

FULL OF SURPRISES

Dietary Supplements and the Gym, or a Tale of Corporate Social Responsibility

Case Study by Eric Weinberger for the Strategic Training Initiative
for the Prevention of Eating Disorders
www.hsph.harvard.edu/striped

TEACHING NOTE by Christina A. Roberto

This teaching note is written for teachers and offers all the information and guidance needed to use this case in the classroom. The teaching note covers background material on the case, including synopsis, explanation of its real-world basis, teaching objectives, target audience, and a listing of case materials and required readings for students. It also includes a detailed lesson plan that is designed with a 1 hour and 50 minute session in mind. Of course teachers can modify the lesson plan and assigned readings to accommodate a shorter or longer class period or to spread the case out over two class periods. At the end of this teaching note is a written homework assignment and in-class assignment instructions. The written homework assignment should be distributed to students along with the required reading one week before the class session in which the case will be discussed. The in-class assignment instructions should be handed out to students at the start of the class period dedicated to discussion of this case.

A. Synopsis

Working out at the gym is a healthy endeavor, but many gyms endorse unhealthful practices. They may advertise or sell dietary supplements for weight loss or muscle building that not only fail to do what they promise, but contain potentially dangerous ingredients. Callie Guertin is a primary care physician in Hamilton, in the fictitious U.S. state of Columbia, and a daily gym-goer who is slowly awakening to the fact that her chosen new gym, MuscleTone, sells weight-loss supplements at its welcome desk. She wants them to stop; but what can she do on her own? With some guidance from a young activist, Stacie Lubin, and her sympathetic personal trainer, Rudi, Guertin learns skills of coalition building to pressure the small MuscleTone chain to change its practices.

Within MuscleTone headquarters, corporate managers and executives are aware that a growing number of their clients are unhappy about the gym's sales practices. None of them seems especially attached to the idea of supplements except as a steady stream of revenue they don't want to lose. Perhaps, using principles of corporate social responsibility, or CSR, they can be made to realize that abandoning sales and advertising of supplements can produce a good result for everybody—healthier customers, of course, but also a new marketing campaign touting MuscleTone as the gym for “healthy living”? Guertin and her allies are working on MuscleTone to make just this case.

B. Real-World Basis

Dietary supplements sold for weight loss or muscle building can have numerous harmful effects on health. Use of these products can cause everything from dehydration, diarrhea, or constipation to cardiac issues, organ failure or even death. People often do not realize that some supplements contain illegal substances such as steroids and prescription pharmaceuticals. Despite the fact that these products can be harmful and are generally ineffective at producing the desired outcomes, they are sold in a range of settings including online, in health and fitness stores, in major retail pharmacies, and in grocery stores. Misuse and abuse of these products is common among adults and youth and across genders, racial and ethnic groups, and socioeconomic levels (see Pomeranz, Barbosa, Killian, & Austin, 2014, in optional readings for students below). Among U.S. adults, nationally representative studies found that 21% of women and 10% of men have used weight-loss supplements. One national survey of adolescents and young adults reported that 29% had used any type of dietary supplement in the past 30 days. In 2011, the sale of dietary supplements exceeded \$30 billion (U.S. Government Accountability Office, 2011). Of particular concern is that use of these supplements is associated with mental health problems, including eating disorders and body dysmorphic disorder.

Typically, supplements are removed from shelves by the Food and Drug Administration (FDA) only after there have been serious injuries or deaths; at that point, it's much too late to try to protect consumers. Given the public health threat these products pose and the inadequacy of government regulation, one promising strategy to restrict their sale is encouraging companies to stop selling harmful products. Corporate social responsibility refers to companies acting in self-regulatory ways that prevent harm in social, environmental, or economic domains. Some companies go beyond avoiding negative impacts and act in ways that further social good, even if it does not contribute to the company's bottom line. In ideal cases, being socially responsible is consistent with being able to thrive as a business.

This teaching case narrative weaves together realistic story elements and familiar-feeling characters concerned about the marketing and use of dietary supplements. The case is designed to give students a sense of the challenges and opportunities they are likely to face when planning a community-driven, corporate social responsibility campaign designed to influence companies' actions. Whether students are looking ahead to a career as public health practitioners working in the community, public health nutritionists, or community and health advocates, this case will help them develop essential skills and expertise in organizing action to encourage corporate social responsibility among companies selling dietary supplements. Although the lessons here are applied to dietary supplements, the skills are ones that can be applied to many public health problems that involve harmful consumer products (e.g., tobacco, alcohol, unhealthy foods).

