



FEED THE FUTURE

The U.S. Government's Global Hunger & Food Security Initiative

Generating Demand for Healthy Diets

A Guide to Social Marketing in Nutrition



USAID
FROM THE AMERICAN PEOPLE

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USAID ADVANCING NUTRITION

About USAID Advancing Nutrition

USAID Advancing Nutrition is the Agency's flagship multi-sectoral nutrition project, led by JSI Research & Training Institute, Inc. (JSI), and a diverse group of experienced partners. Launched in September 2018, USAID Advancing Nutrition implements nutrition interventions across sectors and disciplines for USAID and its partners. The project's multi-sectoral approach draws together global nutrition experience to design, implement, and evaluate programs that address the root causes of malnutrition. Committed to using a systems approach, USAID Advancing Nutrition strives to sustain positive outcomes by building local capacity, supporting behavior change, and strengthening the enabling environment to save lives, improve health, build resilience, increase economic productivity, and advance development.

Disclaimer

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Cover photo: Cherries for fruit paste at a woman-owned food processing company in Haiti. Photo by Patrick Adams/RTI International.

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FROM OUR IMPLEMENTING PARTNERS

“ We collected data and did qualitative research, looking at infant and young children feeding practices within the populations we studied. We looked at the limitations and challenges households faced, to focus on how our interventions can play off the strengths and navigate the challenges. To create demand, we must understand our audience. Change within a community is not a rapid process; it comes slowly and evolves constantly.”

“ To generate demand for healthy diets, you need to show people what’s in it for them. This key piece is often overlooked.”

“ Marketing is a science. It involves more than just getting a message out. Often we think, ‘If messages are there, why can’t we go and get a radio slot and just say it?’ To be effective, marketing needs to be integrated with social and behavior change (SBC) principles.”

“ Our staff works as a team, and each member is responsible for every project. Technical leads [from SBC, Nutrition, and WASH] guide our interventions, which are implemented by experts in nutrition, marketing and development, and SBC. Each team member contributes in order to ensure successful project outcomes.”

ACRONYMS

BAM	Brand and Marketing
CLA	collaborating, learning, and adapting
CTA	call to action
IP	implementing partner
M&E	monitoring and evaluation
MEL	monitoring, evaluation, and learning
NOURISH	Nutrition, Hygiene and Sanitation Project
RTB	reason to believe
SBC	social and behavior change
TIPS	Trial of Improved Practices
USAID	U.S. Agency for International Development



Learning to preserve cactus pears in Ethiopia

Photo credit: Tefera Azage

INTRODUCTION

What Is Demand Generation and Why Should Nutrition Activities Care about It?

Increasing consumer demand for safe and nutritious foods is key to improving global nutrition. While many program planners and implementers understand the importance, demand generation can feel like guesswork: Which group of people should I engage? Which approach is most convincing and sustainable? And which channels and activities should be prioritized within a limited budget? While a degree of judgment will always be necessary, program planners and implementers can improve demand generation effectiveness by considering how effectively their efforts meet marketing quality standards.

This guide supports nutrition program planners by defining, describing, and explaining the process of developing high-quality programs to market **healthy diets**. This knowledge enables teams to make informed marketing decisions, create strong marketing campaigns, and diagnose and solve marketing challenges. The guide is grounded in real-world experiences. It combines social and commercial marketing best practices with firsthand experience—challenges and solutions—from partners who are actively working to improve nutrition outcomes by creating demand for healthy diets.

We recommend that users of this guide download the file and then open it in Adobe Acrobat Reader; this will ensure full functionality of internal hyperlinks.



Vegetables at a market in Abuja

Photo credit: Adeyemi Musuru, Feed the Future's EatSafe

KEY DEFINITIONS

Demand generation

In this guide, demand generation is defined as a data-driven marketing strategy focused on driving awareness of and interest in safe, nutritious diets or nutrient-rich foods, with the ultimate goal of supporting improved nutrition outcomes. It uses research to bring the consumer perspective to the forefront and uses the consumer's point of view to define the need and consequently the marketing and media mix that can respond to it. In some contexts, the term "social marketing" is used to refer to demand generation. In this guide, we exclusively use the "demand generation" terminology.

This guide builds on the Brand and Marketing (BAM) Best Practices framework (Annex I) in two ways:

It outlines a "Funnel of Marketing Excellence" that helps program planners and managers, especially those leading the marketing work, understand and advocate for marketing quality standards. For example, the guide begins with the end in mind by describing the three marketing musts that all marketing programs must achieve to be successful. It then works backward, identifying the marketing quality standards that contribute to successful programs; the activities to achieve these quality standards; monitoring, evaluation, and learning (MEL) considerations; and conditions that support high-quality marketing activities.

It outlines a set of actions that help implementers understand how to achieve marketing quality standards. For example, the guide walks program managers through the process of understanding and identifying audiences and developing a brand and creative strategy, using real-world nutrition and healthy diets programs from the public and private sectors as examples.

The Opportunity: Using Demand Generation to Improve Diets

USAID and its partners improve the supply and consumption of healthy foods from farm to fork, but efforts to consider consumer demand as an approach to improve consumption have been limited. Private sector actors use sophisticated techniques to promote products based on customers' perceptions, values, and emotions. However, private sector partners have less incentive to promote healthy foods among low-income populations, because lower prices mean smaller profit margins.

Public sector actors have an obligation to generate demand for healthy foods in low-income, vulnerable communities. However, they may feel that these settings do not require private sector techniques. As a result, they fall back on using education techniques to simply tell people what is healthy or good for them. USAID implementing partners (IPs) lack tailored guidance for marketing foods that make up a healthy diet. To help fill this gap, this guide combines learning from the Brand and Marketing Best Practices Framework¹ and experiences from four IPs to generate demand for healthy diets.

The goal may range from motivating consumers to purchase or acquire and eat certain safe, nutritious foods—or a range of these foods—or to purchase or acquire and eat less highly or ultra-processed foods. IPs may also have a goal of working with vendors or producer organizations considering ways to better market their products to build demand.

Strategy for Marketing Engagement (Supply and Demand)

Most barriers to adopting promoted behaviors are structural. Structural factors often relate to supply challenges and can include—

- product and vendor proximity
- product availability
- product quality
- price
- funds available; control of income

- time or opportunity to go to the market (Melesse et al. 2019).

Without adequate supply, demand generation efforts are ineffective. Addressing both supply and demand ensures that an activity's efforts consider consumers' needs more holistically and increases the likelihood that the promoted behavior will be adopted and sustained. The “marketing mix” framework—or 4Ps approach—helps define your marketing options in terms of product, place, price, and promotion so that your program's offering meets a specific customer need or demand.

The ethical marketing mix comprises four elements: product responsibility, place fairness, price transparency, and honest promotion.

Product is a specific, tangible item (e.g., live chicken, chicken parts, minced chicken).

Place is where the product is available for the customer to access it.

Price is what the consumer pays to have access to the product (which can sometimes be an aggregation of costs; e.g., the cost of transportation and childcare necessary to create the opportunity to obtain the product).

Promotion is the means, tools, and channels used to communicate the product benefits.

Figure 1 illustrates the marketing mix approach. This guide focuses exclusively on promotion. If product, place, and price need to be addressed for your demand generation efforts to be successful, you can find additional guidance at the Global Health eLearning Center.

The Intended User and Ways to Use

Program planners, managers, and implementing teams whose activities aim to promote healthy diets can use this guide as a trusted companion to design demand generation efforts, monitor progress, learn from implementation and acquired data, and adapt marketing efforts accordingly.

1. The Brand and Marketing Best Practices work includes a framework, case study series, summary of learning from the private sector, marketing definitions, and final report and recommendations to support global health and development practitioners.

Figure I. 4P Marketing Mix



You can use this guide to direct newly awarded activities that take into account ways to improve nutrition outcomes through demand generation. You can also use it in more mature activities that are undergoing mid-project adaptations.

This guide includes instructions, examples, mini case studies, blank worksheets, and references for accessing more detailed information. Use your digital or soft copy to bookmark or dog-ear your favorite pages, write or doodle out your thoughts, and highlight sections that inspire you.

Each activity should use this guide in the way that best suits its needs. Activities can work through this guide sequentially or an activity can select relevant modules, activities or worksheets, depending on staff needs and expertise. Additionally, this guide can be picked up throughout the life of the activity, as different components of the guide become useful.

Structure of the Guide

The guide starts by using the “[Funnel of Marketing Excellence](#)” to describe what success means and what it takes to achieve. It then moves through three programming steps:

1. [Getting to know your audience and their behaviors](#)
2. [Developing your campaign](#)
3. [Creating and managing your brand](#)

Each programming step provides—

- an overview, including learning objectives
- expected outputs
- time and human resources needed to complete the step
- how-to guidance with tips, resources, and worksheets to help designers and implementers approach norms responsive interventions
- marketing examples selected to illustrate a particular point in the process rather than the overall marketing strategy (and that may not always demonstrate improved nutrition outcomes in the contexts that USAID prioritizes).

As previously mentioned, this guide is modeled using the BAM Best Practices developed by Mann Global Health. The [18 BAM Best Practices](#) are woven into this guide in order to provide a comprehensive overview of how to generate demand for healthy diets. An in-depth explanation of each of the BAM Best Practices can be found in [Annex I](#).

All of the [18 Best Practices](#) are incorporated in some way within the guide, whether included as an entire section, such as Understanding the Audience and Developing a Brand Identity, woven into sections, such as Touch the Heart, Open the Mind, and Delight the Audience, or sprinkled throughout the whole guide, such as People and Capacity and Evaluation.

FUNNEL OF MARKETING EXCELLENCE

Beginning with the End in Mind

At the very least, a successful demand creation initiative must be **noticed**, **processed**, and linked (**remembered**) (Sharp 2010) to the correct brand, campaign, food, or behavior (see **figure 2**).

This section of the guide explains these three “marketing musts” in further detail and identifies 10 quality marketing standards that increase the likelihood of a program’s success.

3 Marketing Musts

Effective marketing programs will—

- 1. Be Noticed:** Most people are busy, and few people are preoccupied with the products, services, and behaviors that marketers promote. A large number of marketing activities therefore go unnoticed, despite marketing companies investing significant time and money in developing marketing campaigns and buying media.²
- 2. Be Processed:** Getting the audience to notice a marketing campaign is only the first step. The audience must also effectively process the campaign. Understanding—and ideally accepting—the message is critical.
- 3. Be Remembered:** Having the audience remember marketing communication is important for two reasons. First, unless the communication is delivered at the precise moment the behavior is to be performed (e.g., handwashing messaging above a sink), the person must remember the message to perform the behavior. Second, the more often someone hears something, the stronger the message gets and the more likely they are to believe it. Surprisingly, most marketing communication is not linked to a message—and therefore cannot be remembered.³

10 Marketing Quality Ingredients

Table 1 on the following page lists 10 quality ingredients that increase the likelihood of marketing success.

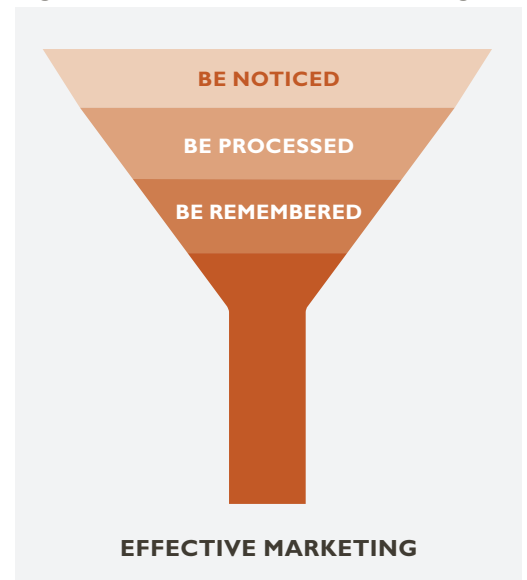
It also shows the relationship between each of the ingredients and the three “marketing musts.” Following the table, we describe each quality component, including references to the appropriate best practices described in the BAM tool and the “how to” sections of this guide. Following **table 1**, we

include a detailed description and example of each quality ingredient. You can also use **Worksheet 5** (*Evaluating Your Creative Direction*) to assess your own use of the 10 quality ingredients.

Now that you know the 3 “marketing musts” and the 10 quality standards that increase the likelihood of marketing success, the next step is to understand how to implement best practices to deliver high-quality marketing programs. This guide explains the “how to” for audience understanding, brand strategy, and communication strategy best practices. Guidance for measurement is included in each section.

Ethical marketing is about helping consumers make better and more conscious choices about what they buy. Anyone marketing healthy diets should ensure they are promoting or selling safe, reliable products or services in a fair, honest, and responsible way. Alternatively, unethical marketing prioritizes profit at the expense of everything else. Unethical marketing tactics include being dishonest with your customers, using scare tactics, or making unverified negative claims about competitors.



Figure 2. Funnel of Effective Marketing



2. An Australian study of advertising effectiveness determined that only 40% of ads are noticed (Sharp 2010).

3. The same Australian advertising effectiveness study cited above determined that among the 40% of ads that were noticed, only 40% were correctly identified (the respondents remembered what the ad was for), indicating that only 16% of the ads in the study were effective (Sharp 2010).

Table 1. Quality Standards and Marketing Musts

QUALITY STANDARDS OF MARKETING SUCCESS	MARKETING MUSTS			
	NOTICEABILITY	PROCESSING		REMEMBERING
				
		UNDERSTANDING	ACCEPTING	
1. Distinctiveness	X			X
2. Consistency	X			X
3. Resonance	X		X	
4. Presence of a clear and specific benefit		X	X	X
5. Contextual relevance		X	X	
6. Believability		X	X	
7. Touches the heart/ opens the mind			X	X
8. Delight			X	X
9. Engagement	X		X	X
10. Placement when and where it matters*	X		X	

* The best programs reach the audience while also placing the message at critical "moments of truth."

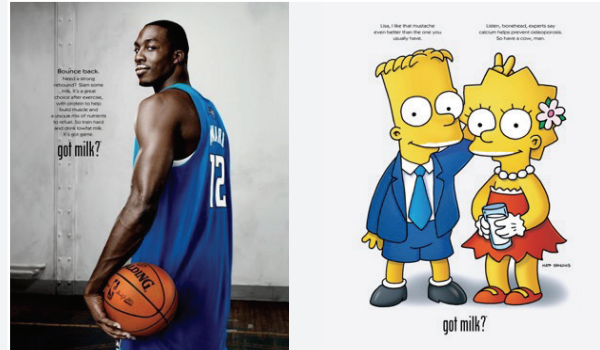
Examples of Marketing Quality Ingredients

1: DISTINCTIVENESS



Marketers seek differentiation; however, multiple products or messages often communicate the same information. (Think of all the toothpaste brands in a store or all the health messages people receive.) A brand or marketing campaign's effectiveness depends on its degree of distinctiveness. Does it stand out from the competition and capture the audience's attention?

Distinctiveness can be created through “brand identity” (i.e., the look and feel of a brand, program, or campaign) as well as through the message itself and the marketing approach. Consider the “Got Milk?” campaign that ran in the United States starting in the early 1990s. It was distinctive for its tagline (“Got Milk?”), approach (featuring celebrities), and look and feel (use of a milk mustache; iconic treatment of the words “got milk?”) (Daddona 2018).



Dwight Howard, 2006. Photo Credit: America's Milk Processors
The Simpsons, 1996. Photo Credit: America's Milk Processors

2: CONSISTENCY



Consistency helps reinforce a message; people believe what they hear repeatedly. Consistency also helps people remember to perform a behavior. This is especially important if a marketing message does not occur when or where the audience is most receptive.

The “Got Milk?” campaign is a strong example of consistency. The campaign ran for almost 20 years, from 1995 to 2014.



Kermit the Frog, 1999. Photo Credit: America's Milk Processors
Matthew Fox, 1996. Photo Credit: America's Milk Processors

3: RESONANCE



Program managers often think in terms of relevance, which is critical; but resonance is an even higher bar. “The challenge is to get past the brain’s screening mechanisms and to generate that little emotional reaction in the direction of acceptance: ‘I will pay attention to this’” (Sharp 2010).

The **“Toss, Stir, Crumble”** song and video that accompanied Knorr Nigeria’s Green Food Steps campaign is a strong example of resonance. The catchy song was written and performed by Yemi Alade, a popular Nigerian pop singer, and the video includes a fun party scene and hip dance that encourages people to act out the call to action (CTA). The entire marketing campaign has strong cultural resonance.



Green Food Steps Campaign. Photo Credit: Knorr

4: PRESENCE OF A CLEAR AND SPECIFIC BENEFIT



This part of the campaign answers “What’s in it for me?” The benefit must be deeply important to the audience for them to perform the desired behavior. If an idea is too complex, people will struggle to remember it; clarity and specificity help make a program understandable and memorable.

The USAID-funded Integrated Nutrition, Hygiene and Sanitation Project (NOURISH), which aimed to increase the consumption of small fish among children 6–23 months, provides a good example of a strong benefit that is clear, specific, and memorable for the audience (mothers): “Everyone loves the taste of small fish powder and it helps young children grow strong and smart” (Save the Children n.d.).



Small Fish Powder Jars. Photo Credit: NOURISH

In contrast, many campaigns tell people what to do without explaining what’s in it for them. Consider the “5 a Day” campaign, which told people in the United States, United Kingdom, and France to eat five fruits and vegetables a day but lacked a clear and specific benefit.

