



Social Marketing: induction or volunteerism?

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Abstract

Social Marketing may be seen as commercial marketing practices aimed to maximize social wellbeing. Nevertheless, there has been found a conceptual polarity in its classical definition. Thusly, this article has been focused on finding whether social marketing is related to induction or volunteerism. To do so, a theoretical essay was carried out with the aim of looking upon it in the light of the sociologic paradigms of Burrell and Morgan (1979). In such a context, schools of marketing thoughts were analyzed, and as well their main influences on the social marketing structures. Among the most noteworthy findings, social marketing is remarked as a behavior induction process that seeks to provide individuals with a perennial and self-adjusting stimulation, and classified as functionalist as it's been deeply rooted in the sociology of regulation.

Keywords: Social Marketing. Sociological Paradigms.

Introduction

Historically, marketing has been meant to stimulate product and service consumption, and promote economic growth (BAKER, 2005). In such a context, consumption turns out to be the way individuals show their personal, cultural and social interests (ENGEL, BLACKWELL and MINIARD, 2000).

However, by the middle of the decade of 1960's, a conceptual marketing structure enlargement was identified, which went beyond the economical scopes, i.e., reli-

gious, political, social and other fields. Such process resulted in a more encompassing marketing application range, and went beyond its traditional approaches (SHETH, GARDNER and GARRETT, 1988; AJZENTAL, 2008; BARAKAT, LARA and GOSLING, 2011).

Social marketing, a term given by Kotler and Zaltman (1971), may be taken as the use of commercial marketing practices to analyze, plan, evaluate and carried out programs designed with the aim of influencing voluntary behavior of a target public, and maximizing social wellbeing (ANDREASEN, 1994; 2002). Social marketing development has been helping people adopt behaviors that improve lives of themselves and their fellow citizens (BAKER, 2005). It's worthy remarking that, such behavior comes along with a counterbalance, i.e., one expects to receive some emotional, social or personal compensation. Based on the proposition of Andreasen (1994; 2002), it's been questioned whether voluntary behavior is naturally inherent to the people, or it is developed under influences of personal interests or government department endeavors that stimulates individuals to take some actions driven by inductive inference.

Therefore, what matters the most is to understand social marketing essentials, its concepts, paradigmatic approach and composition in order to question its applicability. There has been found a polarity in social marketing conceptual definition, which relates to the terms volunteerism and induction.

In this study, such a polarity has been detected by the social marketing concept analysis under the light of sociological paradigms. Such approach allowed for reflecting on that concept by means of angles and theoretical conceptions different from the prevailing paradigmatic aspects, under which the discussion about marketing has been laid. Methodologically speaking, this study consists of a theoretical essay about social marketing and its paradigmatic aspects. According to Severino (2007), such research type is built based on a reflective, formal and discursive logic with coherent and concise argumentations on the adopted theme, which's based on an interdisciplinary theoretical fundamentation presented in this study.

In such a context, the research question is: "Analyzed from the perspective of sociologic paradigms, does Social Marketing relate to voluntary or inducted process? Regarding its objective, a special attention was given to construct a new social marketing conceptual approach due to the interdisciplinary characteristic adopted in this study, besides answering the core directing question of it.

Regarding its structuration, the article, besides this introduction in which the general aspects of the adopted theme has been presented, it's been divided into over six sections, i.e., paradigmatic aspects; marketing thought evolution; social marketing; concept evolution and theoretical perspective; influence of marketing schools on social marketing, and finally, final consideration of the study.

Paradigmatic Aspects

In the process of understanding the theory of organizations, Morgan (2005) points out that it's necessary to understand the connection established between the specific theorization and research modes, and the worldview they reflect. Based on that assumption, Carrieri and Luz (1998) remark that the process of theoretical construction demands a critical understanding of the social phenomena studies. Such process is based on paradigmatic thoughts that guide the presumptions set by them.

The debate over knowledge development of Kuhn (1962; 2006), which inspired the introduction of sociological paradigms of Burrell e Morgan (PAULA, 2015) has called the attention of researchers, especially regarding the so called "paradigmatic war" that's considered to be sterile, and has been developed in the field of organizational studies.

According to Kuhn (1962), the term "paradigm" has three broad meanings: (a) worldview; (b) use of specific types of tools and texts to solve scientific issues, and (c) the social aggregation of science at schools of thoughts delimited by scientific particularities. The theoretical basis of the paradigm may be understood as a set of metatheoretical formulations that comprise references that define a way to understand the world shared by a scientific community.

