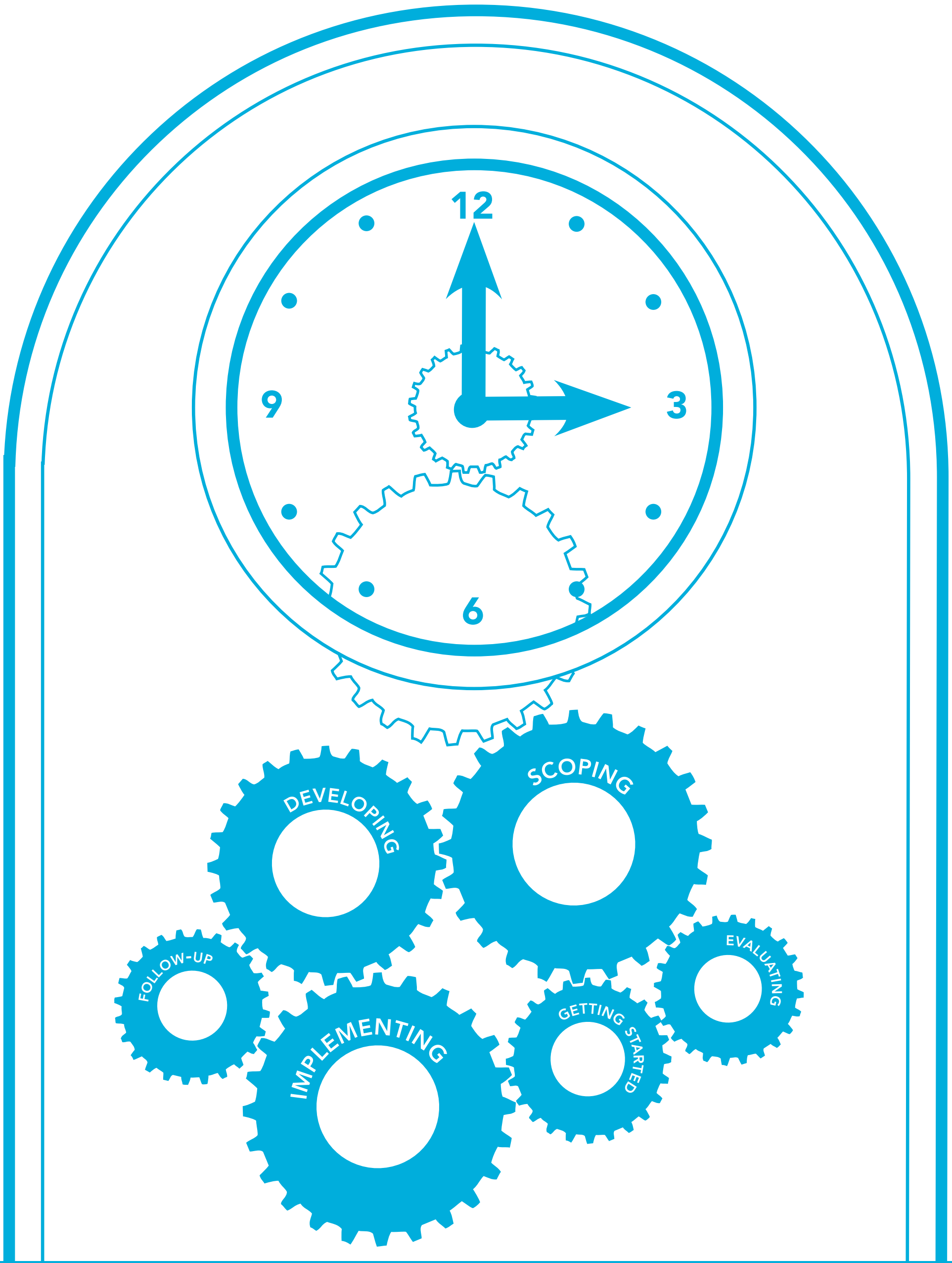
The planning guide

to using social marketing for behaviour change



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nsmc
Changing Behaviours. Improving Lives

About The NSMC

The National Social Marketing Centre (The NSMC) was originally established as a Non-Departmental Public Body (NDPB) in November 2006 as a strategic partnership between Consumer Focus (formerly known as the National Consumer Council) and the Department of Health England (DH). Its origins lay in the *Choosing Health* Public Health White Paper (November 2004). This recommended that social marketing be used throughout the DH and the National Health Service (NHS) to develop effective behaviour change programmes that would contribute to better health for the nation.

The NSMC's original remit was to build social marketing capacity in England. Having achieved this objective, government funding of The NSMC came to an end in March 2011. Following a robust due diligence exercise, the Consumer Focus Board voted to close The NSMC and a new social enterprise was established to take forward its work. The NSMC's transition from NDPB to Community Interest Company (CIC) is in-line with current government policy and has its full support.

The NSMC CIC remains a world-leading authority on social marketing and behaviour change. We are an asset-locked non-profit company – all revenues generated are used to cover operating costs and to further develop the world's most widely used range of social marketing tools, resources and products (over 20,000 downloads in the past two years by users in over 120 countries).

The NSMC CIC is led by the same team of experts as its predecessor. At the behest of existing stakeholders and social marketing and behaviour change practitioners world-wide, we will continue to maximise the effectiveness of behaviour change interventions through policy, training and practice.

Mission
To maximise the effectiveness of behaviour change interventions through policy, training and practice.

Vision
We are dedicated to making change happen to improve people's lives.

What we do
We make change happen by supporting organisations to design and deliver cost-effective behaviour change programmes. We use a social marketing approach to focus on the changes necessary to encourage people to adopt desired behaviours.

