r2p IN CONSTRUCTION

Construction Safety & Health Social Marketing

TOOLKIT

CPWR

THE CENTER FOR CONSTRUCTION
RESEARCH AND TRAINING

Construction Safety & Health
Social Marketing
TOOLKIT

CPWR – The Center for Construction Research and Training's Research to Practice (r2p) initiative aims to promote the dissemination of construction safety and health research results, encourage the widespread adoption of evidence-based interventions, and develop effective r2p tools and resources that can help future r2p efforts.

This Toolkit was prepared by:

Lynda Bardfield, Chief Creative Officer, Creative Conscience

Eileen P. Betit, Director, Research to Practice, CPWR

Jessica Bunting, Program Associate, Research to Practice, CPWR

Chidinma Okparanta, Health Communications Specialist, Communications, CPWR

Jennifer Schulz, Program Assistant, Research to Practice, CPWR

John Strand, Social Marketing Consultant

FOREWORD

Construction safety and health researchers and professionals often rely on a health communication approach to increase contractors' and workers' use of evidence-based interventions, including safer materials, equipment, and work practices. This approach has had successes; however, injury and illness rates remain high in the construction industry, and the diffusion of interventions to those who could benefit has been slow.[1]

In 2015, CPWR-The Center for Construction Research and Training hosted its first Research to Practice (r2p) seminar and partnership workshop, bringing together researchers and a broad cross-section of industry stakeholders to begin an ongoing dialogue on how to bridge this r2p gap through the use of promising strategies and partnerships. Presentations on the use of social marketing to advance r2p raised participants' awareness and interest in learning more about this approach.

In particular, the success of the National Campaign to Prevent Falls in Construction, an effort sponsored by the Occupational Safety and Health Administration (OSHA), the National Institute for Occupational Safety and Health (NIOSH), and CPWR, demonstrated that applying social marketing principles to construction safety can help drive individual and environmental change in the industry. While a national program spearheaded by key organizations is ideal, social marketing principles can still be used effectively on a smaller scale.

This Construction Safety & Health Social Marketing Toolkit was developed to build construction safety and health researchers' and industry stakeholders' understanding of social marketing principles, what it takes to plan, develop and implement a social marketing program, and how social marketing principles can be applied to dissemination efforts based on the resources available. It is intended to build a user's capacity to:

- ❖ Develop a social marketing plan;
- ❖ Identify and work with the appropriate partners to complement their skill set; and
- ❖ Manage the process of developing and implementing a social marketing program.

This Toolkit walks users through the steps involved in developing a social marketing program aimed at decreasing risks and increasing health and safety in the construction industry. It includes planning worksheets and a sample pilot social marketing plan.

---

[1] Weinstein M, Hecker S, Hess J, Kincl L. A Roadmap to Diffuse Ergonomic Innovations in the Construction Industry: There is Nothing So Practical as a Good Theory. Int J Occup Environ Health 2007; 1346-55.

TABLE OF CONTENTS

I. SOCIAL MARKETING DEFINITIONS & PRINCIPLES

A. Definitions

1. What is social marketing?

In 1971, Kotler and Zaltman, in their article *Social Marketing: An Approach to Planned Social Change,* first defined social marketing as the "design, implementation, and control of programs seeking to increase the acceptability of a social idea or practice in a target group."[i] Since then, many definitions have surfaced, but perhaps the clearest comes from Georgetown University professor and scholar Alan Andreason. In 2011, he defined social marketing as "the application of commercial marketing concepts and tools to influence the voluntary behavior of target audiences to improve their lives or the society of which they are a part."

Social marketing aims to influence behaviors utilizing a systematic planning process that applies marketing principles and techniques. Those principles (described in Section I.B.) include a consumer focus, audience segmentation, the exchange theory, competition, and the marketing mix or 4Ps – product, price, place, and promotion.

2. How is social marketing different from advertising or health communication?

The terms social marketing, advertising, and health communication are often mistakenly used interchangeably. A 2001 review of health promotion literature found that "health promoters' views of marketing differed considerably from how the marketing discipline is usually defined…many health promoters perceive social marketing as a predominantly promotional or, even more narrowly, a communication activity."[ii] In their article, *Social Marketing in Public Health*, Grier and Bryant noted that this misunderstanding persists today "as evidenced by the large number of abstracts submitted to the Social Marketing in Public Health conference and manuscripts submitted to *Social Marketing Quarterly*, which use the social marketing label to describe social advertising or communication activities not developed with marketing's conceptual framework."[iii]

Social marketing is not the "4Ps of posters, pamphlets, PSAs and publicity."[iv] It goes beyond communicating, educating, and advertising to actually *facilitating* behavior change. Strategies that facilitate behavior change may include product innovation, price strategies, and place strategies where the environment is made more conducive to the desired behavior. In social marketing, the barriers to change are identified and addressed. These strategies may include: a new product, product modification, or increasing access to equipment.

The Centers for Disease Control (CDC) makes the following distinction between health communication and social marketing:

❖ **Health communication** is the "study and use of communication strategies to inform and influence individual decisions that enhance health."

❖ **Social marketing** is the "use of marketing principles to influence human behavior in order to improve health or benefit society…social marketing planning requires us to understand and incorporate 'The Four 'P's of Marketing.'"[v]

Dr. R. Craig Lefebvre's social marketing blog, *Why Everyone Needs Marketing Skills*, effectively describes the distinction with a commercial product analogy.[vi] The example below has been adapted from his analogy for the construction industry:

> Health communicators are like the advertising agency for a safer drill. Their job is to understand the audience, create engaging and persuasive communication, deliver it in ways that raise awareness of the tool, and maybe even increase purchase behaviors. If a contractor sees a promotional piece on the drill and is about to take on a job requiring this type of drill, but a) does not know where to find the safer version, b) knows where to find one but none are available, c) sees that other less safe drills are cheaper, and/or d) really wants a smaller version of the drill – no amount of advertising is going to fix these problems…Social marketers are like the marketing department for the safer drill. They need to be sure that the product line (behavioral choice/intervention) has in it something for all contractors that use this type of drill – not one thing for everyone. They then focus on the distribution system so that anywhere contractors buy drills the safer drill is within an arm's reach. Now they focus on the pricing side of the equation, not only deciding what price a contractor will pay for the safer drill, but how much to charge relative to other tools, and when to have sales, send coupons, run contests, and in other ways creates incentives for contractors to buy the safer drill. Only after those steps are completed do they worry about jingles, logos and ads, and training programs.

3. Is Social Media the same as Social Marketing?

Social media is not the same as social marketing. Social media is a communication channel comprised of websites and applications such as Twitter, which may be used as part of a social marketing campaign.

4. Is a social marketing campaign the same as a social marketing program?

A social marketing program encompasses all parts of the social marketing framework, while a social marketing 'campaign' technically only refers to the communications component of the program. Since many social marketing programs are referred to as campaigns, both terms will be used interchangeably in this Toolkit.

5. What is an intervention?

The CDC defines an intervention as "methods used to influence, facilitate or promote behavior (e.g., holding training classes to help seniors start their own walking clubs, developing a website to promote drug-free activities to youths, expanding clinic hours to improve working mothers' access to HIV testing)."[vii] In construction, safety and health researchers commonly refer to the results of their research – the safer equipment, work practice or product– as interventions. For this Toolkit, the term intervention will refer to the desired behavior change, safer equipment, work practice, or product that the researcher is hoping will be implemented as a result of the social marketing program.

B. Principles of Social Marketing

The principles of social marketing include a consumer focus, audience segmentation, the exchange theory, competition, and the marketing mix, or 4Ps – product, price, place, and promotion.

1. Consumer focus:

Social marketing begins with a consumer focus, which involves a deep understanding of consumer knowledge, attitudes, practices, and barriers. Similar to commercial marketing, for social marketing to be successful, it is necessary to learn what the consumer wants and needs. For example, if the purpose of the program is to increase contractors' use of a new piece of equipment that will reduce workers' risk for injuries, you will need to find out directly from contractors what would prompt them to use the safer option. Section III describes how and when in the program planning process you should conduct formative research or review existing research to determine what the target audience wants and needs.

2. Audience segmentation:

Audience segmentation involves dividing a broad audience, such as contractors, into smaller homogeneous groups (segments). By focusing on a particular audience segment, you will be able to tailor your program to those most relevant, make the best use of resources, and show results. Audience segmentation can be based on any number of variables including demographics (e.g., trade, length of time in the industry, type of work - residential, commercial, industrial, highway, etc.), who is most open to change, who would benefit the most, who feels most vulnerable, and who is easiest to reach.

3. Exchange theory:

When it comes to marketing, there is always an exchange taking place. This may come in the form of a simple monetary exchange for products and services or in the form of giving up one behavior to adopt another. You will need to ensure that the reward or benefit the target

3

audience – contractors or workers – gets in exchange for voluntarily adopting an intervention (safer tool, equipment, work practice, or product) outweighs the real or perceived cost.

4. Competition:

Like products and services in the commercial marketplace, each new behavior/intervention must compete with other choices that the target audience has access to – including what they are doing and using now. Social marketers strive to help the new behaviors/interventions compete more effectively; usually, this involves lowering barriers and increasing benefits for a target audience adopting the new behavior. Sometimes, however, a strategy seeks to lower the benefits and increase the costs of the competition.

5. Marketing mix:

Otherwise known as the 4P's, the marketing mix is often defined in commercial marketing as "putting the right product in the right place, at the right price, at the right time."[viii] It is important to develop the marketing strategies in this order - product, price, place and promotion.

- ❖ PRODUCT: This may be a tangible product, service, or the way you position the desired behavior/intervention in the mind of your target audience. The product must provide a solution that the consumer is seeking or a benefit that they value.

- ❖ PRICE: The price can include monetary costs (e.g., the upfront cost of purchasing the intervention or costs associated with increased training requirements) or perceived barriers to adopting the new intervention – including lack of time, difficulty, or inconvenience, which may result in perceptions of lower productivity or negative impact on workflow.

- ❖ PLACE: The place includes where contractors and/or workers are able to adopt the intervention and the necessary materials and/or support needed to use it (jobsite, retail outlet, online, contractor association, union, training center, etc.).

- ❖ PROMOTION: This is where we promote the product, service, or behavior, and its benefits. Promotion includes the activities that will be used to create demand for the intervention including outreach methods and use of media.

II.   BEST PRACTICES & CHALLENGES

Use of social marketing to address a variety of public health challenges at the national, state, and local levels has grown in popularity. As a result, public health professionals have access to a growing body of information on what has and has not worked.[ix] While use of social marketing is relatively new to the construction industry, there are lessons that can be learned from past efforts.[x]

A. Best Practices

Kotler and Zaltman's 1971 article *Social Marketing: An Approach to Planned Social Change* describes psychologist G.D. Wiebe's analysis of successful and unsuccessful campaigns.[xi] Wiebe described four elements of successful campaigns; what he called force, direction, distance, and mechanism when referring to a World War II campaign to sell bonds.

1. *Force*, the motivation behind the desired behavior or goal of the campaign, is what we might call the 'key promise' or behavioral 'driver' today. In promoting bonds during World War II, Wiebe described patriotism as the force. In construction safety, the driver or force to reduce injuries, for example, may be something closer to saving on workers' compensation premiums.

2. *Direction* referred to what we would call a behavioral focus today or what you want the target audience to do. In the WWII example, the direction was to buy bonds. To reduce injuries, the direction may be to replace unsafe equipment with safer equipment. A clear understanding of the desired behavior is key to a program's success.

3. With *distance*, Wiebe referred to the ease of purchase, which is what we would call price today – the estimated cost (monetary and non-monetary) required to perform the desired behavior reduced by the benefits. For the construction industry, it would refer to the cost and benefits of using a safer tool or work practice.