C. Learning Objectives and Target Audience

The learning objectives of this case include several that are specific to the topic of dietary supplements and corporate social responsibility and several others that support core competencies for public health education promulgated by the U.S. Association of Schools of Public Health (ASPPH);

<http://www.aspph.org/educate/models/mph-competency-model>). The learning objectives specific to dietary supplements and corporate social responsibility are:

- 1) Describe the evidence documenting the negative health consequences of weight-loss and muscle-building supplements;
- 2) Describe why certain populations are particularly vulnerable to using weight-loss and muscle-building supplements;
- 3) Demonstrate skills in planning a community-driven, corporate social responsibility campaign to encourage companies to stop selling dietary supplements;
- 4) Integrate epidemiological research, coalition building principles, and evidence-based strategies for communicating messages into a corporate social responsibility campaign.

The learning objectives addressing ASPPH core competencies are:

- 1) Describe steps and procedures for the planning, implementation, and evaluation of public health interventions (ASPPH Discipline: Social and Behavioral Sciences);
- 2) Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions (ASPPH Discipline: Social and Behavioral Sciences);
- 3) Apply theory and strategy-based communication principles across different settings and audiences (ASPPH Interdisciplinary Thematic Grouping: Communication and Informatics);
- 4) Apply social justice and human rights principles when addressing community needs (ASPPH Discipline: Leadership);
- 5) Explain how professional ethics and practices relate to equity and accountability in diverse community settings. (ASPPH Discipline: Diversity and Culture);
- 6) Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives (ASPPH Discipline: Health Policy and Management).

The primary target audience for this teaching case is graduate students in public health, particularly those in courses focused on public health program planning and evaluation, pharmaceutical sciences, business ethics, or health communications. The case is also suitable for graduate students in other disciplines, such as physical , athletic training, or management, and undergraduate students in similar courses. The case and assignments can be adapted for use with advanced high school students in a course on public health practice. The teaching case may have its greatest impact when reaching students who are likely to one day work in professional roles where they are involved in designing health promotion programs in communities or working in advocacy settings.

D. Case Materials

The complete case study consists of the case narrative with four sections, a teaching note, which includes a lesson plan, homework assignment, and in-class activity instructions, plus one companion technical document and online campaign planning tool that is available at no cost on the Internet.

Provided Teaching Case Narrative Document:

- 1) Cover page, plus table of contents, synopsis, and acknowledgments (3 pages)
- 2) Cast of characters (1 page)
- 3) Case study narrative “Full of Surprises: Dietary Supplements and the Gym, or a Tale of Corporate Social Responsibility” (14 pages)
- 4) Postscript to case study narrative (1 page)
- 5) Image of “Nourishh” weight-loss supplement for sale (1 page)
- 6) Change.org online petition by members against MuscleTone gym practices (1 page)

Provided Teaching Note Document: Includes overview material, lesson plan, written homework assignment, and in-class assignment instructions (14 pages, plus 12-page Planning to Win worksheet for homework assignment). Keep in mind that teachers can modify the lesson plan and assigned readings to accommodate a shorter or longer class period or to spread the case out over two class periods to spend more time introducing key concepts about corporate social responsibility, weight-loss and muscle-building dietary supplements, or other topics.

E. Required Reading for Students

- 1) Provided case study narrative document with four sections, plus the homework assignment, which appears on pages 11-12 of this teaching note. Teachers should distribute the readings and homework assignment to students one week before the class session in which the case will be discussed.
- 2) Companion technical document: Spitfire and Gordon and Betty Moore Foundation. Planning to Win: The Just Enough Guide for Campaigners. (Available at no cost at: <http://planningtowin.org/download>)
- 3) Peer-reviewed journal articles:
 - Cohen PA, Maller G, DeSouza R, Neal-Kababick J. Presence of banned drugs in dietary supplements following FDA recalls. *Journal of the American Medical Association* 2014; 312(16): 1691-1693.
Key teaching points from article:
 - Approximately half of all FDA class I drug recalls since 2004 have involved dietary supplements adulterated with banned pharmaceutical ingredients.
 - This study analyzed dietary supplements purchased at least 6 months after FDA recalls to determine if banned drugs were still present.
 - The study authors analyzed 27 of 274 dietary supplement products recalled by the FDA between 2009 and 2012. One or more pharmaceutical adulterants was identified in 67% of recalled products still available for purchase.

