

# Using Community-Based Social Marketing to Increase Participation in Campus Recycling Programs

June 20, 2013

# Agenda

## Welcome & Introduction

### Using Community-Based Social Marketing to Increase Participation in Campus Recycling Programs

#### Speakers:

- Jay Kassirer, President of Ottawa-based Cullbridge and General Manager of Tools of Change
- Shannon Leblanc - Sustainability Coordinator for Energy Management and Sustainable Operations at the University of Alberta
- Emily Dietrich- Sustainability Coordinator for the Office of Sustainability at the University of Alberta

## Q& A (after the presentation)

# Your Hosts!



*Emily*



*Shannon*



*Jay*

# Social Marketing

## Poll One

# Social Marketing

**“The application of commercial marketing ... to influence the voluntary behaviour of target audiences in order to improve their personal welfare as well as that of society.”**

**Andreason, 1995**

# Roots of Social Marketing

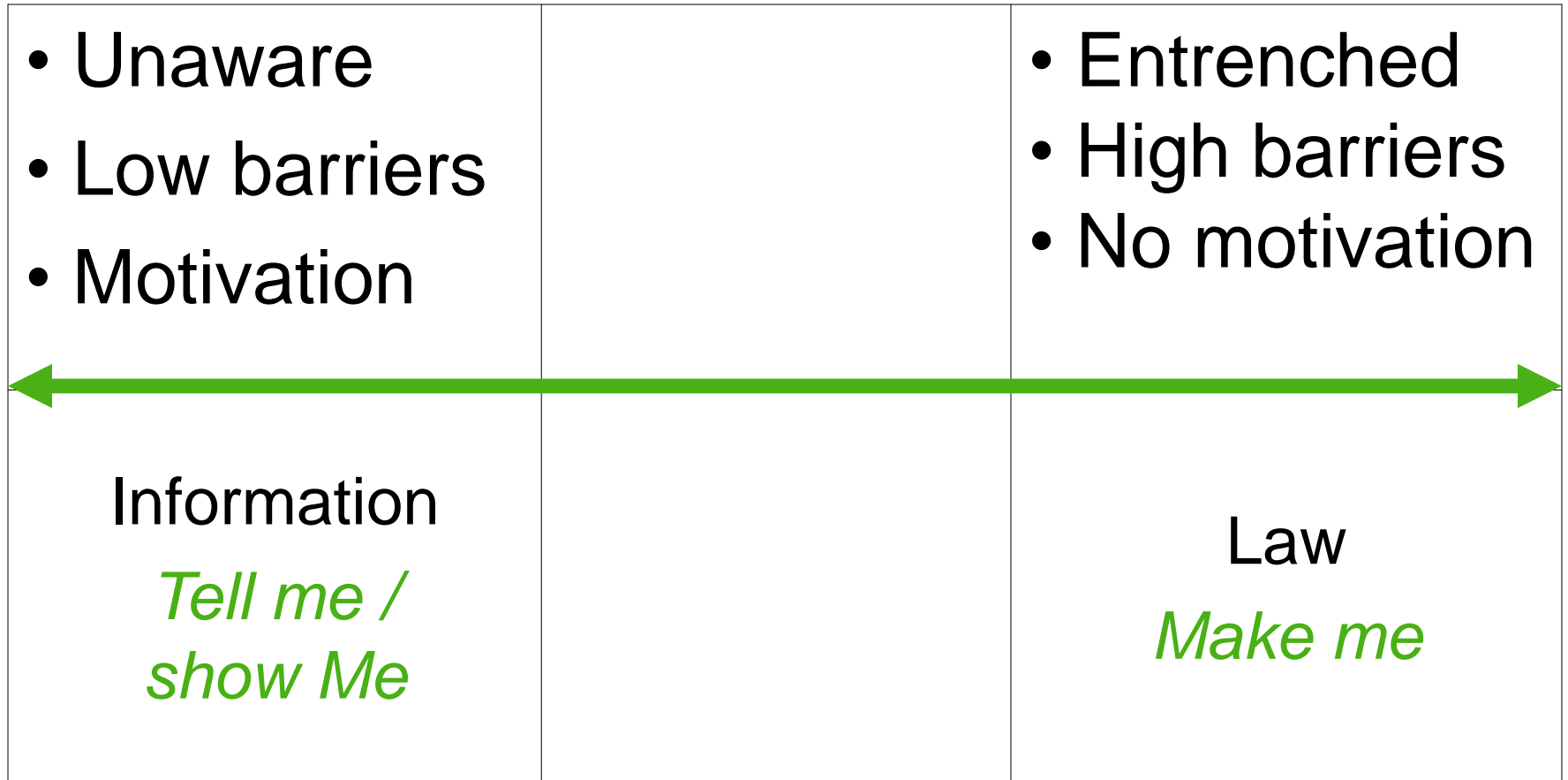
'Two Parents'