4. Lastly, Wiebe, when he spoke of *mechanism*, referred to what we would call place – an accessible, convenient location where the target audience can perform the desired behavior. In the case of WWII bonds, mechanisms for purchasing bonds included banks, post offices, and telephones making it easy for individuals to purchase bonds (i.e., the desired behavior). For construction, the mechanism for purchasing safer equipment could be availability – where it can be purchased – and purchasing convenience.

Wiebe concluded that social marketing campaigns have a better chance of success the more they resemble commercial marketing practices.

In their article *Social Marketing in Public Health,* Bryant and Grier describe two successful social marketing programs – VERB™ and Road Crew.[xii] Both programs used advertising

agency partners, involved extensive research with their target audiences, and translated target audience insights into comprehensive social marketing programs including the marketing mix (4P's).

❖ The VERB™ campaign was a "national, multicultural, social marketing campaign coordinated by CDC." The campaign encouraged young people from ages 9-13 to become physically active, and redefined physical activity (PRODUCT positioning) as 'what you do,' by expanding the definition beyond sports and more traditional forms of exercise. In addition to paid advertising targeting multiple minority groups (PROMOTION), VERB partnered with community-based organizations to offer locations where their target audience could be physically active (PLACE). In select states, the program also offered VERB cards that kept track of participants' physical activity levels and rewarded those who were more active with incentives (PRICE). In its first year, the campaign found a "34% increase in weekly free-time physical activity sessions among 8.6 million children ages 9-10 in the United States."[xiii]

❖ The Road Crew campaign (Wisconsin) developed a new program to compete with the dangerous and pervasive idea that, "I can drive myself home, even though I've had too much to drink." This campaign was designed based upon insights into the target audience (males aged 21-34) gained during formative research, which revealed that alternative forms of transportation were unavailable in the target markets (rural communities). In addition to designing a new ride service (PRODUCT), which could safely transport young male heavy drinkers from home to bar, bar to bar, and bar to home (PLACE), they made it affordable ("each community developed a pricing scheme to cover costs") and even prestigious by using old limousines that appealed to the target audience (PRICE). Once the product, price, and place strategies were designed, the promotional strategy was developed with the help of an advertising agency. This step included the development of the "program's name 'Road Crew,' slogan, and logo" (PROMOTION). An evaluation of the program at the end of the first year suggested that it had "decreased alcohol-related crashes by 17% and saved the state of Wisconsin $610,000."[xiv]

Other programs that have successfully applied social marketing principles include the Cal/OSHA Heat Illness Prevention Campaign and the Rollover Protection Structures program.

The California Division of Occupational Safety and Health (Cal/OSHA)'s Heat Illness Prevention Campaign applied selected social marketing principles to support the implementation of California's Heat Illness Prevention standard. This three-year campaign used a multi-pronged strategy which included "media and community education and outreach" with "concurrent enhanced enforcement efforts." The campaign involved:

- ❖ **Formative research:** Conducted a needs assessment and interviews with 24 stakeholders to gain an understanding of their existing "knowledge, behaviors and attitudes around heat illness."[xv]

- ❖ **Audience segmentation:** Targeted non-English speaking (Spanish, Hmong, Punjabi, and Mixteco), low-wage, outdoor workers, primarily in agriculture and construction, as well as their employers.

- ❖ **Pretesting concepts, messages, and materials:** Used seven different focus groups to test messaging approaches and potential images.

- ❖ **Implementing the program:** Created outdoor advertisements, radio ads in five languages, and advertisements on billboards, posters, vans and lunch trucks. Multi-lingual, low-literacy educational materials were also developed. Cal/OSHA launched the campaign in partnership with governmental agencies, university partners, community-based organizations, and two advertising agencies.

- ❖ **Assessing effectiveness:** Evaluated the campaign, including conducting "intercept interviews" (brief on-the-street surveys) in targeted high-heat California communities. The majority of those interviewed had seen or heard the advertisements and felt the media campaign was relevant to them. The campaign was revised as needed in subsequent years to reflect lessons learned. The final evaluation noted that "[w]orkers, employers, and community-based organization representatives report improved field conditions…and attribute changes to the combined campaign effort." It also identified ongoing barriers and challenges including the extent to which employers encourage workers to access water and shade, the disincentive created by "piece-rate arrangements," and "hourly pay based on desired outcomes."[xvi]

The Northeast Center for Agricultural Health's (NEC) social marketing campaign aimed to promote use of <u>rollover protection structures (ROPS),</u>[xvii] which are metal bars, frames, or crush proof cabs designed to prevent tractors from rolling over and crushing their drivers. At the start of the campaign, rollbars had been standard on tractors manufactured in the U.S. since 1985, but many older tractors without ROPS were still in use. Cost and cultural factors presented barriers to the retrofitting of these old tractors. The campaign's initial focus was on developing a pilot program in New York State. This pilot involved:

- ❖ **Formative research:** Focus groups were conducted with farmers and their service providers.

- ❖ **Audience segmentation:** Targeted small-crop farmers in two regions of upstate New York.

- ❖ **Pretesting concepts, messages, and materials:** Created messages and audience-tested strategies designed for use at the local level. Testing indicated a preference for Public Services Announcements (PSAs) with realistic and direct messages that went

beyond the risk of injuries and death to explore the emotional and financial hardships placed on families and the loss of production due to rollovers.

❖ **Implementing the campaign:** Launched the campaign in 2006 with radio PSAs, a 70% retrofitting rebate funded by the New York State legislature, a hotline to make accessing information on retrofitting more convenient, and media communications.

❖ **Assessing effectiveness:** Evaluated the results and found the effort was cost-effective within three years, and positive behavior change was achieved based on an increase in the purchase of new equipment and retrofitting of previously owned tractors. The researchers expanded the campaign to four additional northeast states where it was successfully adapted through local partnerships with farmers, farming communities, and legislators who were able to create rebate incentives. Follow-up interviews with those who retrofitted their equipment uncovered hundreds of events that could have been fatal, but resulted in zero serious injuries because of the addition of the rollbar.

The OSHA-NIOSH-CPWR [Campaign to Prevent Falls in Construction](#), launched in April 2012, is one of the most well-known applications of a social marketing program to address a construction hazard. This program came about in response to a 2008 National Occupational Research Agenda (NORA) strategic goal to "work with construction partners to develop and implement a national campaign to reduce fatal and serious injuries associated with construction falls to a lower level."[xviii] The performance measure: "Within 3 years, evaluate options and prepare a proposal for a 'National Construction Fall Prevention Campaign.' Within 5 years, convene construction stakeholders to decide on pursuing a national campaign, and if support is provided, begin implementation."[xix]

Fall prevention was selected because of the high rate of fall-related on-the-job injuries and deaths in the industry and the availability of feasible interventions to prevent falls. In addition to OSHA, NIOSH, and CPWR, the campaign attracted support from a broad cross-section of stakeholders including state governments, contractor associations, academia, safety and health professionals, and labor unions. These partners joined forces to focus on the three major types of fatal falls: falls from roofs, falls from ladders, and falls from scaffolds. OSHA's existing regulatory requirements for fall prevention and its active involvement created an added incentive for contractors to participate in the campaign.

Although it will not always be feasible for these three key national organizations to jointly develop a social marketing program to address a construction hazard, important lessons were learned that can help construction safety and health researchers' social marketing efforts.

In preparation for the national campaign, The Hannon Group, a company with expertise in social marketing, was hired to help develop the social marketing plan. As a first step, they conducted an environmental scan to "summarize NIOSH's internal and external environments for opportunities and challenges that may influence plans for a social marketing campaign that are not duplicative and will be effective."[xx] Several elements were

identified for a "winning social marketing campaign."[xxi] For smaller social marketing efforts, or ones with limited resources, some combination of these practices should be considered:

❖ **Start small with a pilot**, adjust according to lessons learned, and then expand to a larger group. Execute the pilot over a minimum of 12 months.

❖ **Reward with incentives for desired behaviors (a PRICE strategy).** Some examples: rebates for those engaging in safety measures correctly, best practice awards to recognize special efforts or contributions, events (e.g., team-building, awards nights), and official certificates for contractors who are safety-oriented.

❖ **Complement rewards with negative repercussions for undesired behaviors (a PRICE strategy**). Some examples: implement enforcement measures for repeat offenders, shut down construction projects when workers' lives are in danger, and conduct random inspections.

❖ **Encourage and nurture a culture of health and safety as the norm (a PLACE strategy).** Some examples: have employers sign a proclamation, have employers and workers sign a pledge, hold one-minute-silences (at noon) to remember the injured and the dead, and implement programs for apprentices to learn from experienced and skilled workers.

❖ **Organize all activities around a three-part approach with separately tailored messages and products for different audiences (Audience Segmentation).**, such as 1) small, primarily residential, the construction contractors, 2) supervisors and foremen for those contractors, and 3) the workers who work for those contractors.

❖ **Devise a very detailed timeline** displaying when every campaign activity will occur and how and why each activity will optimally lead into the next activity.

❖ **Establish metrics and tools of measurement to evaluate the campaign.**

❖ **Launch the campaign around a major observance.** Some examples: North American Occupational Safety and Health Week (held annually during the first full week of May), International Workers' Memorial Day (held annually on April 28), Construction Safety and Health Awareness Day.

B. Challenges

The previous section highlighted elements that can lead to a successful social marketing program. This section describes some of the challenges.

In their article *Problems and Challenges in Social Marketing*, Bloom and Novelli focused on the problems organizations tend to face when applying "conventional marketing approaches

in social programs," and noted that having an awareness of these problems would lead to "more workable and effective social marketing programs."[xxii]

- ❖ **Formative or Market Research**: Commercial marketers tend to have access to a variety of secondary sources of information gathered over time on consumer "wants, needs, perceptions, attitudes, habits, and satisfaction levels." Social marketers typically have fewer sources of good secondary data available about their target audience(s) and limited resources to conduct primary research. As a result, focus groups are often used to collect information, but there are rarely funds available to do the follow-up research to make sure the conclusions are valid. Social marketers also tend to face time challenges.

- ❖ **Market Segmentation:** Social marketers face several challenges when implementing an audience segmentation strategy including: being pressured to reach too many audience segments with limited resources; having to rely on self-reported behaviors to distinguish between groups; and needing to target efforts to the segment most resistant to the goal of the program.

- ❖ **Product Strategy:** Social marketers may not have the flexibility commercial marketers have to modify a behavior or an intervention.

- ❖ **Pricing Strategy:** Researchers using a social marketing approach to promote an intervention usually have little if any control over what the intervention will cost the target audience.

- ❖ **Channel & Communications Strategies:** These challenges center on finding appropriate intermediaries with the knowledge and motivation to help communicate the program's message, and having the resources for paid advertising.

- ❖ **Other Challenges:** Not being able to ensure that demand for an intervention can be met or that the target audience will have the means to access or implement the intervention.

The construction industry poses a special challenge for those interested in undertaking a social marketing program to promote a safety intervention, in part because it is so diverse, often specialized, and has a mobile workforce (workers can work for multiple employers on multiple jobsites over the course of a year). Understanding the similarities and differences for those at risk and those who influence their behavior is an important first step. In addition, identifying individuals and groups to partner with that understand the construction industry and the target market and audience will provide researchers with a better understanding of the playing field.

III. STEP-BY-STEP SOCIAL MARKETING PLANNING

Before sitting down to develop a social marketing plan, it is recommended that you:

❖ **Conduct a literature review, an environmental scan, and a review of secondary research.** Gathering this information ahead of time will help you answer important strategy questions that will come up in the planning process, and help you determine if you will need to conduct some form of primary exploratory research to gather consumer (contractor and worker) data and insights. This formative audience research – learning directly from your potential audience – is a common step before finalizing audience selection (Section III.B.).

