Review of Marketing Process

- Initial Planning
- Strategy Development
- Program Development
- Implementation
- Evaluation

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Strategy Development

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Data-Based Marketing Plan

<table>
<thead>
<tr>
<th>Category</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual product</td>
<td>What behavior will we promote?</td>
</tr>
<tr>
<td>Priority population</td>
<td>Which segments will we give the greatest priority in our program planning?</td>
</tr>
<tr>
<td>Core product</td>
<td>Which benefits will we promise?</td>
</tr>
<tr>
<td>Position</td>
<td>How can we best distinguish our product from the competition?</td>
</tr>
<tr>
<td>Price</td>
<td>How can we lower costs and other key barriers?</td>
</tr>
<tr>
<td>Placement</td>
<td>Which partners should we mobilize? Which distribution channels should we use?</td>
</tr>
<tr>
<td>Promotion</td>
<td>Which spokespersons, information channels, message design guidelines, and activities should we use?</td>
</tr>
</tbody>
</table>
Case Study Research Base

- CDC VERB research results
- Other published research
- 27 Fayette County tween focus groups
  - 12 focused on physical activity
- 24 Fayette County parent focus groups
- National VERB evaluation

Actual Product

Parental modeling

Impact

Physical Activity

Likelihood of Adoption

Fruits and Veggies

McKenzie Mohr 1999

Marketing Question

- Do we have support for our choice of physical activity as the actual product?
**Priority Population**

- Selecting priority populations
- Develop vivid profile
- Understand differences between segments

**Degree of Involvement**

- Superstars
- Moderately involved but not passionate
- Passives
- High risk

**Case Study**

Middle high risk
Middle moderate
Elementary active

McKendle Mohr 1999
Marketing Question

- Do we have support for our selection of the priority population?

 Audience Profile

- Developmental tasks or challenges
- Drivers or motivating factors
- Lifestyle

 Tween Needs

- Acceptance
- Master new skills
- Gain sense of control
Four Essential Motivators

- Belonging
- Power
- Freedom
- Fun

Belonging

- Probably most important to group as whole
  - Meets need for acceptance
- Don’t want to be teens
- Do want to be popular
- Try to fit into in-style group

Grossing out adults
  - Grossing out adults
  - Hanging out

Fun

- Never underestimate desire to be silly and frivolous
- Fun with friends highly valued
- Fun is a state of mind
  - Grossing out adults
  - Hanging out
Power

- Need for control
- Power of choice
- Like to influence adults

Freedom

- Tweens are exploring freedom and independence in complex ways
- Increasingly important as age
- Yet still want to be able to rely on parents

Other Core Drivers

- Self worth
- Familiarity
  - Fear of embarrassment
- Mastery
- Intelligence
  - Feel smart and like to be perceived that way
Lifestyle
- 74% have enough free time
- 2/3s have one or more hours each day to relax
- Like to spend it having fun with friends
- Want to participate in sports so they can belong
- Yet actual participation has declined
- Extreme sports more popular

Differences
Marketing Question

› What does this mean for reaching priority segments?
  › Help them find activities they are good at
  › Give them opportunity to express themselves
  › Make it fun
  › Offer different activities for girls and boys
  › Offer separate activities for older and younger tweens
Primary Research Findings

Spend time with friends
Spend time with family
Fun and enjoyment
Excitement
Master new skills and sense of achievement

Tweens Perceptions

- Spend time with friends
- Spend time with family
- Fun and enjoyment
- Excitement
- Master new skills and sense of achievement

Other Benefits

- Self expression and recognition
- Appearance
- Fitness
- Energy and other health benefits
- But not long-term health benefits
Core Benefit?

Marketing Question

What is our position?

I want tweens to view physical activity as

than watching TV or playing video games.

Positioning Statement

We want tweens to see physical activity as a cool way to have fun with their friends and try to new things – better than just sitting around watching TV or playing video games.
Augmented Product

- Passport
- Scorecard

Pricing Strategy

Primary Research Findings
Tween Perception of Costs

- Fear of failure
- Embarrassment
- Monetary costs
- Inability to “make the team”
- Messed up hair and makeup
- Competing demands

Parent Perceptions of Cost

- Monetary costs
  - Fees
  - Clothes
  - Equipment
- Safety
- Time
- Transportation

Marketing Question

- How can we reduce the costs of being physically active?
Primary Research Findings

Major Action Outlets
- School
- Home
- Neighborhood
- Parks and recreation
- YMCA
- Faith-based

Program Partners
- Parents
- Teachers
- Coaches
- Other people and organizers
Parent Strategies

- Teachers
- Coaches
- Religious leaders
- Other adults
- Older siblings and peers

Other Partners

- Teachers
- Coaches
- Religious leaders
- Other adults
- Older siblings and peers

Marketing Questions

- How can we make physical activity more accessible?
- How can we get parents and others to promote physical activity to tweens?
- What organizations can we enlist to help?
**Promotion**

Tweens look up to slightly older peers. Tweens admire people who faced challenges like they do and made it. Some Lexington tweens recommend celebrities.

**Spokespersons**

- Tweens look up to slightly older peers
- Tweens admire people who faced challenges like they do and made it
- Some Lexington tweens recommend celebrities

**Tween Media Influence**

- Parents no longer control access to media messages
  - 50% tweens are connected to Internet
  - 81% have a radio in their room
  - 65% have a TV in their room
  - 23% have a computer in their room
Marketing Questions

- Which spokespersons do we want to use in promoting physical activity?
- Which information channels?
- What activities?
- What incentives can we use?

Data-Based Marketing Plan

<table>
<thead>
<tr>
<th>Actual product</th>
<th>Physical activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority population</td>
<td>Moderate to passive tweens</td>
</tr>
<tr>
<td>Acknowledge differences by gender and age</td>
<td></td>
</tr>
<tr>
<td>Core product</td>
<td>Fun, play with friends, try new things</td>
</tr>
<tr>
<td>Augmented product</td>
<td>Scorecard</td>
</tr>
<tr>
<td>Position</td>
<td>Physical activity is a more fun and exciting way to spend time with friends than video games or TV</td>
</tr>
<tr>
<td>Price</td>
<td>Try things that are easily, non-competitive, safe, and inexpensive</td>
</tr>
<tr>
<td>Placement</td>
<td>Action outlet sponsors will provide opportunities to be active all over town throughout the summer</td>
</tr>
<tr>
<td>Promotion</td>
<td>Win prizes and participate in special events</td>
</tr>
</tbody>
</table>

Great Prizes... Great Deals

Great！

Great！

Your Ticket to Fun for 9-13 Year Olds

Summer Scorecard

June 1 - August 16, 2004

www.veraisonsummer.com
Great Deals With VERB Summer Scorecard

You MUST bring your card to get the discounts!!!

Don't forget to get your card stamped!

Prizes Complete Scorecard to be in Prize Drawing

The Longest Day of Play is Monday - June 21st

Get ready, because June 21st isn’t just the longest day of the year, it’s the Longest Day of Play!

We have cool activities packed into every moment of daylight and you must have Scorecard with you.
Strategy Development

› Create the right expectations
› Elements of success
   ◦ Who should attend?
   ◦ How many sessions?
   ◦ Who should facilitate?
   ◦ What should you provide in advance?