- Action by the FDA has not been enough to eliminate all potentially dangerous adulterated supplements sold to consumers
- Kulkarni A, Huerto R, Roberto, CA, Austin SB (Under review). Leveraging corporate social responsibility to improve consumer protections for dietary supplements sold for weight loss and muscle building.
Key teaching points from article:
 - Corporate social responsibility (CSR) refers to the idea that corporations should impact social, environmental, and economic spheres of society in benevolent and sustainable ways.
 - Corporations often take on socially responsible stances and self-regulate to stave off government regulation or public censure.
 - To maximize the translation of research into increased CSR, public health practitioners should collaborate with a diverse group of stakeholders, including legislators, clinicians, consumer rights advocates, state attorneys general, corporations, and the media.
- Dorfman L, Wallack L, Woodruff K. More than a message: Framing public health advocacy to change corporate practices. *Health Education & Behavior* 2005; 32(3): 320-336.
Key teaching points from article:
 - The way an issue is framed or described can determine the extent to which it has popular or political support.
 - There are three conceptual levels of framing an issue.
 - a. Level 1: The expression of overarching values (e.g., fairness, responsibility, equality, equity) and the core values that motivate us to change or not change the world.
 - b. Level 2: The general issue being addressed (e.g., housing, the environment, schools or health).
 - c. Level 3: The nitty gritty of the issue being addressed (e.g., policy detail or strategy, tactics for achieving change).
 - Frames that appear in the news media tend to focus on the individual, rather than the larger sociocultural context in which a behavior or problem is occurring. This kind of framing can be at odds with public health messages designed to alter environmental contexts (rather than focusing on individual behavior change).

Optional Additional Readings:

- Pomeranz JL, Barbosa G, Killian C, Austin SB. The dangerous mix of adolescents and dietary supplements for weight loss and muscle building: Legal strategies for state action. *Journal of Public Health Management and Practice* 2015; 21(5):496-503.
Key teaching points from article:
 - In 1994, the U.S. Congress passed the Dietary Supplement Health and Education Act (DSHEA), which weakened the FDA's regulatory authority to adequately protect consumers. The FDA cannot currently pre-screen dietary supplements for safety or efficacy before a product enters the market.

- When evidence increases about the dangers of new products, U.S. states can enact prohibitions on product sales prior to FDA action.
There are a number of actions states can take to address concerns about the sale of potentially harmful weight-loss and muscle-building supplements. States can require factual safety warnings on in-store signs or posters, implement minimum age requirements to purchase dietary supplements, use taxes to discourage purchasing, or encourage better industry self-regulation.
- Geller AI, Shehab N, Weidle NJ, Lovegrove MC, Wolpert BJ, Timbo BB, Mozersky RP, Budnitz DS. Emergency department visits for adverse events related to dietary supplements. *New England Journal of Medicine* 2015; 373: 1531-1540.
Key teaching points from article:
 - This study analyzed nationally representative surveillance data from 63 emergency departments from 2004 – 2013 to assess adverse events related to dietary supplement use.
 - Based on 3,667 cases, the authors estimated that 23,005 emergency department visits per year were attributed to adverse events related to dietary supplements. These visits led to 2,154 hospitalizations.
 - Emergency room visits were frequently for cardiovascular issues associated with weight-loss or energy product use among young adults or swallowing problems among older adults.

E. Acknowledgments and Funding

This teaching case was written by Eric Weinberger for the Strategic Training Initiative for the Prevention of Eating Disorders (STRIPED www.hsph.harvard.edu/striped) under the direction of STRIPED director S. Bryn Austin and co-director Christina Roberto. We would like to thank reviewers of this case: Jerel P. Calzo, Pieter A. Cohen, Debra Franko, Jess Haines, Anvita Kulkarni, Susan Madden, Susan Paxton, and Kendrin R. Sonnevile. We also thank the students in Christina Roberto's class at the University of Pennsylvania who participated in the pilot evaluation of this teaching case. This work was supported by the Ellen Feldberg Gordon Challenge Fund for Eating Disorders Research and grants T71-MC00009 and T76-MC00001 from the Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services.