❖ **Identify potential partners (e.g., social marketing experts, creative professionals) and implementing organization(s) you may want to engage.** When selecting your implementing organization, you may want to conduct a SWOT Analysis (**S**trengths, **W**eaknesses, **O**pportunities and **T**hreats) to identify how these factors could support or hinder the program. Appendix A contains a worksheet to help you make this assessment. *CPWR's Construction r2p Partnership Toolkit provides useful advice and tools for establishing partnerships and working effectively with partners (http://www.cpwr.com/research/partnership-toolkit).*

The following are the key components of the planning process. Each includes a description of the output (what results from completing each part) and the steps for getting there:

A. Situational Analysis (Background, Purpose, and Focus)
B. Target Audience
C. Audience Analysis
D. Objectives
E. Marketing Mix Strategy (the 4Ps)
F. The Creative Process
G. Evaluation
H. Implementation (Budget & Timeline) Budget/Funding Sources

Section V (Toolkit Insert) is a sample social marketing plan.

A. Situational Analysis (Background, Purpose, and Focus)

OUTPUT

A summary of the background and problem, program purpose and focus, and a snapshot of related past and present promotional efforts

The situational analysis allows you to plan your program within a larger context, ensure that your strategy complements what is going on in the current environment, builds upon lessons

learned from previous related construction safety promotion efforts. Developing an understanding of the problem and defining the program's purpose and focus are necessary first steps in creating a social marketing program.

STEPS

1. **Describe the background/problem** (e.g., prevalence, severity).

    ❖ What is the construction hazard you are trying to address?

    ❖ What are some of the principal safety risks for construction workers caused by this hazard? What is known about the current behaviors associated with these risks?

    ❖ What is the severity and prevalence of these risk behaviors and associated outcomes (e.g., how many injuries or illnesses; how many trades are affected; how widespread are the current practices)?

    ❖ Who is most at risk? What do they know or believe about the risks? What do they know or believe about safer options including our intervention?

    ❖ What are some of the drivers of poor outcomes or barriers to change (e.g., machismo, productivity pressure)?

2. **Define the purpose or long-term goal of the program** (e.g., to reduce the incidence of injuries associated with this hazard).

3. **Identify the (behavioral) focus of the program** (e.g., safe manual materials handling).

    ❖ Which specific new behavior(s) will the program promote to address the problem?

    ❖ Which current practice(s) will the campaign try to reduce or change?

4. **Describe current and/or previous construction safety promotional efforts related to the hazard and intervention**.

    What do we know about 'what works'? Consider how much you know about current practices that place workers at risk and how some contractors have successfully implemented safety procedures. Talk with stakeholders, including the implementing organization, other researchers, or local or national media, to answer the following questions:

    ❖ What previous efforts have been made to address the hazard and/or promote the related behavior (use of intervention(s) – safer tools, equipment, products or work practices)? Describe previous programs.

    ❖ Were they evaluated and, if so, what lessons have been learned that could inform future planning?

    ❖ What, if any, related construction safety promotional efforts are currently taking place? (This may include mass media, community-based, or jobsite efforts.)

❖ How will the social marketing program fill an unmet communication or marketing need?

The worksheet in Appendix B can be used to collect and analyze this information.

5. **Do a gap analysis.**

Now that you have described the current practices and the environment in which they take place, what steps still need to be taken to address the hazard and promote the related behavior change? What program could you design that would complement existing efforts? For example, if a certain segment of the industry has not yet been targeted, this may be a good time to develop a program for them. The reason for a gap analysis is so that you do not duplicate efforts or use valuable resources to reinvent the wheel.

B. Target Audience

OUTPUT

Target audience selection/identification, target audience profile(s), and segmentation strategy

Now it is time to refine and finalize target audience selection. A social marketing strategy tailored to a specific segment of the target audience will be more focused, more relevant, and in the end, the program will have a better chance of reaching the intended goal. Target audience selection should not be based simply on who is most at risk, but should include additional considerations. For example, if you need to show more immediate results, you may want to select a population that is most open and ready to change.

Target audience identification is based on any number of variables, including the following:

❖ Who is most open to change?

❖ Who would benefit the most?

❖ Who feels most vulnerable?

❖ Who is easiest to reach?

❖ The size of each of these potential segments.

STEPS

1. **Identify a Primary Audience.**

This is the 'bull's-eye' target audience – the group whose behavior you hope to influence. Typically, social marketing focuses on the individual who ultimately will benefit. In terms of construction safety, the primary target audience may be the group most at risk or the group who controls the practices you hope to change. Depending on the duration of your program, you may target several groups, and use a phased approach where you

begin targeting one group and follow with another. For example, in the construction industry, even though a safety and health intervention may ultimately benefit the workers, if the contractors control use of the intervention, and therefore the behavior the program aims to change, then the contractors may be the primary audience for the initial phase, and the workers may be the primary audience for a later phase. (See Section V (Toolkit Insert) for a Sample Pilot Social Marketing Plan.

2. **Identify a Secondary Audience.**

The secondary audience includes those people who have influence over the primary audience. They should be considered as key messengers in promotional efforts and should be recruited and trained as such. For example, if workers are the primary audience, then the general contractors, supervisors, foremen, and safety officers might be the secondary audience.

At times you may include a tertiary audience in your social marketing plan in order to create a supportive environment. These are the groups that have an influence over the practices of the secondary audience, such as OSHA, contractor associations, and labor unions.

3. **Develop an Audience Profile.**

Describe a person who is representative of the audience you will target with your social marketing program. Describe what he/she values, what motivates him/her, and his/her current attitudes and behaviors towards the desired behavior.

The following is an example of an audience profile.

> **José (a worker)**
>
> *José has always loved building things since he was a small boy growing up in Mexico. He was introduced to construction by his father who worked in the trades. He learned from his dad to be efficient, complete his work on time, and take pride in the results.*
>
> *When he came to the U.S. he found work as a sheet metal worker and became a U.S. citizen. He is a native Spanish speaker, with limited proficiency in English. He is 35 and is married, with two children.*
>
> *Today, José is an experienced sheet metal worker. He is fit, dependable and comfortable working as part of a team. Although he is highly disciplined and aware of the importance of adhering to safety, José is sometimes pushed to "do whatever it takes" to get the job done. At times, this has put him at risk. For example, it is not uncommon for José to lift sheet metal weighing almost 100 pounds by himself.*

> *He is concerned about safety and realizes the importance of adhering to safe work practices, but he is also concerned that if he speaks up he may not be hired on future jobs and may not be able to support his family.*

The worksheet in Appendix C can be used to develop an audience profile.

4. Develop an Audience Segmentation Strategy.

Once you have identified a target audience, such as contractors, you may want to segment them further into more homogeneous groups. You can consider variables such as demographics, location, and stage of change (readiness or openness to change) to develop your audience segmentation strategy. If you are targeting construction workers, for example, an audience segmentation strategy may be to target only nonunion workers rather than both union and nonunion workers. If you are targeting contractors, you may want to segment by general contractors versus specialty trade contractors. Depending on the resources you have available, you may want to consider a specific geographic market where you will be able to reach a large number of your target audience. Or you may consider narrowing the segment further to a specific number of projects or one trade in that market.

C. Audience Analysis

OUTPUT

A synthesis of the selected target audience's current knowledge, attitudes, and behaviors in regard to construction safety

A common mistake is to assume that a simple lack of awareness or knowledge is the primary barrier to the adoption of an intervention. That assumption may lead you to develop a promotion which is information-driven and not consumer-centered or behavior-focused. Communicating information about a work practice, for example, to people who are already aware of it is clearly not the best use of available time and resources. Time and resources would be better spent understanding what the barriers are to adopting the work practice and what steps are required to address the barriers.

In order to identify the target audience's knowledge gaps, you will need to understand their current knowledge level, attitudes towards the intervention (e.g., a new work practice, new tool), risk perception, and self-confidence in adopting the intervention.

STEPS

1. Review available research (and best practices).

Analyze all available primary and/or secondary research as it pertains to your behavioral focus (e.g., materials handling). Focus on identifying baseline data regarding the target audience's knowledge, attitudes, beliefs, and behaviors. In addition, identify demand

drivers and barriers to the desired behavior. If you have conducted your own primary research, synthesize your key findings.

Based on research findings, document the following as it pertains to the target audience:

2. **Summarize respective audience knowledge, attitudes, beliefs and behaviors.**

   Describe the target audience's current knowledge, attitudes and beliefs about the desired behavior and salient barriers to adoption. Are they familiar with the intervention and how to implement it? Do they feel confident that they can implement the intervention (self-efficacy) while still meeting deadlines? Do they feel their own actions to implement the intervention will make a difference in producing a safer jobsite? Who would support their actions to implement the intervention? Who would not? How important are these perceptions to their readiness to act?

   Describe the target audience's current behavior and their knowledge and attitudes about it. How well do they understand the link between their current practices and the risk for injury? For example, if workers are the audience, do they perceive themselves to be at risk? If contractors are the audience, do they perceive their employees to be at risk? Is risk of injury perceived as part of the job, and how changeable is that perception? Also, what are the main benefits they get from the current risky practice? Specify who benefits from the risky practice and how.

3. **Describe (real & perceived) barriers to the desired behavior.**

   Describe the current barriers or obstacles to the target audience adopting or performing the desired behavior. This may include real (tangible) barriers, such as lack of access to equipment, as well as perceived barriers, such as a belief that using the equipment will negatively impact productivity.

4. **Describe (real & perceived) benefits of desired behavior.**

   The benefits of the desired behavior are also referred to as *demand drivers*. Make sure to include both tangible and perceived benefits. For example, a tangible benefit for contractors could be a reduction in workers' compensation premiums, and for a worker it could be the ability to work without pain. A perceived benefit for a contractor might be earning employee loyalty, and for a worker it might be being viewed by their employer as a safe worker.

5. **Describe the need for additional formative research.**

   Based on your synthesis of key findings from the review of existing primary and secondary research, determine what additional information or insights you may need in order to develop an effective social marketing strategy. For example, you may have collected sufficient quantitative data which will help drive your strategy, but be lacking in-depth insight about a particular audience segment that you have decided to focus on, such as the language they use when talking about the desired behavior.

D. Objectives

OUTPUT

Description of knowledge, belief, and behavioral objectives

Although the focus of social marketing is to influence behavior and not simply raise awareness, there may be knowledge gaps or attitudes that need to be addressed in order to facilitate the adoption of a new practice. Based on your AUDIENCE ANALYSIS (i.e., current knowledge levels, misperceptions, attitudes/beliefs, and practices of the target audience), draft a set of SMART (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound) objectives. The worksheet in Appendix D can be used to help you keep track of your objectives.

STEPS

1. **Identify Knowledge Objectives.**

   Knowledge objectives are based on facts, and there may be more than one knowledge objective. Questions to consider: What do you want the target audience to *know* (that they do not already know) as a result of the program? Do they hold any misperceptions that you wish to clarify? Do they know where to go for more information? Do they know how to adopt the new practice?

   SAMPLE KNOWLEDGE OBJECTIVE: By the end of the program (date goes here), increase by 30% the percentage of general contractors who know that minimizing manual materials handling can prevent musculoskeletal injuries in workers.

2. **Identify Belief Objectives.**

   Belief objectives include increasing risk perception and self-confidence as well as repositioning beliefs about work safety in the minds of the target audience. Again, there may be more than one belief objective. Question to consider: What do you want the target audience to *feel* or *believe* (differently) as a result of the program?

   SAMPLE BELIEF OBJECTIVE: By the end of the program, increase by 20% the number of construction workers who believe they will be safer and more productive if they use the intervention.