Marketing

Social sciences and policy

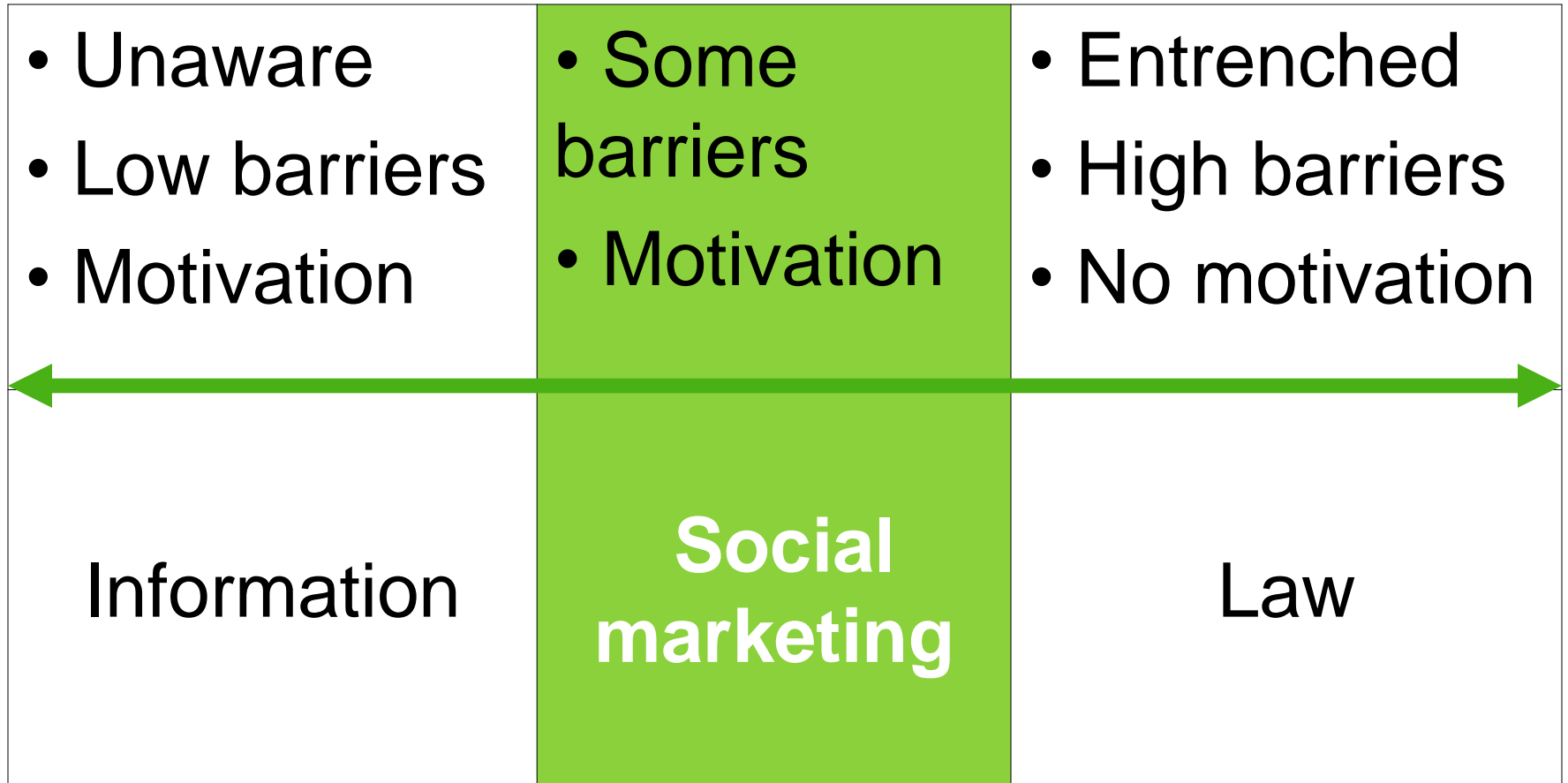
Social Marketing

# Continuum of Interventions



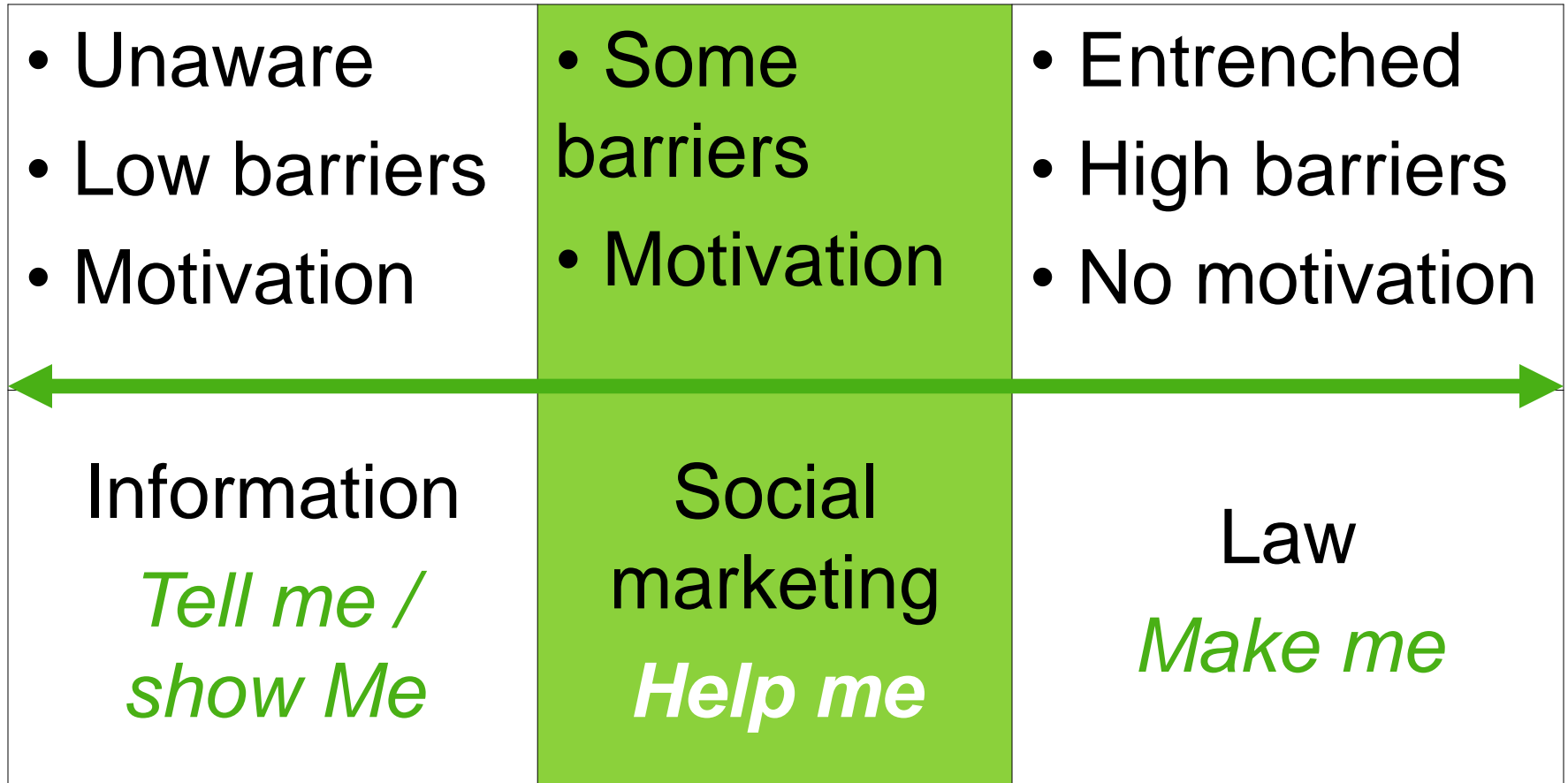
Based on Rothschild and CDCynergy

# Continuum of Interventions





# Continuum of Interventions

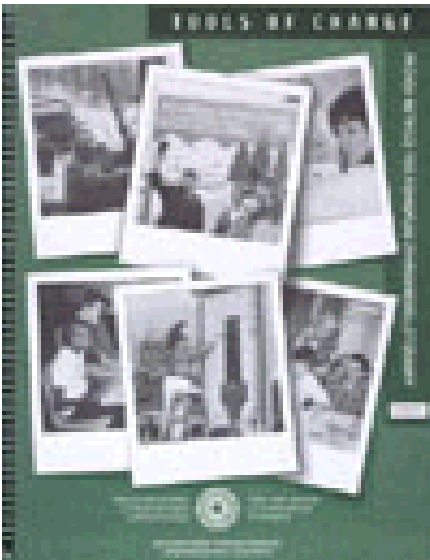


# Social Marketing

**Distinction from social media marketing**

# Community-Based Social Marketing

- Term coined by Doug McKenzie Mohr PhD
- Co-author of Tools of Change workbook



# Community-Based Social Marketing

- Emphasizes direct contact among community members and the removal of barriers
- Uses a set of proven, synergistic tools

**1.  
Form a Planning  
Team**

**2. Select Behaviors**

**3. Research, Segment, Target**

**4. Develop, Finance the Strategy**

**5. Test, Implement, Evaluate**

# Form a Planning Team



## Why?

- Knowledge and influence

## Who?

- Staff
- Volunteers
- Consultants

# Form a Planning Team

... knowledgeable about ...

- *One or more, each:* basic waste reduction, social marketing, behavior change communication
- Your mission, visions, plans, policies, practices, ability to respond to increased demand for services



# Form a Planning Team

... knowledgeable about ...

- Key audiences, past audience research
- Key stakeholders, their previous and current waste reduction initiatives
- Partners who would add credibility





# Form a Planning Team

... with influence ...



- Financial commitment
- Access to
  - additional funding sources
  - other resources
  - audiences

# Form a Planning Team

... able to say “yes, let’s proceed”



## Include key decision makers:

- As early and as often as possible
- When setting objectives, process, audience, priorities, strategy, plan, funding

# Form a Planning Team



## Ensure input from:

- Intended audience
- Key stakeholders and partners

# Form a Planning Team



## Establish meeting schedule

- Academic periods
- Financial periods
- Funding deadlines
- Key committee meetings

# Form a Planning Team



## Establish Terms Of Reference

- Roles
- Time and resource commitments
- How decisions are made
- How conflicts are resolved