5: CONTEXTUAL RELEVANCE



This is one of the most obvious and well accepted quality standards. It includes considerations such as: Is the communication in the right language? Does it feature people who look and dress like the audience? Does it take social norms into account?

For example, the Feed the Future Rwanda Ora-ra Wihaze activity team shared in an interview with USAID Advancing Nutrition that some of the images used in prototype testing were not relevant because they featured women wearing a style of earring that local women do not wear. After prototype testing, the project team corrected the style of earrings shown in the campaign to be more culturally accurate to the the audience.



Let's Go Local! Photo Credit: Island Food Community of Pohnpei

An example of a locally relevant campaign is the “Go Local” campaign, which aims to increase consumption of nutrient-rich, local foods in Pohnpei. Each component of the campaign is locally relevant, from the foods promoted (karat banana, swamp taro, breadfruit, pandanus, etc.), to the songs children learn about local foods, to the local leaders who championed the initiative (Island Food Community of Pohnpei 2014).

6: BELIEVABILITY



Some marketing programs fail because they are not believable. Sometimes program managers promise too much (e.g., emotional benefit that seems unrealistic for the goal behavior), or the audience needs more information to believe the benefit. For example, consuming promoted foods is not likely to ensure total success in life, so should not be promoted as such.

The Grameen Danone social enterprise brand in Bangladesh, called Shokti Doi, “helps children grow up both physically and mentally” (Shokti Doi 2010).

This health benefit is backed up with a “reason to believe” (RTB) that explains how Shokti Doi helps children grow: it contains calcium, iodine, vitamin A, zinc, and iron.



Shokti Doi TV Commercial. Photo Credit: Shokti Doi

7: TOUCHES THE HEART AND OPENS THE MIND



This is about inspiring the audience to think or feel differently, which is necessary to starting (or stopping) a behavior. Pret a Manger, a global, fast-casual restaurant chain, wanted customers to purchase more vegetarian meals. While there was strong interest among many consumers, many meat eaters thought vegetable-based meals did not taste good, stating that “only vegetarians would eat them.” To shift beliefs about vegetarian dishes and motivate meat eaters to try a vegetable-based meal, the company launched a campaign based on the idea that their vegetable dishes taste so good, even a true carnivore would want to eat them (Pret a Manger 2018).



“Not just for Veggies.” Photo Credit: Pret a Manger

8: DELIGHT



Audiences deserve to be delighted. “Delighting other people intrinsically appeals to our hearts. Thinking about and helping other people is central to ethics.” (Denning 2011). However, feedback from stakeholders in the development sector indicates that audience delight remains an opportunity to seize. One expert shared, “We can actually change people’s behaviors by delighting them in the process. We don’t always give ourselves permission to delight people. Sometimes we are too earnest or think that education is important even though we know that emotions are what drive behavior” (Pasquarelli 2021).

The **“Toss, Stir, Crumble”** song that is part of Knorr Nigeria’s Green Food Steps campaign provides a great example of audience delight. People want to sing and dance when they hear the song.



“Toss, Stir, Crumble,” Yemi Alade. Photo Credit: YouTube

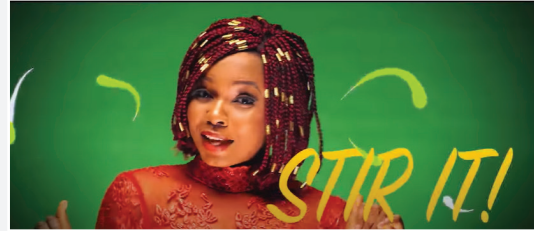
9: ENGAGEMENT



Engagement takes place on two levels. First, the audience must be interested. Something must make the audience notice the marketing program. This is similar to resonance.

The second level of engagement is deeper. Something must inspire the audience to participate. Participating will increase the likelihood of the audience buying into the behavior change and remembering the program or campaign. This is based on the findings of Les Binet and Peter Field, renowned marketing effectiveness experts, who conclude that “campaigns that emotionally inspire consumers to the degree that they share their enthusiasm with others...are the most effective and efficient of all,” (Binet and Field 2013).

Knorr Nigeria’s “Follow in my Green Food Steps/ Toss, Stir, Crumble” campaign inspired strong audience engagement. The campaign had a catchy



“Toss, Stir, Crumble,” Yemi Alade. Photo Credit: YouTube

song and video that made people want to sing along and dance. The initiative also incorporated community events with mothers and daughters, including discussions about shopping for leafy vegetables, cooking demos and tastings, and cooking competitions (Lion et al. 2018).

10: PLACEMENT WHEN AND WHERE IT MATTERS



Program managers think about this when selecting media channels that are likely to reach the audience (e.g., radio programs, social media etc.). The best programs reach the audience while also placing the message at critical “moments of truth.”

In an article about behavior change for making healthy food choices, Chance, Gorlin, and Dhar (2014) state that “successful persuasive communication requires sending the right message at the time when the individual will be most receptive to it. Although an individual pursues many goals, only a small number are active at particular moment. Planners can time persuasive messages to coincide with ‘moments of truth’ in which the relevant goals are salient, or they can try to cue the relevant goals. A planner wishing to remind people to take the stairs might place signs next to or on the elevators, when people are thinking about their goal of getting upstairs. Stair prompts with messages such as ‘Burn calories, not electricity’ have been found to be highly effective, increasing stair use by as much as 40 percent, even 9 months later.”



Lifebuoy Roti Reminders. Photo Credit: Lifebuoy

Another example comes from Lifebuoy soap. The Lifebuoy team stamped over 2.5 million rotis (Indian flatbread) over the course of several weeks during a large pilgrimage and religious festival. As people started eating, they saw the message “Have you washed your hands with Lifebuoy soap?” (Lifebuoy 2016).



A market in southern Bangladesh

Photo credit: Feed the Future/CNFA

GETTING TO KNOW YOUR AUDIENCE AND THEIR BEHAVIORS

Many people think they know what they should be eating. We are constantly learning about nutrition and trying new foods to improve our health, and we are tempted to share this advice with others. However, changing people’s nutrition-related behaviors is more complex than we expect. Behavior is influenced by many factors, not just knowledge. Other factors that affect our dietary practices include our access to affordable and convenient foods, cultural norms that guide what we are expected to eat or not eat, and which foods our family members prefer (Michie 2011).

The varying recommendations for improving our diets can be overwhelming. Suggestions to “eat

healthier” or “eat a balanced diet” are less clear or attainable than specific recommendations such as “add green vegetables to diets.” To generate demand for healthy diets, you must identify the specific behaviors for your program context that will make a difference in nutrition and that people are able to do. Once you determine specific behaviors, you can select your audience (i.e., who you want to adopt the selected behaviors).

The following sections will help you identify and refine the behaviors you want to change, as well as identify and refine your audience. **Table 2** summarizes the related objectives, outputs, time involved, and necessary human resources.

Selecting Behaviors and Specifying the Audience

A good marketing endeavor will have a clearly stated purpose, written as a **behavior**. Often, the desired behavior is to procure or use a particular product. It can also be to engage in a particular practice. Effective marketers outline the behavior for a specific group of people. While it can be tempting to try to change many behaviors at one time, the more your team can prioritize and intentionally select behaviors, the more effective your program will be. You can use the **behavior prioritization tool** to narrow down your list of selected behaviors from many to just a few. The closer a marketer can come to meeting their audience’s specific needs and desires, the more successful their efforts will be.

At the core of any effective marketing endeavor is the specific behaviors the marketer wants someone to practice and the group of people who should practice that behavior. Therefore, the two most critical and interlinked first steps to generate demand for healthy diets are—

- defining or refining behavior
- deeply understanding the audience that should practice the behavior.

This section will support USAID implementing partners in identifying the behaviors needed to improve nutrition outcomes; prioritizing and refining the most important behaviors; and understanding the audience who should practice the behaviors. Following this approach will ensure that the most appropriate marketing tactics are used.

Table 2. Getting to Know Your Audience and Their Behaviors

OBJECTIVES	OUTPUTS	TIME	HUMAN RESOURCES
<ul style="list-style-type: none"> • Identify, prioritize, and refine nutrition behaviors. • Identify barriers and facilitators to adopting selected behaviors. • Understand the audience’s current behaviors and the factors that influence their behaviors. 	<ul style="list-style-type: none"> • Persona Map • Draft research questions and tools 	<ul style="list-style-type: none"> • Time is critical at the beginning of the project cycle, but should also be incorporated into ongoing collaborating, learning, and adapting (CLA) efforts. • Allocate 6–9 months for initial population-based primary data collection (research). • Allocate 2–4 months for abbreviated key informant data collection or secondary data review. 	<ul style="list-style-type: none"> • Social and behavior change (SBC) experts: To apply behavioral theory and marketing techniques. • M&E experts: To support formative research activities, ensure that behaviors are measurable, and develop indicators to track changes in behaviors and factors that affect behavior. • Nutrition and agriculture experts: To ensure that the behavioral design is technically sound and as evidence-driven as possible. • Community members and stakeholders: To help co-create and advise by validating research tools and findings and by suggesting behaviors.

To refine the behaviors you want to encourage and to understand your audience, you should conduct formative market research—either primary or secondary. The **Persona Map**, found in **Annex 2** (*Persona Map and Audience Profile*), helps structure your **formative research** to assist you in creating a demand generation strategy.

The Persona Map outlines areas of inquiry that will help IPs determine—

- what information is needed about the behavior and audience
- why it is needed
- how it can be used in generating demand for healthy diets.

Clicking on each area of inquiry on the interactive Persona Map worksheet will populate a list of questions that you can adapt to include in your market research guides. You can use the Persona Map to organize all the information about the desired behavior and primary audience. You can then use this information to develop your demand generation strategy.

The Persona Map gives IPs an organized method for gathering pertinent information about the primary audience and supporting actors in order to create an Audience Profile for each actor. A sample **Audience Profile** is shown in this section and found in **Annex 2** and **Worksheet 1** (*Persona Map and Audience Profile*).

The following section of the guide prompts the IP team that is working to generate demand for healthy diets to ask themselves a series of questions in order to complete the **Persona Map** and **Audience Profile**.

Imagine that your initiative is to *support market actors in increasing demand for healthy foods*. Your team wants to get started on the marketing work and needs a tangible place to begin. It may be tempting to start by jumping straight to the big question, “what should we do?” However, a better question to begin with is simple:

“What exactly are we creating demand for?”

In the case of generating demand for healthy diets, a likely response is: “*So a particular **behavior** can be practiced, in order to improve nutrition outcomes.*” To determine *which* behavior your program should promote, consult nutrition experts and review your foundational project documents (e.g., award document, theory of change, results framework). Possible behaviors include—

- feed children age 6–23 months a variety of age-appropriate, safe, diverse, nutrient-rich foods
- purchase nutrient-rich food
- eat a variety of safe, diverse, nutrient-rich foods for meals and snacks daily.

These nutrition behaviors are important because they are well-known, evidence-based behaviors that can improve global nutrition outcomes if practiced widely. However, these behaviors are not specific enough to be promoted or adopted as written. They must be made specific to the local context or market environment. For example, in the behavior “*feed children a variety of age-appropriate, safe, diverse, nutrient-rich foods,*” it is not clear which foods are age-appropriate, safe, and nutrient-rich in a specific community. Without specific food groups, foods, or preparations stated in the behavior, the audience may have trouble determining exactly what should be done and when. Specificity also helps implementers tailor their efforts, accurately measure their progress, and adapt accordingly. With that in mind, ask yourself:

“How can we make the behavior more specific?”

Let’s assume that your program’s **global nutrition behavior** is to help families *eat a variety of safe, diverse, nutrient-rich foods for meals and snacks daily*. You will probably know which foods the program will focus on before it starts. Use that information to make the behavior more specific; for example, *eat green leafy vegetables daily* or *eat animal source foods daily*. Depending on your population and the diversity of available foods, “green leafy vegetables” or “animal source foods” may still be too broad. Families might have too many options.

If you are unsure whether the food group is too broad to promote to the community or whether certain foods in the group (e.g., beef, chicken, eggs, milk) are acceptable in the target population, consider adding **Willingness to Try** questions to your formative research plan. You need to gauge what your primary audience is willing to try in relation to the primary behavior. For example, would they try eggs (or other promoted food) if they were boiled? Would they try adding eggs to their breakfast porridge? You can find a description of **Willingness to Try** questions, the ways you can use this data, and sample questions (ready to adapt and add to your research instruments) in **Annex 2** (*Marketing Healthy Diets Persona Map Guide: Understanding Your Audience*). Once you collect your formative research data, revisit the behavior to determine whether you need to revise it. Based on your findings, you may need to make the behavior more specific.

In addition to making the action more specific, we must also determine *who performs it*. In other words, who needs to eat green leafy vegetables or animal source foods? Be as specific as possible when identifying the audience. Using the previously narrowed behavior *eat green leafy vegetables daily*, let's assume

that the activity mandate suggests that *caregivers* should eat green leafy vegetables daily. The more specific behavior in this case would be *caregivers eat green leafy vegetables daily*. Although various supporting actors will contribute to this behavior and secondary behaviors (e.g., *fathers purchase green leafy vegetables weekly*), the main focus should be on the primary audience (caregivers) and the primary behavior (eat green leafy vegetables daily).

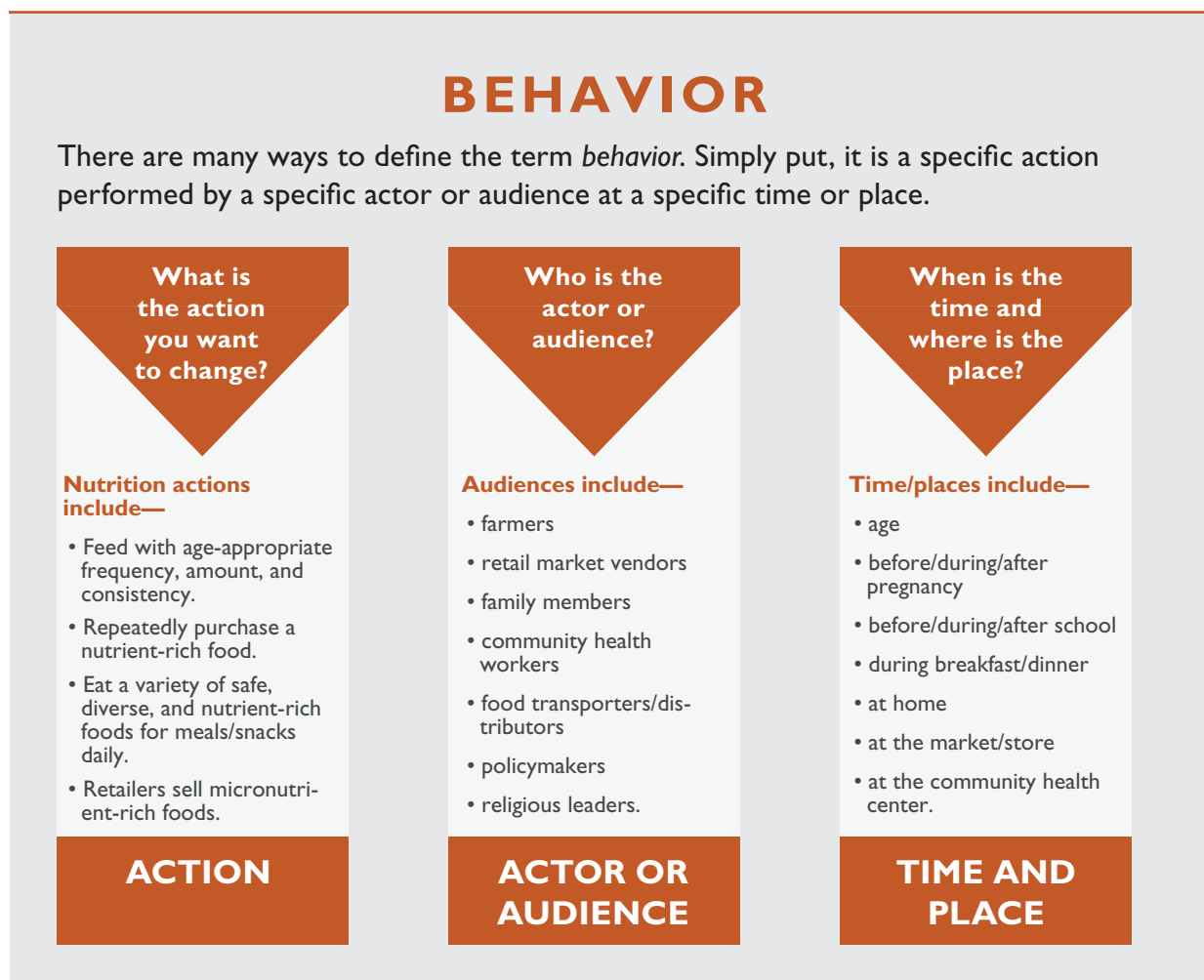
Another option for narrowing a behavior is to specify *when* or *where* it should occur. **Figure 3** shows how to specify a behavior by including *what*, *who*, and *when/where*.

Once the desired behavior has been specified—meaning it includes a specific audience who should practice a specific behavior at a specific time or place—add it to the behavior list in the **Persona Map**. Marketing strategies are created to achieve a specific behavior by reaching the audience that should practice that behavior. Therefore, anyone involved in the marketing campaign should clearly understand each behavior and its intended audience, as well as have the ability to reach the audience.