3. **Identify Behavioral Objectives.**

   What do you want the audience to *do* as a result of the program? Be realistic in setting behavioral objectives. Since behavior change occurs along a continuum, you may want to consider setting interim behavioral objectives. For example: As a result of the program, contractors will no longer keep an unsafe ladder (e.g. missing a rung or too short for the job) on the job site.

SAMPLE BEHAVIORAL OBJECTIVE: By the end of the program, increase by 10% the percentage of workers who complete fall prevention training.

E. Marketing Mix Strategy (the 4P's)

OUTPUT

A description of the PRODUCT, PRICE, PLACE, and PROMOTION strategies including a Creative Brief

In commercial marketing, the marketing mix is often defined as "putting the right product in the right place, at the right price, at the right time."[xxiii]

STEPS

Note: It is important to develop the strategies in this order – product, price, place and promotion

1. **Develop a PRODUCT Strategy.**

   The first step in finding the right marketing mix is offering a PRODUCT that meets the needs of – or offers meaningful benefits to – the target audience. In social marketing terms, PRODUCT refers to a tangible item, service, or behavior, or the way the desired behavior is positioned in the mind of the target audience. The PRODUCT must provide a solution that the consumer is seeking or a benefit that they value. When introducing a safer tool, equipment, material, or work practice, consider: What contractor and/or worker needs does it satisfy? What benefits does it offer that the target audience really cares about? What is it replacing (also known as the COMPETITION)? How is it different or better than the COMPETITION?

   A PRODUCT strategy answers the questions: What can we do to make the product more attractive or deliver more benefits to the target audience? Can we introduce a product (e.g., lifting equipment) to facilitate the desired behavior (less manual materials handling), or can we improve or offer a new product to facilitate behavior? Designing a new product (e.g., develop an overhead drill press to support a hand-held drill) or modifying an existing one that facilitates the desired behavior (reduce time spent working with arms and hands extended overhead) is known as an Augmented Product.

   The worksheet in Appendix E can be used to develop the PRODUCT strategy.

2. **Develop a PRICE Strategy.**

   Next, the PRICE strategy, which identifies all costs associated with using the safer tool, equipment, material, or work practice, needs to be developed. To develop a PRICE strategy, first determine what are the most important costs (monetary and non-monetary) and barriers (lack of time, difficulty, and/or inconvenience) associated with adopting the

new behavior/intervention. Then, consider what you can do to decrease the costs and lower barriers in meaningful ways for the target audience. In addition, PRICE strategies consider how to increase costs and barriers to the current practices (the COMPETITION). For example, a PRICE strategy aimed at making a competing PRODUCT "more costly" could include increased enforcement of safety regulations (as occurred in the California Heat campaign) or using warning labels, such as those found on tobacco products and construction products containing hazardous chemicals. PRICE strategies also focus on rewarding the new behavior with recognition or incentives.

Examples of PRICE strategies in construction safety include providing incentives for safer work practices such as lower workers' compensation premiums, avoidance of OSHA fines, increased productivity, or being able to show the return-on-investment.

The results of your PRICE strategy are a set of identified ways to lower key costs or barriers for the audience so that the contractor and/or worker feels that the benefits of adopting the intervention outweigh the costs.

The worksheet in Appendix F can be used to develop the PRICE strategy.

3. **Develop a PLACE Strategy.**

Next, develop the PLACE strategy, which ensures that the environment where choices are made, or where the desired behavior is performed, is conducive, convenient, and supportive.   Often, this focuses on where the target audience performs (or thinks about) the desired behavior. The PLACE includes where contractors and/or workers are able to adopt the intervention and the necessary materials and/or support needed to use it (jobsite, retail outlet, online, contractor association, union, training center, etc.).

The principal question that is answered in developing a PLACE strategy is: What can we do to make the environment more conducive to the new practice? This may include, for example, designing special areas for storing heavy materials, weather-proofing outdoor sites in inclement weather, working closely with distribution partners on new delivery practices, or on-the-job safety training programs.

In addition to the "distribution system" for the intervention, PLACE strategies also consider how to engage needed partners and champions who will become part of your "sales force" in promoting the desired behavior/intervention. These may be partners with access to and influence with your target audience, or champions who have already adopted the intervention and can be effective 'evangelists' for its use.

The worksheet in Appendix G can be used to develop the PLACE strategy.

4. **Develop a PROMOTION Strategy & Creative Brief.**

Last, once PRODUCT, PRICE, and PLACE strategies have been developed, a PROMOTION strategy is designed. The PROMOTION strategy is what many mistakenly perceive as social marketing because it is oftentimes the most visible component of the

marketing mix. This is where you develop audience research-driven messages, materials, and activities 'packaged' in a big idea or creative concept that motivates your target audience to adopt a new behavior or intervention.

The Creative Brief identifies the target audience(s), summarizes audience insights (relevant research), includes barriers, benefits, and communication openings, and translates them into a creative strategy. It will provide a foundation and strategic direction for your promotional strategy, and serve as a consensus building tool that enables input from key stakeholders. In short, the Creative Brief ensures that your promotional strategy is audience research-driven and all the partners working on the campaign are on the same page.

Begin by synthesizing target audience research into your Creative Brief. As part of this process, identify a key promise or benefit to the desired behavior, and outline the communication channels (e.g., social media) and opportunities or openings to reach your audience (e.g., times and places). Use your target audience research to determine the communication channels and activities that will best reach your audience. Consider the following questions: To whom do they listen? What channels do they access (e.g., Internet, email, toolbox talks, meetings)? What special promotional items would they use (e.g. hard hat stickers)? What special events would they attend (e.g., jobsite trainings and meetings)? Mass media works well to influence social norms on a large scale and build brands, but it is not an economical way to target a discrete audience segment. Interpersonal communication (e.g., one-on-one, a training program) is most effective in building skills and reinforcing product use. This type of communication allows for feedback and questions, such as the interaction that takes place during a toolbox talk.

Appendix H contains a Creative Brief worksheet to help walk you through the process of translating audience research into a creative promotion strategy. It is recommended that researchers engage a creative partner or communication professional to collaborate with them on this step. Section V (Toolkit Insert) contains an example of a Creative Brief. Appendix J contains examples of communication channels.

F. The Creative Process

OUTPUT

Creative concepts, final materials, and dissemination plan

Once the marketing mix strategy and the Creative Brief have been developed, the creative process can begin.

STEPS

1. **Engage creative partners.**

   It may appear easy to come up with a slogan or write a promotional brochure, but these are skills people spend years learning and developing when obtaining degrees in advertising, communications, and marketing. Unless you have been trained to translate consumer insights into creative strategies and develop research-driven promotional materials, you may want to consider hiring someone with advertising expertise if you have the resources. In the event that you do not have the budget to hire an advertising agency (and you are not alone), consider finding partners who have experience with or access to creative professionals skilled in copywriting and graphic design. Doing so will make your end product more effective. To use these individuals effectively, thoroughly brief them on the problem/hazard and program's goal, share available target audience research, strategies, and your Creative Brief, and stay involved throughout the creative process.

2. **Develop Creative Concepts.**

   Before you go directly to 'messaging' (i.e., crafting information or telling people how they should behave), it is useful to develop creative concepts or 'hooks' that will grab the audience's attention and help provide instant recognition for all campaign materials and activities. These concepts should be based on the information in the Creative Brief.

   Concepts, otherwise known as 'big ideas,' may take the form of a theme, slogan, or a call to action, such as *Safety Pays. Falls Cost* (Falls Campaign) or Water.Rest.Shade (California Heat Campaign). Or they might take the form of a 'spokesperson' such as Smokey Bear[xxiv] who lives in the forest and prevents forest fires. Appendix K contains an example of concept testing.

   POSITIONING should be an element of the creative concept development. Discover how the target audience currently perceives the desired behavior and think about how you may want to reposition it in their minds. If there is a competing product or practice (e.g. using a manual crimper instead of the power crimper intervention), for example, what can you do to make this competition less attractive? If contractors consider bodily wear and tear to be 'just part of the job,' you may want to reposition this perception as something that only inexperienced contractors believe. Regardless of form, a concept will always include an element that can be repeated throughout every communication channel, branding the communication and ensuring that one channel reinforces another.

3. **Test Creative Concepts.**

   Concept testing provides an important opportunity to gather more information about the target audience, specifically how they think and talk about the desired behavior/ intervention and what, if anything, may motivate them to adopt it. Testing three or four

different concepts (creative approaches) with the target audience will serve as a catalyst for discussion that will help you understand what ideas are most relevant, believable, and motivational. In addition, concept testing will expose you to the language that the audience uses when they speak to one another about the issue or desired behavior. By using their language, you will have an easier time popularizing the desired behavior and shifting norms.

Concept testing is conducted most effectively in focus group discussions where participants' responses build upon one another and rich discussion can take place. There is not always a clear 'winner' or favorite concept; in fact, there are times when a new concept surfaces based on something that a participant suggests. Make sure to listen carefully and watch body language as participants react to each concept. Remember, sometimes the concept that makes them most uncomfortable leads to the most discussion and, ultimately, has the biggest impact on behavior change. If you have the resources, using an experienced focus group facilitator will ensure that you get the most out of the discussions.

A sample moderator's guide for testing creative concepts can be found in Appendix L.

4. **Develop Materials.**

Based upon the results of concept testing, you should work with your creative partner(s) to develop materials appropriate for the communication channels identified in your Creative Brief.

If the target audience has low literacy levels or prefers getting their information through more verbal or visual sources, consider using audio and, if you have the resources, video formats. Instead of developing a text-heavy brochure, consider a wallet-size card that can be easily kept as a reminder of important on-the-job information and has a greater chance of being read.

Whenever possible, create a mechanism to elicit target audience-generated content such as real person stories and testimonials. Satisfied user testimonials, real narratives with high emotional content, can often successfully influence behavior. When members of a target audience learn how a peer overcame an obstacle and was rewarded as a result, they may be more willing to consider the behavior change. Similarly, testimonials from injured workers whose injuries could have been prevented by using an intervention might also be useful (this tactic has been used in the falls campaign).

Depending on your audience, you may also want to consider developing materials that end-users can access online and print as needed. This will limit printing cost and provide you with the flexibility to adjust materials based on lessons learned as your program progresses. You may also want to consider dedicating a section of an existing website, creating a new website, or developing a mobile application to provide your target audience with ready access to materials.

Social media (not to be confused with social marketing) is another electronic communication channel you may want to consider. This type of communication channel, which includes social networking sites such as Facebook and LinkedIn, micro-blogging sites such as Twitter, video sharing sites such as YouTube, and other web-based platforms, can help you reach a broad audience relatively quickly and inexpensively with targeted reminders and messages. Mobile phone text messaging is another option for sending targeted messages, although this may require the target audience to agree to receive text messages.

When developing materials, it is also important to keep in mind the secondary audience's role as campaign messengers. During this step, you should develop materials (e.g., a Messenger Toolkit) that will help build their interpersonal communication skills and ensure the messages they communicate reflect those being heard or read through all other channels.

Existing materials should also be reviewed and, if appropriate, adapted for your campaign. Many of these are available through CPWR's family of websites: www.cpwr.com, www.elcosh.org, www.silica-safe.org, www.choosehandsafety.org, www.nailgunfacts.org, www.stopconstructionfalls.com, and www.cpwrconstructionsolutions.org.

5. **Pre-test Materials.**

Before producing final materials, it is always best to pre-test them with members of the target audience. You will need to work with your creative partner(s) to develop pre-test or prototype materials which are close to, but not yet, final. If you are testing a video, you can develop storyboards (frame by frame visuals) with creative partners for pre-testing purposes.

This stage of pre-testing is best done through in-depth one-on-one interviews with members of the target audience or through focus groups. Develop a pre-test interview guide with questions that will help you determine whether the materials are relevant, understandable, likeable, and credible, and whether there are any problems that need to be addressed. If it is more convenient, you can also develop a survey instrument and pre-test materials on-line.