F. Lesson Plan and Discussion Guide

Lesson Plan (1 hour 50 minutes)

1. Opening Whole Class Discussion (15 minutes)

- a) Introduction to Case and Initial Discussion: In class today, we will be focusing on our case “Full of Surprises: Dietary Supplements and the Gym, or a Tale of Corporate Social Responsibility” about Callie Guertin and a coalition of concerned citizens trying to encourage MuscleTone, a local chain of women’s gyms, to stop selling weight loss and muscle building supplements. Your homework assignment was to begin planning a corporate social responsibility campaign with the assistance of Planning to Win worksheet that walked you through the steps to successful campaign planning. Now for our in-class activity, you and your team of coalition members from Hamilton will move on together to further develop your campaign plan.
- b) **Q**: Working with industry to achieve public health gains can have opportunities and challenges. Some people argue that, at best, it is naïve to pursue corporate social responsibility campaigns to get companies to change and at worst, it distracts from “real” change that can be achieved by government intervention. In our case, “Full of Surprises,” do you think it was a good idea to pursue a corporate social responsibility campaign, rather than other avenues of change (e.g., legislation, litigation?). Explain your reasoning.
- c) **Q**: Why do you think the gym is targeting its customers with weight-loss and muscle-building supplements?
- d) **Q**: A good offense knows the defense. Why do you think the gym owners were not following through on their promise to make over the gym’s strategy and marketing?
 - o **Q**: What values does the gym care about? What values do the advocates care about? Drawing from the Dorfman, Wallack, and Woodruff article, discuss the importance of understanding each side’s values when designing campaign messaging.
- e) **Q**: Why was it important for Guertin to build a coalition?

2. Program Planning Team Meeting (45 minutes)

- a) **NOTE**: Assuming a class size of 20 students, have students count off by five now to create five teams of four students each. Team size and number of teams can be modified depending on class size.
- b) Introduction to Program Planning Team Meeting (5 minutes): For your homework assignment, you did the initial work solo using the Planning to Win worksheet to prepare for class today. Now for our in-class activity, you and your coalition from Hamilton will distill the best of your campaign planning ideas for steps 1-3 and complete the rest of your corporate

social responsibility campaign to encourage MuscleTone gym to stop selling dietary supplements. *[PASS OUT IN-CLASS ACTIVITY TEAM ASSIGNMENT SHEET]*

Six Stages to Successful Campaign Planning From Planning to Win (p. 7):

- 1. Defining the Victory:** What's your goal? What kind of campaign should you run? Why you? Why now?
- 2. Evaluating the Campaign Climate:** What are your greatest assets? What are the opposition's greatest assets? What challenges do you face? Consider the good, the bad, and the ugly.
- 3. Charting Your Course:** What path will you take to win?
- 4. Choosing Your Influence Strategy:** What decision maker are you trying to reach? Which audiences or constituencies do they listen to? How can you influence them to act?
- 5. Messaging for Impact:** What are you going to say? Who is going to say it?
- 6. Managing the Campaign:** How are you going to put the plan in motion? How will you know if you're on the right track or if a course correction is needed?

- For the next **40 minutes**, you and your coalition team will complete a campaign plan that outlines the steps you will take to encourage MuscleTone gym to change their sales practices. **Be sure to choose a note taker and timekeeper** for your meeting and be prepared to report back to the class on your campaign plan developed by your team.

Recommended Meeting Agenda and Timeline (40 minutes):

- **For the first 10 minutes:** Have a discussion where each person summarizes for the team the ideas you came up with while writing your Planning to Win corporate social responsibility campaign plan homework, specifically in terms of **Steps 1-3** (Defining the Victory, Evaluating the Campaign Climate, and Charting Your Course) that you wrote about in your report. Identify common threads in your team members' ideas and also identify particularly viable ideas. As you discuss each step of the campaign plan, you should be filling in the campaign planning worksheet, which accompanied this handout. We will want to hear from everyone on your team, so each of you should be prepared to report on one of the steps. Because everyone is working on the same long-term goal, you do not have to report on the first step: defining the victory.
- **For the next 8 minutes, discuss Step 4: Choosing Your Influence Strategy.** Complete this portion of the worksheet. Remember these key questions:
 - What decision maker are you trying to reach?
 - Which audiences or constituencies do they listen to?
 - How can you influence them to act?
- **For the next 8 minutes, discuss Step 5: Messaging for Impact.** Complete this portion of the worksheet. Remember these key questions:
 - What are you going to say?

- Who is going to say it?
- **For the next 8 minutes, discuss Step 6: Managing the Campaign.**
Complete this portion of the worksheet. Remember these key questions:
 - How are you going to put the plan in motion?
How will you know if you're on the right track or if a course correction is needed?
- **For the last 6 minutes:** Review your campaign summary template to make sure all the steps have been covered and the group agrees on the main points for each step. Each team will be responsible for presenting your corporate social responsibility campaign plan to encourage MuscleTone gym to stop selling dietary supplements. Each team will have **SIX** minutes to present the team's ideas to the rest of the class. Everyone will need to help with reporting back to the class.