**1. Form a Planning Team**

**2.  
Select Behaviors**

**3. Research, Segment, Target**

**4. Develop, Finance the Strategy**

**5. Test, Implement, Evaluate**

# Select Behaviours

## Poll Two



# Select Behaviours

Why?

- Great Impact on Outcomes





# Select Behaviours

## 1. List behaviours

- **Non-divisible**
  - Can't be divided further into behaviours with different barriers
  - E.g. recycling biohazards from labs



Based on Doug McKenzie-Mohr

# Select Behaviours

## 1. List behaviours

- End-state
  - Closest to producing the desired environmental outcome
  - E.g. putting recyclables in collection bin *in recycle hut*

Lab  Recycle Hut  Recycled and used



# Select Behaviours

## 1. List behaviours



- NO strategies or tactics
- (e.g. NOT reading a brochure, viewing a video, attending an event, participating in a competition)



# Select Behaviours

## 2. Rank based on impact, probability and penetration

Behavior	Impact (kg/year diverted)	Probability	Penetration (1-value)	Weight

Table from Doug McKenzie-Mohr

# Select Behaviours

2. Rank based on *impact*, probability and penetration

## Determine *Impact* of Each

- E.g. Kg diverted from landfill
- Review information based on past experience (more rigorous)
- Survey experts (less rigorous)

# Select Behaviours

## Determine *Probability* of Each

- **Review cases** (more rigorous if recent and with a similar audience)
- **Survey audience**
  - Less rigorous but (a) provides comparative rankings and (b) you can adjust for overstatements
  - Can be used to corroborate a review

# Select Behaviours

2. Rank based on impact, probability and *penetration*



Determine *Penetration* of Each

- **Direct:** Inspections, waste audits (more rigorous)
- **Indirect:** Survey audience (less rigorous)

# Select Behaviours

Combine all three, then rank options

Behavior	Impact (kg/year diverted)	Probability	Penetration (1-value)	Weight
Put washed glass recyclables from labs in collection bin in recycling hut	5,000	0.4	$0.8 = (1 - 0.2)$	$5,000 \times 0.4 \times 0.8$ $= 1,600$
Put glass recyclables from residences in collection bin in recycling hut	6,000	0.6	$0.3 = (1 - 0.7)$	$6,000 \times 0.6 \times 0.3$ $= 1,080$