If you do not have the resources or the time to pre-test materials, you may combine concept testing with pre-testing by developing initial concepts that are closer to final materials (e.g., concept boards with more detailed text).

6. **Produce Materials.**

Once you have developed concepts based on the Creative Brief, and tested and finalized materials based on the target audience's input, it is time to produce materials.

If you decide to print materials, keep in mind that the more you print, the more economical it is, so try to anticipate your future needs now. In addition, you may want to leave space on materials for partners to add their logos or contact information. You will want to develop a version of the artwork/logo that can be easily reproduced in an office setting so that you and your partners are able to create materials, such as flyers, as needed.

You may also want to capture some of your own images or record testimonials digitally. Digital stories, in either audio or video format are economical and can be used across communication channels, through mass media, played on site, and used at training sessions as a catalyst for group discussions.

To extend the life of your social marketing program after your research project ends or the funding runs out, consider making arrangements with your secondary audience or an interested safety and health organization (such as CPWR) to maintain the materials and online resources developed for your program.

7. **Train Key Messengers.**

Before launching any promotional campaign, it is important to train those with influence, the secondary and tertiary audiences, as messengers. This can be done by sponsoring messenger workshops or webinars for them using the materials developed. This training step will serve as a first 'launch' of the campaign and involve familiarizing them with the strategy and theme, raising awareness about the important role that each one of them plays, and introducing campaign materials. This step will ensure that construction safety 'messengers' are well-versed in the program strategy and messages before the campaign launch with the target audience.

8. **Disseminate Materials.**

You will need to develop a dissemination plan that includes communication channels based on audience preference and habits and describes when and how each channel is introduced. For example, when you are ready to launch the campaign, you may want to invite partners to a workplace or web-based event to create excitement and 'buzz' around the campaign and get people talking (also known as word of mouth advertising or viral marketing).

When developing your dissemination plan, keep in mind the costs associated with different types of dissemination channels (radio and television time, advertising in newspaper, trade magazine, billboard space, social media), and remember that a social marketing program will often rely on multiple mutually reinforcing communication channels.

A dissemination planning worksheet is included in Appendix M.

G. Evaluation Plan

OUTPUT

An evaluation plan to monitor implementation and measure outcomes

Evaluation is an important part of a social marketing program because it allows you to track how your program is progressing and make improvements, determine if the intervention is being implemented as intended and if not why, and assess the impact on the target audience – did the program achieve its intended goal?

You may find it beneficial to consult a person with specific training in evaluation and research methods to help you evaluate your program. At a minimum, there are several resources available that can help walk you through the process and focus your efforts. A dissemination planning worksheet is included in Appendix N.

STEPS

1. **Decide on the following:**

    ❖ What techniques and methodologies will be used?

    ❖ When will measurements be taken?

    ❖ How and to whom will measurements be reported?

    ❖ How will data be used to inform revisions to the program?

    Remember to refer back to the objectives (knowledge, belief, and behavioral) that you identified in your OBJECTIVES (Section III.D.) and CREATIVE BRIEF (Section III.E.) to make sure that your indicators reflect these objectives.

2. **Identify process indicators.**
    Process evaluation looks at the way the campaign is being implemented. Potential questions include:[xxv]

    ❖ Was each program activity completed as planned?

    ❖ Was enough information provided to the target audience to allow them to a) make an informed decision about adopting the intervention, and/or b) begin adopting the intervention?

    ❖ Did the information on the intervention reach the target audiences? How many received information?

    ❖ How was the information shared? How many program announcements/materials were distributed?

    ❖ What were the target audience's perceptions of the intervention?

- ❖ What were the strengths of the way the intervention was promoted?

- ❖ What were the difficulties, barriers, or challenges to promoting the intervention?

- ❖ Were the resources needed to promote the behavior change/intervention available?

Examples of PROCESS INDICATORS include:

- ➢ Percentage of worksites with displayed posters and/or brochures;

- ➢ Number and percent of the target audience who report having seen and/or heard the messages promoting the desired behavior (e.g. materials handling);

- ➢ Number of secondary targets (or intermediaries) trained in counseling/training workers in the desired behavior (e.g. falls prevention).

3. **Identify outcome indicators.**

Outcome evaluation looks at the end results or the effects of the program's efforts to increase the use of a safer work practice, tool, product, or piece of equipment. It provides a concrete measure of change. While it may not be possible to capture the ultimate end outcomes you are trying to achieve, there are usually **intermediary outcomes** or indications that change is headed in the right direction, which are important to identify and capture.

Potential questions answered by an outcome evaluation include:[xxvi]

- ❖ Was there increased adoption of the intervention by members of the target audience?

- ❖ Was there a change in awareness, knowledge, attitudes, skills, or behaviors among the target audience?

- ❖ Did increased adoption of the intervention reduce injuries or illnesses? How?

- ❖ Did the target audience report any significant problems (decrease in productivity? resistance to use? difficulty finding the intervention)?

Examples of OUTCOME INDICATORS include:

- ➢ Percentage of the target audience adopting the intervention before and after the campaign;

- ➢ Percentage of target audience who, in response to prompted questions, say they understand how the intervention reduces their risk;

- ➢ Percentage reduction in injuries due to the adoption of the intervention.

H. Implementation Plan

OUTPUT

A work/implementation plan and timeline

This section focuses on putting your strategies into action by developing a workplan and timeline that maps out who will do what and when. To use a simple analogy, this is the point where the architect's plan gets turned over to the general contractor who engages the various subcontractors and specialists to construct the building according to the design specifications. In most cases, you will continue to be the client (and architect) whose main job is to ensure that that strategy is followed or adjusted as needed in response to new information and insight gained during project roll-out. So, now you need a project manager, someone to fill the general contractor's (or implementer's) role – preferably someone with social marketing program experience.

The project manager will help translate the social marketing program strategy into a workplan, assess which of the resources needed are available in-house and which need to be obtained from partners or through vendors, and manage the implementation on a day-to-day basis.

STEPS

1. **Outline an implementation approach.**

   Will you roll out your program in phases? For example, it is critical to ensure that an adequate supply of the intervention (lifting equipment, safe storage space, trainers/peer educators, safety inspectors, etc.) is available, accessible, and affordable before promoting its use. You should consider how you will build needed supply while you are developing promotional and educational materials.

   Where the strategy calls for addressing more than one behavior or multiple audience segments, the implementation plan may start with one and expand once there are signs of progress. In these cases, social marketers often consider the following:

   ❖ Are any of these behaviors a prerequisite for another, or would adoption of one of these behaviors make it easier to adopt the others?

   ❖ Do we need to engage or persuade a particular audience segment before effectively reaching the others? Might one of the segments become a key to success with the others?

   Finally, an early success can often build needed momentum to generate more resources or support for the program. Can we identify an early 'win' that might convince key stakeholders and other partners to come on board?

   If using a phased approach, how will the phases be organized (e.g., by location/audience, objectives, activities)?

   Section V (Toolkit Insert) is a sample social marketing plan using a phased approach.

2. **Describe how the implementation approach will be organized.**

   The implementation plan should include:

   ❖ What activities will occur;

   ❖ Who the audience is for each;

   ❖ When each activity will start and finish;

   ❖ Who will carry it out;

   ❖ How you will know if it is working;

   ❖ The resources (money, staff, etc.) needed or available.

   Appendix O includes a worksheet to guide development of the implementation plan.

3. **Identify which partners you will need to engage, what respective roles you expect them to play, and how you will convince them to participate.**

   Often, partners bring expertise, access to and credibility with the target audience, as well as other resources needed for a successful program. Consider how each partner will benefit ("what's in it for them?") by being part of the program. The more meaningful the benefits are the more likely the partner will be to join.

4. **Consider how you will manage the partners and other stakeholders in rolling out the program.**

   How much shared ownership and buy-in do you need or want? What kinds of input will these partners have into core parts of the strategy, direction, and ongoing implementation? How will you balance any shared decision-making responsibility with the need to make timely implementation decisions?

5. **Consider how you will communicate to the program staff, key partners, and stakeholders about the program on an ongoing basis.**

   Keeping all implementation players and supporters apprised of progress and upcoming activity is an often overlooked but worthwhile task. Consider holding regular meetings or conference calls, sharing summary progress reports, and offering opportunities for feedback.

6. **Monitor implementation activities and be prepared to respond to changing conditions as needed.**

   Marketing is different than intervention research because the efficacy of the intervention has already been demonstrated. Implementation of a construction social marketing program is likely to take place in a dynamic setting where conditions will vary, and problems and opportunities will arise. New insights will be gained about what is and is not working, or something will not take place as planned due, for example, to project delays. Be alert to these likelihoods and be prepared to adjust the strategy or implementation approach accordingly while keeping the plan moving forward.

J. Budget /Funding Sources

OUTPUT

Social marketing program budget and funding sources

As you develop your social marketing program, it is important to consider what implementing the program will cost and how it will be funded.

STEPS

1. **Identify financial costs associated with the program.** Consider staff labor, outside costs, such as advertising agency/creative and research partner costs, materials development and production costs, and media buying costs.

2. **Identify funding sources.** If costs exceed available funds, what additional funding sources will be explored? What strategies will you use to generate funds?

3. **Identify potential costs that can be shared or covered by in-kind contributions.** For example:

   ❖ Partners can add value by offering to test creative strategies, produce materials, and disseminate messages and materials.

   ❖ When targeting a wider general audience, local media partners may be able donate free time through public service announcements (PSAs on radio and TV) and space in newspapers and magazines for promotional materials, and include relevant characters, storylines, and products in their current programming. For example, the Hollywood Health & Society (https://hollywoodhealthandsociety.org/), sponsored by the USC Annenberg Norman Lear Center, has been working with television writers and producers for many years to integrate campaign messages and materials into popular programs such as *ER*, *Grey's Anatomy*, and *General Hospital*.

   ❖ Local artists may be willing to share their talents and skills by producing materials for the target audience you want to reach.

   ❖ Members of your target audience may be willing to share their stories and serve as role models. Consumer-generated content is very popular and people are increasingly turning to the Internet to post and share stories, strategies, and recommendations with peers.

   ❖ Organizations that serve the population you want to reach may be interested in supporting your program by posting your promotional materials and providing access to other resources. For example, in preparation for the 2016 Campaign to Prevent Falls in Construction a web developer, who was a partner in the campaign, developed a mobile application to make it easier for the campaign's target audience to access campaign information and share related photos and stories.

IV. SOCIAL MARKETING RESOURCES

Guides & Information

❖ **CDC: Gateway to Health Communication & Social Marketing Practice**
http://www.cdc.gov/healthcommunication/CDCynergy/Interventions.html

❖ **The Guide to Community Preventive Services – "The Community Guide"**
http://www.thecommunityguide.org/healthcommunication/index.html

❖ **A Review of Evaluations of Social Marketing Campaigns in Occupational Injury, Disease, or Disability Prevention**
http://www.iwh.on.ca/plenaries/2008-nov-11

❖ **SOCIAL MARKETING AND SOCIAL CHANGE: News and Views on Social Marketing and Social Change**
http://socialmarketing.blogs.com/r_craiig_lefebvres_social/

❖ **Turning Point. The Basics of Social Marketing**
http://socialmarketingcollaborative.org/smc/basics.html

❖ **Using Social Marketing to Increase Occupational Health and Safety**
http://www.worksafebc.com/contact_us/research/funding_decisions/assets/pdf/2005/RS2005_SC05.pdf

❖ **National Social Marketing Centre**
http://thensmc.com/about-us

Articles/Studies

❖ **Social Marketing to Plan a Fall Prevention Program for Latino Construction Workers**. 2012. American Journal of Industrial Medicine.
http://www.ncbi.nlm.nih.gov/pubmed/22495878

❖ **Preventing Construction Work-Related Falls and Fatalities: What Have Others Done in This Area? An Environmental Scan**. 2011.