Social science is based on four presuppositions about the nature of social sciences, i.e., ontology, epistemology, human nature and methodology (KUHN, 1962; BURRELL and MORGAN, 1979; CARRIERI and LUZ, 1998; MORGAN, 2005; MUNCK and SOUZA, 2010; ANDION, 2012; PAULA, 2014).

Ontology verifies whether reality is considered to be objective or subjective by means of an analysis that will check the suppositions of the origins of phenomena being studied and/or investigated (BURRELL and MORGAN, 1979), and then the debate over realism and nominalism in which the first one states that the real social world has been built up by means of rigid, tangible and immutable structures, while the second one has been built up based on labels, names and concepts (PAULA, 2015).

Epistemology has to do with knowledge origin, how it may be built up, so that it can evaluate whether the presuppositions are true or false (CARRIERI and LUZ, 1998). The epistemological debate comprises two methods, namely positivism and anti-positivism. Positivism seek explanations to characterize a fact upon regularity, while antipositivism has a relativist world approach, and therefore there is no way to simply grasp it as an observer (BURRELL and MORGAN, 1979).

On the other hand, human nature sets a relation between one's life and surroundings in order to find whether human beings are results of environment influences or not, i.e., human living is the object of the research being analyzed (MORGAN, 2005; MUNCK and SOUZA, 2010; ANDION, 2012) also referred to as the debate between determinism and volunteerism, in which the view of the first one assumes that individual are results of environment influences, while the second one assumes that individuals are autonomous and self-determining (PAULA, 2015).

At last, the methodology sets the way the research will be carried out to construct the social knowledge base. It's noteworthy pointing out that there are different methodologies to carry out different types of researches (CARRIERI and LUZ, 1998), and the debate is based on nomothetic theories (qualitative content approach) and ideographic theories (quantitative content approach).

Figure 1 sums the objective and subjective dimensions of four relevant presumptions to understand the social science by characterizing each presumption based on social psychology principles.

The subjectivism Social sciences approaches		The objectivism Social sciences approaches
Nominalism	Ontology	Realism
Antipositivism = Interpretivism	Epistemology	Positivism
Volunteerism	Human nature	Determinism
Idiographic	Methodology	Nomothetic

Figure 1: Chart of presumption analysis of social science nature.
Source: Burrell and Morgan (1979)

Based on these four assumptions, and by studying social science, Burrell and Morgan (1979) defined the nature of two key dimensions based on two approaches of nature with different characteristics, i.e., sociology of regulation and sociology of radical change (Radical Structuralist Paradigm).

According to Paula (2014, p.5), sociology of regulation refers to the "status quo, social order, consensus, social integration, solidarity, need satisfaction and actuality." On the other hand, sociology of radical change is intrinsically related to the radical change, structural conflict, modes of domination, contradiction, emancipation, privation and potentiality" (PAULA, 2014, pg.5).

The combination of these assumptions with objective and subjective analyses originates four paradigms: Functionalism, interpretivism, radical humanism, and radical structuralism. Chart1 shows a brief characterization of four paradigms of the theory of organizations. Nevertheless, it's noteworthy to point out that they're framed based on the objective attribute (functionalism and radical structuralism) or subjective (interpretative and radical humanism) of each one, and as well by getting closer to the sociology of regulation (functionalism and interpretivism), or to the sociology of radical change (radical structuralism and radical humanism).