**1. Form a Planning Team**

**2. Select Behaviors**

**3.  
Conduct Audience  
Research, Segment &  
Target**

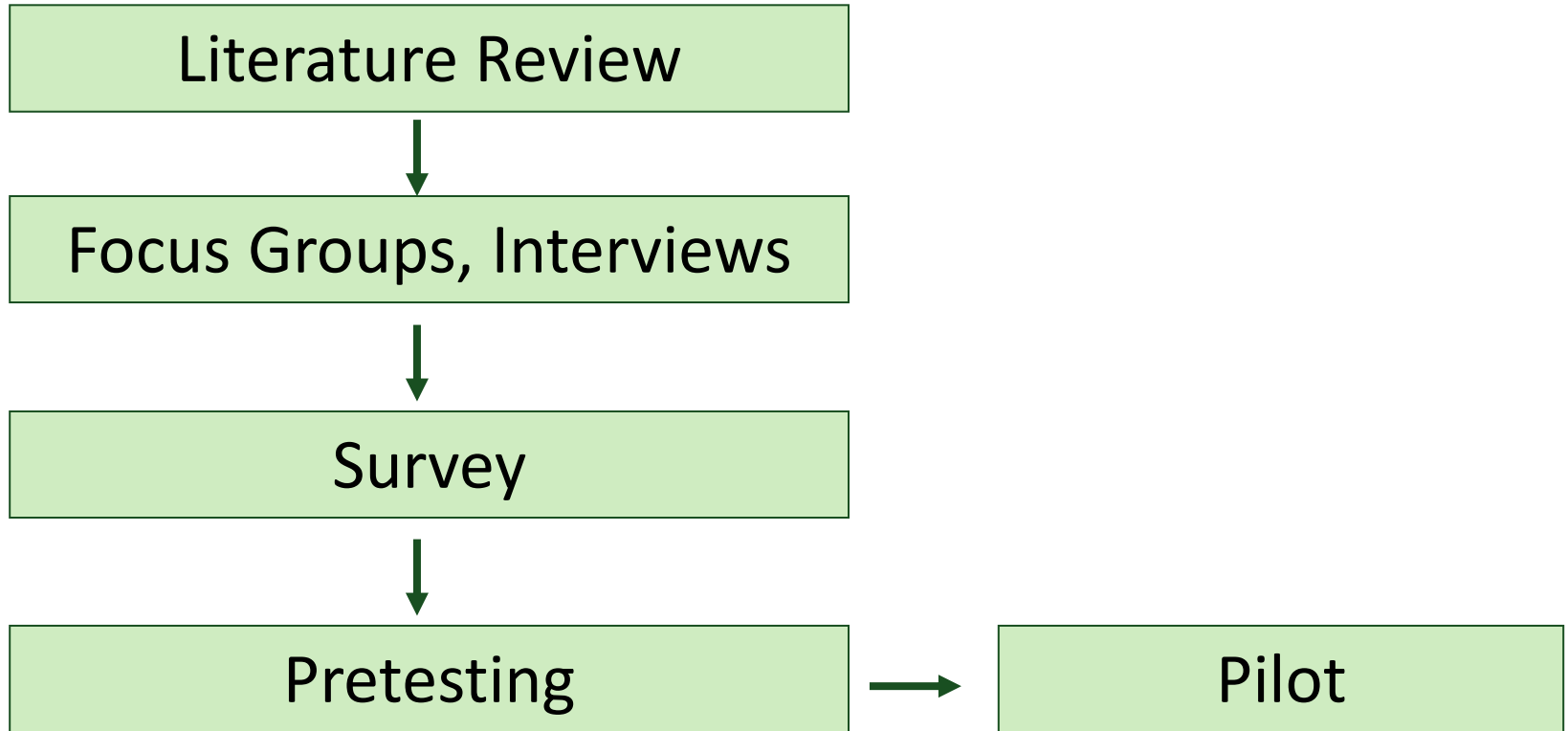
**4. Develop, Finance the Strategy**

**5. Test, Implement, Evaluate**

# Research

## Poll Three

# Research Stages



# Literature Review

- Conclusions (e.g. on barriers and motivators, impact, probability)
- Data sets (e.g. comparison data)
- Usually less expensive than primary research



# Tools of Change

Proven Methods for Promoting Health, Safety and Environmental Citizenship

## Welcome to the Tools of Change Website

Founded on the principles of community-based social marketing.

This site offers specific tools, case studies, and a planning guide for helping people take actions and adopt habits that promote health, safety and/or sustainability. It will help you include in your programs the best practices of many other programs - practices that have already been successful in changing people's behaviour.

If you think you will be using the site for more than just a quick visit, we suggest that you [Create an Account](#). Accounts are free, and having one will enable you to view the site with a focus on your particular interest areas, save your work automatically between sessions, and print the plans you create on-line.

[New to Community-Based Social Marketing? Start learning here >](#)

Search  [Click for Advanced Search >](#)

- ### Introductions for
- Community Economic Developers
  - Environmental Promoters
  - Health Promoters
  - Safety Professionals
  - Social Marketers
  - Transportation Professionals

### Environment



- Clean Air
- Climate Change
- Energy
- Pollution Prevention
- Waste
- Transportation

[View All Sub-Topics](#)

### Health Promotion



- Active Living
- AIDS
- Environmental Health
- Fitness
- Heart
- Kuridon
- Tobacco

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### Safety



- Bullying Prevention
- Crime Prevention
- Occupational Health & Safety
- Road Safety

[View All Sub-Topics](#)

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### Latest News

January 05, 2010  
New Website Launched in English

January 05, 2010  
NextFive Case Study Webinars Focus on Sustainable Transportation and Telew

[More News...](#)

### Interactive Webinars

Social Marketing

Learn and keep up-to-date on social marketing best practices and programs, from the comfort and convenience of your office or home.

[Learn More](#)



## Waste Resources

This section of the site provides quick access to case studies and helpful on-line social marketing resources for those involved with waste management. We welcome suggestions for additional case studies and resources.

### Latest News

May 10, 2013

**Waste Reduction Webinars:** Tools of Change and Keep America Beautiful are partnering on two social marketing webinars for solid waste and recycling practitioners.

*Changing Recycling and Composting Behaviors Through Social Marketing*, the first of the two webinars, took place on May 9, 2013. Jenna Jambeck with the U. of Georgia presented a case study on increasing recyclables in public bins through eco-feedback; Jenn Meilleur with B.C.'s North Shore Recycling Program presented a case study of their free, at-home Compost Coaching program that has a 3-5 year payback period; Kaitlin Phelps with the Environmental Motivation Project gave an overview of competition theory and then students from George Washington U. presented behavior change results from the Recycle-Bowl competition. [Webinar video](#) [Webinar handout \(PDF\)](#)

September 15, 2012

**New Case Study Webinar:** Backyard Composting in Langley B.C. This webinar was presented by Ken Donnelly, LURA Consulting, on Wednesday March 21, 2012. You can access the video and handouts by clicking on the Langley case study below and to the left.

### Most Recent Waste Reduction Case Studies

[Advanced Case Studies Search](#)

#### Backyard Composting in Langley B.C.

Two webinars are currently available that document this program.

