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Marketing Report: Bershka Company Analysis & Proposal

Introduction

This report looks into the present market position of Bershka, one of the fast-fashion retailers under the Inditex group to recommend the strategic options towards maintaining growth in the competitive Western European region. Bershka is a company that operates in the international fashion industry, with its focus lying on the generation Z consumers that fall between the age of 14 and 25 years and are interested in stylish and inexpensive apparel complying with the social media trends. The brand is a major player in the fast-fashion industry with a strong position in the market due to the logistical ability of its parent company to bring new styles to the market within a short period. Its vision is to be the reference brand among the young people who wish to show their identities in terms of fashion, and its mission is to provide the newest trends at affordable prices with an integrated online and offline experience (Galstyan, 2024). This document intends to examine the internal forces and the external forces in the market that influence Bershka in Western Europe and specifically in Spain and the United Kingdom where the competition is intense. Through the analysis of these elements, the report will make recommendations on practical marketing plans that are congruent with the changing consumer value and regulatory environment. This is a critical analysis since the region encounters some original problems in terms of sustainability requirements and economic inflation that directly affect the purchasing power of the main driving youth population (Dobre-Baron, 2015).

SWOT Analysis

The SWOT analysis outlined in detail shows the internal strengths and external market forces that influence the current performance of Bershka in the Western European fashion business sector. This model assists in determining the areas in which the brand performs well and those where it is

vulnerable to threats by its rivals and evolving legislation. On the internal strengths, Bershka enjoys the advantages of a highly flexible supply chain operated by Inditex (S1), which can be used to create design-to-store cycles to ensure the freshness of inventory and its orientation to micro-trends. Moreover, the brand has managed to adopt the concept of an omnichannel strategy (S2), which provides the perfect combination of the physical retail outlets and convenient mobile application, responding to the digital-native shopping behaviors of Gen Z shoppers (Szozda, 2023). Its competitive price system (S3) continues to be one of the key motivators to the acquisition of customers, and fashionable items would be accessible to students and young professionals with little disposable income. Nevertheless, the brand also has weaknesses. Although the company has become popular, many people have criticized it as lacking a clear brand identity (W1) which, combined with the perceived design similarities between Bershka and other niche sustainable brands or high-end street fashion brands, is frequently perceived as a generic alternative to the latter. Besides, a high usage of artificial fabrics (W2), such as polyester, is opposed to the increasing consumer preference towards non-pollution fabrics, which poses a reputational threat to the environmentally conscious consumers (Lang, Seo and Liu, 2025). Turnover rates are high and effective, but also risky (W3) since the inventory may turn into a lot of waste and regular markdowns that, in the long run, may diminish the profit margins and harm the brand values.

When examining the external factors, it can be seen that growth opportunities are high. It is possible to diversify the Join Life sustainable collection (O1) by including more items that appeal to the transparency-conscious portion of the Gen Z market (Mutz and Shumate, 2021). By taking advantage of the new trends in social commerce (O2) on such platforms as Tik Tok and Instagram, Bershka can achieve direct sales by means of genuine influencer collaborations and shoppable content. Additionally, the brand can personalize marketing messages (O3) and lower the rate of

returns because of using more advanced data analytics based on the wider Inditex ecosystem that predicts the preferences of companies in sizes and style more accurately. On the other hand, there are severe threats to the brand. Competition in the market is rising due to ultra-fast-fashion competitors (T1) such as Shein and Temu, who are cheaper and compete even faster in trend replication, at the expense of the market share of Bershka (Uchańska-Bieniusiewicz, 2024). Tighter European Union controls on textile waste (T2), carbon emission and long-term producer responsibility are raising the cost of operation and necessitating drastic modifications to sourcing activities (Monseau, Sorsa and Salokangas, 2024). Lastly, ongoing economic inflation (T3) in Western Europe is lowering the spending capacity of the young demographic that forms the core of the youth demographic hence there is a possibility that clothing spending overall will be lower.

