

# **Supplementary material for ‘Global survey reveals a lack of social marketing skills in the conservation sector and shows supply of training doesn’t meet demand**

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## **Appendix 1: Survey questions**

### **Section 1: The need**

Please refer to the below key definitions when answering the survey questions.

Social marketing for biodiversity conservation (hereafter referred to as "social marketing"): The ethical application of marketing techniques to encourage voluntary behaviour change in target groups for the benefit of biodiversity”. In this definition the term “biodiversity” includes humans.

Social marketing skills: The ability to design, implement, and monitor social marketing activities.

Effective conservationist: Someone with the skills (e.g. social marketing skills) to help achieve conservation impact.

Conservation impact: The measured, positive change in the:

- Status of biological targets (e.g. improved status of rhino population)
- Threats to biological targets (e.g. reduced river pollution)
- Human behaviours driving threats to biological targets (e.g. reduced bushmeat consumption).

1. Which of the following best describes your past, current, and future application of social marketing activities as part of your conservation work?

|                               | Yes | No | Not sure |
|-------------------------------|-----|----|----------|
| Have done this in the past    |     |    |          |
| Currently doing this          |     |    |          |
| Plan to do this in the future |     |    |          |

2. Please select an option below to complete the following sentence: 'Gaining skills in social marketing is \_\_\_\_\_ for me to be an effective conservationist'.

not important at all

of little importance  
of some importance  
very important  
absolutely essential

3. How would you rate your current skill level in social marketing?

None (no skills)  
Basic (able to handle simple tasks)  
Intermediate (able to handle most types of tasks)  
Advanced (able to handle all tasks)  
Expert (able to handle all tasks and a role model or coach for others)

4. To be effective in your current role, what is your desired future skill level in social marketing?

None (no social marketing skills needed to be effective)  
Basic (need to be able to handle simple social marketing related tasks to be effective)  
Intermediate (need to be able to handle most types of social marketing related tasks to be effective)  
Advanced (need to be able to handle all social marketing related tasks to be effective)  
Expert (need to be able to handle all social marketing related tasks and be a role model or coach for others to be effective)

## Section 2: The supply of training

5. Which of the following best describes the type of training you have received in social marketing (please select all that apply).

I have NOT had any training  
Self taught  
Informal "on-the-job" training provided by colleagues  
Classroom training provided by colleagues  
Classroom training provided by an external (non academic) training provider  
Classroom training provided by an external (academic) training provider  
Classroom training provided by an internal trainer  
Online learning from your organisation's online learning site  
Online learning from an external (non academic) provider's online learning site  
Online learning from an external (academic) provider's online learning site  
Other

6. If relevant, please write the name of the organisation(s) that provided this training, the name of the training course(s) and web link(s)

7. Please select an option below to complete the following sentence: 'The training listed was \_\_\_\_\_ in enabling me to more effectively design, implement, and monitor social marketing activities'.

question not applicable  
very useful

somewhat useful  
not very useful  
not at all useful

8. If you hold any certification related to social marketing skills please list them here:

### Section 3: The demand for training

9. Please select an option below to complete the following sentence:

'Receiving additional training in social marketing is \_\_\_\_\_ for making me a more effective conservationist'.

not important at all  
of little importance  
of some importance  
very important  
absolutely essential

10. Which of the following learning options would you be interested in to gain more skills in social marketing (please select all that apply):

Classroom training provided by colleagues  
Classroom training provided by an external (non academic) training provider  
Classroom training provided by an external (academic) training provider  
Classroom training provided by an internal trainer  
Online learning from your organisation's online learning site  
Online learning from an external (non academic) provider's online learning site  
Online learning from an external (academic) provider's online learning site  
Not interested in training in this area

11. Please select an option below to complete the following sentence:

'Gaining a certification in social marketing is \_\_\_\_\_ to me'.

not important at all  
of little importance  
of some importance  
very important  
absolutely essential