[Read More »](#)

#### Hour Pay for Residential Waste Pickup in

### Most Recent Waste Reduction Resources

[Advanced Topic Resources Search](#)

#### Creative Gallery on Sustainability Communications

Covers a wide range of sustainability topics. Includes on-line, print and videos

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# Secondary Research

- **Literature Review - other sources**
  - CURC, AASHE, Trade associations, NGOs, governments
  - Databases at your institutions
  - Web search
  - Call authors of key studies for updates

# Primary Research

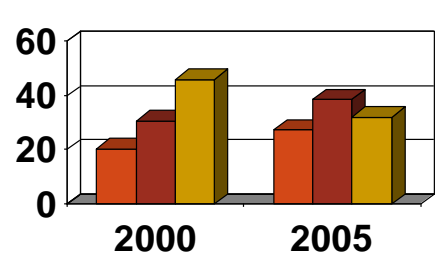


- **Qualitative**

- Subjective, exploratory
- E.g. focus groups, in-depth interviews

- **Quantitative**

- ‘Objective’, frequency of occurrence, more powerful statistics
- E.g. surveys (e.g. phone, on-line, intercept)





# Primary Research

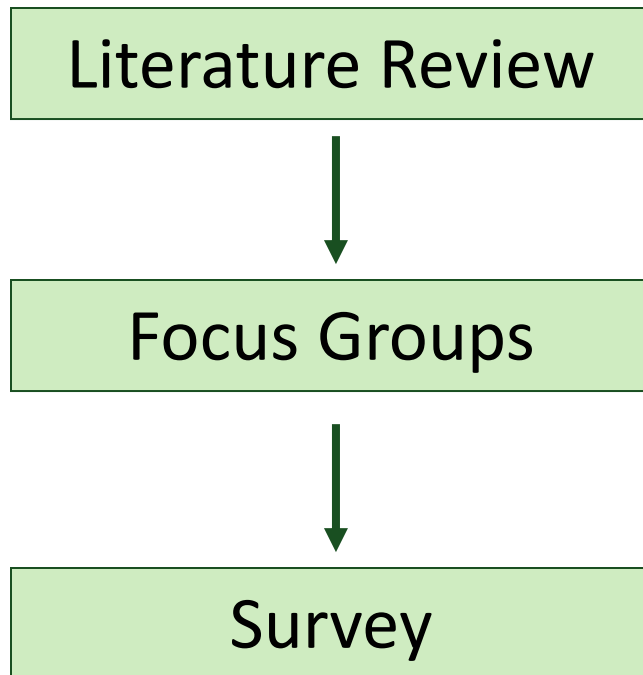
## Data Mining Social Media

The Facebook logo, consisting of the word "facebook" in white lowercase letters on a blue rectangular background.

- A Game Changer!
- Rapidly evolving
- Qualitative data on a quantitative scale
- Analysis by location and over time
- Free and paid services

The Twitter logo, featuring the word "twitter" in a light blue, rounded, lowercase font with a white outline.

# Research Questions at Each Stage

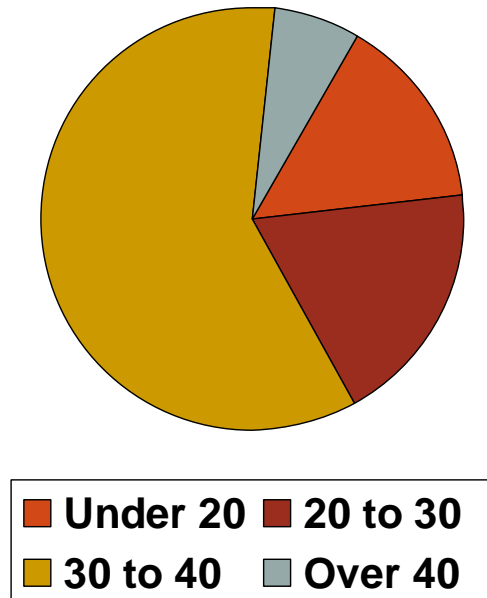


What have past studies found out about why people do / don't do ....

What is the single most important reason why you do / don't ....

Thinking of the reasons you do / don't ..., please rate the following statements on a six point scale....

# Targeting Your Audience

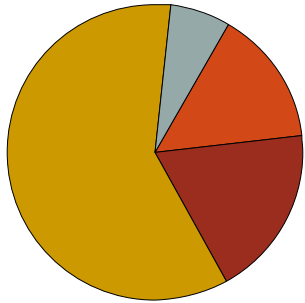


Based on Kotler, Roberto and Lee

# Targeting Your Audience

## Why?

- Focus resources
- Different strategies for different groups
- Increased cost-effectiveness



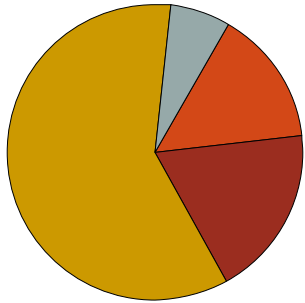
■ Under 20 ■ 20 to 30  
■ 30 to 40 ■ Over 40

Based on Kotler, Roberto and Lee

# Targeting Your Audience

## Steps

1. Select and segment audience groups
2. Evaluate and prioritize / choose
3. Personalize



Under 20 20 to 30  
30 to 40 Over 40

Based on Kotler, Roberto and Lee

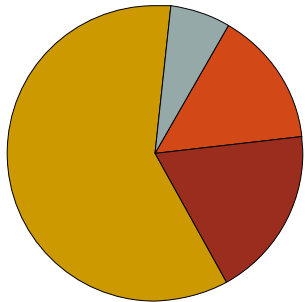
# Targeting Your Audience

Often iterative

## 1a Select

*primary audiences* (you want them to change their behaviour)

*Secondary audiences* (channels and influencers)



Under 20 20 to 30  
30 to 40 Over 40

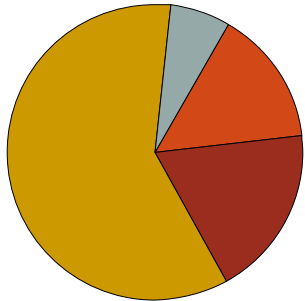
## 1b Segment them further

# Targeting Your Audience

## 1. Segmentation Variables

### ■ Setting

- Lab
- Office
- Residence (kitchen setups vary)
- Outdoor meeting places



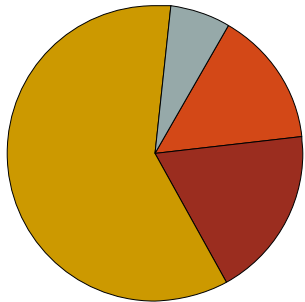
■ Under 20 ■ 20 to 30  
■ 30 to 40 ■ Over 40

# Targeting Your Audience

## 1. Segmentation Variables

### ■ Behaviours

- Frequency / amount recycled
- Already doing related activities
- Exposure to others already doing the behavior



