<table>
<thead>
<tr>
<th>Title</th>
<th>Module 1 : introduction to social marketing</th>
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<tr>
<td>Author(s)</td>
<td>Alvarez, Ramiro</td>
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<td>Date</td>
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Module 1
Introduction To Social Marketing

By

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& Others
MODULE 1

INTRODUCTION TO SOCIAL MARKETING

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AMIC WORKSHOP TO DEVELOP
TEACHING MODULES ON
SOCIAL MARKETING
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MODULE ONE : INTRODUCTION TO SOCIAL MARKETING

INTRODUCTION

Social Marketing is a relatively recent innovation in the field of development work. There is still a dearth of literature on its underlying philosophy, concepts, coverage and thrusts. They are hardly available to the numerous development workers presently engaged in social technology and who have expressed the urgency of learning the concepts of social marketing so that they may be able to integrate these concepts in their existing programs/projects. Similarly, the academe has begun to recognize the need to incorporate social marketing concepts in their social science curricula in order to more adequately prepare their students for the world of development work. Further, private groups and many other individuals are interested in getting oriented to the social marketing to relate their work viewpoints to the over-all development schemes.

This module, "Introduction to Social Marketing", aims to respond to this present-day need to provide orientation materials on the "state-of-the-art" in social marketing. Specifically, it covers three content units:

Unit 1 - Social Marketing: Some definitions

Unit 2 - Historical development, Rationale and Objectives of Social Marketing

Unit 3 - Distinguishing features and qualities of Social Marketing.

Taken into account in the preparation of this module are the perceived learning needs of the cross-section of development workers -- planners, implementors, trainers, evaluators -- as well as the students of various social science courses. It should be noted that while the three units in the module suggest a number of reading activities and guides for learner evaluation, both the trainer/facilitator and the trainee may choose to adopt, adapt, or conduct other activities or use other materials depending on the availability of the resources at the training sites.
signed as the introductory part of a three-segment package, this module
is a general discussion of topics that are described in more detail in the
two modules, namely: the elements of social marketing and the process
used in social marketing. However, it may also be used as a self-contained
material for individuals or groups whose main interest is a general
introduction to social marketing.

OBJECTIVES OF THE MODULE

General
Upon completion of the module, the learner/students shall have gained
an overview of social marketing as an essential tool of development.

Specific
1. To evolve/synthesize a definition of social marketing;
2. To explain briefly the historical development of social marketing, its
   rationale and objectives;
3. To recognize the distinguishing characteristics and features of social
   marketing;
4. To compare the concept of social marketing with that of commercial
   marketing and derive desirable learning/lessons from this comparison;
   and
5. To appreciate the importance of social marketing as an emerging
discipline in the field of development.

I. SOCIAL MARKETING: DEFINITIONS
This unit aims to provide an initial exposure to definitions of
Social Marketing multi-media packages. It allows for the drawing out of
the learners' previous concepts of Social Marketing and to compare
these concepts with those of their fellow learners and with the definitions
of established scholars. The review of these concepts shall be the basis
for synthesizing the learner's thoughts and for arriving at a working
definition of social marketing.
KEY CONCEPTS

The following are the key concepts which underpin the unit:

1. That Social Marketing, which has to do with the application of commercial marketing techniques in social development programs, is a relatively new field and it is important to understand the current theories of scholars in the field.

2. Most development programs in the past have already incorporated Social Marketing approaches without necessarily labeling it as such. Thus, it is important the learners try to compare their previous development experiences so as to pinpoint areas of SM applicability.

3. Social marketing utilizes the findings and approaches of a wide range of disciplines (e.g., ethnography, communications, sociology, economics and business) as applied to the full spectrum of media techniques, as situated in the socio-cultural context.

4. Some definitions/description of social marketing are:

   a. Social Marketing is concerned with the application of marketing theory and practices in activities aimed at social objectives and goals. It is also concerned with the overall social consequences of marketing policies and practices. An American scholar in the field, Philip Kotler, has noted: "Socially responsible marketing calls for including four considerations in marketing decision-making: consumer wants, consumer interests, company requirements and social welfare".