❖ **Social Marketing: Influencing behaviors for good**. 2011. 4th edition, Sage.
http://books.google.com/books/about/Social_Marketing.html?id=PoHa1HSukoMC

❖ **Social Marketing Quarterly: NIOSH Special Edition**. Winter 2008.
http://smq.sagepub.com/content/14/4.toc

❖ **A Roadmap to Diffuse Ergonomic Innovations in the Construction Industry: There is Nothing So Practical as a Good Theory**. Jan-Mar 2007. Int J Occup Environ Health, 13 (1) 46-55. http://www.ncbi.nlm.nih.gov/pubmed/17427348

❖ **Social Marketing in Public Health.** 2005. Annu.Rev. Public Health.
http://www.ncbi.nlm.nih.gov/pubmed/15760292

- ❖ **A Synopsis of Social Marketing.** 1999.
  http://www.stir.ac.uk/media/schools/management/documents/social_marketing.pdf

- ❖ **Problems and Challenges in Social Marketing**. 1981. Journal of Marketing.
  http://www.jstor.org/stable/1251667

- ❖ **Social Marketing: An Approach to Planned Social Change**. 1971. Journal of
  Marketing. http://www.ncbi.nlm.nih.gov/pubmed/12276120

Other Resources

- ❖ **Making Health Communication Programs Work (Pink Book)**
  http://www.cancer.gov/publications/health-communication/pink-book.pdf

- ❖ **CDC: Health Literacy – Testing Messages and Materials**
  http://www.cdc.gov/healthliteracy/developmaterials/testing-messages-materials.html

V. SAMPLE SOCIAL MARKETING PLAN

See Toolkit Insert – Pilot ergonomics social marketing program

[i] Kotler, P, Zaltman, G. Social Marketing: An Approach to Planned Social Change. Journal of Marketing, Vol. 35, July 1971; pp.3-12. http://www.ncbi.nlm.nih.gov/pubmed/12276120

[ii] Grier S, Bryant C. Social Marketing In Public Health. Annu. Rev. Public Health 2005. 26:319–39. https://www.uic.edu/sph/prepare/courses/chsc433/grier.pdf

[iii] Grier S, Bryant C. Social Marketing In Public Health. https://www.uic.edu/sph/prepare/courses/chsc433/grier.pdf

[iv] Lefebvre, R. C. "On Social Marketing and Social Change – Health Communications, Social Marketing and Coke" http://socialmarketing.blogs.com/r_craiig_lefebvres_social/2006/07/health_communic.html

[v] Centers for Disease Control and Prevention, Gateway to Health Communication and Social Marketing Practice, August 2010, http://www.cdc.gov/healthcommunication/cdcynergy/interventions.html

[vi] Lefebvre, R. C. "On Social Marketing and Social Change – Health Communications, Social Marketing and Coke" http://socialmarketing.blogs.com/r_craiig_lefebvres_social/2006/07/health_communic.html

[vii] CDC: Gateway to Health Communication & Social Marketing Practice. (accessed May 2016) http://www.cdc.gov/healthcommunication/healthbasics/whatishc.html

[viii] MindTools, "The Marketing Mix and the 4Ps of Marketing," https://www.mindtools.com/pages/article/newSTR_94.htm

[ix] Grier, Bryant. Social Marketing in Public Health. https://www.uic.edu/sph/prepare/courses/chsc433/grier.pdf

[x] The Hannon Group. (2011). Preventing Construction Work-Related Falls and Fatalities: What Have Others Done in This Area? An Environmental Scan.

[xi] Kotler, P, Zaltman, G. Social Marketing: An Approach to Planned Social Change. http://www.ncbi.nlm.nih.gov/pubmed/12276120

[xii] Grier, Bryant. Social Marketing in Public Health. https://www.uic.edu/sph/prepare/courses/chsc433/grier.pdf

[xiii] Wong, F. et al. VERB™ — A Social Marketing Campaign to Increase Physical Activity Among Youth. Preventing Chronic Disease, 2004 Jul; 1(3): A10. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1253475/

[xiv] Rudkin, A. Prezi: Road Crew Social Mktg Campaign. March 20, 2013.

[xv] Submitted to the California Department of Industrial Relations, "Heat Illness Prevention Campaign, Final Performance Evaluation Report, December 2010. https://www.dir.ca.gov/dosh/HeatIllnessCampaign/Heat-Illness-Campaign.Evaluation-Report.2010.pdf

[xvi] State of California, Department of Industrial Relations, http://www.dir.ca.gov/dosh/heatillnessinfo.html. Updated May 2016.

[xvii] Sorenson, J.A., et al. Cost-effectiveness of a ROPS social marketing campaign. Journal of Agricultural Safety and Health, 2010 Jan; 16(1):31-40. http://www.ncbi.nlm.nih.gov/pubmed/20222269

[xviii] The Hannon Group. (2011). Preventing Construction Work-Related Falls.

[xix] NORA Construction Sector Council (2008). National Occupational Research Agenda (10/27/08 Revision), National Construction Agenda for Occupational Safety and Health Research and Practice in the U.S. Construction Sector, Intermediate Goal 1.5, page 20.

[xx] The Hannon Group. (2011). Preventing Construction Work-Related Falls.

[xxi] The Hannon Group. (2011). Preventing Construction Work-Related Falls.

[xxii] Bloom P, Novelli W. Problems and Challenges in Social Marketing. Journal of marketing, Vol. 45, No. 2, Spring 1981, pp. 79-88. http://www.jstor.org/stable/1251667

[xxiii] MindTools, "The Marketing Mix and the 4Ps of Marketing," https://www.mindtools.com/pages/article/newSTR_94.htm

[xxiv] Only You Can Prevent Wildfires, www.smokeythebear.com (accessed May 2016)

[xxv] Adapted from: The Pennsylvania Workforce Investment Board. (2009).The Strategic Industry Partnership Toolkit: A Toolkit for Effective Partnership Management

[xxvi] Ibid

APPENDIX A - SWOT Analysis (Strengths, Weaknesses, Opportunities & Threats) Worksheet

Instructions

1. Draw the diagram below on a flip chart or whiteboard.
2. Keeping in mind the focus of your social marketing program and the role of the implementing organization, fill in each section.

Social Marketing Program Goal: _____

Implementing Organization:_____

	Helpful to Implementing Program	**Harmful to Implementing Program**	**Factors to Consider (Examples)**
Internal Origin (organizational)	**Strengths**	**Weaknesses**	**Strengths & Weaknesses** • Staff support & expertise • Management support • Financial resources/funding • Level of importance • Prior successes & failures • Access to target audience • Marketing/communication skills • Systems & processes - ability to deliver programs or services • Technology (e.g., software to help create program materials)
External Origin (environmental)	**Opportunities**	**Threats**	**Opportunities & Threats** • Industry trends • Culture (e.g., values, perceptions, preferences) • Demographics (e.g., population age, gender, race, language) • Technology (e.g. potential for new products) • Regulatory/political conditions • Other organizations (e.g. potential influencers, competition) • Economy (e.g., employment & financial trends within target group)

Adapted from: CPWR Partnership Toolkit, Section 3, http://www.cpwr.com/research/partnership-toolkit
Sources: The Work Group for Community Health and Development at the University of Kansas. "SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats*." Community Toolbox,* Chapter 3, Section 14, http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main; Kotler et al., 2002; National Social Marketing Centre, "SWOT Analysis" in Social Marketing Planning Guide and Toolkit, http://www.socialmarketing-toolbox.com/

APPENDIX B - Learn from Previous Programs Worksheet

Instructions:

Use this worksheet to summarize prior efforts to address the hazard and/or promote the intervention(s) – safer tools, equipment, materials or work practices. Describe previous programs, and lessons learned that could inform your social marketing plan.

	Lessons Learned from Previous Social Marketing Programs						
Setting (Location & Time Period)	Target Behavior	Audience (e.g., workers, contractors)	Program Message (e.g., "Think of me. Love, your back."*)	Activities (e.g., brochures, training, seminars)	Budget/Costs	Evaluation Method(s)	Outcomes/Lessons Learned	Sources of Information on the Program

*DGUV, "Think of me. Love, your back." A prevention campaign for the reduction of occupational back stress, http://www.deinruecken.de/media/download/broschueren_internet/LAY_Weltkongress_Broschure_EN_20140729.pdf

APPENDIX C - Audience Profile Worksheet

Instructions:
Using the types of information in the table below, describe a typical member of the target audience. *Give the person a name*.

Demographics	Beliefs and Values	Factors Influencing Adoption of Desired Behavior
• Trade • Type of construction • Years in the industry • Geographic location • Age • Gender • Ethnic background • Language • Education Level • Marital Status	• Risk aversion • Safety culture • Importance of safety • Relationship with employer/peers/employees • Relationship with family • Role models/influencers • Fears and worries • Goals	• Level of awareness, feelings, attitudes about desired behavior • Perceived consequences of adopting desired behavior • Preferred information sources • Access to information sources

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX D - Setting SMART Objectives Instructions & Worksheet

SMART objectives are **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**imely (can be achieved within a specified period of time):

Instructions:

1. Write the overall goal and target audience of your social marketing program at the top of the following worksheet.

2. Draft a set of 3-5 SMART **knowledge**, **belief**, and **behavioral** objectives. When brainstorming these objectives, think about who will do what by when.
   ❖ **Knowledge objectives**: What do you want the target audience to *know* (that they don't already know) as a result of the program? Do they hold any misperceptions that you wish to clarify?
   ❖ **Belief objectives**: What do you want the target audience to feel or *believe* (differently) as a result of the program?
   ❖ **Behavior objectives**: What do you want the audience to *do* as a result of the program?

3. Fill in each section for all objectives, taking into consideration the following:
   ❖ Which methods and tools are best suited to capture change for the objective?
   ❖ Is there an appropriate mix of qualitative and quantitative data gathering tools? (Qualitative data answer "why" and "how" questions, while quantitative data answer "what," "how many," and "who" questions.)
   ❖ Do we have the resources, time, and expertise to collect and analyze the data using these tools?

APPENDIX D - Setting SMART Objectives Instructions & Worksheet (cont.)

SMART Objectives Worksheet			
Goal:			
Target Audience:			
Objectives (Knowledge, Belief, or Behavioral)	**Type:** **Description:**	**Type:** **Description:**	**Type:** **Description:**
Measures			
Data Sources			
Data Collection			
Time Frame			
Person(s) Responsible			
Data Analysis			
Communication of Results			

Adapted from: CPWR Partnership Toolkit, Sections 3 & 6. http://www.cpwr.com/research/partnership-toolkit

Sources: *The Collaborative Practices and Partnership Toolkit* - Copyright © 2013 Crown in Right of the Province of Alberta, as represented by the Minister of Education.

CDC Division for Heart Disease and Stroke Prevention. *Evaluation Guide: Writing SMART Objectives*, http://www.cdc.gov/dhdsp/programs/nhdsp_program/evaluation_guides/smart_objectives.htm.]

APPENDIX E - PRODUCT Strategy Worksheet

Instructions:

1. Use the table below to develop your PRODUCT strategy. The PRODUCT can be a new or modified tool, equipment, material, or work practice. Consider the following questions:
   - ❖ What can we do to make the product more or less attractive to the target audience?
   - ❖ Can we improve or offer a new product to facilitate the desired behavior?
   - ❖ Does the product provide a solution the contractor/worker is seeking?
   - ❖ What contractor/worker needs does the product (e.g., a safer tool, equipment, material, or work practice) satisfy?
   - ❖ What is the new product (e.g., tool, equipment, material, or work practice) replacing?