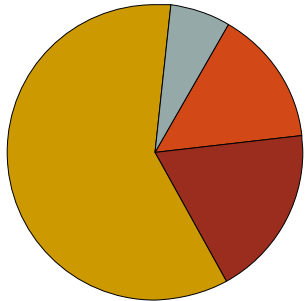
■ Under 20 ■ 20 to 30  
■ 30 to 40 ■ Over 40



# Targeting Your Audience

## 1. Segmentation Variables

- **Demographics** (first year students)
- **Psychographics** (lifestyle, personality)



■ Under 20 ■ 20 to 30  
■ 30 to 40 ■ Over 40

# Targeting Your Audience

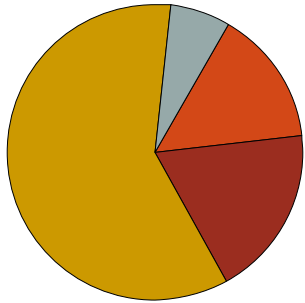
## 2. Evaluate Greatest Opportunity

Audience	Impact (kg/year for entire population)	Probability	Penetration (1-value)	Cost (1 / value)	Weight
First year students	1,000	0.8	0.8 = (1 - 0.2)	1 = (1 / \$1.00)	640 = (1,000 x 0.8 x 0.8 x 1)
Students in other years	3,000	0.4	0.5 = (1 - 0.5)	.33 = (1 / \$3.00)	200 = (3,000 x 0.4 x 0.5 x .33)

# Targeting Your Audience

## 3. Personalize

- **Barriers and Benefits:** lower barriers, increase benefits; make it “fun, easy and popular\*”



■ Under 20 ■ 20 to 30  
■ 30 to 40 ■ Over 40

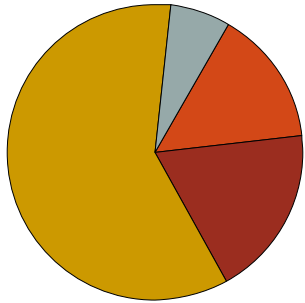
\* Coined by Bill Smith

# Targeting Your Audience

## 3. Personalize

### ■ **Communication Preferences:**

- Where, when, how
- Best way to reach people, who they trust as spokespeople; how to frame the message
- Most appealing pictures



■ Under 20 ■ 20 to 30  
■ 30 to 40 ■ Over 40

Based on Newton Ward, 2007

# On a Limited Budget

- Build on what is already available
- Use less expensive approaches at each step rather than skip the step
- Tap your psychology and market research colleagues, offer student work-projects

# On a Limited Budget

- Learn to do the research yourself (use an experienced research coach or reviewer)
- Draw on the collective experience of your planning group
- Build the case for more funds next time

# University of Alberta at a Glance

- Established in 1908
- 5 campuses in Edmonton and Camrose
- 18 faculties
- Approx. 400 programs
- > 38,000 students
- > 15,000 staff & faculty
- 5000 students living in residence

**Setting the stage...how did  
this project start....well it  
was rather unsightly!**



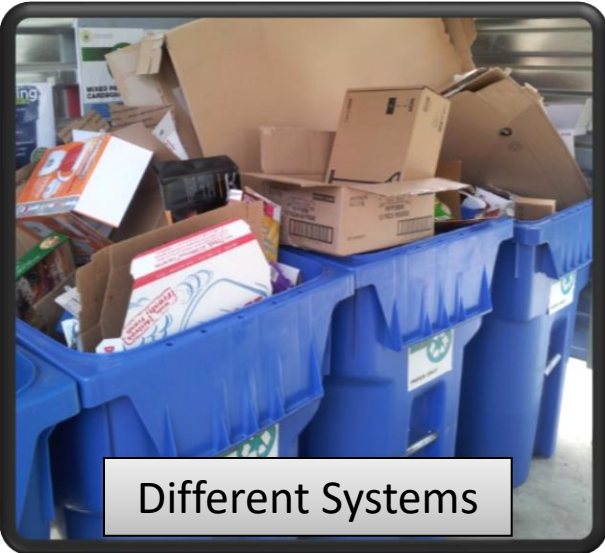
Poor Signage

Overflowing Bins

Maintenance Challenges (snow, cleaning)



High Plastic Contamination



Different Systems

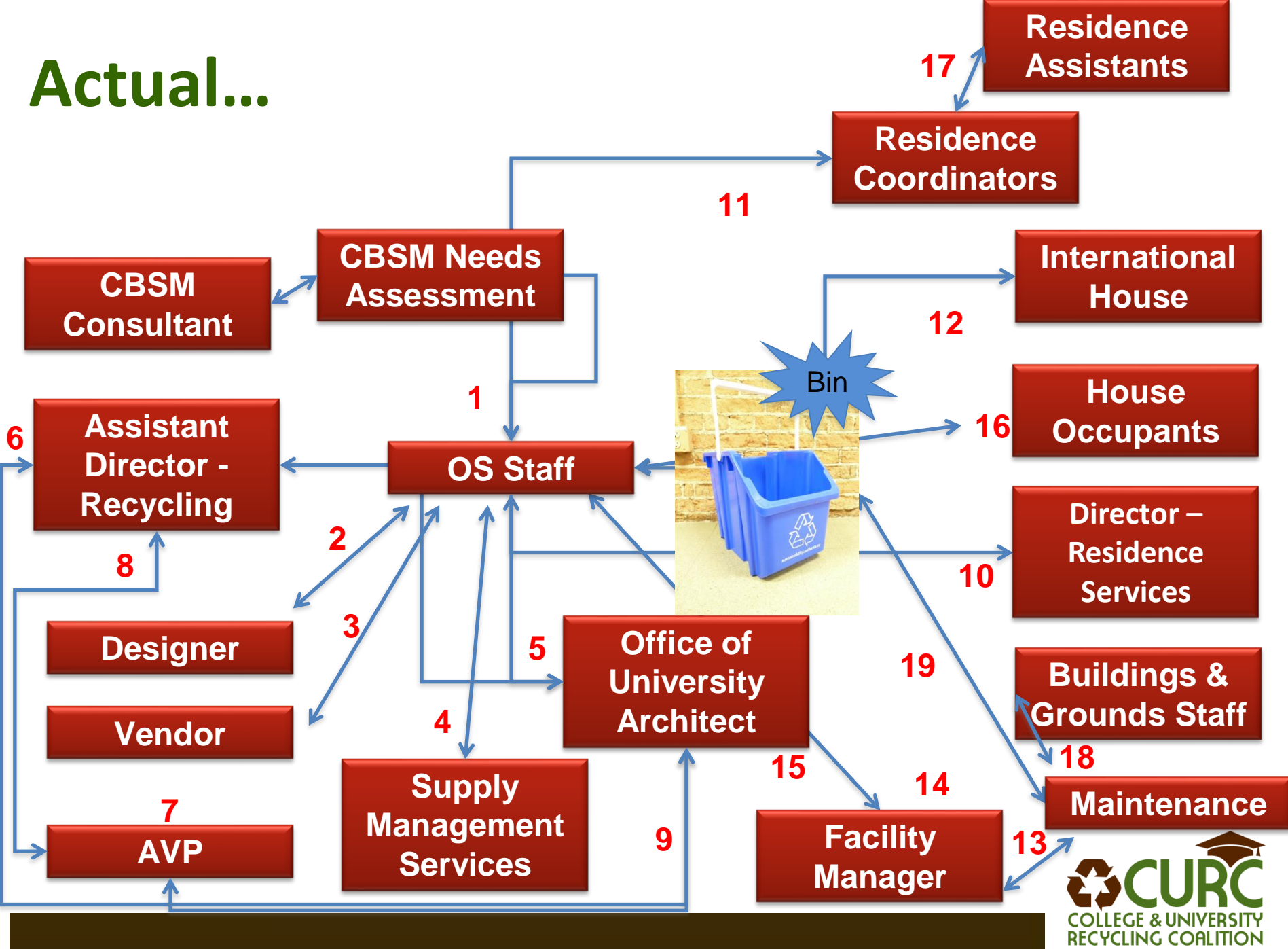
*“It is very frustrating when I put my compost in an organic bin filled with garbage and plastic- then I know it is ruined and my work feels pointless”- Student.*