Core competencies

- Enabling national institutions and NGOs to design and deliver their own behaviour change interventions
- Calculating the Value for Money (VFM) of behaviour change and social marketing projects
- Tailored and online training for practitioners, policy makers and senior managers
- Ownership of the Behaviour Change Research Centre (One Stop Shop)
- Building social marketing capacity at local, regional and national levels
- Development and provision of 'best practice' social marketing tools and resources

Contents

Introduction

This guide is designed to take you through the social marketing planning process from start to finish. It enables you to plan, implement and evaluate a behaviour change programme.

What is social marketing?

Social marketing is an approach used to develop activities aimed at changing or maintaining people's behaviour. Where marketing in the commercial world seeks to influence consumer behaviour for profit, social marketing encourages behaviours that benefit individuals and society as a whole.

At its core, a social marketing approach poses four questions which it answers using a range of methods:

1. Do I see things from my audiences' perspective?
2. Am I clear about what I would like people to do?
3. Do the benefits of the new behaviour outweigh its costs and barriers?
4. Am I using a combination of activities to encourage the desired behaviour?

By using this approach, you will be able to create a better intervention to change or maintain the behaviour of your audience.

If you want a detailed explanation of social marketing and how to put it into practice, try The NSMC's online training courses. They are available on our website, www.thensmc.com.

When is a social marketing approach useful?

- When you are starting a project that requires your audience to do something (or keep doing something)
- When you want to focus your resources and develop activities that are better suited to your target audience
- When you want to measure the effectiveness of your work in terms of its impact on behaviour
- When you want to engage and involve your stakeholders and audience in the development of your work

GETTING STARTED

The *getting started* stage is the time to define your challenge and think about what you will need to have in place to make your project go smoothly. It is when you carry out some initial planning to help you build an in-depth understanding of the issue, your audience and their behaviour in the next *scoping* stage.

Define your challenge

Clarify the challenge

To help stay focused, set out the issue you want to address in a challenge statement. It is a live project document in which you capture key information about the issues you are addressing.

Your challenge statement is likely to change as your project progresses. However, it is good practice to capture what is known at the outset and amend it when necessary.

A challenge statement tool can be found at TOOL 1.

Gain senior support

Take time to ensure you have the support of colleagues, especially senior managers and budget holders.

Assess resources available

Get the right people involved

It will be difficult to deliver the project without help from colleagues. Form a project team of up to five people who will work with and support you for the duration of the project.

Analyse the context

You should assess both the internal and external contexts of your project.

Internal considerations include:	External considerations include:
Your organisation's resources: • People • Finance • Physical assets • Products and services • Systems • Culture • Reputation • Relationships	• Political direction and policy • Economic climate • Social norms • Media coverage of the issue • Environment • Competition • New technologies

Capture what is known about your audience

A social marketing approach sees things from your audience's perspective, so it is useful to capture what is *currently* known about them and those that influence them at the outset. The full picture will emerge during the scoping stage.

A template with questions that can help reveal what you currently know about your target audience can be found at TOOL 2.

Write a provisional project plan

Noting provisional timings against key stages of the social marketing planning process will help your team keep to your timeframe. Timings may change as work develops, but a broad plan that you can adjust as things progress keeps everyone aware of the project's stage.

A project planning tool can be found at TOOL 3

SCOPE

The *scoping* stage involves building your understanding of: your audience; the issues behind why they adopt problem behaviours; and what might motivate them to adopt desired behaviours.

By this stage, you will have:

- Written a challenge statement
- Secured the support of colleagues, including senior management
- Formed a project team
- Assessed the context and resources
- Written a provisional project plan

Identify and engage stakeholders

You are unlikely to successfully implement a behaviour change intervention without involving others. Individual and organisational stakeholders will have an interest in your project or influence over your target audience.

Stakeholder analysis is useful for prioritising your potential stakeholders. It considers them in terms of how much **power** they have over the project or the audience and how **interested** they are in your project. The higher up the power and interest scale a stakeholder is, the more time and energy you will want to invest in them. Those at the top are the people or organisations that could potentially make or break your project.

Your stakeholders could change as your project progresses, so it is worth regularly revisiting your stakeholder analysis.

Sell the benefits

It is vital to engage your stakeholders and 'sell the benefits' of involvement in your project. Ask yourself, what's in it for them? This is especially important when influential organisations or individuals do not have a high level of interest in your project.

Don't forget to include your internal stakeholders, such as frontline staff who may be promoting or delivering the interventions. They will need to be engaged from the start, to avoid resistance later.

A stakeholder engagement tool can be found at TOOL 4.

Identify and prioritise your target audience

Your planning will reveal a number of audiences, each needing a different approach. Deciding which one to target requires internal discussion and negotiation – for example, do you choose to target the group most likely to adopt the behaviour or the one most in need? Resist the temptation to 'merge' different audiences.

TARPARE

The TARPARE method is a useful way of considering which audience to target.

T	**Total number:** is the segment large enough?
AR	Proportion of **at-risk** people in the audience (the group whose changed behaviour would result in the biggest reduction in costs to your organisation)
P	Is the audience easily **persuaded**? Are they likely to persuade other people in the segment? Fewer resources will be needed to effect change
A	Is the audience easy to **access**?
R	Are the **resources** you have sufficient to meet the audience's needs?
E	Equity: does your organisation have a mandate to support disadvantaged people?

A tool to help apply the TARPARE methods is at TOOL 5.

Understand your audience using secondary and primary research

Building an understanding of your audience is best done in stages. This is to ensure efficient spending of financial resources and that the right questions are answered if you commission primary research. It is important not to jump into the primary research phase. Only do it if there is a lack of data, or past research studies have failed to answer the questions you need to ask.

A tool to help you plan your research can be found at TOOL 6.

