsure

   Comments:
5. Are directions concise, clear, and complete?
   1. ____ yes
   2. ____ no
   3. ____ unsure

   Comments:
6. Are items in the demographic section appropriate?
   1. ____ yes
   2. ____ no
   3. ____ unsure

   Comments:
7. Are the numerical scales unidimensional?
   1. ____ yes
   2. ____ no
   3. ____ unsure

   Comments:
8. Are item responses mutually exclusive?
   1. ____ yes
   2. ____ no
   3. ____ unsure

   Comments:
9. Are item responses exhaustive?
   1. ____ yes
   2. ____ no
   3. ____ unsure

   Comments:
10. Are units specified whenever possible in “fill-in” or “supply the answer” questions?
    1. ____ yes
    2. ____ no
    3. ____ unsure
    4. Comments:
11. Is sufficient space provided for “fill-in” or “supply the answer” questions?
    1. ____ yes
    2. ____ no
    3. ____ unsure

    Comments:
12. Are questions grouped appropriately according to question types or similarity of content?
    1. ____ yes
    2. ____ no
    3. ____ unsure

    Comments:
13. Is the length of the instrument appropriate for the intended purpose (mail, telephone or interview)?
    1. ____ yes
    2. ____ no
    3. ____ unsure

    Comments:
14. Is the instrument clearly reproduced?
    1. ____ yes
    2. ____ no

    Comments:
15. Is the language of the items appropriate for the population to be studied?
    1. ____ yes
    2. ____ no
    3. ____ unsure

    Comments:

Adapted from: Stacy, R.D. (1997). Instrument evaluation guides for survey research in health education and health promotion. *Health Education*, October/November, 65-67.

Instrument Evaluation Guide
(for People Drawn from the Population to be Studied)

You have been selected to help me improve the attached questionnaire. You were selected because you are similar to the people who will complete the questionnaire for the study. Please complete the questionnaire and then answer the following questions for me. Thank you for your assistance.

1. Were the directions on how to complete the questionnaire written in a manner that was easy for you to understand?
   a) ____ yes
   b) ____ no
   Comments:
2. Did the title clearly tell you what the questionnaire was about?
   a) ____ yes
   b) ____ no
   c) ____ unsure
   Comments:
3. Were there any questions that you were unable to answer completely or correctly because the question was not asked clearly?
   a) ____ yes
   b) ____ no
   c) ____ unsure
   Comments:
4. Were there any questions that you were unable to answer because they were too personal?
   a) ____ yes
   b) ____ no
   Comments:
5. Were there any multiple choice questions that did not provide a complete list of choices?
   a) ____ yes
   b) ____ no
   Comments:
6. Were there any questions that just did not seem to fit you?
   a) ____ yes
   b) ____ no
   Comments:
7. Do you think the questionnaire was too long?
   a) ____ yes
   b) ____ no
   Comments:
8. Were there any words in the questionnaire that you did not know the meaning of?
   a) ____ yes
   b) ____ no
   c) ____ unsure
   Comments:
9. Were you provided with clear directions as to what to do with the questionnaire when finished?
   a) ____ yes
   b) ____ no
   Comments:
10. Do you believe that if you were to be in this study your responses would be kept confidential?
   a) ____ yes
   b) ____ no
   c) ____ unsure
   Comments:
11. Were the purposes of the study clearly explained to you?
   a) ____ yes
   b) ____ no
   Comments:
12. Were you given to opportunity to request a summary of the results of the study?
   a) ____ yes
   b) ____ no
   Comments:
13. Were you given the name, address, and phone number of the person conducting the study in case you want to ask questions?
   a) ____ yes
   b) ____ no
   Comments:

Adapted from: Stacy, R.D. (1997). Instrument evaluation guides for survey research in health education and health promotion. *Health Education*, October/November, 65-67.

Instrument Evaluation Guide
(for Potential Users of the Data)

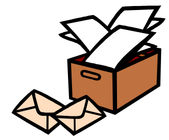
Dear (potential user of the data):

You were selected to assist me in pre-testing the attached instrument because of your knowledge of the topic and because you are a potential user of the results of the study for which it will be used. Would you please review the instrument and answer the questions that will follow. Please feel free to make any corrections, additions or deletions as you see fit. Thank you for your assistance.