*“It is a mess at the recycling tin huts. When it is overflowing I don't bother recycling and throw everything in the garbage. It is disgusting and embarrassing when people visit and see the mess”- Student.*

# Form a Planning Team: Ideal...



# Actual...



# Know your audience—needs assessment!



A literature review explored the following:

- Demographic identification
- Impact on program participation barriers and motivation for targeted behaviour
- Exemplary student residence waste diversion programs

# Needs Assessment (cont'd)



## Barriers

- Access to information
- Waste diversion facilities and pathways being poorly maintained
- Collecting food scraps in the kitchen leads to unwanted odours or attracts flies
- Carrying recyclables and organics to drop off locations is difficult
- Sorting recyclables and organics from landfill materials

# Needs Assessment (cont'd)

Literature  
Review

Survey &  
Focus Group—  
Barriers

Waste Audit &  
Infrastructure  
Gap Analysis

Mini-waste audit—  
contamination level and  
volume (bin fullness)

- **Organics bin** (high plastic contamination)
- **Glass & Light Metals** (plastics contamination)
- **Waste bin** (cardboard contamination)



# Needs Assessment (cont'd)

Literature  
Review

Survey &  
Focus Group—  
Barriers

Waste Audit &  
Infrastructure  
Gap Analysis

## Infrastructure gaps identified:

- Signage
- Timing of pick up schedule
- Frequency of cleaning and maintenance of huts
- Snow removal
- Personal bins



# Project Goals/Objectives

(1) Address infrastructure and operational challenges.

(2) Improve the educational program.

(3) Increase waste diversion, decrease contamination.

(4) Model a collaborative approach to sustainability in residence.

# Factors in Selecting Behaviours



- **Impact:** Contamination in recycle and organics bins
  - Highest for organics, glass & light metals, waste
- Chose actions that are **simple**
- Chose actions that focused on the **end state**
- Chose actions that were **affirmative** (not negative)
  - “Use compostable bags”, not “don’t use plastic bags”

# Targeted Behaviours

When you take your items to the recycle hut...



**(1) Use compostable bags for organics.**



**(2) Sort plastics from glass & light metals.**



**(3) Recycle cardboard (don't put it in the waste bin).**

**1. Form a Planning Team**

**2. Select Behaviors**

**3. Conduct Audience Research, Segment**

**4. Develop and Finance  
the Strategy**

**5. Test, Implement, Evaluate**

# Planning & Action – Strategies

## Facility & Operational changes

- Improved snow removal
- Frequent pick-ups
- Contact person for issues to be dealt with
- Bin rentals available to residents
- New Signage





# ORGANICS



Dairy and eggshells  
Meat scraps  
Coffee grounds and tea bags  
Fruit and vegetable scraps  
Paper and cardboard food containers

Use 100% compostable bags or use no bag

# PLASTICS



Plastic bags  
Plastic containers  
Non-hazardous lab plastics

# PAPER CARDBOARD



Paper  
File folders  
Envelopes  
Newspapers  
Magazines  
Books  
Cardboard

Flatten Cardboard

# LANDFILL

No recyclables permitted in this bin



# BEVERAGE CONTAINERS



Cans and bottles  
Tetra paks  
Milk cartons

# GLASS LIGHT METAL



Jars  
Steel (soup cans)  
Aluminium containers  
Paper clips and staples  
Non-hazardous lab glassware

# Planning & Action – Strategies

## Improved Education & Outreach

- Residence e-news
- Door-to-door outreach
- Social media & website
- Move-in communications material
- Champions living in residences
- Sustainability staff attendance at residence events
- Tough Guys video series





Tori Smith-Intern

Lauren Hall-Intern

Elizabeth Schowalter-Intern

Shaun Nystrom-Intern

Dani Findlay-Intern

Emma Shipalesky-Intern

Yasir Ali-Intern

Evelyn Cheng-Intern

Trina Innes-Director



# Planning & Action – Strategies

## Feedback on progress to residents

- Based on Bi-weekly waste monitoring for volume & contamination
- Communicated through:
  - Residence e-news
  - Door-to-door outreach
  - Social media & website
  - Posters in residences
  - Temporary signage (posters and magnets) in outdoor huts.



# EAST CAMPUS VILLAGE CONTAMINATION UPDATE FOR: **JANUARY 21 – 25, 2013**

The University of Alberta is working to reduce the amount of waste sent to landfills. Help us reach our goal of 50 per cent waste diversion by 2015.

## **REDUCE CONTAMINATION**

In order to prevent contamination, please ensure that items are placed in the appropriate bins. If incorrect items are placed in recycle or compost bins, the entire bin may be sent to the landfill.