You're unlikely to be the first one to tackle your issue. The first stage of your research is to learn from others' experience of the issue and your audience. Learning from others can generate a lot of information. In order to focus your research, ask yourself, 'Will this help me develop an intervention to achieve my behavioural goals?'

The following questions are useful for determining whether the information you generate will be useful.

1. Does this tell me what motivates my audience to behave a certain way?
2. Does this help me describe the issue from my audience's perspective?
3. Does this tell me about the barriers that prevent my audience from changing their behaviour?
4. Does this tell me about the benefits my audience gets from their current behaviour?
5. Does this reveal different groups of people within my audience?
6. Does this tell me about the attitudes my audience has towards the issue?
7. Does this tell me what might encourage my audience to change their behaviour?

Where can we access work others have done?

Sources of existing data include:

- Newspaper articles
- Reports and statistics from government and other organisations (such as charities)
- Professional journals
- Previous learning from your organisation or others who have attempted to resolve the same issue
- Behaviour change case studies on a range of subjects can be found on The NSMC's ShowCase database
- Employees of English public sector organisations with .nhs and .gov.uk email addresses can access The NSMC's One Stop Shop of unpublished public sector research studies

Talk to your stakeholders to help you understand your audience and their behaviour. Asking them for their views during a personal conversation, facilitated event or online survey is also a good way of communicating with them about your project. Gather their opinions both on the target audience and their role in your project. Don't forget to ask frontline staff working directly with your target audience as well.

Analyse the competition

There are many things that compete for your audience's time and attention – things that prompt them to adopt problem behaviours or distract them from doing the things you want to encourage. Spend time understanding the competition and finding out what it does well. This can give you insight into what your intervention needs to do to influence your audiences' behaviour.

Competition can take many forms:

- The internal factors (physiological and psychological) that people experience through engaging in behaviours you want to address (for example, confidence from drinking alcohol,
or stress-relief from smoking tobacco)
- Personal influences – family, friends, peers or professionals who influence the audience
- Wider social, economic, political and technological factors that might influence your audience (such as unemployment levels, ease of transport and so on)
- Marketing messages – all the other messages your audience might see (not necessarily those about your issue). Some of these messages may come from your colleagues wanting to promote other positive behaviours
- Everyday life – people have limited time and energy. Busy lifestyles and multiple commitments can underpin negative behaviours (as can boredom and lack of financial or emotional security)

Case study: learning from the competition

FuelZone is an intervention to encourage pupils to eat healthy school meals in Glasgow. It was developed by Glasgow City Council.

In the scoping stage, the project team carried out a competitor analysis to find out why children were rejecting the school meal offering. They regularly walked Glasgow's main commercial streets, ordering from the menus in fast food shops. Each product and service was examined to discover the pros and cons of dining away from school, learning from the competition where possible.

They found out that the main competition came from local fast food establishments, such as chip shops and fast food franchises. Additional research revealed that pupils preferred the colourful and engaging surroundings of these restaurants.

This led the project team to redesign the school cafeteria to make it feel more like a fast food restaurant. It has helped to increase the numbers of children eating school meals from 32 per cent to 60 per cent.

Find out more about FuelZone at www.thensmc.com/resources/showcase/fuel-zone

Identify research gaps

Learning from others will generate a lot of information. The challenge now is to identify the key research gaps: questions you need to ask your target audience directly.

A tool for capturing what you have learned and identifying research gaps can be found at TOOL 7.

What type of additional research should we carry out?

There are two types of audience research: qualitative and quantitative. They reveal different things and are used for gathering different information:

Quantitative research is used to answer 'what?' questions. It is for counting and classifying features and constructing statistical models and figures to explain what is observed. Qualitative research is used to answer 'why?' questions: 'Qualitative research seeks to determine not only what happened, for example, a condom was not used during the last sexual encounter, but also why it happened – what led up to the event and what followed it'[1]. If possible, use them both in combination.

Common quantitative techniques

- Face-to-face surveys: in the street, in the home or at point of service
- Self-completion surveys: postal, online or at point of service
- Telephone surveys

A face-to-face survey conducted at someone's home would be longer than one conducted on the street. You would also be able to discuss more sensitive issues in someone's home as opposed to in a public place.

Common qualitative techniques

- Depth interviews are ideal for investigating personal or sensitive information which may be difficult to cover in a group situation. They are valuable for researching people who would be unlikely or unable to attend a focus group
- Paired interviews are depth interviews where the person being interviewed can invite along a friend to take part in the research as well. They are good for discussing sensitive subject matters, especially with younger people
- Focus groups are good when you want people to debate different ideas and options. They work best if the people are quite similar (in terms of lifestyle, background and so on) as they are more likely to have shared experiences
- Observation is spending time in the audience's world and observing what happens. It helps to describe the context (what happens before and after) and the setting in which the behaviour happens
- Customer journey mapping is putting yourself in the 'shoes' of your audience as they move through the process of making a change. It considers what the person may think and feel at different times and identifies factors that influence the person's decision to proceed. It is particularly useful when you want to look at how people use existing services

Keeping it ethical

Consider the ethical dimensions when designing your audience research, especially if you are researching health issues. Your organisation may have an ethical policy you can refer to, or you can use the National Research Ethics Service. The NSMC has also published a report, *Social marketing ethics*, which covers ethical considerations in research.

Tips on writing a research brief for an external agency

- Focus on where you are now and where you want to go. The agency will work out how you might get there
- Develop a clear and focused brief of not more than two sides of A4 that defines:
  - Your objectives
  - Your target audience
  - What you want to achieve
  - How it will be measured
- Give a guide budget to work to so that the agency can tailor their response accordingly
- Allow sufficient time for the agency to respond to your brief – plan for four weeks

1. *The role of qualitative research in AIDS prevention, William A. Smith, Mary Debus, AIDSCOM, 1992*

How do we get a deeper understanding of our audience and their behaviour?