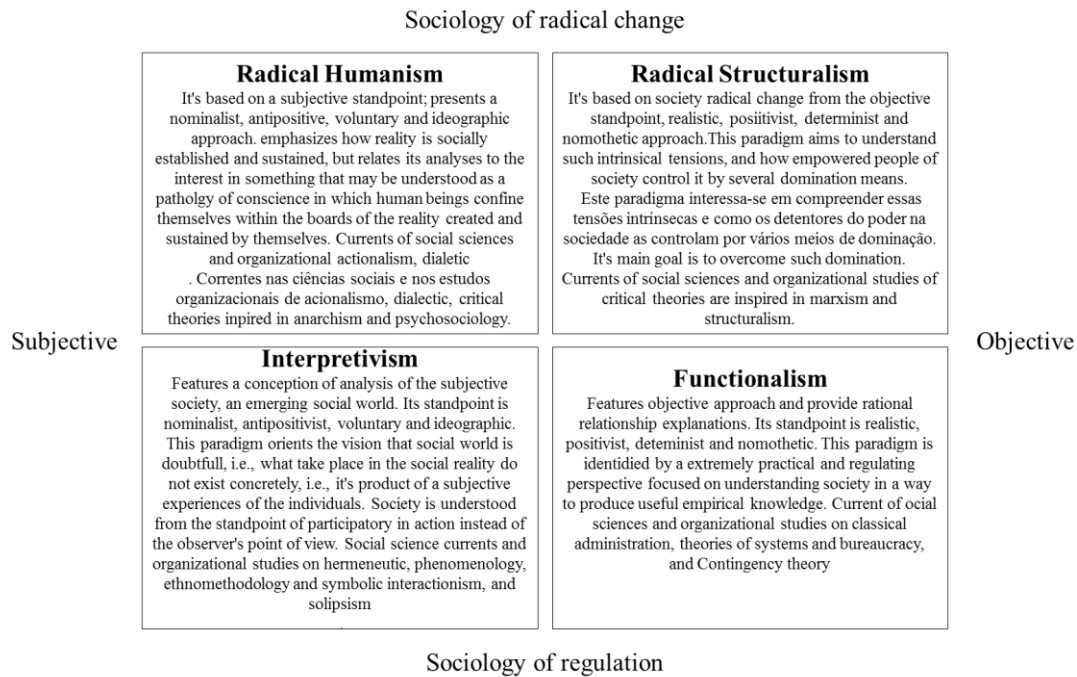


Chart 1: Paradigms of Burrell and Morgan (1979)

Source: Written by the Authors based on Burrell and Morgan (1979).

After framing paradigmatic aspects of the theory of organizations, some criticism came forth regarding the paradigm of radical structuralism specifically observed in this study. Here, it's pointed out the post-structuralism, a theory embedded in the paradigm that, according to Peters (2000), it may be taken as a thought model, a written form and a style to express philosophy that cannot be used to convey any idea of unit, singularity and homogeneity, which opposed to positivist character of the radical structuralism remarked by Burrell and Morgan (1979).

In such a context, Souza, Souza and Silva (2013), point out one of the key issues to understand this system, the subjectivity. According to the same authors, from the post-structuralist perspective, subjectivity "[...] is produced at the same time by individual, collective and Institutional instances, which do not mean that such production takes place only at the collective level, and it's determined by a economic infrastructure and/or social superstructure" (pg. 11).

The same authors still make an addition that there cannot have a hierarchy amidst these three instances, in which one must not superpose the other ones. Therefore, the subjectivity consists of competing, heterogeneous and non-hierarchical components, i.e., for the post-structuralism no ideological structure has been taken as dominant (PETERS, 2000; SOUZA, SOUZA and SILVA, 2013). By taking into account the characteristics of the post-structuralism, it can be identified a paradigm framing incoherence effected by Burrell and Morgan (1979), in a prevailing objectivist quadrant.

The Evolution of Marketing Thought

Marketing thought has come from economic theory. Although the discussions of the subject started in the end of the XIX century, only from the 1950's academic publications were intensified and were often related to economic science publica-

tions (AJZENTAL, 2008). For the author, in spite of that, the marketing scope goes beyond merely economic goals, and his study was carried out under the perspective of marketing strategy and consumer's behavior.

In 1988, Sheth, Gardner and Garrett classified marketing theory constructed up to then into twelve great schools. That classification process started by using a two-dimensional map, model by which it's been structured based on the results of two different theoretical assumptions to formulate a study theory, in such a case, the interactivity and economic issue. Currently, it's been referred to the introduction of the Culture Consumer Theory (CCT) as a great Marketing Thought School.

The interactive perspective is focused on the relationship between sellers and buyers, and as well between the members of the distribution channel, manufacturers and consumers; however, from a non-interactive perspective, the only marketing agent that influences consumers' behavior is the manufacturer focused on persuading and selling (FARIA, OLIVEIRA, LACERDA et al., 2006; BARAKAT, LARA and GOSLING, 2011).

Regarding the economic issue Sheth, Gardner and Garrett (1988) divide the schools based on the economic perspective (all actions related to the marketing are defined to favor profit maximization and efficiency) and the non-economic perspective (by considering psychological and social factors to evaluate consumers' decision-making process).

Ajzental (2008) remarked that marketing thought classification into schools take into account specially its particularities and specific objectives such as structure, testing capability, empirical support, richness and simplicity, which differentiated one from another with the aim of describing and focusing on objectives and targets emphasizing many approaches and contributions to the study.