   Social Marketing is guided by more than the economic profit motive; its motivational base is a combination of different economic and social values. In social marketing the function of the marketing becomes more complex. It is required to handle both the economic and social costs and returns, supply and demand, and other social values.

b. Social Marketing is the design, implementation and control of programmes seeking to increase the acceptability of a social idea, cause and practices in a target group(s). It utilizes market segmentation, consumer research, concept development, communication, facilitation, incentives and exchange theory to maximize target group responses.


c. Social Marketing is basically the application of marketing thought and principles for the attainment of social, political, and/or economic goals. It is a congruence and a conjugation of public relations, advertising, propaganda, persuasion and public opinion. All these related concepts involve the study of exchange processes, abstract transactions and relationships and in all these methods a product, idea, issue, opinion, organization or individual is promoted. Hence, whether in business or social marketing, the dissemination of information and education is a pertinent process element.


d. Social Marketing is concerned with the application of marketing theory and practice for the attainment of socially desirable objectives; it is also concerned with the over-all social consequences of marketing policies and practices.


e. Social Marketing is the heightened flow of information to make the people more widely and quickly aware of the needs of the country and of the things they can do to meet these needs.


f. Social marketing is the task to first establish a climate of change and readiness for change among the people for participation in the great effort and to teach new skills to the people in managing their resources.

(Natividad, p.2).
g. A comprehensive communication program addressed to relevant target audiences, emphasizing the importance of non-communication variables for the success of the program, and adhering to the concept of development as a widely participatory process of gaining economic and social benefits, including equality, freedom and other valued activities for the majority of the people.

(Natividad, p.2).

h. Social marketing is usually directed toward influencing citizens at large, but like former, it cannot command or force publics or citizens to patronize, accept, change or adopt.

(Nathan, p.1).

i. Social marketing is fundamentally a change technology that attempts to produce one of three types or changes in target market, namely: cognitive, affective and connotive. As a change technology, inevitably, elements of social engineering, propaganda, social advertising, public relations and communication are built-in with a definite blend of marketing principles, and a normal marketing planning programmes.

(Nathan, p.4.)

j. It is an idea that is being "marketed" rather than a product or service; the profit accrues to society.


k. Social marketing is an innovative development approach that entails the application of appropriate advertising principles and techniques to bring about social change.

Social Marketing is an integrated communication approach that applies all relevant social science theories -- whether psychological, sociological, economic and political -- in enabling people to participate in their own development.

Social Marketing is the contextualized application of marketing thought and principles for the attainment of nationally acceptable social, cultural, political and economic goals.

(Workshop to Develop Teaching Modules on Social Marketing/Public Education for Development, Baguio City, Philippines, May 18-27, 1987).
3. Methodology/Activities:

1. It is suggested that the exercise begin with a presentation of an example of SM material in actual use. This may include videotapes, posters, pamphlets, etc., used in campaign programs on agricultural extension, nutrition education and family planning, etc.

2. A discussion should follow the presentation, during which the following topics may be raised:
   a. What is the learner's general reaction to the material?
   b. Did the material succeed in conveying its professed message?
   c. How do the learners account for the material's success/failure?

   The reason for the material's success/failure can then be related to the concerns of social marketing as a take-off point for further discussion.

3. It should be noted that this initial exercise must also be viewed as an ice-breaker. If SM materials are not available, participants may be asked how they would promote a particular product. The underlying reasons for their answers can then be discussed. This discussion can then be the basis for future inputs.

4. The next activity would be a sharing of participants' SM-related experiences. This is done by asking them to answer the guide question:

   Discuss an act and experience in which you had to promote a particular product or message to a group of people. What technique did you use and why did you use these techniques?