TOWS Matrix

The cross-referencement of the SWOT factors results in the following TOWS matrix that creates certain strategic choices of using strengths to utilize opportunities or avoid threats. Such strategies also entail them making decisions concerning the targeting of particular segments and also positioning the brand in a particular manner. In the case of the Maxi-Maxi strategies, the first strategy is a combination of agile supply chain (S1) and social commerce trends (O2). This will entail the use of the Inditex supply network to create and distribute influencer-partnered capsule collections swiftly through the use of social trading platforms, optimizing speed and on-line interaction. The second SO strategy combines mobile app data (S2) with advanced analytics (O3) to provide hyper-personalized product recommendations, which enhances the conversion rates by displaying items to the user that he/she has a statistical likelihood of buying. Transiting to Maxi-Mini strategies, the brand will have the opportunity to use supply chain speed (S1) to align with the trend velocity of the ultra-fast competitors such as Shein (T1) and achieve a higher level of

quality. The other ST approach is competitive pricing (S3) in the form of efficient logistics that safeguard market share through times of economic inflation (T3), which make the brand the most affordable viable alternative.

In the case of the Mini-Maxi strategies, the brand has to tackle its dependence on synthetics (W2) by forcibly developing the sustainable brand (Join Life) (O1) to enhance brand perception. To counter the generic brand image (W1), Bershka must conduct exclusive campaigns on social media (O2) that will create a unique community voice. Lastly, the Mini-Mini plans are concerned with damage control. To avoid fines, the brand needs to become proactive on the material sourcing by switching to low-impact synthetics (W2) in favor of upcoming EU textile regulations (T2). Also, by optimizing inventory management (W3) with the use of predictive AI, it will be possible to avoid overstocking when facing aggressive competition (T1), which will minimize the waste and maintain integrity in the margin.

4. Targeted Recommendations

According to the strategic analysis, Bershka can change the strategy of positioning into the top Gen Z-friendly sustainable brand available to people in Western Europe. This change is a response to the urgent necessity to reconcile trendiness with the sense of responsibility, which is one of the main requirements of the current youth market. The overall solution is to narrow down on segmentation and targeting to the specific segment of the Eco-Conscious Trendsetter. This group is composed of Gen Z people who want to wear fashionable things but are not ready to sacrifice their values, as they can spend a lot of time learning about the practices of these brands before buying. Focusing on this audience, Bershka will have an opportunity to stand out among ultra-fast-fashion competitors that do not pay attention to environmental issues. The positioning strategy would be the repositioning of Bershka not only as cheap fashion, but also as smart fashion. The

main message of this story is that customers do not have to go out of fashion to remain on trend, and there is a balance between affordability and certified sustainability standards. This is justified by the recent research findings that the majority of Gen Z shoppers would rather purchase a brand with transparent sustainability reports at slightly higher price (Kovacs, 2021). Any lack of consideration of this change will lead to the risk of losing the core customer base when they grow up and are more value conscious. The measures that can be taken involve the introduction of a marketing campaign called Transparency First. This project would apply QR codes on garment labels to display the entire supply chain process, which would directly address weakness W2 and threat T2. Moreover, the brand needs to collaborate with micro-influencers who are real proponents of sustainability to market the expanded "Join Life" line so that the message is perceived as real as opposed to the corporate (Mutz and Shumate, 2021). The steps will aid in cementing the image of Bershka as a conscientious participant in the fast-fashion industry.

5. Implementation Plan

To make these recommendations practical, the following calendar provides the events and schedule of the next twelve months. This formal methodology makes sure that strategic objectives are converted to real operations and there is accountability. Phase 1 includes the Months 1-3 and is devoted to preparation and sourcing. This is the time when the team has to audit existing suppliers to find the viable alternatives and start with the design work of the expanded Join Life line. At the same time, the marketing team will create the story of the campaign in smart fashion. Months 4 to 6 bring about Phase 2 which focuses on digital integration. The mobile app will be updated to have the new transparency QR functions, and the teams who work in the technical area will inform the train store staff about the new brand story so that they can convey it to the customers. Phase 3 will be done in Months 7-9 and will be the launch of the campaign. The

marketing campaign labeled as the Smart Fashion will be implemented on TikTok and Instagram with the involvement of major micro-influencers who support the new ethical position of the brand. This stage is very important to create buzz and attract traffic to the sustainable lines. Phase 4 occurs between Months 10 and 12 and is devoted to the review and optimization. The data on sales and feedback about customers will be analyzed by the management to determine the effect on brand perception and modify inventory algorithms. The rate of success will be monitored with the help of Key Performance Indicators, including the rate of sold sustainable items, the rate of app engagement, and the net promoter scores, to make sure that the improvement is constant.