From that standpoint, Sheth, Gardner and Garrett (1988) identified the first marketing thought school that emerged by the year of 1900, and was known as Commodity School, which was based on economic conception and was aimed to study the product, its characteristics and distribution from consumers standpoint and consumption habits. It's been identified that such school was structured from a paradigmatic, realistic, positivist, determinist and nomothetic point of view.

The second school to be classified was the Functional School that, according to Ajzental (2008), sought to establish activities that should be performed during marketing process to allow for a better organization of the functional lines and division of functions to be performed. Miranda and Arruda (2004) made addition stating that such school emerged in order to organize and divide the processes that had not been accomplished by the Commodity School. It's worthy underlining that Functionalist School was structured as a paradigmatic positivist, determinist, nomothetic and realistic school.

Over the decade of 1910's, the Institutional School emerged, the third marketing thought based on a paradigmatic realistic, positivist, determinist and nomothetic school that was focused on the commercialization by intermediates instead of functions and products (MIRANDA and ARRUDA, 2004).

Over the decade of the 1930's, Regional and Functionalist School emerged. According to Faria *et al.* (2006), Regional School focused on finding the area and location where consumers would be predisposed to go shopping; the strategies were set

by means of mathematical formulas to help market regional segmentation, while Functionalist School focused on "determine the fundamental importance of change process and heterogeneity of the supply and demand" (AJZENTAL, 2008, pg.48), from paradigmatic, realistic concept, positivist, determinist and nomothetic standpoint.

The decade of the 1940's was marked by Managerial or Administrative School, which presents a realistic paradigmatic, positivist, determinist and nomothetic vision aimed to apply marketing definitions, product life cycles and segmentation (MIRANDA and ARRUDA, 2004; FARIA, OLIVEIRA, LACERDA et al., 2006; AJZENTAL, 2008).

Later on, in the decade of 1950's, an interest in understand the reason why consumers behave in a certain way started growing. Such interest originates the Consumers' Behavior School aimed to meet the expectations of the consumers and society based on behavioral and social sciences. Thus, it makes use of the interaction, and seeks concepts developed in other fields such as psychology (BAGOZZI, GURHAN-CANLI and PRIESTER, 2002), Sociology (FEATHERSTONE, 1997), anthropology (DOUGLAS and ISHEWOOD, 2009), economic sciences (TVERSKY and KAHNEMAN, 2011; SOUSA, 2012) and, currently, neuroscience (SOUSA, 2012; SOUSA, LARA, COSTA et al., 2013) and apply them to the marketing. It's noteworthy remark that such perspective considers organizational interests, and therefore, meeting the consumers and society' expectations would be at first the way found to achieve company's outcomes. The eighth marketing thought school emerged between the end of 1950's and beginning of 1960's, and was called Organizational Dynamics School. That school establishes a relationship between marketing institutions by means of social and psychological concepts instead of economic concepts, i.e., it focused on consumers' wellbeing (AJZENTAL, 2008). Such characteristics neared interpretivist paradigm school focused on nominalism, antipositivism, volunteerism and idiographic vision.

Over the decade of 1960's, Macromarketing School emerged more focused on environmental and social drives so that to contribute to communication easiness to ensure its testing capability and introduction of such theory (FARIA, OLIVEIRA, LACERDA et al., 2006). That school has functional paradigmatic features focused on realistic, positivist, determinist and nomothetic vision.

On the other hand, Systemic Scholl was based on a philosophy typical of sociology and ecology, i.e., its objectives was focused on the perspectives of social systems and living systems (BOULDING, 1956). It's worthy remark that the company is not a collection of separated functions, but a system of information, material, workforce, capital that provide forces to determine the basic trends towards its growth, fluctuations and falls (FORRESTER, 1958). From the paradigm standpoint, Systemic School features realistic, positivist, determinist and nomothetic concept.

In the middle of the decade of 1960's, Social Exchange School emerged. That was the most controversial of all marketing schools, and establishing that Marketing should be restricted to the fields such as religion, politics, social issues and not only to economic fields. That entailed an application of marketing more encompassing to other dimensions that would go beyond traditional approaches applied so far (SHETH, GARDNER and GARRETT, 1988; AJZENTAL, 2008; BARAKAT, LARA and GOSLING, 2011).