Behavioural theories help you to take a step back and consider the broader picture. They provide a structure to use when considering the behaviours you are dealing with. They also introduce you to concepts that may help you develop solutions to influence those behaviours.

How do we apply behavioural theory?

No single theory applies to all situations and issues can be illuminated by more than one. Use the understanding you have developed of the issue and behaviour to guide your selection.

Where can we find out more about behavioural theory?

The U.S. Department of Health and Human Service has produced a thorough guide to behavioural theory. You can download it at www.cancer.gov/cancertopics/cancerlibrary/theory.pdf

How do we develop an intervention from our research findings?

Your research will have provided you with lots of information and data. You must now identify **practical insight** from these findings. Insights are key pieces of understanding that have resonance and relevance to your target segment.

In short, practical insight is an emotional hook that should form the basis of your intervention. Identifying it involves asking, 'So what?' and 'Why does that happen?' when presented with findings from research.

If you have the opportunity, test your practical insight with your target segment. This is so you can confirm that you have identified a crucial piece of understanding around which you can build your intervention. You could do this informally, through existing groups or services. If it isn't possible, consider testing the insight with frontline staff who work with the segment.

Case study: identifying insight

NHS Norfolk and NHS Great Yarmouth and Waveney developed an intervention to increase the number of young people being screened for chlamydia.

They began by analysing screening data. This revealed that while over 200 venues in the region had signed up top offer free chlamydia screening, most were carrying out few or no screens.

Faced with this information, the project team then needed to answer the question, 'so what?'. To do this, they carried out depth interviews with the health professionals who had signed up to offer free screening. One of the key insights these revealed was that the professionals felt embarrassed about raising sexual health with young people.
As one nurse put it, 'If I went into the surgery for a holiday vaccine and somebody asked me about my sex life, I would think "what are they on about?"'

The project team responded by developing a training workshop to give health professionals the skills and confidence to have conversations about sexual health with young people.

Find out more at www.thensmc.com/resources/showcase/are-you-getting-it

Segment your target audiences

By this point, you will have:

- Learned from others and identified research gaps
- Conducted primary research to fill the gaps

By now, you should have developed a good understanding of the issue, your audience and their behaviour, as well as the wider influences on them.

Now it is time to *segment* your audience. Segmentation is the division of your audience into a number of groups according to shared characteristics. To be effective, your behaviour change intervention needs to be targeted at a particular segment (or segments) of your target audience, rather than the target audience as a whole.

How do we segment our audience?

It is best to use a mix of variables to define your segment. You will need to consider which factors are most important to the behaviours you want to influence. Here are some common segmentation factors:

Geodemographics (who and where people are)
These include social class codes – (A, B, C1, C2, D, E) or life-stage descriptions (such as 'young people', 'retired people', 'young families' and so on).

There are a number of commercially available geodemographic segmentation products that combine census data with consumer purchasing and lifestyle data. This is then mapped by postcode area to describe the types of people who live in a specific area (for example, 'affluent greys' or 'burdened singles').

These products are good for getting a general picture of an area's population and when targeting specific locations. However, it is unlikely that all the people who live in the same street think or behave in the same way. In order to truly understand your audience and target your interventions effectively, you need to build on this and develop a more rounded picture by exploring other variables, such as those below.

Psychographics (people's knowledge, attitudes and opinions)
These may have been identified in your audience research.

Behavioural factors (what people do or don't do)
These can be gathered from service use data, commercial geodemographic products or your audience research.

Motivational factors (why people do what they do)
Motivation can be a very powerful way of segmenting your audience, as it considers what **benefits** people might be looking for in acting, and what **barriers** to action they face.

Develop behavioural goals

Once you have decided on a target segment and reflected on what behavioural theories might shed light on their situation, it is time to set your SMART behavioural goal. This is a clear articulation of the action you would like your target segment to take.

SMART goals are:

- **Specific** – they set out the actual behaviour being encouraged and a clear description of the segment being targeted
- **Measurable** – they ensure the desired behaviour can be measured against a baseline and reliable data is available to assess the project's impact

Case study: segmentation

TravelSmart aimed to increase the use of sustainable transport such as walking, cycling and public transport. It was developed by the Australian government. It directly engaged with individual target audience members to break down barriers to adopting alternative transport.

It did this by segmenting households in the target location into one of three segments following initial contact:

1. 'N' group: Not contactable or interested in the service
2. 'R' group: Currently using alternative travel on a regular basis
3. 'I' group: Interested in information that will help them make changes

The R group was subdivided into those who needed extra information (R with) and those who did not (R without). This process allowed the intervention to focus on those likely to engage and therefore change their behaviour. It responded to each of those segments (R with, R without and I groups) differently. R without households were given incentives to recognise and encourage their current behaviour; R with and I households were engaged more intensively, such as through counselling to boost their motivation and with personalised travel plans.

This segmentation process allowed the project to better meet the specific needs of different households and focus resources where they were most likely to have an impact.

To find out more about TravelSmart, visit www.travelsmart.gov.au

- **Achievable** – the goal needs to be achievable by the audience
- **Realistic** – the goal needs to be realistic for your organisation, taking into account the time and resources available
- **Time-bound** – can the impact of your intervention be measured within the timeframe of the project?

An example of a SMART goal would be: *Increase the number of four-person households in our borough recycling their paper, plastic and metal rubbish using our service, from 500 to 750 by March next year.*

When the SMART behavioural goal and baseline have been identified, review and amend your challenge statement (tool 1) and share it with the project team and stakeholders.