3. Reconvene for Class Discussion (50 minutes)

- a) Teams Report Back (30 minutes): Each program planning team reports back to the larger group on their campaign plan. Have all members of the team help report back rather than have only one student per team reporting back. While teams are still in small group activity, write across top of board the 6 steps from the Planning to Win guide: Defining the Victory; Evaluating the Campaign Climate; Charting Your Course; Choosing Your Influence Strategy; Messaging for Impact; Managing the Campaign. Everyone should have the same "Defining the Victory" (see below). This can be written on the board to see to start and teams do not have to present on that step.

Defining the Victory:

- What's your goal?
 - To get MuscleTone gym to stop selling dietary supplements for weight loss or muscle building.
 - What kind of campaign should you run?
 - Corporate Social Responsibility campaign
 - Why you?
 - You're a concerned citizen who is part of Dr. Guertin's coalition
 - Why now?
 - There is momentum from gym-goers to get the gym to stop selling harmful dietary supplements, but the gym has not followed through on its initial promises.
- b) Then as teams report back, write basic details of each team's proposal on the board under the corresponding headings for the basic campaign plan. **NOTE: SIX MINUTES PER TEAM ASSUMING FIVE TEAMS OF FOUR STUDENTS EACH.**

c) **Class discussion of each campaign plan** (10 minutes)

- **Q:** Are there common themes across the campaign plans?
- **Q:** What ideas really stand out?
- **Q:** What parts of the campaign planning were most difficult?

d) Free Write (10 minutes)

- Have students take out a piece of paper they can turn in at end of class, put their names on the paper, and write their response to the following question (3 minutes):
 - Looking forward, imagine yourself in Callie Guertin's shoes or in a similar position where you are trying to motivate a company to take action on an issue that is meaningful to you either personally or professionally (the issue does not need to relate to dietary supplements). Imagine your initial campaign is not as successful as you hoped. How could you get more leverage from your corporate social responsibility campaign? What other efforts would you want to see happen in your community to address this problem in other ways?
- Discuss Free Write responses together (7 minutes)
 - **Q:** What are some of the responses you came up with?
 - **Q:** What are some concerns raised about pursuing a corporate social responsibility strategy?
 - **Q:** What opportunities does working with industry open up? What barriers make it difficult to partner with industry to improve public health?

END CASE DISCUSSION

FULL OF SURPRISES

Dietary Supplements and the Gym, or a Tale of Corporate Social Responsibility

WRITTEN HOMEWORK ASSIGNMENT: Planning to Win Campaign Report

Due:

Length: 2-3 pages text plus campaign plan report generated from online tool

Format: Typed, double-spaced, 12-point font, one-inch margins

As our case story unfolded, we saw how the sale of potentially harmful dietary supplements at a local gym was very upsetting to gym member and physician Callie Guertin and her coalition of concerned citizens and organizations in Hamilton. Guertin and her coalition tried petitioning their local gym to stop selling harmful weight-loss and muscle-building supplements, but their initial efforts were not enough to change the gym's behavior. When our case study ended, Guertin was preparing to plan and launch a corporate social responsibility campaign to try to get MuscleTone gym to stop selling weight-loss and muscle-building supplements.

On the day of our next session, you will be part of a four-person planning team from Hamilton working with Guertin to create a corporate social responsibility campaign to get MuscleTone gyms to stop selling dietary supplements. To prepare for class, each of you must work on your own to write an initial campaign plan report, including the completion of the first three steps of the campaign planning template available at planningtowin.org, informed by your analysis of: the potential coalition members and how they can be brought together, the values represented by your campaign as well as MuscleTone's values and interests, research on the harmful effects of dietary supplements for weight loss and muscle building, and effective communication strategies to influence decision makers.

Requirements

A valuable tool for any student or practitioner of public health is *Planning to Win: The Just Enough Guide for Campaigners* by Spitfire and Gordon and Betty Moore Foundation. The guide is available at no cost at: <http://planningtowin.org/download>). You are required to read the full 36-page guide.