At last, in the decade of 1970's, the Activist School emerged. It was more critically oriented, more emotional and tendentious regarding marketing goals, to environment effects, i.e., it prompted to studies related to consumers' wellbeing and satisfaction (MIRANDA and ARRUDA, 2004). According to Barakat, Lara and Gosling (2011), the studies of such school cover issues such as consumers' satisfaction/dissatisfaction, product safety, environment impacts brought forth by product wastes and social responsibility.

Chart 2 summarizes the relationship between each of the school of marketing thoughts, its paradigmatic classification, its study focus and transaction, and pioneering authors to help understand the relationships defined in this study.

SCHOOL	PARADIGM	FOCUS	PIONEERING AUTHORS
Commodity	Functionalism	Product/ manufactured goods	Parlin (1912); Copeland (1923); Aspinwall (1958)
Functional	Functionalism	Transactions	Shaw (1912); Weld (1917); Vanderblue (1921); Ryan (1935); McGarry (1950)
Institutional	Functionalism	Commercialization and intermediation	Weld (1917); Butler (1923); Breyer (1934); Alderson (1945)
Regional	Functionalism	Transactions between sellers and buyers within an area	Grether (1974); Revzan (1961); Savitt (1981)
Functionalist	Functionalism	Marketing as a system of interrelated independently on the relationship.	Nicosia (1962)
Managerial	Functionalism	Consumer's needs, marketing mix and segmentation	Borden (1950); Mccarthy (1960); Levitt (1960).
Consumer's Behavior	Functionalism	Perspectives of marketing target public	Katona (1953); Festinger (1957).
Organizational Dynamics	Interpretivism	Distribution channels and relationship between intermediates.	Ridgeway (1957); Mallen (1973); Stern (1969).
Macromarketing	Functionalism	Marketing and social institutions. Relational, business and society.	Holloway (1967); Hunt and Burnet (1982).
Systemic	Functionalism	Responses to environmental changes.	Boulding (1956); Forrester (1958); Khun (1962); Bertalanffy (1968); Howard (1957).
Social Exchanges	Functionalism	Exchanges and interactions between market agents.	Kotler (1972); Bagozzi (1974); Houston e Gassenheimer (1987).
Activistic	Interpretivism	Relationship between market agents, bad use of marketing regarding the environment.	Gardner (1973); Preston (1976).

Chart 2: Evolution of Marketing Thoughts

Source: Elaborated by the authors.

Figure 2 synthesizes the interactions between schools of marketing thoughts and their pertaining perspectives. Each quadrant encompasses three different schools, and everyone is a result of the interaction of two different dimensions, one

due to its interactive or non-interactive attribute, and the other economic or non-economic attribute.

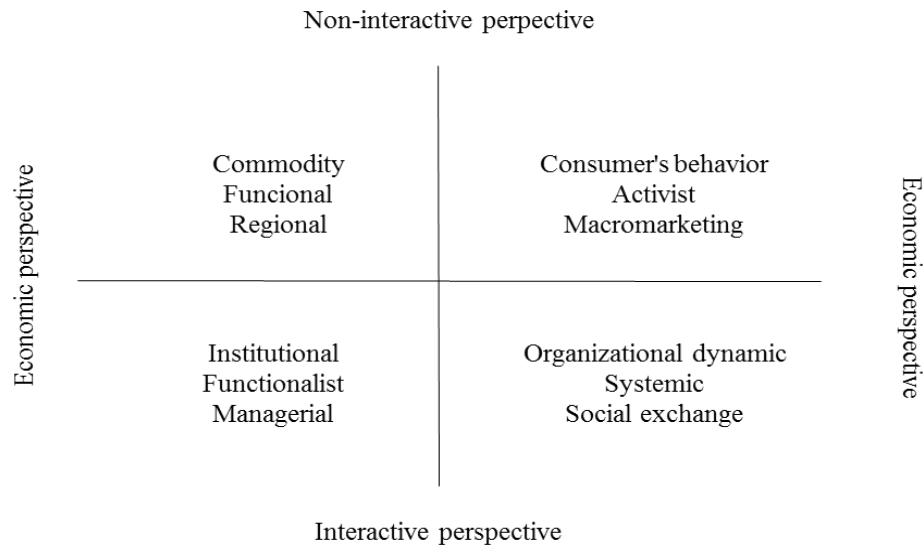


Figure 2: Perspectives of marketing schools

Source: Elaborated by the authors.