1. Are questions on this instrument representative of all the content related to (the specific topic or construct being studied)?
   a) ____ yes
   b) ____ no
   c) ____ unsure
   Comments:
2. Are there questions that are not consistent with current knowledge in (the specific topic area)?
   a) ____ yes
   b) ____ no
   c) ____ unsure
   Comments:
3. Are there items for which response or understanding by the specific study population would be difficult?
   a) ____ yes
   b) ____ no
   c) ____ unsure
   Comments:
4. Are there any questions that you think should be deleted?
   a) ____ yes
   b) ____ no
   c) ____ unsure
   Comments:
5. Are there other questions that should be included in this instrument?
   a) ____ yes
   b) ____ no
   c) ____ unsure
   Comments:
6. Are directions clear, concise, and easy to understand?
   a) ____ yes
   b) ____ no
   c) ____ unsure
   Comments:
7. Does the title clearly reflect the content of the instrument?
   a) ____ yes
   b) ____ no
   c) ____ unsure
   Comments:

Adapted from: Stacy, R.D. (1997). Instrument evaluation guides for survey research in health education and health promotion. *Health Education*, October/November, 65-67.

Appendix C



Sample Focus Group Guide Introduction

Focus Group Topic: ________________________________

Introduction

- Thanks for coming.
- My name is __, and I've been asked to talk to you about your experiences with things you can do to be healthy.
- Your assistance is important.
- Focus group is like survey but more informal, like a conversation

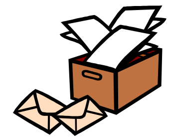
Purpose of Project

- We're talking with people from the community about their experiences with ________ to find out how we can better meet the community's health needs.
- We are interested in all your ideas, comments, and suggestions.
- No right or wrong answers: want both positive and negative comments
- Please feel free to disagree with each other, respectfully of course, and ask the group questions.

Procedures

- Should last about 1 ½ to two hours
- Group discussion, so don't wait to be called on
- Please speak one at a time so I can get your opinions on the tape.
- We are recording so we don't leave out anything you have to say.
- Confidential
- We have a lot to cover so I might change the subject or move ahead, but let me know if you want to add something. Don't let me cut you off.
- The bathrooms are ____. Feel free to get up at any time during our discussion.

Appendix D



RFQ Required Application Outline

APPLICATION GUIDELINES

Section I - General Information

1. Identify the organization name, address, and phone number of the principal organization responsible for the application. Identify all organizations that will serve as sub-contractors to the principal organization.
2. Provide resumes and qualifications of those assigned to perform the daily work.
3. Briefly describe the qualifications of your key personnel who will be responsible for the implementation of the contract resulting from this RFQ and the tasks they will perform.
4. Provide a brief history and capability statement of your firm and a list of current services provided, and their costs.
5. Provide names, addresses, phone numbers and permission to contact three references for whom you or your organization have performed work. Include a list of all those that you have performed work related to obesity and overweight prevention, behavior change, health care, health education and public awareness in recent years.

Section II - Marketing and Media Experience

1. It is the intent of the Selection Committee to choose an agency with proven marketing experience. The agency must be able to demonstrate skills for changing behavior on social or public health issues. Please provide **two case studies** of marketing campaigns led by your agency that demonstrate these abilities. In each case, note the measurable and documented results of the campaign.
2. Describe any other marketing project in which your agency has participated that you believe shows your agency's capabilities in a [insert intervention description]. Specifically describe your agency's role in the project.
3. Describe your organization's knowledge of and experience in promoting current best practices in the area of obesity or overweight prevention.
4. Provide a description of experience working with grass root organizations to train volunteers and to assist with community events that are low cost/free with high impact.
5. Describe how you develop a communication plan and message design guidelines.
6. Has your organization ever worked on developing a program or a segment of a program that targets a specific ethnic group? If so, please describe.
7. Describe your firm's intent to use [target audience members] in the development and implementation of this campaign.
8. Describe what you would attempt to accomplish in the first three months of the contract resulting from this RFQ, which would include a kick off campaign.

Section III - Program Experience

1. If the agency expects to use subcontractors or affiliates for any portion of this project, please indicate how those subcontractors would be used and what type of firms the agency would consider. If possible, provide the names of potential subcontractors and brief descriptions of the senior managers who would be assigned to this project.
2. Describe any experience or expertise in public relations, advertising on the Internet, grassroots organizing, promotions, special events, marketing targeting specific ethnic groups or any other abilities you believe would be helpful in this campaign.

Adapted from materials provided by Heidi Keller, Director, Health Promotion, Washington State Health Department.