5. Participants can then be informed that the processes they had just described are related to Social Marketing. Each participant is then asked to explain what is his previous notions or expectations regarding both the term Social Marketing and the seminar in general.

6. Different readings on the meaning of SM as defined by various scholars will then be assigned.

7. Participants will then be asked to react to the readings. They can then formulate their own definitions, which will be reviewed at the conclusion of the entire module.
C. Learners’ Evaluation:

1. Draw your own thoughts on Social Marketing based on the reactions to the readings and experiences shared.

2. Formulate your own definition of SM and present it to the group for reactions.

T2: HISTORICAL DEVELOPMENT, RATIONALE AND OBJECTIVES

This unit attempts to present the historical development of SM. It also explains the rationale of SM and defines its objectives as an integrated communications approach.

A. Key Concepts:

1. Historical development

   In both the developed and developing countries, the 1960’s marked the marriage between two seemingly contrasting ideas: social ideas and marketing.

   The success of marketing during the ‘60s in developed capitalist societies generated undesirable social conditions. Capitalists, in an attempt to lure the consumer to their product, fed confusing, irrelevant and most often misleading information to communication channels. The public realized the blatant commercialism and obvious disregard for social and ethical issues/standards. Consumer protection groups and the general public reacted by demanding for a higher social responsibility in marketing practices or the incorporation of social ideas to marketing. Thus, the social approach to marketing was born.

   While the people of developed countries were demanding for a social approach to marketing, the people of developing countries were ignoring social programs directed to them. Instead they were more open to products attractively packaged, advertised, etc. On other words, they were buying products promoted through the use of marketing tools and techniques. The public sector (e.g. development workers) and the private sector (business entrepreneurs) were going on separate
directions and the private sector was succeeding in their commercialism while the public sector was losing.

The situation disturbed religious, education and social leaders. The development planners and policy workers then saw the need for a marketing approach in their social development programs. They started adapting the techniques and tools of marketing in their product - social development. (Syed Rahim "SM: An Overview ..)

2. Emerging rationale and objectives of Social Marketing

Social marketing is imperative to hastening the process of social change through the application of appropriate advertising principles and techniques. This comes from the realization that aggressive advertising techniques can be effectively used for advancement and attainment of development goals.

The present economic conditions in developing countries necessitate the maximum utilization of every available resource. Commercial advertising can be made to contribute to bringing about social, economic, political and cultural change.

Social marketing, in effect, enables the public and private sectors to work together to bring about development through techniques that are acceptable to the target clientele.

In highly developed countries, the success of commercial marketing generated economic growth. But in developing countries, some efforts to promote development programmes seem to fail. This situational contrast may continue unless SM techniques are immediately adopted. The following are emerging objectives of social marketing:

1. To promote ideas, values and practices supportive of development goals through people participation;
2. To increase and facilitate the acceptability of a social idea, cause or practice in a target group (s);
3. To reinforce or change people's knowledge and understanding, attitudes, values and practices;
4. To resolve problems confronting a target group (s) and improve their level of living.
3. Summary Notes:
   a. Social approach to marketing incorporates social ideas/issues/concepts to marketing practices.
   b. Social Marketing uses/adopts marketing techniques, tools in social development programs.
   c. Aggressive social marketing techniques can be used for the attainment of development goals.
   d. Social Marketing involves both public and private sectors to hasten development.
   e. Social Marketing promotes ideas, values and practices.
   f. Social Marketing reinforces or changes people's knowledge, understanding, attitudes, values and practices.

3. Methodology/Activities:
   1. A lecture-discussion by a resource person on historical development, rationale and objectives of social marketing.
   2. Panel discussion involving participants in the social marketing process in campaign programmes (e.g., health, nutrition, agriculture, etc.).