Cooperative members in Bugesera, Rwanda farming fortified beans.
Photo credit: Herve Irankunda, CNFA, USAID Feed the Future Rwanda Hinga Weze Activity.



Figure 3. Narrowing a Behavior



Understand the Audience

Now that you have defined and specified the desired behavior (*caregivers eat green leafy vegetables*), you need to ensure that you truly understand the target audience. A good starting point is to identify socio-demographic characteristics of your **primary audience**, such as education, religion, and wealth quintile. However, this information alone will not help you motivate or compel audiences to adopt a behavior. Socio-demographic information also does not tell you what might make it easier or more difficult for someone to practice the desired behavior. Consider the following questions:

- What does the primary audience (caregivers) do now instead of eating green leafy vegetables daily?
- What would compel them to change?
- What do they see as the risks and benefits of change?
- Do we need to further break down our primary audience into segments to better understand them (e.g., leafy green vegetable enthusiasts as one target audience and leafy green vegetable occasional eaters as another). This segmentation will allow you to understand what makes some people enthusiastic about eating leafy greens and what makes some people only occasional eaters.

AUDIENCE PROFILE (EXAMPLE)⁴

OVERALL	BEHAVIOR	FACTORS	LIFE
<p>AUDIENCE (Who are you filling this profile out for?)</p> <p>Female caregivers of children 6–59 months old</p>	<p>WILLINGNESS TO TRY NEW BEHAVIOR</p> <p>Ask the audience what behaviors are feasible and why.</p> <p>Example research techniques:</p> <p>Trials of Improved Practice</p> <ul style="list-style-type: none"> – Is willing to add some dried fish powder to her children’s porridge each morning 	<p>INTERNAL</p> <p>Provide information about knowledge gaps, attitudes and beliefs, self-efficacy, knowledge, and skills</p> <p>Example research techniques:</p> <p>Problem Tree and 5 whys</p> <ul style="list-style-type: none"> – She knows the importance of animal-source foods and green leafy vegetables. – She believes that boiling green leafy vegetables for many hours is the best preparation for children. 	<p>DAILY ROUTINE AND TIME USE</p> <p>Provides a glimpse into the way audience spends the day</p> <p>Example research techniques:</p> <p>Bean plotting</p> <ul style="list-style-type: none"> – She helps get her older children ready for school each day in the morning. – Her day revolves around caring for infants and praying at each designated point in the day. – She prepares all meals for all members of her family.
<p>BEHAVIOR (What is the selected behavior of your program wishes to promote among this audience?)</p> <p>Feed children 6–59 months old a variety of nutrient-rich foods in meals and snacks every day.</p>			<p>INFLUENCERS AND SOCIAL NETWORK</p> <p>INFORMATION CHANNELS</p> <p>Who does the audience trust, and who are they influenced by?</p> <p>Example research technique:</p> <p>Social Norms Exploration Tool</p> <ul style="list-style-type: none"> – Her husband, her mother, her mother-in-law, community elders/aunties, and religious leaders influence this mother.
<p>SOCIO-DEMOGRAPHIC INFORMATION</p> <p>AGE <u>18–24 years old</u></p> <p>RELIGION <u>Muslim</u></p> <p>EDUCATION <u>Some high school</u></p> <p>WEALTH <u>Low-income</u></p>	<p>WILLINGNESS TO TRY NEW WAYS OF PRACTICING BEHAVIOR</p> <p>Allows the programmer to make the behavior specific to the audience; not generic</p> <p>Example research technique:</p> <p>Trials of Improved Practices and Sour Milk Questions</p> <ul style="list-style-type: none"> – Is she willing to try adding dried fish powder to foods her children already like instead of trying to feed it to them as is? – Is she willing to try mashing up a banana instead of feeding it to her children whole? 	<p>SOCIAL/CULTURAL</p> <p>Provide information about family and community support, gender roles, decision-making, and norms.</p> <p>Example research technique:</p> <p>Vignettes</p> <ul style="list-style-type: none"> – Her aunties and other female elders in the community have lots of influence over what she feeds her kids. 	<p>INFORMATION CHANNELS</p> <p>Shares how the audience receives information</p> <p>Example research technique:</p> <p>Group interview</p>
<p>USEFUL CONTEXTUAL INFORMATION</p> <ul style="list-style-type: none"> – She does not control the income; she relies on her husband for income. – She does the food shopping, but does not control what is purchased (her husband tells her what to buy) 		<p>STRUCTURAL</p> <p>Provide information on accessibility (cost, availability, time) food provider experience, market experience, etc.</p> <p>Example research technique:</p> <p>Journey Maps</p> <ul style="list-style-type: none"> – Finds animal-source foods to be too expensive – Only has time to get to the market twice a week 	<p>ASPIRATIONS</p> <p>Explain what matters most to the audience or motivates them.</p> <p>Example research technique:</p> <p>Card sort</p>

4. See Annex 2 for resources on example research techniques

PERSONA MAP (EXAMPLE)

PRIMARY AUDIENCE OR SUPPORTING ACTOR:

Caregiver of children 6–59 months

Tagline <i>(How would you sum up this person in one descriptive sentence?)</i>	While she is a young mother with little control over her own circumstances, she will work hard to give her children food that is going to help them grow/be healthy/be strong.
Characteristic 1 <i>(Socio-demographic)</i>	Young mother, generally between the ages of 18 and 24 and married.
Characteristic 2 <i>(Socio-demographic)</i>	Highest level of education is some high school.
Characteristic 3 <i>(Related to an internal factor)</i>	She's influenced by social media platforms and trends and uses these to get general information.
Characteristic 4 <i>(Related to a social factor)</i>	She takes the advice of her community elders and aunties very seriously.
Characteristic 5 <i>(Related to a structural factor)</i>	She would like to purchase animal-source foods for her family, but she does not control the money in the household or decide what is purchased.



A millet-based meal made by women farmers in Zaheerabad, Telangana, India.

Photo Credit: Liam Wright, Smart Food, ICRISAT

As a team, ask yourselves:

“What behavior would the audience change, and what makes it difficult or easy for the audience to practice the specified behavior?”

Factors are the elements within or beyond someone’s immediate control that can affect their ability to perform a behavior. Factors can serve as **motivators** or **barriers** to behavior change. Effective marketing programs must build on known motivators and decrease or remove barriers.

The following factors can influence people’s ability to practice important nutrition behaviors:

- cost of food
- time needed to prepare food
- availability of food in a community
- taste of food
- ability to make decisions about food purchases
- norms about what community members are supposed to eat during various life stages
- religious or gender restrictions surrounding particular foods
- influencer opinions.

If your activity has already worked with caregivers in the geographic area where your activity is planning to carry out its marketing efforts, you may have an idea which factors might influence caregivers' consumption of green leafy vegetables. You might also have secondary literature confirming the factors. In either case, plot the information into the **Persona Map**. If you do not have this information, use **Annex 2** (*Marketing Healthy Diets Persona Map Guide: Understanding Your Audience*). This annex includes approaches and questions that you can adapt and include in your formative research to explore internal, social, and structural factors that influence adoption of the behavior you are promoting in the focus community.

As you learn about the factors that influence your desired behavior, you might notice that certain people (e.g., mothers, spouses, friends, religious leaders) influence the actor's ability to practice the behavior. Ask yourself:

“Who needs to do what to support the primary actor's effort to practice the behavior?”

An **influencer or supporting actor** inspires or guides others' actions. Demand generation programs may design activities that target influencers/supporting actors because these people might be motivators or barriers to behavior change. An influencer can affect the primary actor's likelihood to perform a behavior. Although the influencer may not be the primary actor for the specific nutrition behavior, they can adopt other behaviors to help the **primary actor** practice the promoted behavior.

An influencer's actions might include—

- raising/growing (e.g., uncles and aunts grow green leafy vegetables for the caregiver's consumption)
- preparing/preserving/storing (e.g., grandmothers prepare meals at lunchtime that include green leafy vegetables for caregiver's consumption)
- earning/buying (e.g., fathers buy green leafy vegetables at the market weekly to ensure the availability of green leafy vegetables for caregiver consumption)

- resting/sharing (e.g., family members equally share household duties to allow caregivers time to rest and eat green leafy vegetables)
- eating/feeding (e.g., adolescents help feed the baby at lunchtime so caregivers have time to consume green leafy vegetables)
- selling/promoting in the market (e.g., vendors promote the sale of green leafy vegetables at the market to increase demand of green leafy vegetables among caregivers)

A supporting actor's actions are also behaviors. Therefore, you need to know what motivates them to act, just as you explored with the primary actor. Complete a **Persona Map** to determine an **Audience Profile** for each supporting actor. The supporting actors will determine the sample (i.e., which respondents you will survey or interview) for your primary data collection (i.e., formative research).

Because you will have behaviors for both the primary audience and influencers, do not include too many behaviors in your marketing campaign. Consider how each influencer behavior links directly back to the primary audience's priority behavior. This will help you prioritize behaviors. Focusing on fewer behaviors will maximize your resources, prevent you from overwhelming program participants, and increase the likelihood of sustained change (Packard 2018). Work with your nutrition/agriculture, SBC, and MEL representatives to **prioritize your activity's behaviors**.

Conduct Formative Research

Throughout this section, you used past experiences and secondary data to populate Persona Maps and create Audience Profiles for primary audiences and influencers and their behaviors. For unknown information, you selected questions linked to the Persona Map's areas of inquiry, which will be included in your formative research. **Prior to starting any marketing initiatives, you should conduct formative research and interpret the data the research yields.** Whether you are filling gaps in your understanding of the audience and behavior by reviewing secondary data or collecting primary data, ensure that your research team has diverse skill sets. You need team members representing areas such as

anthropology/ethnography, SBC, human centered design, nutrition, community engagement workers, etc. Having team members with different perspectives increases the breadth of what your team will notice in the research phase, which will increase the likelihood of discovering unarticulated motivations, needs, and desires.

Once you complete the formative research and analyze and interpret the data, consider whether your behaviors should be refined. One way to refine a behavior is to segment your audience. You may notice from your formative research that not everyone

shares the same attitudes, interests, beliefs, values, and lifestyles. For example, formative research may reveal that pregnant caregivers and non-pregnant caregivers require different marketing approaches in your campaign. Behavioral segmentation can greatly influence your marketing campaign's efficiency and impact (Krawiec et al. 2021). See **Figure 4** for monitoring, evaluation, and learning recommendations to consider during the audience formative research phase of your demand generation work.

Figure 4. Monitoring, Evaluation, and Learning



MONITORING, EVALUATION, AND LEARNING

Measure primary and supporting actor behaviors in the monitoring and evaluation plan, along with critical factors that impact the adoption of those behaviors.

- **Sample Behavioral Outcome Indicators:**

- Percentage of female participants of U.S. Government nutrition-sensitive agriculture activities consuming a diet of minimum diversity

- **Sample Factor Indicators:**

- Percent of the audience who believe that the recommended practice/product will reduce their risk
- Number of children under age x whose parents/caretakers received behavior change communication interventions that promote essential infant and young child feeding behaviors
- Cost of nutrient adequacy as a percent of household food expenditure

The activity's CLA plan should offer an opportunity to continue to learn about the audience and their behavior throughout the activity's life cycle.

Measuring Social and Behavior Change in Nutrition Programs: A Guide for Evaluators is a helpful tool to help you monitor and evaluate your social marketing efforts.



Farmers in Nepal

Photo credit: Kashish Das Shrestha/USAID

CAMPAIGN DEVELOPMENT

This section of the guide uses what you learned about the audience, behavior, and other factors to help you develop a concept and transform that concept into a marketing **campaign**. A **concept** includes four components: two that are always required—the insight and the benefit statement; and two that may be required, depending on the situation—a reason to believe (RTB), which provides additional detail to help the audience believe the

benefit, and a call to action (CTA), which may be helpful to make sure the audience knows what action to take. **Figure 5** illustrates the steps to develop a concept into a campaign.

Table 3 outlines the related objectives, outputs, time, and human resources required in developing a campaign.

Figure 5. Developing a Concept into a Marketing Campaign



Table 3. Summary of Developing a Campaign


OBJECTIVES	OUTPUTS	TIME	HUMAN RESOURCES
<ul style="list-style-type: none"> • Understand insights and how to develop strong insights from your understanding of the audience • Draw concepts from insights and test those concepts • Understand the difference between a concept, creative idea, and a campaign • Understand how to transform a concept into a creative idea • Evaluate creative ideas 	<ul style="list-style-type: none"> • Insights • Benefit statement • Concept(s) • Creative idea 	<ul style="list-style-type: none"> • Time is critical at the beginning of the project cycle, but should also be incorporated into ongoing CLA efforts • Allocate 2–6 months to develop, test, and implement concepts (research) 	<ul style="list-style-type: none"> • SBC experts: Apply behavioral theory and marketing techniques • Creative agency: Transform raw data into something creative; to make the idea itself better, creating interesting and engaging content • Monitoring and evaluation (M&E) experts: Develop indicators to track the data the strategy yields, then incorporate measurement techniques • Nutrition and agriculture experts: Ensure that the behavioral design is technically sound and as evidence-driven as possible • Community members and stakeholders: Help co-create and advise insights, concepts, and taglines by pretesting and testing concepts to validate them

Insights

Insights are revelations drawn from audience research that inspire the audience to think and feel differently. Audience insights elicit responses such as “Aha!” or “Hmmm, I hadn’t thought of it that

way before.” Insights motivate the audience to change their behavior or approach a problem differently. Consider how the insight listed in **Table 4** might inspire the audience to accept the promoted behavior.

Table 4. Example: How Insights Can Inspire Behavior Change

 INSIGHT	HOW THIS INSIGHT MIGHT HELP TO ACHIEVE PROJECT OBJECTIVES
<p>Mothers want their teenage daughters to be happy and successful; they don't realize that their daughters likely suffer from iron-deficiency anemia (50% of teenage girls are anemic), that anemia affects their daughters' ability to concentrate and focus, and that their daughters need 50% more iron versus when they were younger (Lion et al. 2018).</p>	<p>Mothers become concerned about their daughters' ability to focus and concentrate, which they now realize is directly linked to their happiness and success; they take steps to include more iron-rich foods in their daughters' meals, including those promoted by the campaign (dark green leafy vegetables and bouillon cubes).</p>

Does your program need an insight?

A simple messaging approach states a benefit and assumes that knowing the benefit will be enough to change behavior. An example of a simple messaging approach is telling community members that eggs are good for them. This information alone will not change the audience's behavior. Marketing campaigns that require the **audience to change its perspective** require an audience insight. Programs tasked with marketing healthy diets are unlikely to benefit from a simple messaging approach, and therefore need insights.⁵

Developing Insights

Insights can come from anywhere. For example, they can be based on a barrier (mothers lack the authority to implement changes in the household), an opportunity (community members feel optimism about the future), a fact (adolescent girls need 50 percent more iron versus when they were younger), or a comment or observation about the audience (fathers take pride in providing for their families). In each of these examples, the insights are rooted in something the audience **cares about deeply** and represent something the audience may not have known or had not previously thought about in the same way.

To develop strong insights, you may find it useful to consult a **creative agency** at the beginning of your process. A creative agency can help you understand your formative research in order to craft strong insights.

5. This section is adapted from Mann Global Health n.d.

HOW THIS INSIGHT MIGHT HELP TO ACHIEVE PROJECT OBJECTIVES

Mothers become concerned about their daughters' ability to focus and concentrate, which they now realize is directly linked to their happiness and success; they take steps to include more iron-rich foods in their daughters' meals, including those promoted by the campaign (dark green leafy vegetables and bouillon cubes).

Developing an insight starts with *deriving meaning from your primary research and organizing your findings into a Persona Map*, which we covered in the "**Getting to Know Your Audience**" section of this guide. The final two steps are *identifying themes and reworking insights*.

1. Identify themes and ideas that might lead to a strong insight. Consider research findings that surprise you or that might make the audience think and feel differently.
2. Rewrite the insight until it meets the criteria for a strong insight (see the five criteria in the following section).
3. Repeat this process until you have two or three strong insights.

Refer to the mini case study at the end of this section for an example of a behavior change challenge, audience research findings, themes, and insight development. Note that the insight was rewritten several times until the final insight was identified.

After you identify two or three strong insights, test them to ensure that they **resonate with the audience and that they inspire the audience to think and feel differently**. You will test your insights in the context of a **concept test**, which is described in the "**Test Your Concept**" section in this guide.

Five Criteria for a Strong Insight

Strong insights are identified and crafted from the audience's point of view and meet the following five criteria:

1. involve tension*
2. are true but not obvious
3. strike an emotional response
4. inspire the audience to think or feel differently
5. are easy for the project team to remember and use.

**Tension* refers to a problem that must be resolved in order for the audience to achieve their goal (note: not the program's goal, but the audience's goal).

Table 5 applies these criteria to the above insight about iron-deficiency anemia. Use **Worksheet 2** (*Insight Writing and Assessment*) to apply these criteria to your own program's insights.

Table 5. Insight Assessment Worksheet

Refer to Worksheet 2 for a blank version to use to refine your insights.