12. Please explain the reasons behind your above answer.

### Section 4: Barriers

13. How would you rate the following barriers with respect to you receiving training in social marketing?

|               | Major barrier | Minor barrier | Not a barrier |
|---------------|---------------|---------------|---------------|
| Lack of funds |               |               |               |
| Lack of time  |               |               |               |

|  |  |  |  |
|--|--|--|--|
| Lack of available training courses           |  |  |  |
| Lack of institutional value for these skills |  |  |  |

14. Please list any additional major barriers that are preventing you from receiving training in social marketing.

#### Section 5: The availability of best practice

Best practice: A standardised set of procedures that are accepted or prescribed as being most effective.

15. Please list here any documents that you think represent a best practice in social marketing (document name, lead author, and web link if possible).

16. If you proposed a best practice in the previous question, please select an option below to complete the following sentence: 'The best practice I listed is \_\_\_\_\_ to me as a reference material that helps to design, implement, and monitor social marketing activities'.

question not applicable  
 very useful  
 somewhat useful  
 not very useful  
 not at all useful

17. Please select an option below to complete the following sentence: 'A best practice in a social marketing for wildlife conservation is \_\_\_\_\_ for me to be a more effective conservationist'.

not important at all  
 of little importance  
 of some importance  
 very important  
 absolutely essential

#### Section 6: Other training needs

18. List (in order of decreasing importance) the top 3 additional subjects that you would like to become more skilled at, to help you be a more effective conservationist.

#### Section 7: Background information

19. What is your job title?

20. Which country are you employed in?

21. What is the name of the organisation you work for?

22. Which of the following options best describes your organisation?

Government organisation  
Conservation NGO  
Donor organisation  
Training organisation  
Consultant firm  
Independent consultant

23. What is the highest level of education you have completed?

No formal education (University of life)  
Primary school (elementary school, up to age 12)  
Secondary school (high school, age 12+)  
Trade/technical/vocational qualification  
Bachelors degree (undergraduate, e.g. BA, BSc)  
Masters degree (e.g. MA, MSc)  
Doctorate degree (e.g. PhD, DPhil)

24. Which age category applies to you?

under 18  
18-29  
30-39  
40-49  
50-59  
60+

25. What is your gender?

Male  
Female  
Other  
Prefer not to say

## **Appendix 2: Survey distribution method**

To increase global representation of survey responses we aimed to find suitable participants from every country. We first identified websites of relevant organisations where we believed conservation practitioners or interested parties may be found. To do this, firstly, we spent a minimum of 30 minutes per country searching in Google search engine using the following search terms in varying combinations: ‘conservation’, ‘environment’, ‘wildlife’, ‘animal’, ‘organisation’, ‘charity’, ‘education’, along with each country name. Further terms were included for flagship species or ecosystems which we believe be of particularly high conservation effort relevant to the country being searched, for example, ‘turtle’, ‘primate’, ‘marine’, ‘bird’, ‘forest’, ‘rainforest’, ‘mangrove’, and ‘wetland’. Google was also used to find the relevant government departments for each country, for example the environment or forestry departments. Second, we searched the following lists: Charity vault, Earth directory, and relevant Wikipedia pages for relevant contacts.

From each website we extracted relevant email addresses. After omitting role-based addresses (for example, info@...com as they are associated with high bounce rates and spam complaints) and duplicates, we had 11,250 email addresses we sent the survey to. Of these, 10.9% of emails were read, 1.8% were not delivered and 2% of recipients clicked on the link to the survey in the email.

We also sent the survey to author contacts which included two conservation email groups (n = 1,084).