5. Learner's Evaluation:
   1. What is the social approach to marketing? Where did it originate? Give examples.
   2. Differentiate social approach to marketing from social marketing.
   3. Why is it necessary for a development agency/practitioner to adopt Social marketing techniques under present situations?
   4. Why does social marketing enable both private and public to work together to attain development?
   5. What does Social Marketing intend to change in the target group?
   6. Cite at least two objectives of Social Marketing.
This unit is designed to draw the distinguishing characteristics and features of social marketing from the literature on the definitions/concepts as well as from the learner's own definition as synthesized in unit one.

This comparison shall be the basis for deriving issues that could serve as lessons for the social marketer in terms of applying them to development work as well as identifying commercial marketing pitfalls that should be avoided by practitioners of social marketing.

A. Key Concepts

Key concepts to be highlighted in this unit are the following:

1. Social marketing has features and characteristics which may be be similar to, or different from, those of commercial marketing.
2. Based on this comparison, the development worker can derive lessons from commercial marketing in order to make his social marketing strategies more acceptable and effective.
3. A comparative matrix that presents the similarities as well as differences between social marketing and commercial marketing is to be drawn out for the discussion as follows:

<table>
<thead>
<tr>
<th>Goals &amp; Objectives</th>
</tr>
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<tbody>
<tr>
<td><strong>Immediate/Short-term</strong></td>
</tr>
<tr>
<td>To sell/promote a product</td>
</tr>
<tr>
<td>To change/reinforce KAP in order to facilitate the sale of a particular product</td>
</tr>
<tr>
<td>To sell/promote a product, service, social idea or development program</td>
</tr>
<tr>
<td>To change/reinforce KAP because it is an essential factor to acceptance</td>
</tr>
<tr>
<td>Features</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Ultimate/Long-Term</td>
</tr>
<tr>
<td>Primary</td>
</tr>
<tr>
<td>Secondary</td>
</tr>
<tr>
<td>Time Frame for accomplishing goals/objective</td>
</tr>
<tr>
<td>End-beneficiary</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Target Clientele</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>PRODUCT</td>
</tr>
<tr>
<td>1) Primary</td>
</tr>
<tr>
<td>2) Secondary</td>
</tr>
<tr>
<td>Features/Features</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Product Demand</td>
</tr>
<tr>
<td>Price</td>
</tr>
<tr>
<td>MARKET Positioning of Product</td>
</tr>
<tr>
<td>Features/Features</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Funding and Resource Inputs</td>
</tr>
<tr>
<td>Market Environment</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Choice of Strategies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Features/Features</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>- heavy use of strategies/formats of business</td>
</tr>
<tr>
<td>of business marketing and advertising.</td>
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**Promotional packages**

- tends to use more entertainment-oriented, multimedia packages because of the pressure to catch target client attention; also because there are more funds that allow production of expensive packages.

- use more multi-media materials (print, radio, TV, film) than interpersonal channels:
  1. non-formal education schemes (use of salesman, PR officers, extension program staff, training, seminars, etc.)
  2. informal education schemes (media plugs, print ad copies, sponsorship of broadcast programs and print media such as brochures/pamphlets/decals, etc., social and religious activities.

- considers Attention, Interest, Desire, Action (AIDA)

- tends to use less, less creatively produced because there is less pressure to catch audience attention.

- use both multi-media materials and interpersonal channels but more of the latter through:
  1. formal educational activities
  2. non-formal educational activities
  3. informal educational activities