DRAFT # Write your insight here	ASSESSMENT Use the criteria to assess your insight		SUMMARIZE YOUR LEARNING AND NEXT STEPS
	Criteria	Yes / No	Rationale for Assessment
Mothers want their teenage daughters to be happy and successful; they don't realize that their daughters likely suffer from iron-deficiency anemia (50% of teenage girls are anemic), that anemia affects their daughters' ability to concentrate and focus, and that their daughters need 50% more iron versus when they were younger (Lion et al. 2018).	Does it have tension?	Yes	Mothers want their daughters to be happy and successful, but it is likely that iron deficiency is hindering their success and happiness.
	Is it true but not obvious?	Yes	Mothers may notice that their daughters seem tired or unable to focus, but they haven't connected this to iron deficiency.
	Does it strike an emotional response?	Yes	From a mother's perspective, the idea that her daughter is likely to have iron deficiency—and that this affects her ability to concentrate and focus—is alarming.
	Does it inspire the audience to think or feel differently?	Yes	There are two new pieces of information that inspire the mother to think and feel differently: (1) her own teenage daughter is likely to be iron-deficient; and (2) her teenage daughter needs 50% more iron versus when she was younger.
	Is it easy for the project team to remember and use?	Maybe	It could be shorter!
Final assessment:	This works! Explore ways to make it shorter, if possible.		

Note: This insight was written by the authors of this guide and was inspired by the Knorr Follow in My Green Food Steps campaign.

Mini Case Study—Insight Development

The following case study was inspired by a restaurant chain that wanted their customers to purchase more vegetarian meals.⁶ This campaign was chosen because it is a well-documented example of marketing a healthy diet that is grounded in a strong insight. In this section, you will see the evolution of an insight as it becomes stronger (**table 6**). While the context may be different from that of USAID programs, the process outlined in this case study applies to all types of behavior change campaigns.

Because the case study authors did not have access to the company's primary audience research nor the exact articulation of the insight, the details of this case study are fictional.

1. **Select an audience:** Office workers who live in urban areas and eat out about five times a week for lunch. While they have their favorite restaurants and menu items, they also enjoy trying new things on occasion. While they care about their health and healthy eating, they prioritize taste and satiety over health benefits.
2. **Identify a behavior change objective:** Try a vegetarian meal.
3. **Review and make meaning from audience research:**
 - When asked about vegetarian dishes, customers say: “they are very bland,” “they are not filling,” “they are okay for vegans and vegetarians,” and “I like french fries, does that count?”
 - Customers are aware that meat production contributes to the release of greenhouse gases and they want to eat less meat, but they haven't made any changes to their eating habits.
 - Meat is the main focus of most meals, especially lunch and dinner.
 - Customers mention terms such as “flexitarian diet” and “Meatless Mondays”; some have experimented with some of these food trends.
4. **Using the audience research findings, select themes for insight development:** Themes are ideas that seem interesting, that surprise you, or that you think may inspire the audience to think or feel differently.
 - **Theme 1:** Environmental impact of eating meat
 - **Theme 2:** Audience's desire to eat less meat
 - **Theme 3:** Audience's thought that “plant-based food is not for me”
5. **Use Worksheet 2 (Insight Writing and Assessment) to write and refine your insights.**

6. This case study was inspired by the Pret a Manger “Not Just for Veggies” (2018) campaign.

Table 6. Evolution of an Insight

DRAFT 1: THEME—ENVIRONMENTAL IMPACT

WRITE YOUR INSIGHT HERE	USE THE CRITERIA TO ASSESS YOUR INSIGHT		
<p>Climate change is becoming increasingly urgent! The most important thing an individual can do to make a difference is to adopt a meat-and-dairy-free diet—and yet most people still eat a lot of meat.</p>	Criteria	Yes / No	Rationale for Assessment
	Does it have tension?	Yes	Most people still eat meat despite of climate urgency.
	Is it true but not obvious?	No	Most people know this already.
	Does it strike an emotional response?	Yes	People care about the environment.
	Does it inspire the audience to think or feel differently?	No	People already know this.
	Is it short and easy for the team to remember and use?	Maybe	It's on the long side.
Final assessment:	It's too obvious; people already know that meat production contributes to the release of greenhouse gases		

DRAFT 2: THEME—IT DOESN'T TASTE GOOD

WRITE YOUR INSIGHT HERE	USE THE CRITERIA TO ASSESS YOUR INSIGHT		
I'd like to reduce the amount of meat in my diet, but vegetables don't taste as good.	Criteria	Yes / No	Rationale for Assessment
	Does it have tension?	Yes	They want to make a change but something is preventing them (taste).
	Is it true but not obvious?	No	It seems obvious.
	Does it strike an emotional response?	No	It's very surface level, not emotional.
	Does it inspire the audience to think or feel differently?	No	There's nothing to inspire a change in thought.
	Is it short and easy for the team to remember and use?	Yes	It's on the long side.
Final assessment:	It's too obvious and not sufficiently emotional.		

DRAFT 3: THEME—IT’S NOT FOR ME

WRITE YOUR INSIGHT HERE	USE THE CRITERIA TO ASSESS YOUR INSIGHT		
<p>People know that vegetables are good for them, but they don’t think that vegetarian meals are relevant for them. “Only vegans and vegetarians would want to eat vegetable-based meals.”</p>	Criteria	Yes / No	Rationale for Assessment
	Does it have tension?	Yes	They know that plant-based meals are good for them, but don’t eat them because they’re “not for them.”
	Is it true but not obvious?	Yes	It’s deeper than “it doesn’t taste good”—it gets at identity.
	Does it strike an emotional response?	Yes	It connects to belonging and identity.
	Does it inspire the audience to think or feel differently?	Yes	It could—if we can convince them that vegetable dishes could be for them.
	Is it short and easy for the team to remember and use?	Maybe	It could be shorter.
Final assessment:	This is deeper and less obvious than the previous two!		

Communicate a Specific Benefit

After you develop your insights, you need to create a benefit statement. A benefit statement represents the benefit to the audience—what is in it for them. The benefit must relate to the insight, and it must be articulated in a way that is important to the audience. A strong benefit statement meets the following criteria:

- **Clear:** Can your benefit statement be easily understood after reading or hearing it just once?
- **Specific:** Does your benefit statement include enough details?
- **Believable:** Will your primary audience trust and accept what your benefit statement communicates?
- **Resonant:** Do the specific details in your benefit statement genuinely matter to your primary audience?

How to Develop a Clear and Specific Benefit Statement

To improve your benefit statement, enroll the help of a diverse group of experts (e.g., a nutritionist, a chef, a caregiver) and brainstorm as many specific benefits as possible and articulate each benefit statement in a way that is **meaningful for them**.

You should also **solicit audience feedback** in a concept test (see the “**Test Your Concept**” section below for details).

Consider a project that aims to **motivate caregivers to feed eggs to their young children**. The project team has determined through formative research that feeding eggs to young children is a feasible behavior and that an opportunity exists to **engage fathers as the primary audience**.

A **potential** benefit statement could be, “eggs are good for your child’s health.” However, this benefit statement is likely not compelling enough to motivate the **primary audience to prioritize feeding eggs to young children**. Because the father is the primary audience, you need to determine what benefits matter most from his point of view.

You can do this through a brainstorming exercise on the benefits of feeding eggs to children. You may find

it helpful to identify themes (e.g., childhood growth, satiety), or you may prefer to jump right in and start listing as many potential benefits as you can. **Table 7** lists some example results from this exercise.

How to Further Strengthen your Benefit Statement

After you brainstorm a list of potential specific benefit statements, use the following three techniques from **Worksheet 3** (*Strengthening Your Benefit Statement*) to strengthen each statement that you have brainstormed. Consider the evolution of this benefit statement: “Eggs are good for your child.”

1. Include **WHY** the benefit matters.

Pick one of the benefits you brainstormed using **Worksheet 4** (*Writing a Clear and Specific Benefit Statement*). For the purpose of this example, let’s use “eggs help children feel full.” Now think about why that matters. Potential responses may include “so children can concentrate at school” or “so children can sleep through the night” or “because children deserve to feel satisfied after a meal.” You may find that adding an explanation of why the benefit matters, such as “eggs help your child feel full so she can sleep through the night” may increase caregivers’ willingness to prioritize feeding an egg at an evening meal.

Similarly, if you start with the benefit “helps your child’s brain develop” you could include “so she can perform well in school” and test those two statements to see which most resonates with your primary audience. (These are examples; a nutritionist or registered dietitian for actual nutritional benefits.)

2. Make the benefit a strong or superior statement.

Now let’s suppose that we start with the benefit that “eggs are delicious” and consider ways that we can make a stronger, more definite statement about taste, such as “eggs are the healthiest food that children love to eat.” Alternatively, keeping with the theme of health and growth, another superior statement might be “no other food does so much for your child’s health” or “one small food that does 10 big things for your child’s

health.” This last statement might be particularly helpful if eggs seem too expensive. In this case, it would be important to articulate within campaign materials the 10 things that eggs do.

3. Make the benefit more salient or more important.

Making the benefit more urgent or more important increases its appeal. Adding “tonight” to the

example above (“eggs help your child feel full so she can sleep through the night—tonight”) creates a more tangible motivation for the primary audience to adopt the behavior—because they understand that they could see the benefit immediately. See a detailed list of improved benefit statements in **table 7** below.

Table 7. Example: Writing a Clear and Specific Benefit Statement

WRITE YOUR BENEFIT STATEMENT HERE	
Eggs are good for your child’s health.	
WRITE 1–3 WAYS TO IMPROVE THE BENEFIT STATEMENT FOR EACH OF THE PROMPTS BELOW	
Include WHY the benefit matters.	Eggs help your child feel full so she can sleep through the night.
Make the benefit a strong or superior statement.	Eggs help your child’s brain develop so she can do well in school.
Make the benefit more salient or more noticeable (more urgent, emotional, or concrete).	Eggs help build strong muscles and bones so your child can reach her potential.
Make the benefit a strong or superior statement.	Eggs: One small food that does 10 big things for your child’s health.
	Eggs: No other food does so much good for your child’s health.
	Eggs are a powerhouse of healthy nutrients.
Make the benefit more salient or more noticeable (more urgent, emotional, or concrete).	Eggs give your child the nutrients they need when her brain is growing and developing the most.
	Eggs help your child feel full so she can sleep through the night—tonight.
	Eggs give your child the nutrients she needs when she is growing the most.
WRITE YOUR BENEFIT STATEMENT HERE	
Eggs help give your child the nutrients she needs when she is growing the most, helping her reach her potential.	



Selling fresh eggs in Tengréla, s Faso

Photo credit: Jake Lyell for MCC

Develop Your Concept

Now that you have identified insights and strong benefit statements, the next step is to use them in a concept. This will help you determine your final insight and improved benefit statement.

Table 8 summarizes each component of the example concept, including the two required components (insight and benefit statement) and the two additional components (reason to believe [RTB] and call to action [CTA]), which are required **only if they are necessary to improve believability and clarity**. An **RTB** explicitly communicates **why** the audience should trust and adopt the selected behavior. A **CTA** circles back to the selected behavior: now that the audience understands and believes the benefit statement, **what specific action should they do?** They should practice the behavior.

You can use **Worksheet 4** (*Building Your Concept*) to practice writing out the components of your concept, once for your own understanding (internal) and then how you want to communicate them to your audience (external). **Table 9** provides an example.

Test Your Concept

Once you have some strong insights and benefit statements (as well as an RTB and CTA, if necessary), you are ready to **test concepts**. The purpose of the concept test is to make sure you have an idea that touches the heart and opens the mind of your primary audience. In this section you will learn some best practices for conducting a concept test.

Design your concept testing to help understand—

- Is the insight true? Does it make the audience think or feel differently?
- Is the insight meaningful? Does it represent an idea that is important to the audience? Why or why not?
- Is the benefit meaningful? Does it resonate? Why or why not?
- Is the benefit believable? If not, what might the audience need to know or understand to make the benefit believable?
- How can you strengthen the benefit statement even further? Revisit the three techniques described earlier to strengthen the benefit

Table 8. Components of a Concept

CONCEPT COMPONENTS (internal, for your own understanding)		CONCEPT (external, to solicit audience feedback)
Insight	Fathers play an important role in their children’s lives because they take care of big things and influence decisions, but they need to recognize that small things also have a big impact.	Fathers play an important role in their children’s lives because they take care of big things and influence big decisions, but sometimes it’s the smallest things that can have the biggest impact.
Benefit statement	Eggs give children the nutrients they need to feel full, which will help them sleep through the night.	Eggs give your child the nutrients she needs to feel full, which will help them sleep through the night.
RTB	Eggs are protein-packed, and protein keeps us full for longer.	Eggs are protein-packed, and protein keeps us full for longer.
CTA	Fathers should make sure their child eats an egg every day.	Make sure your child eats an egg every day—it’s a small thing that makes a big difference!

statement. Do this before each round of testing with your audience, and incorporate what you learn to continuously strengthen your benefit statement.

- Is it clear what you want the audience to do? Do you need a call to action?

Consult the best practices below (**figure 6**) for guidance on concept testing.

Move from Concept to Campaign

Congratulations! You now have a concept that has the potential to touch the heart and open the mind! You are ready to transform your concept into a campaign.

In this section you will learn—

1. the difference between a concept and a campaign how to transform your concept into a creative idea and then a campaign.
2. how to transform your concept into a creative idea or campaign

The Difference between a Concept and a Campaign

A concept is part of your marketing strategy, but it is not your campaign. It can be tempting to use your concept as your campaign (i.e., use the concept almost word for word). However, you will increase the likelihood that your message is noticed, understood, and remembered if you transform your concept into a campaign that captures the audience’s attention, engages them to process the message, and creates a memory.

REMEMBER!

The components of a concept:

- Insight
- Benefit statement
- Reason to believe
- Call to action



Consider the example in **table 9** from the Knorr Follow in My Green Food Steps campaign. The final marketing vehicles, including a song and music video, are a much more distinctive, engaging, and memorable

way to communicate the message to “add a bouillon cube and leafy greens to your stew so girls get the iron they need.”

Figure 6. Concept Testing Best Practices

- 1. Consider cultural context and norms when designing the testing methodology.** Focus groups and individual interviews are both appropriate methodologies to solicit audience feedback on concepts. However, depending on the cultural context, individual interviews may be preferable because focus group participants can sometimes be influenced by dominant group members.
- 2. Use images cautiously.** At this stage, use pictures only if they are necessary to communicate the concept (e.g., to show an image of a specific food with which the audience is not familiar). Otherwise, images can distract from the overall idea you want to assess. When working with audiences who are not literate, the researcher should read the concept and ask for the research participants’ reactions.
- 3. Make sure research participants feel comfortable providing negative or critical feedback.** If you must ask a simple yes or no question, make sure “no” is an acceptable choice. For example, you could ask, “Consider this statement: Eggs contain over 20 nutrients that support growth and development. Do you believe that? Yes or no?”
- 4. Listen with your eyes.** Watch participants’ body language and facial expressions during the interview. Many respondents provide the answers they think researchers want to hear. They may try to explain why something is meaningful to them, when in fact it might not be very meaningful. Such a response might sound like, “Yes, this is important to me because, as a mother, I want my child to be healthy.” Compare that response with, “Well, now I’m worried because it never occurred to me that my daughter might not be getting enough iron! This is really important—no wonder she’s tired all the time!” Watch and listen for what makes their face light up or makes their voice louder or a bit higher.
- 5. Apply an iterative approach.** Once you understand the strengths and weaknesses of a particular concept, spend some time improving the concept before the next round of consumer research (e.g., conduct research on a Monday, rewrite concepts on Tuesday, conduct research with revised concepts on Wednesday).

Table 9. Knorr’s Follow in My Green Food Steps/Toss, Stir, Crumble Campaign⁷

CONCEPT	CREATIVE IDEA	CAMPAIGN
<p>Mothers want their teenage daughters to be happy and successful; they don’t realize that their daughters likely suffer from iron-deficiency anemia (50% of teenage girls are anemic), that anemia affects their daughters’ ability to concentrate and focus, and that their daughters need 50% more iron versus when they were younger.</p> <p>Girls can get the iron they need with fortified Knorr bouillon cubes and leafy greens.</p> <p>Add Knorr bouillon cubes and leafy greens to your stew for delicious, nutritious meals everyone will love.</p>	<p>Follow in My Green Food Steps (Toss, Stir, Crumble)</p>	<p>Vehicles, channels, and tactics:</p> <ul style="list-style-type: none"> • Song and video • Radio program • Interactive cooking demonstrations and tastings • School program for mothers and daughters (starter kits, educational content, commitment cards, song and dance)



Photo Credit: Knorr

7. This concept and creative idea are based on the author’s interpretation of the Knorr campaign.



A boy eating kidney beans in Tajikistan

Photo credit: USAID/Sayora Khalimova

How to Transform Your Concept into a Creative Idea and Then a Campaign

The following 12 steps outline a process to transform your concept into a campaign. You can use The following 12 steps outline a process to transform your concept into a campaign. You can use these suggestions as a guide, or follow them step by step. Either way, you will likely need to adapt the steps. You might find that you need more or fewer rounds of prototype testing or more or fewer rounds of brainstorming. You may also choose to **hire a creative agency** to help with this process.

- 1. Identify the most interesting or most important part of the concept.** The following example is based on the concept from **table 9**. The most interesting and important parts of the concept, based on audience feedback, are highlighted in bold.