In this two-dimensional map shown in Figure 2, it was possible to classify the schools of marketing thoughts based on two different theoretical assumptions, namely the interactivity and the economic issue, which is an important classification to help understand the precepts and the social marketing dimensions.

Social Marketing: Evolution of the Concept and the theoretical Perspective

Based on what's been explained above, it's important to understand the social marketing essence, paradigmatic approach and composition in order to question its applicability as a conceptual polarity has been identified in its classical definition, which relates it to the terms 'volunteerism and induction'.

The term 'marketing' was coined by Kotler and Zaltman (1971) to refer to the marketing application as an attempt to solve social issues by underlining the process of marketing planning (HUNT, 2010) and marketing mix (PERREAULT and MCCARTHY, 2002). According to Kotler and Zaltman (1971, pg. 5), social marketing "[...] is the concept, implementation and control of programs calculated to influence the acceptability of social ideas, and involving product planning and pricing considerations, and communication, distribution and marketing surveys."

Such definition corroborates the position of Andreasen (1994; 2002), which states that social marketing occurs by means of using technologies originated in commercial marketing to analyze, plan, evaluate and execute programs designed to influence volunteering behavior of target public in order to improve social and individual wellbeing.

Schwartz (1971) speaks about such issue as a planning process of large-scale programs aimed to have an influence upon individual voluntary behavior of certain segment of individuals in order to attain a social objective rather than a financial goal. Social marketing is based on the offer of benefits claimed by certain public so

that to reduce the hindrances people confront by using persuasive aspects will hopefully influence the intents of people to act accordingly to the expectations (SCHWARTZ, 1971).

Thus, social marketing concept is directly related to the transformation and shaping process of delineating individual behavior. In such a context, the individual behavior emerges as the social marketing essence and an attempt of turning subjectivity into objectivity (BERGER and LUCKMANN, 2009) of individuals (SCHWARTZ, 1971; ANDREASEN, 1994; 2002; BAKER, 2005; KOTLER and LEE, 2011).

Noticeably, it's been found a Social Marketing concept polarity that's identifiable in "influencing" and "volunteering" terms. It's been understood that a voluntary gesture is the one which's been driven by an intrinsic individual will with no other external influential factors. Thusly, it's been pointed out that, if a behavior is influenced by any factor, it consequently cannot be taken as a voluntary behavior, and takes an inductive reasoning attribute (GAVA, 2013).

Gava (2013) states that the inductive method is essentially based on sequential experiments and observations to achieve by means of inferences laws and general concepts. Baker (2005) remarks that its development over the time occurs parallelly to commercial marketing due to its expansion process onto unexplored political and social areas, for example.

Thus, it's important to underline that social marketing genesis is marked by the functionalist paradigm as, according to Morgan (2005), the ideal of such thinking current is basically regulating and practical. From such a standpoint, behavior is seen as "something contextually connected to the real world of concrete and tangible social relationships (MUNCK and SOUZA, 2010, pg. 99). Furthermore, social marketing may be associated with some thinking currents related to the behavior such as the behaviorism based on stimulus-response model (PAVLOV, 1962; 1972).

Social marketing from behaviorist point of view

Considering the attempt to turn subjectivity into objectivity that's identifiable between the lines of social marketing, it's been underline that such process may be associated with the behaviorist theory (PAVLOV, 1962; 1972) emerged in the beginning of the XX century, which has up to now a considerable influence on marketing thoughts (BELCH and BELCH, 2004; KOTLER and KELLER, 2006; KOTLER and LEE, 2011).

In such a context, it's been remarked the classical conditioning theory originate in stimulus-response model by means of experiments with dogs. Such model grounded behaviorist theory. In general, the model, this model proposes that an unconditioned stimulus may be replace by a conditioning stimulus, and result in a predictable individual behavior standard that will learn by association. The expected result from the process may not be achieved by an unconditioned stimulus (PAVLOV, 1962; 1972).

Furthermore, in the context of behaviorist theory, Thorndike (1998) who studied the learning process in nonhuman and humans formulated the Effect Law by which every behavior is that triggers off a positive resultant tends to be self-perpetuating, while every behavior that tends to trigger off a contrary response tends to be eliminated (THORNDIKE, 1998). That is to say, social marketing may be under-

stood as an attempt to turn subjectivity into objective of the individuals by giving them a more functionalist attribute (MORGAN, 2005).