Develop an exchange

Once you have identified your target segment and are clear about what you want them to do, it's time to develop an *exchange*. Behaviour change happens when the benefits of adopting the desired behaviour outweigh the costs of doing it or overcome the barriers to doing it. Your task is to develop an offer to your audience, one that provides benefits in exchange for costs and overcomes barriers.

- Benefits are what the segment feel they get in return for the behaviour
- Costs are what the segment feel they need to give up for the behaviour
- Barriers are anything that gets in the way of the segment doing the behaviour

To develop an effective intervention, you will need to identify and analyse the costs, barriers and benefits of both the behaviour you want to encourage and that which you are competing against. Your intervention will need to:

Decrease:

- The costs of and barriers to the desired behaviour
- The benefits of the problem behaviour

Increase:

- The benefits of the desired behaviour
- The costs of and barriers to the problem behaviour

A tool to help analyse and develop an exchange can be found at TOOL 8.

Case study: developing an exchange

Save the crabs. Then eat 'em was developed by the Chesapeake Bay Program and the Academy for Educational Development. It was designed to protect the ecosystem of Chesapeake Bay in the Washington D.C. area of the U.S. It aimed to reduce pollution from algae by encouraging residents to fertilise their lawns in autumn, rather than the spring.

A significant source of pollution that encouraged algal growth was domestic lawn fertilisation. The intervention needed to encourage people to fertilise their lawns less regularly.

However, a barrier to the intervention's success was residents' lack of concern for the environmental health of the bay. To overcome this, the intervention framed it as a culinary, rather than environmental issue. The Chesapeake Bay blue crab is a regional icon and popular food, whose numbers had been declining steeply due to pollution in the bay.

The intervention clearly communicated the benefit of action – protecting the tasty crabs – to outweigh the barrier of disinterest in the environmental consequences of inaction. It also promoted the benefits of the desired behaviour – fertilising the lawn once a year, in the autumn:

- More effective fertilisation of the lawn
- A stronger and healthier lawn than with spring fertilisation
- Less harm to the bay

Find out more about Save the Crabs at www.thensmc.com/resources/showcase/save-the-crabs

DEVELOP

By this stage, you will have:

- Identified practical insights
- Segmented your audience and prioritised a segment to target
- Used behavioural theory to build understanding of your audience
- Set a SMART behavioural goal
- Clarified the exchange needed to change behaviour

Now you need to develop your intervention to deliver the exchange. You will need to make it easy, attractive and popular for your segment to undertake the desired behaviour and meet your behavioural goal.

Develop your intervention mix

There is rarely a quick fix to behavioural problems and most successful interventions use a combination of methods. Your research will have revealed a number of potential areas in which you could make changes that prompt change among your segment.

There are four main intervention elements (or 'levers') to consider when developing your intervention. Getting the mix right is key to successful behaviour change.

1. Support

Does your segment need practical help and support in order to change?
Support concerns providing products and services that give people the means to adopt the desired behaviour. This could be developing new products and services or adapting existing ones to make them more accessible or appealing. If you provide skills development classes or 'toolkits', you will also be using support interventions.

2. Design

Do the wider environment and context make adopting new behaviour easy?
This could involve increasing availability (for example, by incentivising local shops to stock healthy snacks) or changing the physical environment (making cycle paths or installing road calming measures).

3. Inform and educate

Do the people in your segment know why they should change?
Not everyone will respond to this – people are not rational all of the time. Occasions where this is a useful part of the intervention mix include when:

- People don't know why they should change their behaviour
- People don't know what they can do to change their behaviour
- People aren't aware of the support available to them to give them the means to change their behaviour (the features and benefits of your new or adapted product or service)

4. Control

What constraints or incentives exist for adopting (or promoting) the problem behaviour?
You may be able to use restraints, such as regulation, to limit the problem behaviour. These could be used in relation to the target segment (for example, banning smoking in public places); or other influencers (for example, regulating pubs and clubs holding irresponsible drinks promotions). You could also use incentives – such as money-off vouchers – to make the desired behaviour more appealing.

Don't forget to consider both supply and demand. If you increase demand for services but fail to increase supply, you could jeopardise your relationship with your audience.

How do we communicate the benefits to our audience?

Although social marketing involves much more than communicating messages, you will need to promote your intervention mix to your segment.

Develop a proposition

The proposition is the overall 'offer' your intervention is making to the target segment. It needs to articulate a benefit that is valued by them. It will help you to focus your communication messages and is used to develop a visual identity for your intervention.

> **Proposition example**
>
> **A stop smoking project for pregnant women did not use promotion to say, 'smoking harms your baby'.**
>
> **Instead, they promoted an offer to mums:**
>
> **'You don't have to give up your "me time" to give up smoking'.**

Planning your communications

There are some key points to consider when communicating with your segment about your intervention.

> **A tool to help you do this can be found at TOOL 9.**

How can we help ensure our intervention is recognised by the segment?

A visual identity (or logo and branding) can help you grab your audience's attention. It can also ensure that they recognise that different elements of your intervention are part of the same initiative.

It may be possible to use existing identities from national initiatives for your intervention, if you feel it would work for your target segment. Whether you choose to use an existing or original identity, it must resonate with your audience and be consistent with your proposition.

Re-engage your stakeholders and test your intervention mix

To keep your target segment at the centre of the process, pre-test your intervention mix and promotional plans with your target segment.

What should we pre-test?

- New or improved products and services and their locations
- Communication channels
- Propositions, messages and identities (ideally draft materials you are planning to use)

How should we pre-test?

Focus groups can be used for pre-testing, but they can be expensive. Consider asking if you can join an existing session with the target segment. Otherwise, use informal individual interviews to get a steer on what the segment feel about your plans. Try and go to where the audience are and get talking to them.

Should we involve our stakeholders?

This is also a great stage to get the views of your stakeholders and partners. Involving them in the pre-testing will generate valuable feedback and potentially reveal opportunities to involve them in the delivery of your intervention.