The six stages of successful campaign planning are summarized below:

Six Stages to Successful Campaign Planning From Planning to Win (p. 7):

- 1. Defining the Victory:** What's your goal? What kind of campaign should you run? Why you? Why now?
- 2. Evaluating the Campaign Climate:** What are your greatest assets? What are the opposition's greatest assets? What challenges do you face? Consider the good, the bad, and the ugly.
- 3. Charting Your Course:** What path will you take to win?
- 4. Choosing Your Influence Strategy:** What decision maker are you trying to reach? Which audiences or constituencies do they listen to? How can you influence them to act?
- 5. Messaging for Impact:** What are you going to say? Who is going to say it?
- 6. Managing the Campaign:** How are you going to put the plan in motion? How will you know if you're on the right track or if a course correction is needed?

For this written assignment, complete **Steps 1-3** on the planning to win worksheet. You should write 2-3 double-spaced pages of prose that summarize the ideas you generated for the first 3 steps. In addition, you should print out and turn in the Planning to Win worksheet with the first three steps completed.

Your report must:

- a) Be clearly organized, using the headings for the first 3 stages to successful campaign planning displayed above. In responding to each step, you must include mention of relevant events from the case story and must also refer to the relevant research literature with citations (for instance, research on the harm caused by dietary supplements for weight loss or muscle building, effective approaches to persuasively frame arguments, etc.)
- b) Present a completed version of the first three steps in the Planning to Win worksheet report; and
- c) Include at least five references at the end of your report.

Your grade on this written homework assignment will be based on clarity, organization, and the quality of ideas for each of the first 3 steps in campaign planning.

Although this teaching case story is fictional, its creation was very much informed by the experiences of real communities. *Chances are you may find yourself in shoes much like Guertin's one day!* So with this assignment, please be encouraged to make certain assumptions about the fictional town of Hamilton and MuscleTone gym based on real-life epidemiologic and other scientific literature that you feel is most relevant.

FULL OF SURPRISES

Dietary Supplements and the Gym, or a Tale of Corporate Social Responsibility

IN-CLASS ACTIVITY: Using Planning to Win to Plan a Corporate Social Responsibility Campaign

With today's teaching case, we are diving in to design a corporate social responsibility campaign for the town of Hamilton to encourage the local gym, MuscleTone, to stop selling harmful dietary supplements. We will work alongside Dr. Callie Guertin to ensure she has developed a strategic, well-organized, and feasible campaign plan. In class, you will be working with your coalition partners from the greater Hamilton area to plan a corporate social responsibility campaign. By the end of your meeting, you and your team will report back to the class on your team's final campaign plan.

In preparation for today's class, each of you wrote a report, focusing on Steps 1-3 of Successful Campaign Planning from the Planning to Win Guide (described on pg. 7) available for free online at: planningtowin.org. Now for our in-class activity, you and your team will distill the best of your collective campaign planning ideas and complete the remaining steps below:

Six Stages to Successful Campaign Planning From Planning to Win (p. 7):

- 1. Defining the Victory:** What's your goal? What kind of campaign should you run? Why you? Why now?
- 2. Evaluating the Campaign Climate:** What are your greatest assets? What are the opposition's greatest assets? What challenges do you face? Consider the good, the bad, and the ugly.
- 3. Charting Your Course:** What path will you take to win?
- 4. Choosing Your Influence Strategy:** What decision maker are you trying to reach? Which audiences or constituencies do they listen to? How can you influence them to act?
- 5. Messaging for Impact:** What are you going to say? Who is going to say it?
- 6. Managing the Campaign:** How are you going to put the plan in motion? How will you know if you're on the right track or if a course correction is needed?

For the next **40 minutes**, you and your team will complete a campaign plan, describing what you think is the best strategy for Guertin and her coalition to encourage MuscleTone gym to stop selling dietary supplements. **Be sure to choose a note taker and timekeeper** for your meeting and be prepared to report back to the class on your campaign plan and the strategy developed by your team.

Recommended Meeting Agenda and Timeline (40 minutes):

- **For the first 10 minutes:** Have a discussion where each person summarizes for the team the ideas you came up with while writing your Planning to Win corporate social responsibility campaign plan homework, specifically in terms of **Steps 1-3** (Defining the Victory, Evaluating the Campaign Climate, and Charting Your Course) that you wrote about in your report.

Identify common threads in your team members' ideas and also identify particularly viable ideas. As you discuss each step of the campaign plan, you should be filling in the campaign planning worksheet, which accompanied this handout. We will want to hear from everyone on your team, so each of you should be prepared to report on one of the steps. Because everyone is working on the same long-term goal, you do not have to report on the first step: defining the victory.

- **For the next 8 minutes, discuss Step 4: Choosing Your Influence Strategy.**
Complete this portion of the worksheet. Remember these key questions:
 - What decision maker are you trying to reach?
 - Which audiences or constituencies do they listen to?
 - How can you influence them to act?