The response rate can only be estimated as the survey was shared via social media and participants were asked to share the survey with others they thought would be interested. If we assume the survey was successfully delivered to the 10.9% of people who we know read the email out of the 11,250 addresses identified via email searches, n = 1,226 and the 1,084 author contacts, the response rate can be calculated as the following:

$$\begin{array}{rclcl} \text{Number of people} & \div & \text{Number of people successfully} & = & \text{Response rate} \\ \text{responding to survey} & & \text{receiving the survey} & & \\ 347 & \div & (1226 + 1084) & = & 15\% \end{array}$$

### Appendix 3: Best practices in social marketing

The best practices given by survey participants are summarised in Table 1. We have made no judgement of the suitability and relevance of best practices lists.

**Table 1.** Best practices list by survey participants

|   | <b>Best practice in social marketing listed</b>  |
|---|--|
| 1 | Amer W, Ashong S and Tiomoko D (2015). Guide de gestion des réserves de biosphères de l'UNESCO en Afrique.<br><br><a href="http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/images/Manual_frz_full_web_access.pdf">http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/images/Manual_frz_full_web_access.pdf</a>                              |
| 2 | Audubon tools of Engagement: A Toolkit for Engaging People in Conservation.<br><br><a href="http://web4.audubon.org/educate/toolkit/toolkit.php">http://web4.audubon.org/educate/toolkit/toolkit.php</a>   |
| 3 | Boss, S. (2008) The Cultural Touch. Stanford Social Innovation Review<br><br><a href="https://ssir.org/articles/entry/the_cultural_touch">https://ssir.org/articles/entry/the_cultural_touch</a>   |
| 4 | Bruce Byers (2000) Understanding and Influencing Behaviors: A Guide. Washington DC, USA. World Wildlife Fund.<br><br><a href="http://www.brucebyersconsulting.com/wp-content/uploads/2011/07/Behaviors-in-Conservation-Guide-2000.pdf">http://www.brucebyersconsulting.com/wp-content/uploads/2011/07/Behaviors-in-Conservation-Guide-2000.pdf</a> |
| 5 | Clayton and Meyers (2015) Conservation Psychology. Understanding and promoting human care for nature. Wiley-Blackwell. ISBN-10: 1405176784   |
| 6 | Community based social marketing. <a href="http://www.cbsm.com">www.cbsm.com</a>   |
| 7 | Dessart F.J., van Bavel R, (2017) Two converging paths: behavioural sciences and social marketing for better policies, Journal of Social Marketing, 7, 355-365.  |
| 8 | Donovan R and Henley, N (2010) Principles and Practice of Social Marketing: An International Perspective. Cambridge University Press ISBN-10: 052116737X   |