Develop an implementation plan

Develop an implementation plan to clarify the key actions, timings, budgets and responsibilities needed to deliver your intervention and collect the data to evaluate it. Make time to review, discuss and revise the plan with colleagues and stakeholders to get their feedback.

A tool for developing a implementation plan can be found at TOOL 10.

Develop your evaluation plan

Through evaluation, you can find out if your interventions are effective in changing the behaviour of your target segment. Evaluation also helps you to:

- Compare different interventions to reveal which is most effective
- Make sure your resources are deployed to best effect
- Demonstrate effectiveness and build a case to attract new resources
- Learn what you can improve in the future
- Share learning within your organisation about what makes a successful behaviour change intervention
- Build job satisfaction and professional confidence

It is crucial to have a plan for how you are going to measure the success of your intervention before you start. This ensures you are collecting the right information about the intervention's progress and that you are not left with gaps in your knowledge later. Your definition of success should include the understanding of what constitutes success for your key stakeholders (such as your organisation's management and funders).

What types of evaluation should we use?

It is likely you will want to use a mix of these common types of evaluation:

Formative

This is done throughout a project's development to pre-test aspects with the target segment or stakeholders. It keeps you on track in terms of what will work with the target segment as you progress through planning your intervention. It is done during the development stage.

Process

This is an internal review of how the project was managed, usually involving key internal and external stakeholders. Designed to identify key strengths and areas for improvement, it is typically done during and after the intervention (to measure how things were done).

Economic

Evaluating cost-effectiveness, return on investment and value for money. Economic evaluation is typically done after the intervention.

Impact

This is measuring the changes that have happened directly as a result of your intervention. Impact evaluation is typically done before (to set the benchmark) and at end of the intervention. You may also need to measure impact into the future to see if the desired behaviours have been maintained.

Outcome

This links the short-term impacts with the longer-term benefits (outcomes). Outcome evaluation is also done at the beginning (to set the benchmark) and after the intervention. Longer-term outcomes can be affected by many factors, so changes to those measures may not be wholly attributable to your intervention.

Ten tips for an effective evaluation

1. Plan for evaluation at the beginning of the project
2. Allocate adequate budget to evaluation: a minimum of ten per cent of total budget
3. Ensure all stakeholders agree on what constitutes success
4. Before the intervention, agree what will be measured, by whom and when
5. Identify clear baseline data to measure results against
6. Consider the information and measures that are already kept by others
7. Don't gather information for the sake of it – always have a purpose
8. Measure the bad as well as the good
9. Consider an external or impartial evaluation
10. Share what you've learnt

A tool for developing an evaluation plan can be found at TOOL 11.

IMPLEMENT

By this stage, you will have:

- Selected and developed a combination of intervention methods to achieve the desired behaviour change among your target segment
- Developed a proposition and planned how you will promote the benefits of your intervention to your target segment
- Pre-tested your intervention with members of the target segment
- Developed an implementation plan
- Developed a plan for evaluating your intervention, with baseline data to measure behaviour change

If you have done these, you are ready to implement your intervention.

Monitor your intervention

With your intervention up and running, some things may occur that require decisions to be made.

Opportunities

Opportunities to develop or expand the intervention may arise. They have the potential to enhance your intervention, but you need to be sure that they will not sidetrack the project. Think carefully about opportunities that involve reaching an additional target segment.

Your intervention will have been developed with a specific segment in mind and tailored to their needs. A different segment is likely to require a different approach, so it may be a waste of energy and resources. If big opportunities arise, assess their value with your team and key stakeholders.

Unforeseen problems and challenges

If problems are significant, involve others in deciding how to address them. If you need to take corrective steps, ensure that staff and stakeholders are made aware of the changes and the reasons behind them.

How do we stay on track?

Remember to keep monitoring your intervention. The requirements for gathering information to measure your intervention's impact will have been specified in your evaluation plan. Consider monitoring things like enquiries, event attendees, customer feedback, product orders, calls to telephone services and media coverage.

Process evaluation

Do some process evaluation during the implementation of your project. If you leave it until afterwards, it can be hard to recall what happened.

Questions to ask during the intervention to assist the process evaluation include:

- Are we sticking to our delivery plans?
- If things are changing, why have they changed and what process are we using to respond to changes?
- What issues have arisen from stakeholders and staff about how the intervention has been planned and executed?
- What documents exist (minutes, plans, briefs or emails) that can be used to provide insight into our thinking and decision-making at various points in the planning process?

The wider environment

Observing the wider environment for any changes (positive or negative) that might have a bearing on your project allows you to keep the intervention up to date. Consider things such as:

- Changes in the local community (e.g. new services and amenities, changes to employment prospects)
- Media coverage of the issue (e.g. a celebrity who resonates with your segment has spoken out on your issue)
- Policy changes (e.g. a bill going through parliament that may become law that affects your issue)
- Bigger, unrelated events that would compete for your audience's attention and time

A tool to help you monitor your intervention can be found at TOOL 12.

EVALUATE

By this stage, you will have:

- Launched and implemented your intervention
- Started your process evaluation

Now it is time to find out whether your intervention was effective in changing your target segment's behaviour. Revisit and implement the evaluation plan you developed during the development stage.

Evaluate your project

It is time to produce an evaluation report.

Here is some content that it should include:

- Overview of the project
- SMART behavioural goals
- Baseline measures
- Evaluation methodology
- Results (this may be a mix of formative, process, impact and outcome findings)
- Analysis of results (not just lots of data, but a summary of what the data tells us about what happened)
- Demonstration of return on investment and cost-effectiveness
- Implications and recommendations for further activity

Sustaining the impact

This is the time to look objectively at what your intervention has achieved and plan how to sustain behaviour change over the medium and long term.