TECHNICAL REVIEW COMMITTEE EVALUATION CRITERIA SHEET

Category	**Question Number**	**Question**	**Point Value**	**Points Awarded**
Section I General Information				
	1.	Identify the organization name, address, and phone number of the principal organization responsible for the application. Identify all organizations that will serve as sub-contractors to the principal organization.	1.0	
	2.	Provide resumes and qualifications of those assigned to perform the daily work.	2.0	
	3.	Briefly describe the qualifications of your key personnel who will be responsible for the implementation of the contract resulting from this RFQ and the tasks they will perform.	2.0	
	4.	Provide a brief history and capability statement of your firm and list of current services provided, and their costs.	3.0	
	5.	Provide names, addresses, phone numbers and permission to contact three references for which you or your organization has performed work. Include a list of all those for whom you have performed work related to obesity or overweight prevention, behavior change, health care, health education and public awareness in last five years.	2.0	
		Subtotal	**10.0**	
Section II Marketing and Media Experience				
	1.	It is the intent of the Selection Committee to choose an agency with proven marketing experience. Must be able to demonstrate skills for changing behavior on social or public health issues, especially overweight and obesity. Please provide two case studies of marketing campaigns led by your agency that demonstrate these abilities. In each case, note the measurable and documented results of the campaign.	3.0	
			Point Value	Points Awarded
	2.	Describe any other marketing project in which your agency has participated that you believe shows your agency's capabilities in an obesity or overweight prevention intervention. Specifically describe your agency's role in the project.	3.0	
	3.	Describe your organization's knowledge of and experience in promoting current best practices in the area of obesity and overweight prevention.	3.0	
	4.	Provide a description of experience working with grass root organizations to train volunteers and to assist with community events that are low cost/free with high impact.	4.0	
	5.	Has your organization ever worked on developing a program	3.0	

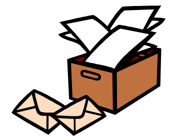
		or a segment of a program that targets a specific ethnic group? If so, please describe.		
	6.	Describe your firm's intent to use members of the target audience in the development and implementation of this intervention.	3.0	
	7.	Describe how you develop a communication plan and message design guidelines.	5.0	
	8.	Describe what you want to accomplish in the first three months of the contract resulting from this RFQ, which would include a campaign kick off.	10.0	
		Subtotal	**34.0**	
Section III Program Experience				
	1.	If the agency expects to use subcontractors or affiliates for any portion of this project, please indicate how those subcontractors would be used and what type of firms the agency would consider. If possible, provide the names of potential subcontractors and brief descriptions of the senior managers who would be assigned to this project.	3.0	
	2.	Describe any experience or expertise in public relations, advertising on the Internet, grassroots organizing, promotions, special events, marketing targeting specific ethnic groups or any other abilities you believe would be helpful in this intervention.	3.0	
		Subtotal	**6.0**	
		Minority Vendor Participation	**5.0**	
		Total	**55.0**	

SELECTION COMMITTEE EVALUATION CRITERIA

Applicants should prepare a presentation based on their two case studies, including the information listed below. Presentations will be no more than one hour and overall interview will be no more than two hours and will be scored according to the criteria below.

		Point Value	Points Awarded
Presentation of Two Case Studies			
Professionalism		**5.0**	
Clarity & Conciseness		**5.0**	
Clearly Addresses Topic		**5.0**	
Cost Information			
Within Budget		**5.0**	
Clearly Defined Components		**5.0**	
References			
Positive Response - R1		**5.0**	
Positive Response - R2		**5.0**	
Positive Response - R3		**5.0**	
Response to Selection Committee Questions		**25.0**	
Technical Review Score		**55.0**	
	Possible Points	**120.0**	

Appendix E



My Model Worksheets

My Model

TARGET AUDIENCE	**In order to help this specific target audience:** __________ __________ __________
BEHAVIOR CHANGE	**Do this specific behavior:** __________ __________ __________
EXCHANGE/ BENEFITS	**We will offer these benefits that the audience wants:** __________ __________ __________
STRATEGY	**And lower these barriers, address these 'Ps':** __________ __________ __________

Through these intervention activities and tactics:				
Activities and Tactics	*Behavior Change Goals*	*Program Delivery & Reach Objectives*	*Outcome Objectives*	*Resources Needed*
Start text here	Start text here	Start text here	Start text here	Start text here