PRODUCT Strategy	
Product: *Describe the tool, equipment, material, or work practice.*	
Product or Practice Improvement or Innovation: *Is it a new, modified, or existing product?*	
Target Audience(s): *Who is your primary audience? Your secondary audience(s)?*	
Audience's Perception: *What is the target audience's view of current products?*	
Audience's Priorities: *What are the target audience's priorities?*	
Audience's Practices: *What are the target audience's current practices? What would this product replace?*	
Positioning: *How do you want your target audience to perceive the product?*	

APPENDIX F - PRICE Strategy Worksheet

Instructions:

1. Use the table below to develop your PRICE strategy. Brainstorm all the possible costs and barriers associated with the product (e.g., safer tool, equipment, material, or work practice) and how to overcome these barriers. Consider the following questions:
   - ❖ What is the monetary cost (PRICE) of adopting the product?
   - ❖ What are the indirect costs/barriers to adopting the product?
   - ❖ What are the benefits of adopting the product?
   - ❖ Do the benefits outweigh the costs for your target audience? If not, how can you increase the benefits of the product?

PRICE Strategy	
Product:	
Target Audience(s): *Who is your primary audience? Who is/are your secondary audience(s)?*	
Direct Costs: *List any monetary costs, such as the upfront cost of purchasing a new tool*	
Indirect Costs/Barriers: *List any non-monetary costs, such as perceptions of lower productivity*	
Benefits: *List any benefits, such as fewer injuries or lower workers' compensation costs*	
Overcoming Barriers: *How can you decrease the costs or overcome the barriers?*	
Increasing Benefits: *How can you increase the perceived or tangible benefits?*	

APPENDIX G - PLACE Strategy Worksheet

Instructions:

1. Use the table below to develop your PLACE strategy. Describe the environment (e.g., jobsite) where choices are made or where the desired product (e.g., safer tool, equipment, material, or work practice) will be used or take place. Describe this place in the table below. Consider the following questions:
   - ❖ What are the barriers to using the product in this place?
   - ❖ What can be done to make the desired behavior (use of a safer tool, equipment, product, or work practice) more convenient and attractive at this place?
   - ❖ How can this place be made more accessible, or conducive to the desired behavior? (For example, special areas for storing heavy materials).

PLACE Strategy	
Product:	
Target Audience(s): *Who is your primary audience? Who is/are your secondary audience(s)?*	
Environment (Place): *Where is the product used or accessed? Where is the target audience when they are at risk?*	
Place Barriers: *List any barriers, such as lack of space, concern, or training.*	
Place Improvement: *How can you make the place more accessible, convenient, or attractive to use the product?*	

APPENDIX H - Creative Brief Worksheet

NOTE: It is best to develop a creative brief *after* completion of the Audience Profile Worksheet.

Project/Date:	
Target Audience: *Who are we trying to reach (primary audience, secondary audience/influencer)?*	
Objectives: *What do you want your audience(s) to know, believe, and do as a result of the social marketing program? (See the Setting SMART Objectives Worksheet)*	
Obstacles: *What factors could influence your audience's adoption of the desired behavior? Consider: awareness of desired behavior, perceived consequences/rewards, level of access to/preferred sources of information, etc.*	
Key Promise: *What is a benefit of the desired behavior that will outweigh any of the audience's doubts?*	
Support Statements: *Why are the promises about the desired behavior true? Why should the audience adopt the behavior?*	
Tone: *What will your communication style be? What feeling do you want to convey?*	
Communication Channels: *How will you communicate information? What channels will you rely on?*	
Openings: *Where is your audience more likely to be reached? When is your audience more likely to be reached?*	
Creative Considerations: *What else should the writers and designers keep in mind while creating the material(s)? Consider: language, literacy level, any words or visuals to avoid using*	

APPENDIX I - Marketing Mix (4Ps) Strategic Planning Worksheet

Instructions:

1. Use this worksheet to piece all four pieces of the marketing mix together for the primary and secondary audiences. Refer to strategy worksheets for PRODUCT, PRICE, and PLACE. When considering PROMOTION, refer to the audience profile worksheet and the creative brief worksheet.

	Primary Audience	**Secondary Audience (Influencers)**
Target Audience: *Who is the target audience?*		
PRODUCT: *What is the product? How will you position it or modify it to make it more appealing to the target audience?*		
PRICE: *What are the costs associated with the product? What will you do to lower costs and reward/reinforce desired behavior?*		
PLACE: *Where will the audience perform the behavior? How will you make this place more conductive and/or how will you intervene at a key moment?*		
PROMOTION: *What are the key messages, communication channels, and activities you will use to promote the product and address the price and place?*		

APPENDIX J - Examples of Communications Channels

Advertising
- Broadcast: television, radio, and internet banner advertisements
- Print: newspapers, magazines
- Direct mail
- Billboards
- Taxis
- Subways
- Banners
- Kiosks

Public Relations and Special Events
- Stories on television and radio
- Articles in newspapers and magazines
- Op-eds
- Public affairs/ community relations
- Lobbying
- Videos
- Media advocacy
- Special Events: meetings, demonstrations, exhibits

Print Materials
- Brochures
- Newsletters
- Flyers
- Posters
- Catalogs
- Calendars
- Envelope messages
- Booklets
- Bumper stickers
- Fact sheets

Special Promotional Items
- Clothing
- Stickers
- Key Chains
- Refrigerator magnets
- Notepads
- Pens/Pencils
- Podcasts

Signage and Displays
- Road signs
- Signs and posters on government property
- Retail displays and signs

Personal Selling
- Face to face meetings, presentations, speakers bureau
- Telephone calls
- Email blasts
- Workshops, seminars, and training sessions

Social Media
- Social networking sites (e.g., Facebook)
- Mobile technologies (e.g., text messages)
- YouTube videos
- Blogs and micro blogs (e.g. Twitter)
- Widgets, buttons, and badges

Popular and Entertainment Media
- Songs
- Movie scripts, television, radio programs
- Comic books
- Video games
- Pubic art
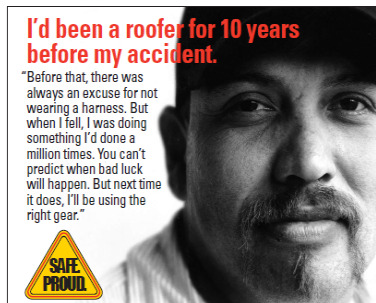- Flash mobs

APPENDIX K - Sample Concept Testing

The **Campaign to Prevent Falls in Construction** tested 100 logos, campaign names, taglines and creative products (posters, advertising, videos). Creative concepts were developed in five categories: 1) Family/testimonial; 2) Factual/statistical; 3) Fear; 4) Incorrect/correct behavior; 5) Superheroes/humor.
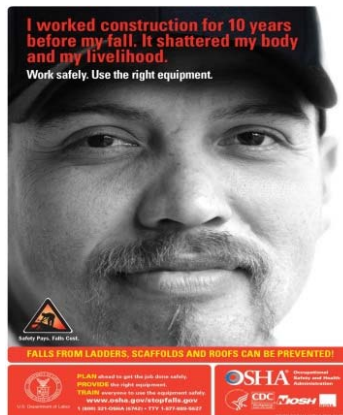
During testing, they found:
- ❖ Peer testimonial approaches were most preferred.
- ❖ Correct/incorrect approaches were well received.
- ❖ Fear and humor did not test well.
- ❖ Personal interaction was a good strategy to communicate with target audiences.

The following are examples of logos and creative concepts tested for the campaign, and the final logo and poster.

TESTED

GEAR UP

SAFETY PRIDE
SAFETY PRIDE

GEAR UP

I'd been a roofer for 10 years before my accident.
"Before that, there was always an excuse for not wearing a harness. But when I fell, I was doing something I'd done a million times. You can't predict when bad luck will happen. But next time it does, I'll be using the right gear."

SAFE PROUD

FINAL

Safety Pays. Falls Cost.

I worked construction for 10 years before my fall. It shattered my body and my livelihood.
Work safely. Use the right equipment.

Safety Pays. Falls Cost.

FALLS FROM LADDERS, SCAFFOLDS AND ROOFS CAN BE PREVENTED!
PLAN ahead to get the job done safely
PROVIDE the right equipment
TRAIN everyone to use the equipment safely
www.osha.gov/stopfalls
1-800-321-OSHA (6742) · TTY 1-877-889-5627

OSHA Occupational Safety and Health Administration
CDC NIOSH

APPENDIX L - Sample Concept Testing Focus Group Discussion Moderator's Guide

COMPOSITION OF GROUPS:

Ensure that the focus group participants match, as closely as possible, the profile of your target audience, in areas including, for example:

- ❖ Trade
- ❖ Type of Construction
- ❖ Language
- ❖ Ethnic Background
- ❖ Geographic Location
- ❖ Current knowledge and/or behavior related to the focus of the social marketing program
- ❖ Age
- ❖ Marital status
- ❖ Gender

I.   WELCOME AND INTRODUCTIONS (10 minutes)

As part of the welcome and introductions, it is important to:

- ❖ Introduce yourself and thank participants for attending.
- ❖ Encourage participants to speak candidly; emphasize that there are no right or wrong answers. Everyone should feel free to talk about their opinions and experiences honestly.
- ❖ Explain the presence and purpose of recording and observers (if there are any).
- ❖ Note that participants' names will not be used in any reports.
- ❖ Explain the purpose of the discussion: to get their reactions to some ideas for a social marketing campaign in construction.
- ❖ Explain who is involved in the campaign.
- ❖ Explain any rules before discussion begins (e.g., only one person speaks at a time, that we respect each other's comments).
- ❖ Ask participants to introduce themselves, giving their first names and saying something about themselves that helps set the 'mood' for the day (e.g., for a social marketing campaign in construction, participants could be asked to state their role in the industry and the number of years they have worked in construction).

Sample Introduction:

Good morning/afternoon. Thank you for agreeing to participate in today's focus group. My name is _____, and I'm the moderator for today's session. I am [insert affiliation and brief background]. The purpose of the focus group is to get your input on _____.

I want to encourage you to speak candidly. There are no right or wrong answers, and I will not be offended in any way by anything you say, so please say what you think. We would like to have a frank and open discussion. We will only use first names during today's sessions so everyone feels free to talk openly. Your name and your organization's will never be associated with any of the specific statements made today. All comments will be confidential. Any reports will not include any names or organizations.

[If you are recording the session] *This session is also being recorded so that an accurate report can be written of what was said – let me emphasize – not of who said it. Your name and your organization's name will never be associated with any specific statements made during today's discussion or appear in any report. We will also only use first names during today's session so*

that everyone feels free to talk openly. All comments will be confidential. The resulting report, which as I mentioned will not reflect any names or organizations, will be shared with _____to help them produce materials that works for stakeholders.

As a reminder, you are here on a voluntary basis so if you do not want to respond to a question raised you don't have to, and you are free to leave the focus group discussion at any time.

Since we want to make this a useful session, I'd ask that:
* ❖ *Only one person speaks at a time.*
* ❖ *Everyone speaks loud enough for others to hear.*
* ❖ *Everyone is given an equal chance to speak.*
* ❖ *We respect each other's comments – remember there are no right or wrong answers or good or bad comments. It's valuable for me to hear all points of view.*

To ensure that we cover everything, I may need to stop some discussions to move to the next topic. If that happens and you have some points you still want to make, please feel free to write them down and give them to me after the meeting.

Before we begin, let's go around the room and introduce ourselves. Please state your first name, your role in the construction industry, and the numbers of years you've worked in the industry. Thank you, let's get started.