FOR EXAMPLE

- Fathers play an important role in their children’s lives because they **can help mothers take care of big things and influence big decisions**, but they also need to recognize that **small things also have a big impact**.
- Eggs give your child the nutrients they need when their brain is growing and developing the most.
- That’s because eggs contain over 20 nutrients that support growth and development.
- Make sure your child eats an egg every day—it’s a small thing that makes a big difference!

2. Write a “how might we” question based on what you identified as the most important or most interesting thing in Step 1.

FOR EXAMPLE

- How might we inspire fathers to engage in the “small things that have big impacts”?

3. Brainstorm potential ways to answer the “how might we” question. In this session, the team will brainstorm ways to convey the idea of “small things that make a big difference” in a manner that might inspire fathers.

FOR EXAMPLE

- **Reframe the idea of “men’s work”** by discussing how men’s work involves paying attention to small things that have a big impact (e.g., planting seeds, hammering nails, mending a fishing net).
- **Interview respected men in the community about their own fathers.** Record the interviews and create video or radio content in which the men talk about the little things their own fathers did that had a big impact on them. Make this content the cornerstone of a campaign around lasting impact—and how it’s the little things that have a lasting impact.
- **Engage performing artists who are also fathers** to create content (e.g., comedy videos, songs, social media content) about small things that yield big results.
- **Create a campaign** around how most “big impact” results come from small things.

4. Assess your ideas from Step 3 above and determine next steps. Identify the creative idea behind each output from the brainstorming session. The example in Step 3 includes three creative ideas (men’s work, lasting impact, and big results). The third brainstorming idea (engaging performing artists) is a tactic that could work with any of the three creative ideas. Which idea will perform best based on the 10 marketing quality ingredients?

FOR EXAMPLE

- Explore **lasting impact.** (Interview a few respected leaders and see if you get the kind of content you are looking for.) This direction is distinctive and emotionally resonant. It has the potential to delight and engage, as well as to open the hearts and minds of fathers.
- If your lasting impact interviews do not yield great content, you can explore “men’s work” instead. It is quite possible that you can inspire men to think about their children’s nutrition by asking them to think about their own lives.

5. Hold a prototyping session to bring your ideas to life. You might bring your ideas to life through a drawing, an image found online, or a made-up story that could become a video or radio program.

FOR EXAMPLE

- Create scripts for potential stories men might tell about the small things their fathers did that had a lasting impact.

6. Gather audience feedback on your ideas. This step is similar to concept testing. The goal is to assess your creative prototype for overall audience understanding and resonance.
7. Select a creative direction. You can use [Worksheet 6 \(Brand Positioning\)](#) to analyze your audience feedback in light of the **10 marketing quality standards (table 10)**. Was your hypothesis correct (e.g., that the idea would be resonant, touch the heart, and open the mind)? Will the idea work? If so, how can you strengthen it? If not, go back and consider the other ideas you developed in Steps 3 and 4.

- 8. Revisit your concept.** What other messages are important to communicate? How and where will you communicate those messages?

FOR EXAMPLE

- Eggs give your child the nutrients they need when their brain is growing and developing the most.
- Eggs contain protein to keep your child full and happy.
- Eggs contain over 20 nutrients that support growth and development.

- 9. Brainstorm optimal placement.** Once you have the necessary information about your audience and have developed a concept, you can select your vehicles, channels, and tactics. Revisit what you know about the audience to identify vehicles, channels, and tactics where the audience is most likely to be receptive to the message. Consider what is unique about the creative idea: What vehicles, channels, and tactics make the most sense for the idea?

FOR EXAMPLE

- Radio program featuring stories from community leaders talking about the small things their fathers did that had a lasting impact on them, including content about ways fathers can have a lasting impact (such as making sure their children eat an egg every day, because eggs contain over 20 nutrients that support growth and development)
- Education programs for community leaders, clergy, and educators on how fathers can have a lasting impact on their children (including feeding eggs and other targeted behaviors)
- Partnership with battery manufacturer (“Will your impact outlast this battery?”)
- Partnership with pop singer or actor who is also a father, singing about or discussing the ways a father can ensure he has a lasting impact (message to include feeding your child an egg every day, along with other targeted behaviors)

REMEMBER!

All claims within your concept need to be true and based on legitimate research. It is important to avoid overstating the potential benefits or impacts of adopting the behavior. Lying or deception is not the way to go about promoting healthy diets or generating demand for healthy food.



- 10. Assess your vehicles, channels, and tactics.** Do they all make sense for the audience and the idea? Can your budget support all of them? Which ones should you prioritize?
- 11. Plan your content by vehicle/channel/tactic.** Review everything you have learned so far and determine the content you need to create for each vehicle/channel/tactic.

FOR EXAMPLE

- “Lasting impact” posters featuring well-known, respected community leaders
- Talking points on ways to have a lasting impact (for community leaders, clergy, and educators)
- Packaging design for batteries
- Poster or key visual comparing an egg to a battery (“Which will last longer?”), with key message that eggs give your child the nutrients they need when their brain is growing and developing the most

- 12. Create and pretest your final materials.** Pretest to make sure final materials convey the intended message, are easy to understand, and are culturally relevant.

Mini Case Study—Campaign Development

This is a fictional mini case study developed by the authors to demonstrate how **Worksheet 6 (Brand Positioning)** can be used to select a creative direction.

Scenario: The program team wants to create campaign materials that promote feeding children eggs every day. They have tested a number of concepts

and decided to move forward with one based on the benefit statement “eggs are a powerhouse of healthy nutrients.” After the concept test, the team held a creative brainstorming session and identified two ways to bring this idea to life: one features an egg as a superhero; the other shows eggs as strong and powerful characters. The creative prototypes are shown below, followed by highlights from the audience research.


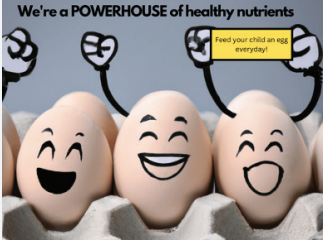
<p>CREATIVE PROTOTYPES</p>		
<p>AUDIENCE REACTIONS—HIGHLIGHTS</p>	<ul style="list-style-type: none"> - “The little round guy is cute.” - “It looks like a little cartoon holding a flag. He wants you to feed eggs to your children.” - “The egg looks strong, but maybe he should have bigger muscles to show how strong he is.” - “It’s a happy egg wearing a cape.” - “I like that the egg is smiling.” - “The egg has a superman costume. If you feed your child an egg every day, he’ll be strong like superman.” 	<ul style="list-style-type: none"> - “There are a lot of happy eggs sitting in carton. One is holding a sign that says to feed your child an egg every day.” - “The eggs are fighters because they are holding their fists high. If you feed your child an egg every day, he’ll be a strong fighter like the eggs.” - “The eggs are happy because they are healthy and they want the children to be healthy.” - “There are a lot of eggs because you’re supposed to feed one a day to your child.” - “Your children will be happy if they eat eggs.” - “I don’t think I realized eggs were especially healthy. What makes them so healthy?”

Table 10. Ten Marketing Quality Standards

MARKETING QUALITY STANDARDS	ASSESSMENT
1. DISTINCTIVENESS	They seem equally distinctive. People seemed to like that the eggs looked happy and were smiling. It's hard to know for sure, but smiling eggs might get people's attention.
2. CONSISTENCY	N/A—this is a new campaign. We will have to apply the design and message consistently.
3. RESONANCE	Respondents liked both and appreciated that the eggs were happy and smiling, but neither stood out as being particularly resonant.
4. PRESENCE OF A CLEAR AND SPECIFIC BENEFIT	The benefit—powerhouse of healthy nutrients—didn't really come through. Some people understood that the benefit was strong and/or happy children.
5. CONTEXTUAL RELEVANCE	The superhero might have been confusing. Not everyone understood that it was an egg as a superhero.
6. BELIEVABILITY	One respondent mentioned that he hadn't thought of eggs as being especially healthy. People might need more information (e.g., eggs contain 10 vitamins and minerals your child needs every day).
7. TOUCHES THE HEART/OPENS THE MIND	It made them smile, but it could be stronger.
8. DELIGHT	Yes! They loved the smiling, happy eggs!
9. ENGAGEMENT	We can explore opportunities for engagement once we identify a creative direction (e.g., social media, community outreach).
10. PLACEMENT WHEN AND WHERE IT MATTERS*	To be determined when we develop our media plan.

ASSESSMENT	NEXT STEPS
<p>The superhero was slightly confusing. it might be clearer if it were designed/drawn better, but it's not clear if a superhero would be intuitive for our audience.</p> <p>More people understood that the eggs in the carton were eggs (the context is clearer) and they all took away positive associations from the eggs (happy, healthy).</p>	<p>Prioritize the eggs in carton with the following adjustments:</p> <p>We need to do a better job explaining why eggs are healthy—either in our posters and handouts or in other supporting materials.</p> <p>Give the eggs stronger arms/bigger muscles to better communicate health benefits.</p>

Implications for Measurement

Your concept likely includes an assumption about an attitude or behavior shift that you are encouraging the audience to make. You should measure the degree to which the audience agrees with or accepts this attitude or behavior shift before, during, and after the campaign. To monitor the intermediary outcomes (e.g., the campaign's effect on shifting attitudes and behavior based on the insight), you must develop and incorporate measures into the activity's MEL plan that monitor—

- I. Acceptance of concept elements
 - a. percentage of audience that agrees with or believes the insight
 - b. percentage of audience that agrees with or believes the benefit

2. Campaign reach, participation, and retention
 - a. percentage of audience that recalls hearing or seeing a specific product, practice, or services
 - b. percentage of audience participating in community-level campaign activities
 - c. percentage of audience that has seen or heard the campaign
 - d. percentage of audience that remembers the campaign.

These measures should be reviewed and interpreted with the behavioral outcome indicators and factor indicators that were determined in the “**Understand Your Audience**” section of the guide. See **figure 7** for a list of conditions for success when developing a campaign.

Figure 7. Conditions for Campaign Development Success

CONDITIONS FOR BRAND DEVELOPMENT SUCCESS

1. **Robust foundational research:** Successful insight development depends on the quality of audience understanding and the team's ability to get "below the surface."
2. **Strong collaboration:** Insight development is best done as a collaborative process in which a small team (two to three people) immerses itself in the foundational research process, synthesizes the learning, and collaborates on crafting insights.
3. **Participatory, collaborative approach:** Bring together a diverse group of people with different skill sets and interest in this project (e.g., a nutritionist, a designer, or a community leader). Set an atmosphere that encourages risk-taking and creativity: all ideas are welcome and encouraged; this is an opportunity to think creatively and build upon each other's ideas.
4. **Team experience and capability:** It may prove helpful to engage someone with experience in human-centered design and researching consumers, such as creative agency planners and strategists.
5. **Team empowerment and creative confidence:** It takes courage to come up with creative ideas. It is much easier to communicate a straightforward message, e.g., "eat animal-source foods because protein is good for you," but it is also less effective than a message based on a strong insight and benefit. The team needs support and empowerment to do the detective-type work involved in crafting insights and the creative brainstorming and risk-taking involved in identifying and championing creative ideas.



Demonstrating how to cook nutrient-rich complimentary foods with small fish powder at a fair in Siem Reap, Cambodia Photo credit: NOURISH project, Save The Children

BRAND STRATEGY

Brands play an important role in the adoption of promoted behaviors (Evans et al. 2015). This section⁸ of the guide will help you understand what a brand is, how to know if you need one, how to develop one,

and how to manage one. **Table II** summarizes the objectives, outputs, time involved, and human resources required.

Table II. Summary of Developing a Campaign

OBJECTIVES	OUTPUTS	TIME	HUMAN RESOURCES
<ul style="list-style-type: none"> • Define a brand vision. • Understand what a brand is, how branding can help, whether your program needs a brand, and how to create a manage one. • Develop a brand identity. • Manage your brand. • Create sustainability. 	<ul style="list-style-type: none"> • Your “brand on paper”—a written description of your brand. • A brand identity—the experiential elements of the brand, including a logo and look and feel. 	<p>Allocate 3–6 months to—</p> <ul style="list-style-type: none"> • Write and align key stakeholders to the brief. • Identify, contract, and onboard a creative agency. • Develop and test brand ideas and material with the audience. • Revise the brand direction based on audience feedback. • Finalize the core elements of the brand. • Train the team. 	<ul style="list-style-type: none"> • Creative agency: Assist in brand development and management. • SBC experts: Apply behavioral theory and marketing techniques, including branding. • M&E experts: Develop indicators to track and measure brand awareness and success among primary audiences.

8. This section is adapted from Mann Global Health n.d.

What is a Brand?

A brand is a strategic asset that triggers awareness and meaning for an intended audience. Most people are familiar with brands as products and services. However, as shown in **figure 8**, a brand can also be a person, a social movement, or a promoted behavior (or set of behaviors). All these things can be brands if they trigger awareness and meaning for an intended audience. A brand may also take multiple forms at once. For example, *Grow Together* is a product (small-fish powder) and a behavior change campaign that promotes specific stunting-prevention behaviors.⁹

We use the term “strategic asset” to differentiate between a brand (Danone is a brand of dairy products) and a category (dairy products), which may also evoke awareness and meaning for an audience. As a strategic asset, a brand has value, which is based on its awareness and meaning—what the brand represents in the hearts and minds of its audience. Like other strategic assets (inventory, human resources, physical infrastructure), a brand is an investment that requires careful planning and management.

How Brands Can Help Behavior Change Programs

If developed well, brands can help behavior change programs in three ways:

1. getting the audience to notice the campaign (*notice*)
2. reminding the audience about the product, service, or behavior (*remember*)
3. inspiring behavior change (*act*).

To ensure that your brand is noticed, remembered, and acted upon, program managers must—

- **Ensure the brand gets noticed:** Build and sustain memory structures by designing a brand identity through logos, taglines, colors, fonts, personality, and so on, so that you will get the audience’s attention.
- **Ensure the brand resonates with the audience:** Develop branded marketing campaigns and programs that inspire the audience to want to be a part of what the brand is offering.
- **Ensure the brand is remembered:** Apply the brand identity and repeat the messages consistently, such that the audience is reminded of the brand message.

Figure 8. A Brand Can Take Many Forms



⁹ Together We Prosper, We Dare, We Advance, Breakthrough Action Guatemala’s program to address childhood malnutrition in the western highlands region of Guatemala campaign and innovations.

Does Your Program or Activity Need a Brand?

There are many ways to change nutrition-related behaviors without using a brand. For example, you may be able to increase a population's consump-

tion of fruits and vegetables by making them more accessible at the market or grocery store. Refer to **figure 9** to determine if your program would benefit from a brand.

Figure 9. Does My Program Need a Brand?



Determine What Kind of Brand Your Program Will Need

Consider these two types of brands:

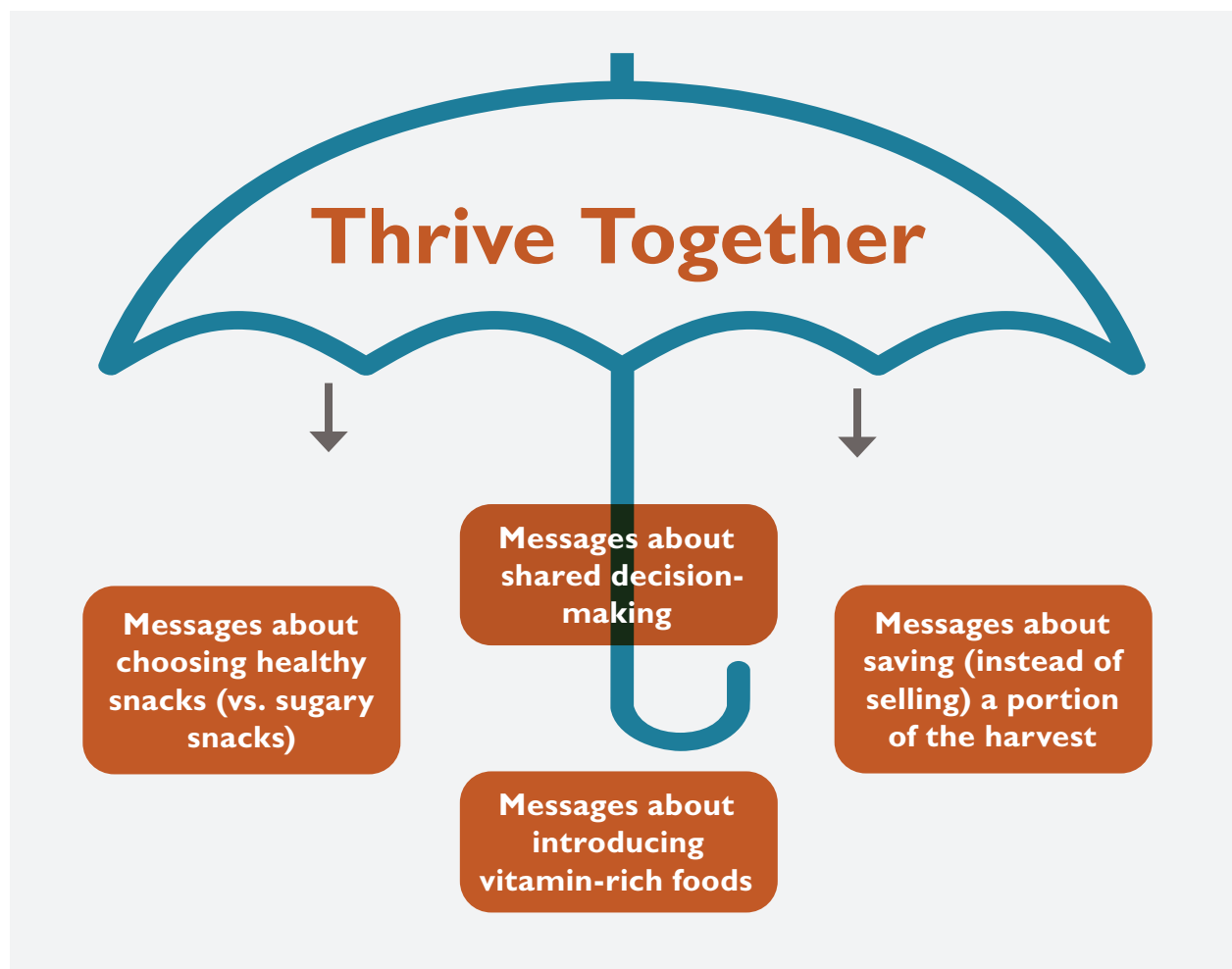
Single-product (or single-behavior) brand: In this scenario, the brand represents one product, category, or behavior. Examples include “Got Milk?” which encouraged people to drink milk, “Let’s Go Local,” which promoted local foods in Polynesia, and Lulun, which encouraged caregivers to feed eggs to young children.