6. Conclusion

To sum up, Bershka has the operational capabilities to dominate the sector but must immediately change its positioning to match the ethical beliefs of the primary customers. As mentioned in the analysis, the brand does well regarding speed and price, but its future lies in its ability to incorporate sustainability into its fundamental identity. Again, proposing the strategies, the use of data to personalise and the creation of eco-friendly lines are essential to survive in the long-term against ultra-fast-fashion disruptors. Such moves will make Bershka stay relevant and be one of the favourite brands among youthful consumers in Western Europe despite regulatory and economic challenges.

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Distinction between Metaethics and Prescriptive Ethics within Radical Behaviorism



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Introduction

The concepts of Radical Behaviorism was developed by B.F. Skinner and uses behavior analysis principles to explain human behavior at individual and cultural levels. The concept considers ethics as an aspect of behavior science and puts more focus on the consequences of actions rather than abstract moral judgement. In this context, ethics is grouped into two; metaethics and prescriptive ethics. Metaethics focuses on the nature of moral statements, and it is concerned with the descriptive, as opposed to normative, role (Baum, 2017). Prescriptive ethics on the other is concerned with how to influence and shape behavior through reinforcement and punishment (Skinner, 1971). In this light, this essay examines the differences between these two forms of ethics within Radical Behaviorism and their roles in moral analysis and cultural development. The essay also critically evaluates the drawbacks of metaethics as a standalone solution to the real-world ethical dilemmas as well as how prescriptive ethics offers a solution to everyday problems.

(a) Metaethics in Radical Behaviorism

Metaethics is a sub-division of ethics that examines the nature, origin, and meaning of ethical concepts and statements. It focuses on understanding the functioning of moral language, the objectivity or subjectivity of moral judgment, and the analyses of the basis of ethical beliefs. Instead of defining what is right or wrong, metaethics aims to get to know the nature of what is right and wrong as well as what are the moral facts and knowledge. This approach helps answer questions like, "What does it mean to say that something is "good" or "wrong", and "Are moral claims objective or relative?" (Baum, 2017). As such, metaethics as a field naturally examines the

philosophical foundations of the systems of ethics, whether they have a logical framework and what leads to moral authority.

In Radical Behaviorism, metaethics is considered as a descriptive instead of normative undertaking. Skinner and Baum state that moral statements are behaviors themselves, which are influenced by contingencies of reinforcement in specific settings (Baum, 2017). Radical Behaviorism does not prescribe what ought to be done ethically but rather lean towards the examination of contingency that give rise to moral judgments and actions. This implies that ethical concepts, such as “good” and “bad”, are understood as behavior responses to particular environmental cues and history of reinforcement but not as truths that are moral and objective (Skinner, 1971). This way, Radical Behaviorism provides a scientific and behavioral explanation of metaethics, highlighting that language and beliefs about morality can be analyzed in the same ways as any other behavior in the terms of learning and environmental impact (Baum, 2017).

(b) Prescriptive Ethics in Radical Behaviorism

Prescriptive ethics refers to a branch of ethics that seeks to determine or establish what should be done by individuals or society, and promotes actions based on moral principles or norms. In contrast to metaethics, which focuses on comprehending the nature of ethical concepts, prescriptive ethics is focused on determining and advocating for behaviors that bring desirable outcomes and enhance social well-being. In this light, prescriptive ethics offers practical insights on how individuals are expected to act in particular situations in order to shape moral behaviors and social standards (Skinner, 1971). As such, moral rules and duties are formulated via prescriptive ethics to guide actions and to have positive and constructive outcomes.

In Radical Behaviorism, the concept of prescriptive ethics differs significantly from the concept of metaethics since it aims at altering behavior by manipulating environmental contingencies. While metaethics examines the nature of moral statements, prescriptive ethics is more practical and focused on action aspects, particularly on how to modify behavior in a way that brings socially or culturally beneficial outcomes. Skinner (1971) argues that reinforcement can be used to shape ethical behavior, where actions viewed as “good” or “moral” are encouraged through positive reinforcement, while those viewed as “bad” or “immoral” are discouraged through negative reinforcement. This approach presents a major difference to metaethics, as more focus is put on the practical and interventionist measures for encouraging moral behavior as opposed to abstract analysis of moral constructs. Prescriptive ethics therefore extends the usefulness of Radical Behaviorism, providing sound, behavioral remedies to moral and cultural problems in order to enhance the functionality of society and the well-being of individuals (Melo et al., 2015).