- **For the next 8 minutes, discuss Step 5: Messaging for Impact.**
Complete this portion of the worksheet. Remember these key questions:
 - What are you going to say?
 - Who is going to say it?

- **For the next 8 minutes, discuss Step 6: Managing the Campaign.**
Complete this portion of the worksheet. Remember these key questions:
 - How are you going to put the plan in motion?
 - How will you know if you're on the right track or if a course correction is needed?

- **For the last 6 minutes:** Review your campaign summary template to make sure all the steps have been covered and the group agrees on the main points for each step. Each team will be responsible for presenting your corporate social responsibility campaign plan to encourage MuscleTone gym to stop selling dietary supplements. Each team will have **SIX** minutes to present the team's ideas to the rest of the class. Everyone will need to help with reporting back to the class.

Keep in mind that your team is working with gym member and concerned citizen Callie Guertin to come up with a corporate social responsibility campaign to get MuscleTone gyms to stop promoting and selling dietary supplements. You and Guertin need to build an effective coalition and make a convincing case for MuscleTone gyms to take action without being forced to do so. No small task, but well worth the effort to make life a little safer for gym-goers and other consumers throughout Hamilton.

Good luck and have fun!

PLANNING TO WIN™

The Just Enough Guide for Campaigners Worksheet

SIX STAGES TO A ROCK SOLID CAMPAIGN PLAN



www.planningtowin.org

SPITFIRE 
SPARK CHANGE

GORDON AND BETTY
MOORE
FOUNDATION



Using This Worksheet

As you use the **Planning to Win** companion printed guide, look for this icon on the referenced page number to identify where you can find more information and examples for that step.



Defining the Victory

Overarching Goal See Page 8 in your guide

As you think about your campaign and what you want to achieve, what is your long-term goal(s)?

Planning Team See Page 6 in your guide

Do you have your planning team in place? If so, list them here. Be sure to include your Campaign Leadership, Hard Truth Squad, Input Givers, Buy-in Providers and Doers.

Campaign Win See **Page 9** in your guide (or Page 10 if using the Paths to a Campaign Win exercise)
What is your campaign win? Make sure the definition of your win is specific and actionable. Not sure what campaign win to pursue? Use the **Paths to a Campaign Win** tool to help you think through the win that will work best for you.

Paths to a Campaign Win See **Page 9** in your guide
If you need help deciding what type of campaign will best fit your needs, think about what the goal you want to reach and identify the paths you could take to achieve it.

List them below:

Then, determine which path to a win is most likely to result in success by answering the following questions:

1. Which path is ripest and ready to move?
2. If a path has previously not succeeded, can you clearly identify why you think you can win now?
3. Are there clear milestones that will build momentum?
4. Which path has the fewest complications and assumptions?
5. Which path are you best suited to take on?
6. Are you prepared for the ramifications of a loss?

Once you've reviewed the questions, go back and enter your **Campaign Win**.

Note: As you think about your outreach efforts, be mindful of the line between advocacy and lobbying. Check out www.planningtowin.org for more information on lobbying restrictions.



Evaluating the Campaign Climate

What's Working in Your Favor? What Do You Need to Overcome?

Use the core questions below to assess your campaign climate. See [Page 11](#) in your guide

1. What is the state of your issue?

2. What are the top messages conveyed by those talking about your issue—both for and against? It's important to understand the current conversation around your issue.

3. What is the climate around your issue?

4. How much opposition are you facing? Who is the opposition, and how much do you know about them?

5. Who else is working on this issue? Is it a crowded field, or do you have plenty of room to gain traction? What are the biggest factors that will make you stand out?

6. What current events or opportunities can you use to your advantage?

**7. When looking at your organization or coalition, what's its reputation around this issue?
Who else should you invite to the table to maximize your ability to succeed?**

8. What connections do you have with important leaders or influencers?

9. How large are your mobilizing networks?

10. What resources are available for the campaign?

11. What other context do you need to keep front and center as you plan?

Review everything you just listed. Anything you would add? Remove?

Maximizing Strengths, Minimizing Vulnerabilities

Note your strengths and how you might want to factor them into your campaign planning to make the most of your capabilities and resources. See [Page 13](#) in your guide

List where your campaign might be vulnerable and why.

Analyze

Write down how you can minimize or eliminate the vulnerabilities you listed.