Umbrella brands promote multiple products (or multiple behaviors). Examples include the Grow Together campaign from the NOURISH Project

in Cambodia and the Dare to Advance campaign from Guatemala, both of which promoted multiple nutrition and sanitation behaviors. A good product example is Nestlé, which markets multiple products and categories of products (coffee, cocoa powder, chocolate, powdered milk, etc.) under the Nestlé brand.

Many nutrition and sanitation programs will benefit from an umbrella-brand approach, as it enables the program to promote multiple behaviors and interventions. **Figure 10** provides an example of how an umbrella brand can be used to unite and support multiple messages—under the same umbrella!

Figure 10. Example of an Umbrella Brand



Building a Brand

Follow the four steps described below to create a brand from scratch. You may find it helpful to engage a creative agency partner in this process.

- **Clear:** Can your benefit statement be easily understood after reading or hearing it just once?
- **Specific:** Does your benefit statement include enough details?
- **Believable:** Will your primary audience trust and accept what your benefit statement communicates?
- **Resonant:** Do the specific details in your benefit statement genuinely matter to your primary audience?

I. Understanding the brand and marketing landscape

In order for your branded behavior change campaign to be noticed, it must be distinctive. Conduct a brand and marketing campaign landscape assessment to understand the brands and messages that target the primary audience you selected in the “**Selecting Behaviors and Specifying the Audience**” section. If there are multiple brands and messages intended for your primary audience, focus on those that most closely match your behavior change objective. This may include fast-moving consumer goods, such as food and health products; health messages from government agencies and nongovernmental organizations; and products and services for children.

Notice what colors, graphical approaches, and messages these other brands and campaigns use. If you notice consistent themes (e.g., lots of campaigns use bright yellow and have similar-looking logos), it is wise to take a different approach. Otherwise, you run the risk that the audience may ignore your materials or confuse them with a different brand or message that they already associate with those design elements.

Positioning your brand

People often think of a brand as a logo or tagline. However, a brand is a strategy. There are many frameworks and models that marketers find helpful

for developing a brand strategy. We suggest a brand positioning framework that includes the six elements below. Refer to the concepts you developed in the campaign strategy section to write your brand’s positioning. See **table 14** for an example.

- I. **Audience description:** A concise description of the audience you aim to serve, including the audience insight you identified in the Concept Strategy section. See **table 12** below for guidance on selecting an audience for your brand.

Many nutrition programs focus on multiple different audiences with multiple different behavior change objectives (e.g., encourage maternal caregivers to feed eggs to children under 5, encourage mothers-in-law to support exclusive breastfeeding for the first 6 months, encourage heads of household to purchase animal-source foods for young children). If this is the case, there are several approaches to select the primary audience for your brand.

DO I NEED TO CREATE A BRAND FROM SCRATCH?

Instead of starting from square one, consider whether other nutrition activities have already created a brand that you can adapt. A preexisting brand may already have meaning for your primary audience. Instead of launching a new brand, you might be able to refresh an existing brand to maintain resonance.



Table 12. Guidance for Selecting an Audience for Positioning Your Brand

APPROACH	RATIONALE	EXAMPLE
<p>Select the audience that is the focus for most of your behavior change objectives.</p>	<p>Most of your messages will focus on this audience.</p> <p>Selecting this audience does not exclude other audiences. However, selecting a focus audience enables the program team to develop a brand that will resonate and be meaningful (vs. trying to please everyone).</p>	<p>Program description: A West African program that seeks to expand and improve market linkages for nutrient-rich foods and encourage vulnerable populations to purchase and consume these foods.</p> <p>Target audience selected: Male heads of household who feel a sense of pride and source of identity from being responsible for their families' well-being, but also feel a weight and pressure from this responsibility.</p>
<p>Identify an insight that is common to multiple focus audiences, thereby including multiple distinct demographic audiences in one.</p>	<p>By identifying an insight that is common to several different groups, the team can unify different demographic audiences into one audience.</p>	<p>Program description: Breakthrough Action Guatemala (Prosperemos Juntos, Nos Atrevemos, Avanzamos)¹⁰ identified a unifying insight common to multiple target audiences (grandmothers, fathers, mothers, and religious leaders).</p> <p>The insight: People in the community have seen a lot of changes (better roads, etc.) and can therefore imagine a better future. Many recognize that change takes courage, and while it may be hard to be courageous, they aspire to be brave to better their community.</p>

10. Together We Prosper, We Dare, We Advance, Breakthrough Action Guatemala's program to address childhood malnutrition in the western highlands region of Guatemala campaign and innovations.

2. Frame of reference: The frame of reference can be helpful because it tells the audience how to think about the campaign or brand. As humans, we think in frames (mental structures that shape the way we see the world). The default approach for an umbrella-brand behavior change campaign is just that: a marketing or behavior change campaign—and there is nothing wrong with this

approach. However, it can be helpful to consider alternatives to ensure that the campaign is as relevant as it can be for the intended audience. It is also possible that the behavior change initiative is a broad platform that may include several different program elements. See **table 13** for examples of potential frames of reference.

Table 13. Potential Frames of Reference for Marketing Healthy Diets

FRAME OF REFERENCE	EXAMPLE
Support group	The Grandmother’s Club (Juntos Prosperemos): a discussion group for grandmothers to learn, discuss, and advocate the practices of the first 1,000 days.
Edutainment	Seeds of Change (Juntos Prosperemos): a radio and video “edutainment” program that features stories of change and edutainment vignettes that model desired behaviors
Social or community movement	Dialogue of the Wise (Juntos Prosperemos): community dialogue and activation to promote a network of support, learning, and collective action for mothers and their babies.
A special category of foods	Superfoods: a marketing approach used in several countries to promote nutrient rich foods. The term “superfoods” is more specific than “healthy foods” and helps the audience understand that these foods have a special importance and value. Similar food-marketing terms include “brain foods” and “heart-healthy foods.”
Membership program	Weight Watchers: a membership program that offers weight loss and weight management through fitness, nutritional guidance, support groups, a meal tracking app, etc.
Lifestyle practice	The Whole Life Challenge: a 6-week program that encourages people to practice seven healthy habits (nutrition, exercise, sleep, reflection, hydration, mobility, well-being). While the program is time-limited and geared toward a U.S. audience, it can perhaps provide inspiration for introducing and supporting behavior change in other contexts. Weight Watchers is a similar program that offers weight loss and weight management support through fitness, nutritional guidance, support groups, a meal tracking app, etc.

3. **Functional benefit (brand promise):** The promise you make to your audience and fulfill when they engage with your brand (e.g., consume the promoted product, perform the promoted behaviors). Refer to the concept development work you did in the previous section.
4. **Reasons to believe:** The features and attributes that make the benefit possible. This can be product features and attributes (e.g., packed with vitamins) as well as program features and attributes (e.g., supportive and empathetic community outreach workers).
5. **Emotional benefit:** How your audience's life is ultimately better because of your brand promise. It represents something that the audience likely would not directly state as a need, but that they profoundly desire (e.g., admiration from peers, to feel powerful). It may be helpful to do a brainstorming exercise, potentially using images for inspiration, to answer questions such as: How does your audience want to see themselves? How do they want to be seen by others? What would it look and feel like if your audience achieved their goals?
6. **Brand personality:** If your brand were a person, who would it be? A nurturing mother? A superhero? This does not mean that the brand takes on the literal form of this personality (e.g., this does not mean your brand has a superhero as a brand mascot). However, the brand personality suggests its tone of voice and the role the brand aspires to play in the audience's life. Using a clear personality consistently helps make a brand distinctive, recognizable, resonant, and trustworthy. All those involved in promoting the brand (e.g., community health workers, vendors, peer group leaders) should embody the brand personality.

Table 14 is based on a project that aimed to motivate male heads of household to adopt several behaviors that support the consumption of nutrient-rich foods among young children. Promoted behaviors included sharing nutrition-related decision-making with their spouse, providing healthy snacks for their children (instead of sugary treats), and ensuring that green leafy vegetables are included in family meals.

Table 14. Brand Positioning Example¹¹

ELEMENT	EXAMPLE
1. Audience	<ul style="list-style-type: none"> • Male heads of household. They are responsible for taking care of their families, which gives them a sense of pride and is often an important part of their identity, but they also feel the weight and pressure from this responsibility. Even if they are unable to fulfill this responsibility, they nonetheless seek ways to bring joy to their household, especially their children.
2. Frame of reference	<ul style="list-style-type: none"> • Behavior change campaign (the team also considered a social movement or lifestyle practice)
3. Functional benefit (brand promise)	<ul style="list-style-type: none"> • Feeling of relief
4. Reasons to believe	<ul style="list-style-type: none"> • Healthy, nutritious foods. • Shared decision-making
5. Emotional benefit	<ul style="list-style-type: none"> • Family unity and harmony
6. Brand personality	<ul style="list-style-type: none"> • A friendly guide who appreciates and seeks the input and perspective of others. He is light-hearted, wise, and generous with others.

¹¹ The brand positioning framework is based on the work of Lindsay Pederson, in her book *Forging an Ironclad Brand*.

Create the Identity for Your Brand

This phase involves developing a brand name and look and feel.

Developing the brand name

There are several approaches to developing a brand name. We suggest that teams use the four approaches below and brainstorm as many names as possible for each approach. At the end of the brainstorming, select three to five names to share with the audience for their reaction and feedback.

Approach 1: A name that appeals to the audience’s sense of self or how they might want to see themselves. Examples: Shujaaz, a youth empowerment initiative in Kenya (the name means “heroes”); and Brothers for Life (a behavior change campaign and community activation initiative that focuses on men in South Africa).

Approach 2: A name that suggests the functional or emotional benefit of the campaign. The Good Life, an umbrella behavior change campaign in Ghana, is an example of using the emotional benefit as the brand name. The Good Life represents the end result of performing the various behaviors. Lifebuoy, a handwashing soap, is based on the functional benefit of germ and disease prevention (Lifebuoy suggests a life preserver).

Approach 3: A name that suggests the call to action. Examples include: Eat 5 a Day (a campaign that encouraged people to eat five servings of fruits and vegetables every day) and Let’s Go Local (a campaign that encouraged people to plant, grow, and eat local foods).

Approach 4: A name that is inspired by an audience insight. Examples: Alcoholics Anonymous (a peer support group that helps people abstain from drinking alcohol); the insight—that there is a lot of shame associated with alcoholism—meant that people needed assurance that their privacy and confidentiality would be respected, as the name suggests. Another example is the long-running U.S.-based campaign “Got

Milk?” The original insight was that people experience a bit of a crisis when they don’t have milk in the house, as they need milk to accompany and “wash down” certain foods.

When selecting the name, try to keep it short. This makes it easy for the team to use and easy for the audience to remember. Ideally, the name will delight the audience in some way—with a clever play on words, a twist on an existing phrase, or words or language that have specific meaning for the intended audience. In the example above, Shujaaz meets this criterion because the name is in Sheng, Swahili-English slang spoken by Kenyan youth, and not well understood by older generations.

Developing your brand’s look and feel

Engage a creative agency or design partner to help develop the sensory elements of the brand. This typically includes a logo, graphical elements, color palette, and font style, but may also include auditory elements, such as a jingle or song. When engaging a creative partner, share with them the strategy (e.g., the positioning statement) and the assignment, but avoid being directive. If you engage the right partner, you will get better results if you tell them the elements you want (e.g., brand logo) and avoid telling them what you think the logo should look like (e.g., avoid telling them to portray a happy family sitting by a tree). The program manager’s job is to develop the strategy; a creative partner’s job is to creatively interpret the strategy into something the audience will experience. **Table 15** below provides an example creative brief for an umbrella brand focusing on male heads of household. In this example, the creative partner is tasked with developing a brand name in addition to the brand identity (look and feel). You can use **Worksheet 7** (*Creative Brief for Developing a Brand Identity*) to outline your brand’s identity.

We recommend asking your creative partners to develop at least three ideas (e.g., three different brand names and looks and feel). This gives your creative partner the freedom to explore less obvious ideas that may be more distinctive.

Table 15. Creative Brief for Developing a Brand Identity

ELEMENT	EXAMPLE
Objective of the brief	Create the brand identity for a behavior change campaign that encourages male heads of household to adopt new behaviors to improve nutrition for the children in their households.
Assignment	Create a minimum of three different expressions for the brand (one will be selected). Each expression should include a brand name, logo, graphic elements, fonts, and color palette.
Primary audience	Male heads of household. They are responsible for taking care of their families, which gives them a sense of pride and is often an important part of their identity, but they also feel the weight and pressure of this responsibility. Even if they are unable to fulfill this responsibility, they nonetheless seek ways to bring joy to their household, especially their children.
Behavior change objectives	<p>Male heads of household will—</p> <ol style="list-style-type: none"> 1. share decision-making (especially regarding nutrition and meal planning) with their wives 2. provide healthy snacks for their children (instead of sugary snacks) when they want to give their children a treat 3. provide nutrient-rich foods to their family, including green leafy vegetables, sweet potatoes, and legumes, in addition to cereals and grains 4. conserve a part of their harvest (instead of selling it) to mitigate hardship in times of difficulty.
Audience insight	Male heads of household want to do their best for their families, but they also resent the burden of having to make all of the decisions and take care of everyone. Nonetheless, this burden is also a source of pride and power—and gives them a sense of identity.
Function and emotional benefits	Sense of relief and family harmony and unity.
Brand persona	A friendly guide who appreciates and seeks the input and perspective of others. He is light-hearted, wise, and generous with others.

Managing Your Brand

As a strategic asset, a brand—just like inventory, personnel, finances, and so on—must be managed. This management involves the following responsibilities:

- ensuring that the brand is executed accurately and consistently across the entire campaign

- ensuring brand awareness and meaning among the target audience
 - identifying opportunities to strengthen the brand.
- Figure II** illustrates these responsibilities.

Figure II. Brand Management



Achieving Brand Sustainability

For your marketing campaign to be truly successful, you must manage your brands for the long term. Top brands stay relevant (and resonant) over time. You don't need to build a new brand every time you have a slightly different project or campaign. Consider the examples of Truth (an anti-smoking campaign) and Trust (a condom brand). Both brands have existed for decades and have reinvented themselves as their primary audiences have changed. As their original brand propositions became irrelevant to a younger generation, they had to adjust to their new primary audience.

Both brands did extensive consumer research and updated their brand strategies, including their positioning and identities, to appeal to a new generation.

Achieving brand sustainability requires—

- **Leadership engagement:** There should be a consensus among organizational leaders about the brand, which is vitally important to the program's success.
- **Resource investment:** To create a brand that resonates with the audience and is long-lasting,

you must invest in outside resources. Hire experienced creative agency partners to help develop the brand. If your resources are limited, consider working with existing brands to adapt brand approaches from other markets or similar projects.

- **Brand accountability:** Assign someone on the team to manage the brand and track the program outcomes. This person should be accountable for brand awareness and indicators related to the brand (potential indicators may include percentage of people who feel that this is a brand I trust, this is a brand for someone like me, etc.).

Figure 12 shows the conditions for developing a successful campaign.

Whenever possible, it is important to maintain existing brands. A lot of time and resources have been invested in their development and growth, and established brands have meaning for the target audience. Existing brands should be continually renewed and refreshed to maintain their resonance, rather than replaced by new brands.

Figure 12. Conditions for Campaign Development Success

CONDITIONS FOR BRAND DEVELOPMENT SUCCESS

Start with a solid concept: The concept is the starting point for the campaign. The concept must include a strong insight and benefit that is clear, believable, and resonates with the audience.

Employ a participatory, collaborative approach: Bring together a diverse group of people with different skill sets and interest in this project (e.g., a nutritionist, a graphic designer, a community leader, representatives from the audience). Set an atmosphere that encourages risk-taking and creativity: all ideas are welcome and encouraged; this is an opportunity to think creatively and build upon each other's ideas.

Prioritize team empowerment and creative confidence: It takes courage to come up with creative ideas. It's much easier to communicate the concept word for word—but also less effective. The team working on campaign development needs support and empowerment to do the creative brainstorming and risk-taking involved in identifying and championing creative ideas.