Considering sustainability is important because:

- You do not want to squander the progress you have made
- It is a waste of resources to successfully help your target audience to the first stage of behavioural change, only to cut them adrift when the intervention reaches the end of its remit or funding period
- If you abruptly stop the intervention, you might disengage the target segment and create a barrier to success for future interventions

Your evaluation will also strengthen your business case for your recommendations on future work. Some questions to ask include:

- Can the project be repeated, incorporating what we have learnt? If so, by whom?
- Can it be expanded? If so, by whom?
- Can it become part of core programme work? If so, what might it replace?

FOLLOW-UP

By this stage, you will have:

- Produced an evaluation report from the results of your evaluation plan
- Considered how you will sustain the behavioural benefits achieved by your intervention

Now it is time to share and build on your success and experience.

Disseminate learning and build on your success

This final stage in the planning process is one which can often be overlooked. But it is important to see it as an opportunity to communicate outcomes and lessons learned to your funders, stakeholders and a wider audience.

Don't view the evaluation report as the end-point. *Follow-up* is the stage when you get together with key players and stakeholders to discuss the results, clarify the implications, and make forward plans.

Good follow-up helps to promote learning, enhance the evidence base and recognise and value the contributions of those involved in your project. It is worth setting yourself some goals for this stage. What are you planning to achieve? (More funding? Another pilot? Better stakeholder relationships?)

Stakeholder engagement

Share the findings of the evaluation report with stakeholders. It is an opportunity to thank them and gather their views on how the process has worked. You can also discuss the implications for them and their future involvement. It is a chance to strengthen important relationships that might continue to support your efforts in the future.

Ideas for engaging stakeholders include:

- Holding a dedicated review session, where key stakeholders and evaluators are brought together to review the findings
- Giving stakeholders the opportunity to question and challenge the evaluation results
- Recording stakeholders' views (and those of funders and commissioners) to sit alongside any formal evaluation report

Sharing results

Sharing your results ensures that the achievements are made clear and future interventions can build upon your successes and failures. Try to communicate your findings as widely as possible. Do your best to ensure that all parties who might have an interest in your intervention know about what you have learned.

Some things to consider:

- Let current and potential funders know about the results as early as possible
- Communicate not only what you have achieved, but what has not worked as well as expected and how you would overcome it
- Share the findings with your target segment and how they might benefit from the knowledge

Methods of sharing results

- Use a range of dissemination methods, such as events, website-based comments pages, the local media, staff newsletters and community newspapers
- Consider speaking at local, regional or national events, or submitting your project for an award or to relevant trade press
- Submit your project for inclusion on The NSMC's ShowCase database
- Provide opportunities for people to get back to you with their feedback

Celebrate!

Find some time to celebrate your success and recognise the inputs of all who were involved, both internally and externally. Managing, scoping, developing and implementing a behaviour change intervention using social marketing is a great achievement.

Tools

Tool 1: challenge statement template

	Notes
What is the issue we are seeking to resolve? What is (or isn't) happening? What problems arise as a result? What will happen if we don't do anything? What data do I have to demonstrate the scale of the problem?	
Who is affected by it? Who are the target audience? Where does the issue occur most?	
What current organisational objectives does this project contribute to?	
What is our challenge (what action do we want people to take?)	

Tool 2: initial audience analysis

Conducting an initial audience analysis during the *getting started* stage helps you to:

- Keep the audience in mind from the outset
- Identify other audiences who influence the audience who may need to be considered as part of the project
- Highlight sources of information to build your picture of the audience

The assumptions we make during this analysis may well be challenged as a result of subsequent audience research.

INITIAL AUDIENCE ANALYSIS	Notes
Who are the people we want to adopt the new behaviour? How would you describe them in terms of age, gender, lifestyle, where they live, what they do or don't do etc?	
What or who do we think influences them? Social groups, the media, products bought or services used	
What benefits do you feel they get from the problem behaviour? What is 'in it' for them? How do you think the problem behaviour makes them feel?	
What do we think stops them doing the desired behaviour? What barriers do they face (physical and psychological)? What costs are incurred?	
What contact do we have with them? Are we in touch with the audience through other services or activities?	
What information, or research, exists about the audience? Do we have any statistics or market research – done by us or others?	

Tool 3: outline project plan

This template can help you put some provisional timings against the key steps in the social marketing planning process.

These timings may change, so it is useful to revisit this throughout the project.

Getting started

Task	Who?	When by?
Ensure senior level support		
KEY DOCUMENT: Challenge statement		
Put together project team		
Initial audience description		
Review context		
KEY DOCUMENT: Stakeholder engagement plan		

Scoping

Task	Who?	When by?
Review of secondary data		
Review of current services and previous interventions		
Stakeholder research		
Competition analysis		
Research gap analysis		
KEY DOCUMENT: Audience research plan/brief		
Audience research		

Scoping (continued)

Clarify insight		
Agree target segment		
Agree behavioural objectives		
Agree exchange		
Scoping report		

Development

Task	Who?	When by?
Pre-test and agree proposition with stakeholders and audience		
Pre-test and agree intervention mix with stakeholders and audience		
KEY DOCUMENT: Implementation plan		
KEY DOCUMENT: Evaluation plan		

Implementation, evaluation and follow-up

Task	Who?	When by?
Launch and implement project		
Evaluate project and process		
KEY DOCUMENT: Project report		
Share learning and results		

Tool 4: stakeholder engagement

This is a useful template to manage your stakeholder engagement.
Map stakeholders on a scale of power and influence:

HIGH INFLUENCE

Keep satisfied
Often most difficult to engage. Take their needs into account and seek to increase their interest and engagement. Keep informed, engage where appropriate. Consider use of champions to facilitate.