At the second instant, it's noticed that, by means of associating the positions of Kotler and Lee (2011), Pavlov (1962; 1972) and Thorndike (1998), social marketing aims to condition a stimulus in an individual so that it'll be assimilated, perennated, and transmitted to other individuals of one's group so that to create an self-regulatory system.

Influences of schools of marketing on social marketing

Based on the concept of social marketing, the School of Consumer's Behavior exerts considerable influence on its structure. According to Engel, Blackwell and Miniard (2000), initial studies of Consumer's Behavior were focused on building customer's loyalty, just like the social marketing that seeks to build a loyalty bond between "volunteer" and its own attitude so that it'll be perennial. To do so, it's important to understand the consumers' profiles, their needs and expectations, and as well their motives to remain loyal to a product/service.

From the decade of 1980's, the studies started including emotional, psychological, social, symbolical, and experimental aspects (SHETH, GARDNER and GARRETT, 1988). That way, It's been noticed a close relationship between these aspects and social marketing.

Consumer's Behavior is intrinsically related to the exchange process and, in case of social marketing, such system is structured between the subject (actual volunteer) and the counterbalance, i.e., the value perceived by the individual (sense of accomplishment, wellbeing, emotions, and others). Solomon (2002) adds that, for a better understanding of such system, one should consider a more blanket view, in which past, present and future influences should be considered. Since the integrality of such process that, in a system of specific psychosocial basis, will have an influence on the individual decision making (ENGEL, BLACKWELL and MINIARD, 2000; DIAS, 2012).

The decade of 1960's was marked by more concern for society. Macromarketing emerged in such a context, which's an school focused on the relationship between marketing systems and the society in order to understand the consequences of such system in the society, and the impacts on marketing systems (SANTOS, 2004; HUNT, 2010). Thus, the first concerns regarding the interaction between marketing and society were identified, i.e., the origin of the social marketing.

The systemic school emerged as a response to environmental variables. Thinkers of this school proposed a systematized approach of marketing (MIRANDA and ARRUDA, 2004). System definition started extending its limits and concepts to the society (DOWLING, 1983).

The school of Social Exchanges proposed marketing to go beyond its traditional applications. In such a context, it's been identified the use of marketing tools specially designed for social environment applications, and others (SHETH, GARDNER and GARRETT, 1988; AJZENTAL, 2008), i.e., in this school it can be identified the actual social marketing practices.

Noticeably, three schools identified in the decade of 1960's are centered on the same issue, the marketing expansion, however on different focuses. In that period,

marketing thought was extended to the society, and influenced and being influenced by it (Macromarketing), systematizing its functioning (Systemic), and triggering its social execution (Social Exchanges).

At last, activist school is pointed out as an important influence on the social marketing as its thought was focused on wellbeing and the satisfaction of the subject, and even more concerned about social and environmental responsibility (MIRANDA and ARRUDA, 2004; BARAKAT, LARA and GOSLING, 2011).

Final considerations

The genesis of social marketing took place in the end of the decade of 1960's, and its structure was basically influenced by five schools of marketing thought, namely Consumers' Behavior, Macromarketing, Systemic, Social Exchanges and Activist.

The paradigmatic classification of these school shows that only one of them is based on paradigmatic aspects of the interpretivism (activist), while the other four schools are predominantly positivist. Thus, social marketing has been primarily classified as functionalist.

Regarding social marketing paradigmatic characteristics, it's noteworthy remarking that it's deeply rooted in the sociology of regulation since it's focused on a objective standpoint, and relies on realistic, positivist, determinist and nomothetic approach to solve its issues.

Regarding its conceptual incoherence, and based on this discussion, social marketing is regarded as directly related to the behavior induction process, which seeks to stimulate individuals in a perennial and self-regulating manner.

Thusly, a social marketing concept correction has been proposed (KOTLER and ZALTMAN, 1971; ANDREASEN, 1994; 2002; BAKER, 2005; KOTLER and LEE; 2011), considering it as the use of technics originated in the marketing to induce a behavior to a specific public so that it will accept, modify, reject or give up some practices and behavior for common benefit.

As a contribution to this study, it's been pointed out the construction of a new conceptual approach of social marketing. That was possible due to the interdisciplinary feature adopted in this study that sought to associate theoretical precepts with other scientific fields to allow for a more blanket understanding of the subject proposed.

For further studies, it's relevant to think of associating social marketing with other behavioral theories in order to question its paradigms and extend theoretical and empirical knowledge base related to this subject.

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