CONCLUSION

This guide has laid out clear steps that program planners and implementers can take to increase consumer demand for safe and nutritious foods. These steps involve identifying the behaviors you want to change and then gaining a better understanding of the audience and how they make decisions. You have learned how to search for and strengthen insights, as well as how to consider the “marketing mix” of product, place, price, and promotion as you develop your interventions. You should also understand how to consider whether or not developing a brand will help your project reach its goals.

You know to consider ethical marketing principles of fairness, honesty, and responsibility throughout your work. Finally, you are now equipped to measure the outcomes of your work and adapt your marketing strategies as you go!

Using the best practices and creative techniques discussed in this guide can help all of us design and implement programs that do a better job of creating demand for safe and nutritious foods. Rather than relying solely on nutritional education and health messaging to promote products, we can market them to align with the perceptions, values, and emotions of customers and consumers—this is a much more effective way to build consumer demand and help nutrition programs achieve their goals.

Finally, publish or disseminate your results so that others can learn from your experience marketing healthy diets!

WORKSHEET 1—AUDIENCE PROFILE AND PERSONA MAP

[Return to the main body text.](#)

Instruction: Use this worksheet to fill out the Audience Profile and Persona Map to help structure the formative research for your program. Each box below provides a description of the type of information that will be included.

AUDIENCE PROFILE			
OVERALL	BEHAVIOR	FACTORS	LIFE
AUDIENCE Who you are filling this profile out for/will be focusing on in your program	WILLINGNESS TO TRY NEW BEHAVIOR Details what behaviors are feasible and why	INTERNAL Provides information about knowledge gaps, attitudes and beliefs, self-efficacy, knowledge, and skills	DAILY ROUTINE AND TIME USE Provides information about how the audience spends the day
BEHAVIOR The selected behavior your program wishes to promote among this audience			INFLUENCERS AND SOCIAL NETWORK INFORMATION CHANNELS Provides information about who the audience trusts, and who and what they are influenced by
SOCIO-DEMOGRAPHIC INFORMATION AGE _____ RELIGION _____ EDUCATION _____ WEALTH _____	WILLINGNESS TO TRY NEW WAYS OF PRACTICING BEHAVIOR Allows the programmer to make the behavior specific to the audience; not generic	SOCIAL Provides information about family and community support, gender roles, decision-making, and norms	ASPIRATIONS Explains what matters most to the audience or motivates them
USEFUL CONTEXTUAL INFORMATION		STRUCTURAL Provides information on accessibility (cost, availability, time), food provider experience, market experience, etc.	

PERSONA MAP

PRIMARY AUDIENCE OR SUPPORTING ACTOR: _____

Tagline <i>(How would you sum up this person in one descriptive sentence?)</i>	
Characteristic 1 <i>(Socio-demographic)</i>	
Characteristic 2 <i>(Socio-demographic)</i>	
Characteristic 3 <i>(Related to an internal factor)</i>	
Characteristic 4 <i>(Related to a social factor)</i>	
Characteristic 5 <i>(Related to a structural factor)</i>	

WORKSHEET 2—INSIGHT WRITING AND ASSESSMENT

Return to the main body text.

Instructions: Use this worksheet to help you determine the strength of your insights according to the five criteria.

DRAFT # WRITE YOUR INSIGHT HERE	ASSESSMENT USE THE CRITERIA TO ASSESS YOUR INSIGHT		
	Criteria	Yes (y) / No (n)	Rationale for assessment
	Does it have tension?		
	Is it true but not obvious?		
	Does it strike an emotional response?		
	Does it inspire the audience to think or feel differently?		
	Is it easy for the project team to remember and use?		
FINAL ASSESSMENT			

WORKSHEET 3—STRENGTHENING YOUR BENEFIT STATEMENT

Return to the main body text.

Instructions: Use this worksheet to strengthen your benefit statement(s) to ensure they resonate with the primary audience.

WRITE YOUR BENEFIT STATEMENT HERE	
WRITE 1–3 WAYS TO IMPROVE THE BENEFIT STATEMENT FOR EACH OF THE PROMPTS BELOW	
Include WHY the benefit matters	
Make the benefit a strong or superior statement	
Make the benefit more salient or more noticeable (more urgent, emotional, or concrete)	
WRITE YOUR FINAL, IMPROVED BENEFIT STATEMENT HERE	

WORKSHEET 4—BUILDING YOUR CONCEPT

Return to the main body text.

Instructions: Use this worksheet to write out the components of your concept, once for your own understanding (internal) and another for communicating them to your audience (external).

CONCEPT COMPONENTS (internal, for your own understanding)		CONCEPT (external, to solicit audience feedback)
Fill in the sections below with the insight and benefit statement you developed in the previous sections. If your benefit statement needs more explanation to make it believable, include an RTB. If your audience needs to understand a specific action, include a CTA.		Include all the components of your concept in the section below, rewriting them slightly so they flow and make sense from the audience's point of view.
Insight		
Benefit statement		
Reason to believe		
Call to action		

WORKSHEET 5—EVALUATING YOUR CREATIVE DIRECTION

[Return to the main body text.](#)

Instructions: Use this worksheet to analyze your audience feedback in light of the 10 marketing quality standards. This will help you assess the accuracy of your hypothesis and the probability that the creative direction will be successful.

MARKETING QUALITY STANDARDS	ASSESSMENT
1. Distinctiveness	
2. Consistency	
3. Resonance	
4. Presence of a clear and specific benefit	
5. Contextual relevance	
6. Believability	
7. Touches the heart/opens the mind	
8. Delight	
9. Engagement	
10. Placement when and where it matters*	

* The best programs reach the audience while also placing the message at critical “moments of truth.”

ASSESSMENT	NEXT STEPS

WORKSHEET 6—BRAND POSITIONING¹²

[Return to the main body text.](#)

Instructions: Follow the instructions below to position your behavior change campaign using the worksheet on the following page.

ELEMENT	EXPLANATION
Audience	Write a concise description of the audience you aim to serve, including the audience insight you identified in the concept strategy section. Refer to table 12 in the Brand Strategy section for guidance on selecting an audience for your brand.
Frame of reference	The frame of reference tells the audience how to think about the campaign or brand. As humans, we think in frames (mental structures that shape the way we see the world). The default approach for an umbrella-brand behavior change campaign is just that: a marketing or behavior change campaign—and there is nothing wrong with this approach. However, it can be helpful to consider alternatives to ensure that the campaign is as relevant as it can be for the intended audience. It is also possible that the behavior change initiative is a broad platform that may include several different program elements. See table 13 in the Brand Strategy section for examples of potential frames of reference. Not all behavior change campaigns have a frame of reference. However, it can make the program more relevant if the frame of reference is meaningful and inspiring for the audience.
Functional benefit (brand promise)	This refers to the promise that you make to your audience and fulfill when they engage with your brand (e.g., consume the promoted product, perform the promoted behaviors). Refer to the concept development work you did in the campaign development section to select your functional benefit.
Reasons to believe	Reasons to believe are the features and attributes that make the benefit possible. This can be product features and attributes (e.g., packed with vitamins) as well as program features and attributes (e.g., supportive and empathetic community outreach workers).
Emotional benefit	The emotional benefit refers to how your audience’s life is ultimately better because of your promise. It represents something that the audience likely would not directly state as a need, but that they profoundly desire (e.g., admiration from peers, to feel powerful). It may be helpful to do a brainstorming exercise, potentially using images for inspiration, to answer questions such as: How does your audience want to see themselves? How do they want to be seen by others? What would it look and feel like if your audience achieved their goals?
Brand personality	If your brand were a person, who would it be? A nurturing mother? A superhero? This does not mean that the brand takes on the literal form of this personality (e.g., this does not mean your brand has a superhero as a brand mascot). However, the brand personality suggests its tone of voice and the role the brand aspires to play in the audience’s life. Using a clear personality consistently helps make a brand distinctive, recognizable, resonant, and trustworthy. All those involved in promoting the brand (e.g., community health workers, vendors, peer group leaders) should embody the brand personality.

¹² The brand positioning framework is based on the work of Lindsay Pederson, in *Forging an Ironclad Brand*.

ELEMENT	YOUR BRAND POSITIONING
Audience	
Frame of reference	
Functional benefit (brand promise)	
Reasons to believe	
Emotional benefit	
Brand personality	

WORKSHEET 7—CREATIVE BRIEF FOR DEVELOPING A BRAND IDENTITY

[Return to the main body text.](#)

Instructions: Use this worksheet to develop a creative brief for developing your brand identity.

ELEMENT	FOR YOUR BRAND
Objective of the brief	
Assignment	
Primary audience	
Behavior change objectives	
Audience insight	
Function and emotional benefits	
Brand persona	

GLOSSARY

A

B

barriers: n. Factors within or beyond an individual's immediate sphere of control or influence that hinder their ability to perform behaviors effectively.

behavior: n. A specific action performed by a specific actor/audience at a specific time or place.

brand: n. A strategic asset with a reputation that helps create awareness, remind consumers about products and services, and provide a sense of meaning, identity, and belonging.

C

campaign: n. An organized course of action to achieve a goal.

concept: n. Used to develop a marketing campaign. It includes four components: two that are always required—the insight and the benefit statement; and two that may be required, depending on the situation—a reason to believe and a call to action.

D

demand generation/creation: n. Data-driven marketing strategy focused on driving awareness of and interest in safe, nutritious diets or nutrient-rich foods, with the ultimate goal of supporting improved nutrition outcomes. It uses research to bring the consumer perspective to the forefront and uses the consumer's point of view to define the need and consequently the marketing and media mix that can be used to respond to it.

E

F

factors: n. Elements within or beyond an individual's immediate sphere of control or influence that affect their ability to perform behaviors effectively.

formative research: n. Formative research can be used to understand the seven lines of inquiry that every SBC nutrition program needs to know about their audience(s).

G

global nutrition behavior: n. Well-known, evidence-based behaviors that, if practiced widely, can improve nutrition outcomes globally.

H

healthy diets: n. Diets that are of adequate quantity and quality to achieve optimal growth and development of all individuals and support functioning and physical, mental, and social well-being at all life stages and physiological needs. Healthy diets are safe, diverse, balanced, and based on nutritious foods. They help protect against malnutrition in all its forms, including undernutrition, micronutrient deficiencies, and overweight and obesity, and lower the risk of diet-related non-communicable diseases. The exact makeup of healthy diets varies depending on an individual's characteristics (e.g., age, gender, lifestyle, and degree of physical activity); geographical, demographical, and cultural patterns and contexts; food preferences; availability of foods from local, regional, and international sources; and dietary customs (USAID 2022, 86).

I

influencer/supporting audience: n. A person who inspires or guides the action of others. The influencer drives the primary audiences' likelihood to perform behaviors effectively.

insight: n. A simple messaging approach states a benefit and assumes that this knowledge will be enough to change behavior.

J

K

L

M

motivators: n. Factors within or beyond an individual's immediate sphere of control or influence that incentivize them to perform certain behaviors.

N

O

P

primary audience: n. The desired audience to practice the nutrition behavior that was specified.

Q

R

S

social marketing: n. Social marketing was created to apply commercial marketing approaches to promote products, services, or behaviors to improve health. Social marketing uses research to bring the consumer perspective to the forefront and uses the client's (consumer's) point of view to define a social problem and consequently the marketing and

media mix that can be used to respond to it. Social marketing also recognizes that communication (i.e., promotion) is only one element of the marketing mix and that products, behaviors, placement, and pricing could be equally important to achieving the objective.

strategic asset: n. Something that has value. This value is derived from the awareness and associations (the meaning) that are created and built over time.

supporting audience/influencer: n. A person who inspires or guides the action of others. The influencer drives the primary audiences' likelihood to perform behaviors effectively.

T

U

V

W

X

Y

Z

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ANNEX 1—18 BRAND AND MARKETING BEST PRACTICES SUMMARY¹³

AUDIENCE FOCUS		
<p>1. Identify the Audience and Behavior Change Objective</p> <ul style="list-style-type: none"> • Audience: specific and actionable • Behavior Change Objective: clear 	<p>2. Understand the Audience</p> <ul style="list-style-type: none"> • Psychographics, not just demographics • Unspoken as well as spoken; notice things about the audience that they themselves aren't aware of 	<p>3. Articulate an Insight</p> <ul style="list-style-type: none"> • Has tension • Is true but not obvious • Is emotional • Inspires audience to think or feel differently
BRAND STRATEGY		
<p>4. Define the Brand Vision</p> <ul style="list-style-type: none"> • Clear • Resonates with the audience 	<p>5. Develop the Brand Identity</p> <ul style="list-style-type: none"> • Reflects brand vision • Distinctive • Has a personality • Executed consistently 	
CAMPAIGN STRATEGY		
<p>6. Communicate a Benefit</p> <ul style="list-style-type: none"> • Clear • Believable • Resonates with the audience 	<p>7. Touch the Heart, Open the Mind</p> <ul style="list-style-type: none"> • The audience thinks or feels differently 	<p>8. Select Marketing Vehicles and Ensure Message Continuity</p> <ul style="list-style-type: none"> • Right for the audience • Right for the message • Message is consistent and continuous
<p>9. Delight the Audience</p> <ul style="list-style-type: none"> • Initiative is delightful 	<p>10. Inspire Audience Engagement</p> <ul style="list-style-type: none"> • The audience proactively engages with the brand 	

¹³ Mann Global Health. n.d.campaign and innovations.

MEASUREMENT		
11. Test Message Effectiveness <ul style="list-style-type: none"> • Message was tested prior to launch and proven to be clear, believable, and to resonate with the audience 	12. Evaluate Program Results <ul style="list-style-type: none"> • Data indicate brand and marketing campaign caused intended results 	13. Measure Brand Performance <ul style="list-style-type: none"> • Brand measures (beyond awareness/exposure) are tracked and consistent with expected result
14. Evaluate Marketing Vehicle Effectiveness <ul style="list-style-type: none"> • Robust analysis indicates which vehicles are most effective 		
GOVERNANCE		
15. Organizational Structure <ul style="list-style-type: none"> • Donors, stakeholders, and influencers are aligned and organized to support brand and marketing strategy 	16. Processes and Decision-Making <ul style="list-style-type: none"> • Process and decision-making support brand and marketing best practices 	17. People and Capacity <ul style="list-style-type: none"> • Implementers and decision makers have skills and experience to support brand and marketing best practices • Employees are passionate about the brand vision
18. Rewards and Incentives <ul style="list-style-type: none"> • Rewards and incentives are linked to project outcomes and aligned across stakeholders 		

ANNEX 2—MARKETING HEALTHY DIETS PERSONA MAP GUIDE: UNDERSTANDING YOUR AUDIENCE

The first step in understanding your audience is to fill out the **Persona Map** based on information you already know. This guide will help you answer any remaining questions about the audience by **brainstorming techniques to use when conducting your formative research**. Each area of inquiry on the Persona Map is also included in this guide, with overarching research questions for each area. You will also find **examples of techniques to use during your formative research to answer these overarching questions**.

Note that this is only a guide; all questions should be adapted to your specific context and audience. **Techniques and areas of inquiry can be mixed and matched**. For example, to conduct research on internal factors, you could use the Vignette or Social Norms Exploration Tool (SNET) techniques;

you are not bound to using the Problem Tree and Five Whys techniques. This is not an exhaustive document; you are encouraged to adapt the techniques and examples.

Since this work aims to gain a deeper understanding of audience members, it is especially important to—

- Use **trusted methods**.
- Undertake **ethical considerations**.
- Be **responsible in how you use the data**.

Once you complete the **Persona Profile**, you can then create a Persona Map and **Audience Profile** for each audience. The Audience Profile is a concise snapshot of each audience segment based on what you have learned.

AREAS OF INQUIRY	PAGE	RECOMMENDED TECHNIQUE
Willingness to try	1	<ul style="list-style-type: none"> • Trial of Improved Practices (TIPS) • Willingness to Try Questions
Internal factors	2–3	<ul style="list-style-type: none"> • Problem Tree • Five Whys
Social factors	4	<ul style="list-style-type: none"> • Vignettes
Structural factors	5	<ul style="list-style-type: none"> • Journey Maps
Daily routine/time use	6	<ul style="list-style-type: none"> • Bean Plotting
Influencers and social networks	7	<ul style="list-style-type: none"> • Social Norms Exploration Tool
Information channels	8	<ul style="list-style-type: none"> • Group Interview
Aspirations	9	<ul style="list-style-type: none"> • Card Sort
Audience Profile	10	
Persona Map and Audience Profile	11	

WILLINGNESS TO TRY (THE “WHAT”)

Overarching research question: What context-appropriate behaviors are people able and willing to try?

TECHNIQUE	INSTRUCTIONS
Trials of Improved Practices (TIPs)	TIPs is an anthropological ethnographical technique that coaches people through a new behavior to see what may be feasible and why. TIPs should be used when your primary research focus is understanding communities’ willingness to try new behaviors and ways of adopting the behaviors. Programs include the classic TIPs techniques and an accelerated TIPs approach.

QUESTIONS/EXAMPLES

Refer to “Designing by Dialogue: A Program Planner’s Guide to Consultative Research for Improving Young Child Feeding” by Dickin and Griffith (1997).

TECHNIQUE	INSTRUCTIONS
Willingness to Try Questions	You can adapt these questions and include them in your existing survey to determine your respondents’ willingness to try a new behavior or ways of adopting a new behavior.