Key players
Most important stakeholders.
Concentrate efforts here.

LOW INTEREST

HIGH INTEREST

Minimal effort
Keep these stakeholders informed of decisions, but don't invest inappropriate effort.

Keep interested
Limited influence.
Keep informed but don't invest too much effort.

LOW INFLUENCE

Stakeholder Organisation or individual Internal or external e.g. 'Local schools'	**Why?** What do we want from them? What can they bring to our project? e.g. 'To access children and parents – both for our research and to deliver the intervention'	**What benefits do they want?** What are they looking for? What are their priorities? What is in it for them? e.g. 'Improved behaviour and attendance of pupils'	**How can this project give them those benefits?** e.g. 'Demonstrate how physical activity/ improved diet can affect school performance'

Tool 5: TARPARE framework

Audience	Total number: size of population group	Incidence: at risk (this must be evidence-based)	Resources

Reachability: access to segment	Ability to be influenced /ability to influence others	Equity

Tool 6: planning your research

STAGE 1: Research questions developed
Develop questions which you need answering to understand why people are not doing the desired behaviour e.g: Why are they undertaking this behaviour? What knowledge do they have of risks? What is their wider environment and influences/influencers?

STAGE 2: Identify relevant research data
(Qualitative is more likely to answer the 'why' question).

STAGE 3: Review past interventions
What lessons can you learn from past projects?

STAGE 4: Synthesise the secondary research
To answer the why questions identified in stage 1

STAGE 5: Identify any knowledge gaps and, if needed, conduct primary research
Are some of your questions from stage 1 still unanswered? Make sure you select the right methods for the audience and the questions you still have left to answer e.g. gaps in knowledge around the current service

STAGE 6: Identify the key insights

Tool 7: learning from others /research gap analysis

This template helps you to capture what you have learned from existing information such as research literature, current services, previous interventions and internal management information. Don't fill in the final column until after you have finished learning from others and need to move on to carrying out primary research.

WHAT? The activity or source of information	WHAT DID WE LEARN? Outcomes, impact, cost and benefit	SO WHAT? How does this help develop our intervention?	What do we now need to find out from our audience (in order to generate insight into our intervention)?	What research methods and techniques will help me find the answer?

Tool 8: developing an exchange

	Problem behaviour	Desired behaviour	Implications
Benefits What do they get out of it?	Try to ensure your intervention replaces benefits of the problem behaviour		
Barriers What stops them?			
Costs What are the drawbacks?			

Tool 9: planning your communications

MESSAGES

- Is the overall proposition clear?
- Are the benefits of the desired behaviour clear?
- Is there a clear 'call to action' – what do you want your target segment to do as a result of your communication?
- Are the messages easy to understand?
- Are the messages consistent across all the materials and channels?

MESSENGER

- Who is best placed to deliver the message?
- Who do the segment listen to?
- Are you using 'messengers' that the segment trusts?

STYLE

- How do you want your messages to come across?
- Is the tone of voice and language suitable for your audience?
- Are your communications attention-grabbing?

CHANNELS

- Where and when will your messages appear?
- Which media channels does your segment use?
- Where do they get their information?

MEASUREMENT

- How can you measure the effect of the communication?
- What do you need to communicate to staff and colleagues?

Tool 10: an implementation plan

Summary The key points from your earlier work, such as your challenge statement, scoping report and your SMART behavioural goal.	**Approach** The intervention mix, communication and evaluation plans, to outline the overall approach you are taking in your intervention.	**Resources** Resources and budgets available (including provision for a contingency budget) and how they are allocated across the different elements of the plan.

Risk Potential risks to a successful intervention and plans to mitigate them.	**Monitoring** Key measures and details of how data will be collected; review points, including processes to obtain staff feedback.

Tool 11: an evaluation plan

What are you measuring?	How are you going to measure it (method)?	What needs to be done?
• **Changes in knowledge** – recall and comprehension of key messages • **Changes in attitudes and beliefs** (thinking and feeling) – intention to change or emotional changes • It is essential to set a **baseline** at the start of your project so that you can measure its success at the end. Baseline data needs to be from a clear point in time so you can monitor change over a timeframe	• Quantitative measures are required for your impact evaluation to provide evidence of change • Use surveys to generate quantitative data from the audience	• **Formative evaluation** is done during the intervention development and testing stage • **Impact evaluation** is done at the beginning and at end of the intervention. It may also be necessary to measure impact into the future to see if the desired behaviours have been maintained • **Outcome evaluation** is done at the beginning and after the intervention • **Process evaluation** is done during and after the intervention • **Economic evaluation** is done after the intervention

Who by? Resource needed	When by?
• Independent evaluation will make your results more credible • Partnering with an academic institute can be a cost-effective way of acquiring external research and evaluation expertise	

Tool 12: monitoring your intervention

	Week 1	Week 2	Week 3	Week 4
Milestone				
Success				
Challenge				
New development (internal or external)				
Change to delivery plan				

Monitoring methods

Event monitoring

If your intervention mix involves events or sessions, count how many people are attending and capture their feedback on a short questionnaire after the event.

Bounceback cards

A short questionnaire can be put on the back of a postcard and distributed to the target segment to complete and return whilst they are involved in the intervention.

Inventory tracking

Use stock reports for your materials or products. Which ones are proving popular?

Week 5	Week 6	Week 8	Week 12	Week 24

Responses to telephone helplines or web-based tools
To monitor the effectiveness of your communications channels, ask those using your services, 'How did you hear about this?'

Coupon redemption
If someone needs to provide a coupon to access a product (e.g. a new compost bin) you can also use these to measure which communication channels are most effective.

Media monitoring
Are your messages being accurately communicated by the media? Consider using a clippings service or a website search engine to monitor your coverage.

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