(Note: Same interpersonal channels used in commercial marketing, but more numerous in number).
<table>
<thead>
<tr>
<th>Features</th>
<th>Commercial Marketing</th>
<th>Social Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message</td>
<td>- more tangible subjects, direct; considers socio-cultural context.</td>
<td>- more complex subjects usually intangible; at present, the serious themes are presented in a less entertaining manner; also considers socio-cultural context.</td>
</tr>
<tr>
<td>Place: Points of purchase (POP) or Product receipt</td>
<td>- POPs are clearly identified (purchase sites, salesmen, organizations, offices, etc.)</td>
<td>- at present, POPs are less clearly identified because of the numerous product reception points.</td>
</tr>
<tr>
<td></td>
<td>- At the reception points, the relationship stays at the buyer-seller level and interaction usually terminates after sales are made.</td>
<td>- at the reception points, the relationship goes beyond the buyer-seller level; follow-up monitoring activities are conducted for some time, as required by the program.</td>
</tr>
<tr>
<td>Research Areas and Concerns</td>
<td>- Research on product viability carried out at all levels of the campaign process to ensure profit.</td>
<td>- Research carried out at all levels of campaign process on product viability to ensure product acceptance and also to enhance social development.</td>
</tr>
<tr>
<td></td>
<td>- More quantitative (e.g. demographic/census, data,PARATOR)</td>
<td>- Both quantitative and qualitative.</td>
</tr>
<tr>
<td>Measurement of Effects</td>
<td>- Easily quantifiable in terms of sales.</td>
<td>- Easily quantifiable in terms of the number of acceptors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- However there are other qualitative social feedback/effects which are difficult to quantify.</td>
</tr>
<tr>
<td>Features/Features</td>
<td>Commercial Marketing</td>
<td>Social Marketing</td>
</tr>
<tr>
<td>-------------------</td>
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<td>------------------</td>
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<tr>
<td>Sectoral Roles and Participation</td>
<td>- Leaders of business insti...</td>
<td>- National leaders tend to play major roles in direction setting.</td>
</tr>
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<td>- less affected by nationally set development goals.</td>
<td>- More attuned to national development goals.</td>
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<td></td>
<td>- tends to have less decision points due to profit considerations and private ownership prerogatives.</td>
<td>- Tends to have more decision points due to social considerations.</td>
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<td></td>
<td>- involves several activities in the various stages of the project cycle (pre-planning, planning, implementation, evaluation stages); however the process is less complicated because there are sectoral participants in the activities and also because concerns are more focused.</td>
<td>- Involves similar activities in the different stages of the project cycle (pre-planning, planning, implementation and evaluation stages); the process is complicated because of the multi-sectoral participation in projects activities from the national to the end-levels and also because the concerns are more complex due to socio-cultural and political realities.</td>
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Most of the data in this matrix were derived from UNESCO, Curriculum Guidelines for Teaching a Social Approach to Nutrition and Health Education, Paris, 16 May, 1986.
Methodology/Activities

1. This exercise shall heavily draw upon the documents and literature as well as the learner's synthesized perspectives on social marketing in Unit One in order to derive the distinguishing features of social marketing.

2. The session shall primarily have a lecture-discussion format in which the learners would identify the facets of social marketing and compare/contrast them with those of commercial marketing.

3. The session segment on the critical comparison shall be followed by the identification of lessons gleaned from commercial marketing which can be applied to social marketing. Role-playing and simulation techniques may be used to enrich this session segment.

4. When needed, the documents and multi-media materials previously analyzed may again be reviewed to highlight the distinguishing features of social marketing.

5. As a concluding exercise, participants can then be asked to review the SM material that had been presented at the very beginning of the module. Learners might be urged to describe new points which they had not noticed in the beginning. Learners will then be asked to review the definitions which they had synthesized at the end of the first unit of this module.

LEARNER's Evaluation

1. Based on the definitions previously discussed in Unit One, draw up similarities and differences between commercial marketing and social marketing.

2. Describe lessons that the social marketer may learn from the commercial marketer as well as identify possible risks/dangers that he may encounter in adapting business marketing techniques.
Be guided by the following issues:

a. Goals and Objectives
b. Time frame
c. End beneficiary
d. Target clientele
e. Product
f. Product Demand
g. Price
h. Market Positioning of Products
i. Funding and Resource Inputs
j. Market Environment
k. Choice of Strategies
l. Promotional Strategy/Activities
m. Promotional Packages and Client Reach Strategy
n. Message
o. Place: Points of Product Receipt
p. Research Areas and Concerns
q. Measurement of Effects
r. Sectoral Roles and Participation
s. Process