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| 9  | French J and Gordon R (2015) Strategic Social Marketing. SAGE Publications Ltd. ISBN-10: 1446248615  |
| 10 | Futerra. Branding Biodiversity, the New Nature Message<br><br><a href="https://www.wearefuterra.com/wp-content/uploads/2015/10/Branding_Biodiversity.pdf">https://www.wearefuterra.com/wp-content/uploads/2015/10/Branding_Biodiversity.pdf</a>  |
| 11 | Futerra. Sell the Sizzle<br><br><a href="https://www.wearefuterra.com/wp-content/uploads/2015/10/Sellthesizzle.pdf">https://www.wearefuterra.com/wp-content/uploads/2015/10/Sellthesizzle.pdf</a>  |
| 12 | Goldberg M and Fishbein (2015) Social Marketing: Theoretical and Practical Perspectives. Psychology Press. ISBN-10: 1138876623   |
| 13 | Hesselink F, Goldstein W, van Kempen PP, Garnett T and Dela J (2007) Communication, Education and Public Awareness (CEPA) A toolkit for National Focal Points and NBSAP coordinators (Secretariat of the Convention on Biological Diversity and IUCN: Montreal, Canada<br><br><a href="https://www.cbd.int/cepa/toolkit/2008/doc/CBD-Toolkit-Complete.pdf">https://www.cbd.int/cepa/toolkit/2008/doc/CBD-Toolkit-Complete.pdf</a>  |
| 14 | Jenks, B (2015) Driving Change Through Pride of Place. Stanford Social Innovation Review<br><br><a href="https://ssir.org/articles/entry/driving_change_through_pride_of_place">https://ssir.org/articles/entry/driving_change_through_pride_of_place</a>  |
| 15 | Kotler P, and Armstrong G, Wong V, and Saunders J (2007) Principles of Marketing. Pearson, Prentice Hall, New Jersey. ISBN-10: 0136132375  |
| 16 | Lee, N.R and Kotler P. (2011) Social Marketing: Influencing Behaviors for Good. SAGE Publications, Inc. ISBN-10: 1412981492  |
| 17 | McKenzie-Mohr (2011) Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing. New Society Publishers ISBN-10: 0865716420   |
| 18 | National Social Marketing Centre (NSMC) Big Pocket Guide to using social marketing for behaviour change<br><br><a href="http://www.thensmc.com/sites/default/files/Big_pocket_guide_2011.pdf">http://www.thensmc.com/sites/default/files/Big_pocket_guide_2011.pdf</a>   |
| 19 | National Social Marketing Centre (NSMC) Planning Guide and Toolkit<br><br><a href="http://www.thensmc.com/toolkit">http://www.thensmc.com/toolkit</a>  |
| 20 | Open Standards for the Practice of Conservation, Conservation Measures Partnership. <a href="http://cmp-openstandards.org/wp-content/uploads/2014/03/CMP-OS-V3-0-Final.pdf">http://cmp-openstandards.org/wp-content/uploads/2014/03/CMP-OS-V3-0-Final.pdf</a>  |
| 21 | Rare Pride Handbook. (2007) A guide for inspiring conservation in your community. Rare, Arlington, Virginia.<br><br><a href="http://www.rareplanet.org/sites/rareplanet.org/files/rare_pride_handbook_english_low_res.pdf">http://www.rareplanet.org/sites/rareplanet.org/files/rare_pride_handbook_english_low_res.pdf</a>  |
| 22 | Rare pride: The marketing of conservation<br><br><a href="https://rmportal.net/library/content/tools/biodiversity-conservation-tools/putting-conservation-in-context-cd/communication-and-education-approaches-resources/RARE-Pride-The-Marketing-of-Conservation/at_download/file">https://rmportal.net/library/content/tools/biodiversity-conservation-tools/putting-conservation-in-context-cd/communication-and-education-approaches-resources/RARE-Pride-The-Marketing-of-Conservation/at_download/file</a> |
| 23 | Sen, A. (1983). Development: Which Way Now? Economic Journal, Vol. 93 Issue 372. Pp. 745-762.  |

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| 24 | Seth Godin's website<br><a href="http://sethgodin.strikingly.com">http://sethgodin.strikingly.com</a>  |
| 25 | Stewart, D (2015) The handbook of persuasion and social marketing. Santa Barbara, CA. Praeger Publishers. ISBN-10: 1440804044  |
| 26 | Wildlife Consumer Behaviour Change toolkit<br><a href="http://www.changewildlifeconsumers.org">www.changewildlifeconsumers.org</a>   |
| 27 | Wood, M. Introduction to the Principles of Social Marketing. Brighton Business School<br><br><a href="http://wsmconference.com/wp-content/uploads/2014/10/ESMC-Intro-to-Social-Marketing-Sept-2014.pdf">http://wsmconference.com/wp-content/uploads/2014/10/ESMC-Intro-to-Social-Marketing-Sept-2014.pdf</a> |
| 28 | <a href="http://www.learnmarketing.net">www.learnmarketing.net</a>   |
| 29 | <a href="http://www.lynda.com">www.lynda.com</a>   |
| 30 | <a href="http://www.yacutinga.com">www.yacutinga.com</a><br><br><a href="http://www.yacutinga.com/manifiesto-etica-empresarial/">www.yacutinga.com/manifiesto-etica-empresarial/</a>   |