II.   BACKGROUND FOR THEME CONCEPTS (5 minutes)

After the introductions, and before viewing the concepts (e.g., materials, logo(s), and messages):

* ❖ Reiterate the purpose of the day: to look at and discuss ideas that might be used to promote use of the 'product' (e.g., safer tool, equipment, material, or work practice).
* ❖ Provide some background information about the focus of the social marketing program, including, for example, scientific evidence on the benefits of the product to be promoted (e.g., lifting less than 50 lbs. lessens risk of musculoskeletal injury).

Keep this specific to the first 'theme' of the concepts.

Explore if the participants were already familiar with this information, and, if so, where they had heard or seen it before.

III.   VIEWING THEME CONCEPTS (20 minutes)

A.   *Introduction to Viewing Concepts (5 minutes)*

When introducing the concepts, it is important to explain how one or more of these concepts may be used to develop the communication materials on the PRODUCT (safer tool, equipment, material, or work practice) discussed.

Make sure to emphasize that:

* ❖ These are preliminary ideas – not finished words or artwork – to stimulate thinking.
* ❖ These ideas will not stand alone, but will form the basis for a wide range of communication materials in different formats (e.g., ads, social media, flyers).

❖ Participants should be candid in their opinions on what they like and don't like (explain that you won't be offended if there is something they don't like).

❖ Explain that the concepts they are about to see are different strategies for delivering the same information and that one may be more compelling than another.

Repeat these points during the group discussion, as needed. Discussions should go beyond deciding what participants do or do not like, to identifying potential alternative words and images that resonate most with participants.

When working with different focus groups, it is good to introduce the concepts in a different order. When discussing one concept, keep the other concepts covered.

B.   *Reactions to Concepts*

Display the first concept. Facilitate a discussion based on the following:

1.   Main Idea
    a.   What do participants think the main idea behind this concept is?

2.   Understanding/Believability
    a.   *Words*:
        i.   What do participants think of when they read the slogan/words?
        ii.   What do certain words or terms used in the text mean to them?
        iii.   What does the text tell them about the PRODUCT being promoted (or discouraged)? (e.g. reasons for using a PRODUCT, benefits, consequences)
        iv.   Do they believe the message/what the text says?

    b.   *Images*:
        i.   What idea does this image convey?
        ii.   Are there other images that might convey the message/idea better?

    c.   *Personal Relevance and Motivational Effect:*
        i.   Who do participants think the concept is directed at? Who are they trying to reach?
        ii.   Do the participants feel the materials speak to someone like them? Why or why not?
        iii.   How does the idea make participants feel? Does the message/text get their attention? Does it inspire them to think/behave differently? If so, how? If not, why not?

    d.   *Suggestions for Concept:*
        i.   Summing up – is there anything about the concept that participants think would be confusing or difficult for people to understand?
        ii.   Is there anything that could be changed to make it more motivational to the participants personally?

If, during any of the discussions, participants question the benefits (or disadvantages) of the PRODUCT being promoted (or discouraged), refer back to the background information on the campaign topic – reiterating the scientific evidence.

During discussion, it may also be good to explore whether participants perceive the benefit(s) being promoted as compelling.

Repeat the questioning with every concept displayed. Do not test more than 4 concepts.

IV.   COMPARISON OF CONCEPTS (20 minutes)

After all concepts have been discussed, display them again side-by-side.

Hand out ranking sheets. Ask participants to compare the different concepts individually by ranking the concepts on a sheet of paper. Explain that there will be a chance to explain their choices to the group later. (NOTE: Concept testing is a qualitative process open to translation; however this ranking exercise may provide an opportunity for more discussion and insight.)

Ask participants to rank the concepts according to which one motivates them the most to use the product/change their behavior – with the concept that motivates them the most ranked #1, the next most motivational concept #2, etc. If none of the concepts motivates them, ask them to leave the sheet blank.

Facilitate a discussion on the ranking of the concepts – asking individual participants:

- ❖ Which concept they ranked the highest;
- ❖ Whether that is the same or different from the concept they *liked* the most;
- ❖ Which concept was most inspiring or motivating for them personally; and
- ❖ Which concept is most believable?

If any participants indicated that none of the concepts motivates them, ask them:

- ❖ Which concept is most likely to get their attention, and what about it would get their attention;
- ❖ Which concept would be most likely to make them aware of the issue?

Summarize the main ideas/themes behind each of the concepts, and ask participants:

- ❖ Which of the approaches would be most likely to get their attention;
- ❖ Which of the approaches would be most likely to make them aware of the benefits (or disadvantages) of the product or behavior; and
- ❖ Which of the approaches would be most motivating for them personally?

VII.   LOGOS (5 minutes)

As part of the concept testing, it would be good to explore the possible positive and/or negative effects of having a logo from a government agency or research partner on the communication materials.

Explain to participants that the concepts they have looked at did not have anything on them to identify what organization is sponsoring the campaign. Facilitate a discussion that will explore the following questions:

❖ If these materials included the logo of a government agency or research organization (that's involved in the campaign), would this make the information more believable? Why or why not?

❖ Would the logo of a government agency make the information more motivating?

❖ How about having the logo of a research organization on the materials? Would that make the information more believable/motivating?

❖ Of all these different sponsors we've discussed, which would be best to put on materials for you? Which would make the information most believable? Which would make the information most motivating?

VIII.   CHANNELS (5 minutes)

Ask participants to think back on the ideas they have discussed and suggest some places where they might notice messages like these.

Are there some places in particular where they would be most likely to notice and pay attention to these messages?

IX.   CLOSING

If there are any observers, tell participants that the moderator will step out of the room. Ask them to think about any questions or concerns they might have about the topics that have been discussed. Explain that someone who knows more about the topic will come back to address any questions they may have.

While out of the room, the moderator will check with the observers, if any, to see if they have any crucial follow-up questions. If so, pose any brief additional questions to the participants upon returning to the room.

Then, invite a topic expert to join the group. The expert will answer questions briefly (if time allows) or tell participants that he or she will remain in the room for people to talk with afterward. It might also be good to have print information available for the participants to take away with them.

Thank participants again and provide departure instructions.

APPENDIX M - Dissemination Planning Worksheet

Instructions:

Follow the steps below and on the following page to help create a dissemination plan.

Step 1: Dissemination Overview

A. What is the **goal** your social marketing program is trying to achieve or move towards?

B. What is the **key message** of the social marketing program? In other words: What do people or organizations need to DO or KNOW that will help work towards achieving the program's goal? State it simply.

C. List the **materials(s)** developed in support of achieving the goal that are the focus of your dissemination effort.

D. Many different types of individuals or groups may benefit from or be instrumental **intermediaries** for disseminating the material(s). Identify the **target audiences** for your dissemination effort. The following are types of audiences to consider. Check those that are the highest priority.

❑ Employers

❑ Workers (union)

❑ Workers (non-union)

❑ Trade associations

❑ Labor unions

❑ Joint labor-management apprenticeship programs

❑ Community colleges/other training organizations

❑ Commercial training organizations

❑ National non-profit organizations

❑ Local non-profit organizations (community-based orgs)

❑ Equipment manufacturers

❑ Materials suppliers

❑ Tool and equipment rental firms

❑ Owners (individually – public and private sectors)

❑ Public interest groups

❑ Construction professionals associations (e.g., architects, engineers)

❑ Safety and health professionals (individually)

❑ Federal OSHA

❑ Other federal government agency

❑ Local govt. agency (e.g., local bldg. inspectors, permitting offices)

❑ Research foundations

❑ Other research institutions

❑ Academic institutions/researchers in academia

❑ Trainers/educators/instructors

❑ Insurance associations

❑ Insurance companies (individually)

❑ State-based insurance providers

❑ Policymakers

APPENDIX M - Dissemination Planning Worksheet (continued)

Step 2: Target Audience Detail – For each of the audiences identified in Step 1, complete the following.

A. Thinking about the target audience for dissemination, what **specific organizations** and/or contact people at those organizations do you need to reach? Remember to think across all construction sectors or trades that might be affected.

Organization Name & Contact Info	Contact Person	What type of change do you hope to achieve? [Knowledge, Belief, Behavior (work methods/tools)]
1.		
2.		
3.		

B. For each audience, what **strategies and methods** do you think will be the most effective to reach them? Examples of types of strategies and outputs are listed below.

Examples of Strategies
❑ Education/training
❑ Communication outreach/marketing
❑ Policy development
❑ Technology transfer
❑ Coalition-building

Examples of Outputs
❑ Press release
❑ Education materials
❑ Training materials
❑ Promotional/marketing materials
❑ Web postings/pages/links
❑ Mailings
❑ New/social media engagement
❑ Other: _____

For each strategy/method, sketch an outline of your action plan in the table below. Complete this table for each method selected.

Materials What are you disseminating?	Target Audience(s) Who are you trying to reach?	Strategy How will you reach the target audience?	Output What will you produce or use to implement your strategy?	Resources Required Who/what is necessary for you to implement the type of strategy & output(s) you selected?	Timeline List MAJOR outputs as milestones with a target date.

APPENDIX N - Planning an Evaluation Worksheet

Instructions:

Using the objectives of your social marketing program (see Section D and Appendix D-Setting SMART Objectives Worksheet) and the Creative Brief (see Section E and Appendix H Creative Brief Worksheet) decide what you want to evaluate about the **process** and the **outcome** of the social marketing program.

	Objective #1:	Objective #2:	Objective #3:
What type of objective are you evaluating (knowledge, belief, behavior, or process)?			
Who is the target audience of this objective?			
When do you want to achieve this objective?			
What will be measured (e.g., indicators)?			
What method(s) will you use to collect your data?			
What specific resources do you need to evaluate this objective?			
How will you analyze your findings? How will the success of this objective be measured?			
What are your recommendations, next steps?			
How will you share what you learned (e.g., evaluation report)?			
Who will have access to the evaluation results?			

Adapted from: The Collaboration Roundtable. (2001). *The Partnership Toolkit: Tools for Building and Sustaining Partnership*, and the International Development Resource Center. (2011). *The Knowledge Translation Toolkit: Bridging the Know-Do Gap: A Resource for Researchers.*

APPENDIX O - Implementation Plan, Timeline & Budget Worksheet
Instructions:

Use the worksheet on the following page to summarize the activities that will be undertaken, the timeline, and the cost. Be as specific as possible. When addressing the timeline, place an "x" in the appropriate boxes to indicate the first and last month of each activity. "1" refers to the first month of the campaign. Keep in mind:

- ❖ If your program will be conducted in phases, how the phases will be organized (e.g., location/audience, objectives, etc.)

- ❖ Whether or not your program will include a supply-side PRODUCT (e.g., a manufactured product)

- ❖ All potential financial costs associated with your plan:

  - ✓ Staff labor

  - ✓ Conducting primary research (if needed)

  - ✓ Developing, modifying, or testing a new product

  - ✓ Developing creative concepts (e.g., design, messages)

  - ✓ Testing concepts (e.g., conducting focus groups)

  - ✓ Developing materials (e.g., printing costs)

  - ✓ Evaluation (e.g., hiring an outside evaluator)

  - ✓ Implementation activities (e.g., media buying costs, training)

- ❖ Funding sources and any potential costs that can be shared or covered by in-kind contributions from your implementing organization or other stakeholders

- ❖ Create additional columns for each activity in every phase

APPENDIX O - Implementation Plan, Timeline & Budget Worksheet (cont.)

Social Marketing Program Goal:

Activity	Target Audience: *Who is the target audience for each activity?*	12 Month Timeline: *When will each activity begin and end? How long will each activity take?* 1 2 3 4 5 6 7 8 9 10 11 12	Person Responsible: *Who is responsible for implementing each activity?*	Evaluation Indicators: *How will you measure the success of each activity?*	Estimated Cost: *How will you pay for each activity?*
Activity #1					
Activity #2					
Activity #3					
Activity #4					**TOTAL COST:**