QUESTIONS/EXAMPLES

1. In the past year, have you tried a new food? Why did you decide to try it? Why are you using the food now?
2. Ask specifically about particular foods. “I am going to suggest some ideas that might be new for you or your family; please offer your initial opinion. For each suggestion, say **why** you might try the food or try to eat it more often. Include any **constraints** you see to trying it. Let’s start:
 - Would you drink goat milk twice a day?
 - Would you try traditional sour milk with porridge?
 - Would you be willing to add dried small fish powder to your food?”
3. Would you need to speak to anyone else to make the decision to try one of these foods?

INTERNAL FACTORS (THE “WHY”)

Research question: What internal facilitators and barriers exist in x audience member’s life that help or hinder their ability to adopt x behavior?

TECHNIQUE	INSTRUCTIONS
Problem Tree	This technique compares problems to trees. The problem is the trunk of the tree, the causes of the problem are the roots, and the effects of the problem are the leaves and branches (URBACT n.d.). Begin by drawing a tree. Have the respondent write a problem they are facing within the trunk of the tree. Ask them to list some effects of that problem on them, their family, their life, etc. Write the effects on the branches and leaves. Then have them think about what could be causing the problem. Write the causes on the tree roots. Using this visual technique helps respondents think about cause and effect in a more concrete and universal way.

QUESTIONS/EXAMPLES

Researcher: “Please draw a large tree on the paper, with a few big roots, a thick trunk, and many branches and leaves.

Now, I am going to write something in the trunk (researcher can write if the respondent cannot or would not like to), like ‘not buying animal source foods at the market.’ Can you explain the reasons why you might not buy animal source foods at the market? Now, can you explain the effects that not buying animal source foods might have on you and your family?”

My children do not plot as well at growth monitoring and promotion sessions

My husband complains that meals are not delicious

My children complain of hunger

My family eats only ugali some nights

Not buying nyama choma at the market recently

It is very expensive

I think we all get the nutrients we need from ugali

It is often not found at the market close to me

I think that too much meat is bad for children

TECHNIQUE	INSTRUCTIONS
Five Whys	This technique moves past a person's surface-level motivations and beliefs to reach the core of why they engage in a particular behavior or why they think a certain way. Begin by asking a relatively broad question related to your topic of inquiry. For example: "Why weren't you able to buy x healthy food last week?" Ask "Why?" to each response, to encourage the respondent to think about the chain of connections. It may take a few "whys" to get an in-depth answer.

QUESTIONS/EXAMPLE

Researcher: "I am going to ask you a question, and then I am going to push you to answer the question 'why' several times. This will help us better understand the real reason behind the problem."

1. **Researcher:** "Why haven't you been buying green leafy vegetables at the market recently?"
Respondent: "I don't like the taste."
2. **Researcher:** "Why?"
Respondent: "They are not delicious enough to spend so much money on."
3. **Researcher:** "Why?"
Respondent: "My husband prefers us to buy more delicious food with our money, and I want to make him happy."
4. **Researcher:** "Why?"
Respondent: "Because when there is harmony in the house, it is better for everyone."
5. **Researcher:** "Why?"
Respondent: "Because when everyone is at peace in the home, everyone sleeps better, especially the children and baby."

SOCIAL FACTORS (THE “WHY”)

Research question: What social facilitators and barriers exist in x audience member’s life that help or hinder their ability to adopt x behavior?

TECHNIQUE	INSTRUCTIONS
Vignettes	<p>Vignettes are short, realistic stories about social topics in the specific community that allow the respondent to give their thoughts and opinions about a situation as a third party, rather than answering questions directly about themselves or their own life.</p> <ol style="list-style-type: none">1. Begin by telling the respondent the story, using fictional yet culturally appropriate characters. The story should relate to the information regarding social factors that impact the respondent’s ability to adopt the promoted behavior.2. Once you finish telling the story, ask the respondent a series of questions, such as, “Is this true?” “What would you do?” “Have you heard of this?” “What do people normally do in these situations?”

QUESTIONS/EXAMPLES

Researcher: “Last week, Aminifu was cooking for her children. Because she had not been able to go to the market for a few days, all she was able to prepare was ugali [a Kenyan cornmeal staple]. Her children said it was delicious, but not long after lunchtime, the children were complaining of hunger again. What would you do in this situation?”

Respondent: “I would try to incorporate some nutrient-rich foods in the meal, like sukuma wiki [Kenyan green leafy vegetable dish], that would help keep the children satisfied longer and not get hungry as quickly. But I understand why Aminifu is unable to reach the market, as it is the same here. Sometimes people I know in the village have no one to watch their children, and it is a long walk to the nearest market—too long of a walk for her to make with many children. I bet Aminifu’s husband works all day, so maybe she could go to the market to buy some kale and tomatoes for the dish if she had someone to help watch her children.”

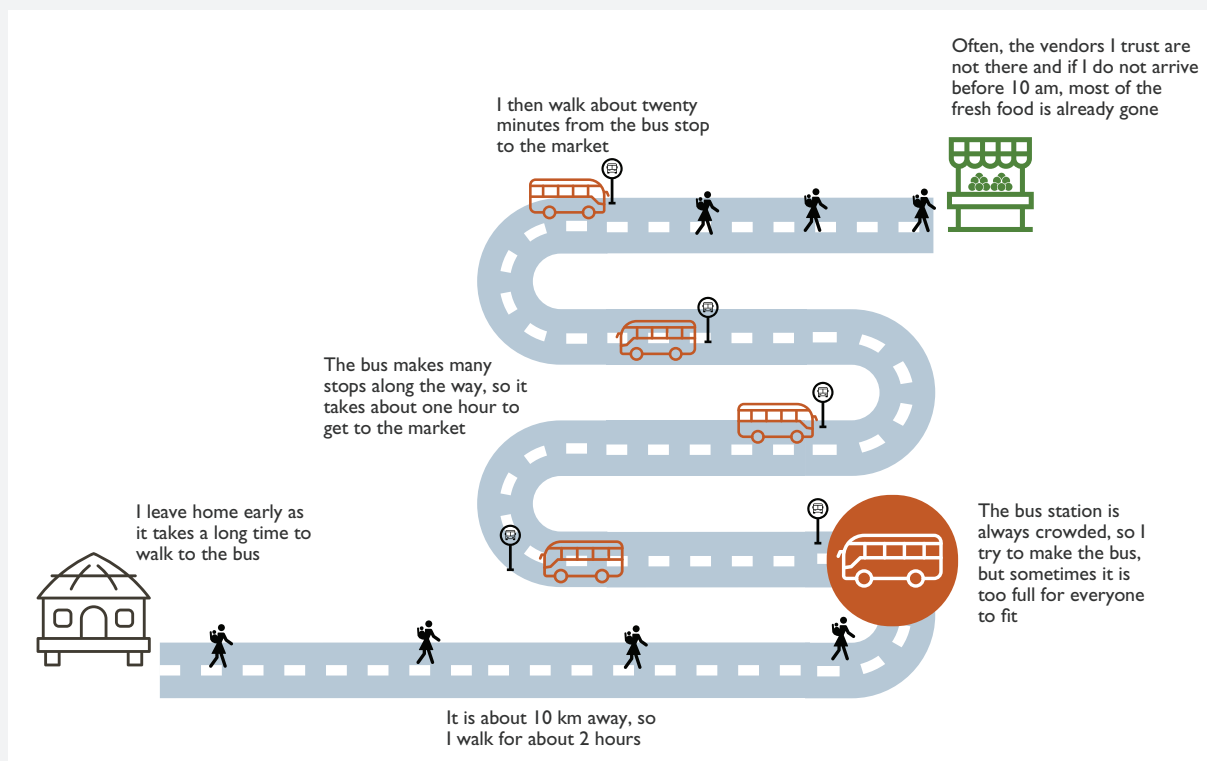
STRUCTURAL FACTORS (THE “WHY”)

Research question: What facilitators and structural barriers exist in x audience member’s life that help or hinder their ability to adopt x behavior?

TECHNIQUE	INSTRUCTIONS
<p>Journey Maps</p>	<p>A Journey Map allows the researcher to understand the respondent’s life more holistically, which in turn allows the researcher to better understand the structural factors that help or hinder behavior adoption.</p> <ol style="list-style-type: none"> 1. Talk through and record all the steps of a particular “journey” of interest, such as getting to the market. 2. Probe the respondent to include very minor details about their journey, from the moment they decide to go to the moment they get home. 3. Organize the steps into a map or timeline.

QUESTIONS/EXAMPLES

Researcher: “Think about a trip to the market. Explain to me everything that happens, from the moment you make the decision to go to the moment you return home.”



STRUCTURAL FACTORS (THE “WHY”)

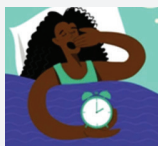
Research question: When and where can we reach x audience members with x message for it to be most effective?

TECHNIQUE	INSTRUCTIONS
Bean Plotting	<p>This activity helps the researcher better understand how the participant spends their day, but it requires some prior knowledge of the broad activities the respondent may participate in daily (for the cards).</p> <ol style="list-style-type: none">1. Provide the participant with several cards with images of daily activities: sleeping, meal time, working, shopping for food, cooking, bathing, looking after children, etc., and 24 beans. Explain that each bean represents one hour in the day.2. Ask them to divide their beans among the activities. If they spend seven hours a night sleeping, the sleeping image card would have seven beans allocated to it. <p>This is a good chance to learn what activities the respondent participates in that are not provided on the cards. This activity will spark conversation, as well as give the researcher a better idea of where messages and marketing of healthy diets would be most effective.</p>

QUESTIONS/EXAMPLES

Researcher: “We will look at a few cards to get a better understanding of how you spend your days. Let’s first identify what activity is on each card so we agree what it is.”

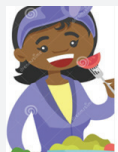
1. “Which cards show things you do EVERY DAY?”
2. “How would you allocate your 24 beans (each bean representing one hour of the day)? For example, please place two beans on cooking if you spend two hours each day cooking. Please place eight beans on sleeping if you spend eight hours each day sleeping. This does not have to be perfect, as we know that not every day is exactly the same. We are interested in a general idea of how you spend your life, day-to-day.”



SLEEPING



COOKING



EATING



FEEDING



SOCIALIZING



WORKING

INFLUENCERS AND SOCIAL NETWORKS (THE “HOW”)

Research question: Which members of the respondent’s social network have the greatest influence on their life and decision-making?

TECHNIQUE	INSTRUCTIONS
SNET	<p><u>Access the English tool</u></p> <p><u>Accéder à la version française</u></p> <p>This technique should be used when influencers and social networks are the main area of inquiry for the project, as they require detailed and planned one-on-one interviews. To learn which people in the respondent’s life have the most influence, provide guidance and support, and share information, conduct speed interviews of about 5–10 minutes with four or five very specific questions. All interviews should be private, one-on-one, and conducted with an interview guide and a quick way to record the participants’ responses.</p> <p>Source: <u>USAID 2020</u></p>

QUESTIONS/EXAMPLES

Refer to **[this link](#)**.

INFORMATION CHANNELS (THE “HOW”)

Research question: How do respondents receive their information regarding healthy diets?

TECHNIQUE	INSTRUCTIONS
Group Interview	<p>This technique allows the researcher to understand multiple respondents' information channels at once and gives respondents an opportunity to bounce off of each other.</p> <p>Gather on neutral ground with a group of audience members from the same segment (e.g., all caregivers) and ask them questions. Express that you want to hear from everyone. You can ask the questions to the whole group, or ask one member to answer first. Encourage respondents to respond and share based on what their peers say.</p>

QUESTIONS/EXAMPLES

Researcher: “I am going to ask you all some questions. I want to hear everyone’s point of view, and I would like us to have a discussion about the topic, so please do not hesitate to add your thoughts and experiences, even if they are different from others.”

1. “Who offers you advice about food? Or where do you get that advice?”

- **Respondent 1:** “Local CHWs told me what I should eat after having my baby.”
- **Respondent 2:** “Same! And my good my friend Bishara.”
- **Respondent 3:** “I also get a lot of advice about food and what to eat from my mothers group [peer groups].”
- **Respondent 1:** “True ... I also see info and advice about this on social media, but I trust it less.”

2. “Who tells you what to buy at the market?”

- **Respondent 2:** “Local CHWs at the health clinic have told me to eat more green leafy vegetables.”
- **Respondent 1:** “Yes, and my husband will either buy the food at the market himself or tell me what he wants me to buy.”
- **Respondent 3:** “My husband does that too. But I also hear about recipes on the radio and television, and so I know what to buy to make those recipes from the radio show.”
- **Respondent 1:** “I really trust the local CHWs, but my husband has the final say in what we buy.”
- **Respondent 3:** “Same.”

3. “Who do you trust when it comes to staying safe with food?”

- **Respondent 3:** “My mother-in-law taught me how to wash my vegetables.”
- **Respondent 2:** “My mother did the same thing! I have also seen posters in the health center about safely handling meat products so no one gets sick.”
- **Respondent 1:** “I have seen that poster! And the vendor at the market told me how to stay safe when I bought chicken last week.”
- **Respondent 2:** “Was it the vendor at the end of the street on Sunday? I talk to him too; he has great advice.”

ASPIRATIONS (THE “WHY”)

Research question: What are your personal/work related/etc. hopes for this next season (depending on how your respondent is likely to delineate time)?

TECHNIQUE	INSTRUCTIONS
Card Sort	<ol style="list-style-type: none"><li data-bbox="524 499 1396 741">1. Present the respondent with a stack of cards that demonstrate different possible long- and short-term aspirations that are easily understood (on a scale of importance to them, masculine to feminine, expensive to cheap, delicious to not delicious, etc.). Aspirations should be relevant and tailored to the respondent. For example, a mother who works in the field might have cards that include an image of a bountiful harvest, a healthy and smiling baby, a happy couple holding hands, etc.<li data-bbox="524 751 1396 951">2. You can then take one of two routes: ranking or grouping. For ranking: ask the respondent to rank the cards in a specific order (of importance to them, on a scale of masculine to feminine, expensive to cheap, delicious to not delicious). This will give you a better idea of the respondent’s priorities and aspirations. For grouping: Ask the respondent to categorize the cards based on the groups they see represented in the cards. <p data-bbox="524 972 812 1003">Source: DesignKit, n.d.</p>

QUESTIONS/EXAMPLES

Researcher: “For each picture of a food that I hold up, let’s first identify it so we agree what it is. Then, I would like you to decide on (or agree if there is more than one respondent) where the card fits along the line that shows women at one end and men at the other. If you think the food is most associated with women, put it on or near the woman. If it is more associated with men, put it on or close to the man. If the food is associated with both women and men, place it in the middle. I will ask you why you made your decision, but don’t think too long about it. There is no right or wrong answer. I want your first impressions.”



Sukuma wiki



Ugali



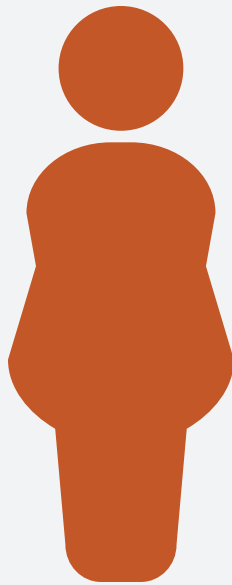
Githeri



Nyama choma



Roasted makai



AUDIENCE PROFILE (WITH INSTRUCTIONS)

OVERALL	BEHAVIOR	FACTORS	LIFE
AUDIENCE	WILLINGNESS TO TRY NEW BEHAVIOR Asks the audience what behaviors are feasible and why Example research techniques: Trials of Improved Practices and Sour Milk Questions	INTERNAL Provides information about knowledge gaps, attitudes and beliefs, self-efficacy, knowledge, and skills Example research techniques: Problem tree and 5 whys	DAILY ROUTINE AND TIME USE Provides a glimpse into the way audience spends the day Example research techniques: Bean plotting
BEHAVIOR			INFLUENCERS AND SOCIAL NETWORK Shows who the audience trusts and may be influenced by Example research technique: Social Norms Exploration Tool
SOCIO-DEMOGRAPHIC INFORMATION AGE _____ RELIGION _____ EDUCATION _____ WEALTH _____	WILLINGNESS TO TRY NEW WAYS OF PRACTICING BEHAVIOR Allows the programmer to make the behavior specific to the audience; not generic Example research techniques: Trials of Improved Practices and Sour Milk Questions	SOCIAL Provides information about family and community support, gender roles, decision making, and norms Example research technique: Vignettes	INFORMATION CHANNELS Shares how the audience receives information Example research technique: Group interview
USEFUL CONTEXTUAL INFORMATION			STRUCTURAL Provides information on accessibility (cost, availability, time), food provider experience, smarket experience, etc. Example research technique: Journey Maps

PERSONA MAP

PRIMARY AUDIENCE OR SUPPORTING ACTOR: _____

Tagline <i>(How would you sum up this person in one descriptive sentence?)</i>	
Characteristic 1 <i>(Socio-demographic)</i>	
Characteristic 2 <i>(Socio-demographic)</i>	
Characteristic 3 <i>(Related to an internal factor)</i>	
Characteristic 4 <i>(Related to a social factor)</i>	
Characteristic 5 <i>(Related to a structural factor)</i>	



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