Final Assessment See Page 14 in your guide

After you've completed your campaign climate, review the campaign win you chose. Is the win you envisioned achievable? Use the checklist below to assess your campaign win using the following questions:

Is now the right time for this campaign? **YES** **NO**

It's not enough to just say that it's urgent — what else about the timing is right?

What does your organization or coalition have that makes you best suited to lead this campaign? Is your organization the right group? **YES** **NO**

Can you win? **YES** **NO**

If not, is there a way to redefine victory to set you up for progress?

Tip: Be sure you have clear, credible reasons for why you think you can succeed.

Can you handle the risks involved? Can your organization's reputation, strategic positioning, resources and relationships stand up to the risks inherent to any campaign? **YES** **NO**

If any are checked "NO"

Refine your campaign win before moving ahead. Use the research you just completed to explore other paths. Lean on your planning team for help.

If all are checked "YES"

Congratulations! You have a smart campaign win and are one step closer to success.



Charting Your Course

Milestones See Page 16 in your guide

List up to 10 milestones you need to reach your campaign win.

Remember: Some milestones may run simultaneously, whereas others are sequential. To ensure everything is in the right order, look at the list of milestones and ask yourself what must happen before you can begin working toward each milestone. Then rank them in order using the boxes and make sure they flow in a sequence that makes sense.

Rank

Milestone

Rank

Milestone



Choosing Your Influence Strategy

Decision Makers See Page 17 in your guide

Pick one milestone to focus on for this section. Now fill in your decision maker(s), for that milestone.

Tip: If you're struggling to define a decision maker target, start by writing down all possible targets. Narrow the list by applying the following filters:

- Who has the most power over whether you reach your milestone?
- With whom do you have direct relationships, or whom can you contact easily through others already in your network?
- With whom do you have the most credibility?

Influence Strategy See **Page 17** in your guide

Summarize your answers to the following questions below.

- **What would trigger a decision on this issue and why?**
- **What conditions and factors are your decision makers considering?**
- **Who do they listen to?**

Influencers See **Page 18** in your guide

Who has the ability to influence your decision makers? If you have a long list of possible influencers, write them all down them below. Then, star those which are the best match when answering the following questions:

- **Who has the most influence over your decision makers?**
- **Who is most ready to take action?**
- **Who is the easiest for you to reach and activate?**

Major Tactics See Page 20 in your guide

What are the major campaign tactics that will mobilize your decision makers to take action?

Campaign Launch See Page 22 in your guide

What is the right time to launch your campaign? Do you want your campaign to: Make a big splash? Work behind the scenes? Start out quiet and go public later? Note any details below:

Tip: You can repeat this for each milestone or go to planningtowin.org to download templates that will help you complete your final plan or management chart.



Messaging for Impact

Message Visibility See Page 24 in your guide

Look back at the decisions you made in the previous steps about who and what is most likely to influence your decision makers, then check which type of profile is best for your campaign:

Public Behind the Scenes Other: _____

Message Platform

What is the message platform that will provide you, your spokespeople, your allies or partners, and your organization's leadership with an overarching positioning statement?

1. The Need or Opportunity. This message point explains the problem/need that currently exists or the situation that you are working to change as a result of the campaign.

2. What We Are Doing. This message point delineates what the campaign is working to accomplish.

3. How to Do It. This message point describes how you recommend addressing the need or problem, with specific actions or steps that your decision makers need to take.

4. Vision. This message point explains the result that a campaign victory will bring about and what it will do to solve the problem or fill the need you noted at the start.

Other Campaign Signals See Page 28 in your guide

When thinking about these more subtle signals, consider the following, then write down any other campaign signals that you want to include in your campaign plan.

- **What value do you want to convey?**
- **Are you going to be for something or against something?**
- **Are you aggressive or reassuring?**

Campaign Name See Page 29 in your guide

What are some possible campaign names?



Managing the Campaign

Master Strategy Chart See Page 30 in your guide

Look back at the milestone you chose for your decision maker stage. Then, list out all the activities you chose for that milestone in the left column and fill out the corresponding fields:

Activity	Assignment	Timeline and Deadline	Metrics	Budget or Resources

Tip: You can repeat this for each milestone or go to planningtowin.org to download templates that will help you complete your final plan or management chart.

Tracking and Celebrating Progress See Page 31 in your guide

It is vital to take regular stock of your campaign; don't wait till the end. Review the metrics you outlined on the previous page, note deficiencies and use them to make midcourse corrections. Whenever possible, find opportunities to keep your campaign and your coalition motivated.

What is your plan for tracking progress?

How will you celebrate small victories and keep morale strong through the course of the campaign?