**Compostable bags are available at International House.**

# **ORGANICS**

**GOAL: NO PLASTICS IN THIS BIN**

**SUMMER: 33%**

# **15%**

## **PLASTIC CONTAMINATION**

Thank you for  
Using the free  
compostable bags!

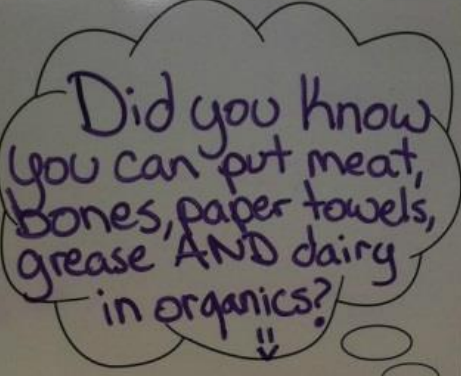



**ORGANICS**



and tea bags  
Pie scraps  
Hard food containers

Did you know  
you can put meat,  
bones, paper towels,  
grease AND dairy  
in organics?



[sustainability.ualberta.ca/waste](http://sustainability.ualberta.ca/waste) 

**GLASS  
LIGHT METALS**



Jars  
Steel (soup cans)  
Aluminum containers  
Paper clips and staples  
Non-hazardous lab glassware

We're listening!  
Paper and plastic bins  
have been switched  
(will this ↓ plastic cont.?)



[sustainability.ualberta.ca/waste](http://sustainability.ualberta.ca/waste)

**PLASTIC**



Plastic bags  
Plastic containers  
Non-hazardous lab plastics

**PAPER BOARD**

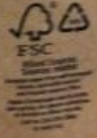


Magazines  
Books  
Cardboard





DO YOU RECYCLE  
 ORGANICS?  
 PLEASE TAKE A FREE  
 COMPOSTABLE BAG FOR  
 YOUR GREEN BIN!



# Prompts



# Financing

## 1. Pilot Project Purchase of Compostable Bags

Type of cost: Upfront  
Paid for by: Residence Services

## 2. Compostable Bags for Work

Type of cost: Recurring  
Paid for by: Residence Services

## 3. Full Implementation of Compostable Bins

Type of cost: Upfront and recurring  
Paid for by: combination of Residence Services (upfront) and residents (recurring)  
Any recurring costs to replace broken or lost bins will be paid for as a fee by residents.

Strategy: Office of Sustainability cover up front costs for pilot to demonstrate success to Residence Services, with the ultimate outcome of having costs integrated into operational costs of residences.

**1. Form a Planning Team**

**2. Select Behaviors**

**3. Research, Segment & Target**

**4. Develop, Finance the Strategy**

**5.  
Test, Implement,  
Evaluate**

# Pilot, Implement & Continuous Improvement

- **New Recycle Station Signage**
  - Pre-tested (pilot); implement
- **Operations & Maintenance**
  - Snow removal, increased frequency of pick up
  - **Personal compost and recycle bins & bags**
    - Small pilot (20 units), Full (80), Expected (500)
    - Compostable bags

*“I love what you all do - I am very appreciative of my compostable bins, the contamination updates, and all your other efforts!”*

*“So...I went to learn how to cook Indian food in grad residences north of I.House - and I got scolded for intending to throw scraps in the garbage instead of the compost pail...lol. Your work lives on...”*



# Results

## Monitored through:

- Surveys
- Anecdotal reporting
- Biweekly monitoring for waste volume & contamination levels

*“I saw the little paper survey's on the pin-board of the entryway to the graduate residence. It's neat to see the contamination levels in the trash ... It would also be neat to have a little competition ... to see who can increase their recycling levels the most and have a pizza party as a prize.”*

# Results

## ■ Organics

- Average overall contamination decreased by 15.9%
- Average plastic contamination decreased by 15.7%
- Average fill level increased by 23.6%

## ■ Glass & Light Metals:

- Average overall contamination increased by 3.4%\*
- Average plastic contamination increased by 3.4%
- Average fill level increased by 10.0%

\*Being addressed

## ■ Landfill Materials:

- Average overall contamination decreased by 14.8%
- Average paper contamination decreased by 2.7%.
- Average fill level increased by 7.8%.

# Results

## **Barrier: Access to information about how to recycle and compost:**

- The proportion of residents rating lack of information as a large problem has decreased from **29% to 8%**.

## **Barrier: Recycling or Composting Facilities are Poorly Maintained:**

- The proportion of residents rating this as a large problem has decreased from **35% to 9%**.

## **Barrier: Paths to Facilities are Poorly Maintained:**

- The proportion of students rating this issue a large problem has decreased from **40% to 5%**. Residents who rated access to information as “sometimes a problem” shifted from **31% to 23%**.

# Results

## **Barrier: Collecting food scraps in the kitchen leads to unwanted odours:**

- No significant change over three years.

## **Barrier: Collecting food scraps attracts flies:**

- No significant change over three years.

## **Barrier: Carrying Recyclables and Organics to Drop off Locations:**

- No significant change over three years.

## **Barrier: Sorting Recyclables and Organics from Landfill Materials:**

- The proportion of residents rating this as a large problem has increased to **17% from 7%**. Residents who rated access to information as “sometimes a problem” stayed consistent.

# Lesson Learned

- **Direct Feedback to Residents is Essential**
- **Make Connections with Residence Leaders**
- **Identify and Involve All Appropriate Stakeholders within the Institution**
- **Data is a Strong Tool to Advocate for this Type of Program**
- **Program is a Model for other Residences**
- **Use Communication Measures that Stand Out**

# Next Steps

- **Personal compost & recycle bins in all units**
- **Green Spaces Dorms Certification**
- **One Simple Act on Campus**
- **Creative engagement strategies to do myth busting around composting**
- **Further leveraging student leaders**
- **Build on students belief about waste (e.g., ‘it really bothers me to see things to go to waste’)**
- **Communicate better, ‘the why bother?’**

# Resources

- Templates from UAlberta:
  - T-shirt
  - Magnets
  - Handbills
  - Thought bubble
  - Focus Group
  - Survey Summary
  - Survey
  - Posters
- Case studies and other online resources  
([toolsofchange.com](http://toolsofchange.com) & [cbsm.com](http://cbsm.com))
- Instructional and case study webinars  
([webinars.cullbridge.com](http://webinars.cullbridge.com))

# Questions



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