(c) The **Three Levels of Selection: Phylogenetic, Ontogenetic, and Cultural**

From the perspective of Radical Behaviorism, what is deemed as “good for oneself” depends on ontogenetic selection, which focuses on the behavior of the individual based on reinforcement throughout their life. Notably, self-care behaviors, such as, exercising, eating healthy food, and maintaining mental health are examples of actions defined as good for oneself. These actions are reinforced by both short-term and long-term positive outcomes, including enhanced physical health or increased energy, which improves personal well-being (Baum, 2017). In this light, ontogenetic selection causes these behaviors to develop since they lead to desirable

outcomes that support survival and success of the individual in their environment, thus strengthening actions that benefit the health and personal goals of the individual (Skinner, 1981).

The concept of “good for others” is based on social reinforcement, which is one of the primary factors of ontogenetic and cultural selection. Good behaviors like assisting others, sharing resources, and collaborating in a group are always said to be good for others. These behaviors are strengthened through positive feedback in form of praise, reciprocation, or mutual support (Baum, 2017). According to behavior analysts, these behaviors are shaped by social contingencies and reinforce togetherness within social groups. For instance, helping a neighbour can lead to a similar assistive response, or a stronger social relationship, which would reinforce the action as a good not only to others but also to the self in terms of social capital (Skinner, 1971).

Lastly, cultural selection presents the best way to interpret “good for cultures”, and it takes place on the societal level. Adaptive behaviors such as obeying laws, voting, and engaging in actions that support group survival, like environmental conservation, are behaviors that benefit cultures. Accordingly, cultural practices and institutions perpetuate these behaviors across generations and strengthen them (Baum, 2017). Cultural selection helps by maintaining behaviors that promote the stability of society, for instance, participating in shared economic or education systems, which is helpful in strengthening the welfare of a group (Melo et al, 2015). Reinforcement mechanisms shape cultural behaviors and preserve social order and cohesion so that culture survives and evolves with time (Skinner, 1981).

(d) Limitations of Focusing Only on Metaethics

Focusing only on metaethics within Radical Behaviorism has various limitations when discussing issues of moral and cultural significance in the real world. Notably, metaethics is mainly aimed at analysing the nature of ethical statements and concepts without giving specific prescriptions on what should be done. Although this method can be very useful in understanding the structure and meaning of the moral language, it does not offer practical ways of addressing current social issues like inequality, climate change, or crime (Baum, 2017). Also, being aware of the semantics of “good” or “bad” in moral discussions does not absolutely guarantee change in behavior or guide actions, which is often necessary in real-life where ethical dilemmas are involved. As such, the theoretical focus of metaethics may fail to address the pressing demands for practical interventionist approaches capable of modifying problematic behaviors or fostering more adaptive practices within society (Melo et al., 2015).

Conversely, prescriptive ethics within Radical Behaviorism goes further in its analysis to provide practical methods of altering behavior using positive and negative reinforcement in order to solve personal and social issues. According to Skinner (1971), prescriptive ethics plays a crucial role in shaping moral behavior through changing the contingencies that influence actions. In this light, prescriptive ethics is useful in addressing cultural problems like social injustice, environmental damage, or educational inequality as it is focused on changing behavior. In contrast to metaethics which is mostly descriptive, prescriptive ethics provide specific solutions, which are in line with the aim creating a better society. Prescriptive ethics enables active influence of ethical norms through behavioral interventions to control the behavior in a manner that promotes the well-being of the entire society and the long-term social development (Skinner, 1981).

Conclusion

In Radical Behaviorism, metaethics and prescriptive ethics are used in different but mutually supporting ways. Metaethics is concerned with the nature and meaning of ethical concepts, and is a theoretical basis of moral analysis. Prescriptive ethics on the other hand focuses on behavior modification by means of reinforcement; that is, giving practical solutions to moral and cultural problems. Both metaethics and prescriptive ethics are essential in dealing with ethical issues; metaethics through studying the structure of moral discourse, and prescriptive ethics through facilitating positive behavior change. As such, both approaches help behavior analysts to create more ethical societies through learning the reasons behind moral language and systematically influencing behaviors to foster cultural development and social well-being.

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Introduction

The vision of an ethical technology of behavior by B.F. Skinner highlights the use of behavioral science to influence human behavior in a manner that favors the lives of individuals and the existence of cultures. This technology is based on Radical Behaviorism and aims at creating environments that result in desirable behavior. Skinner argued that behavior technologies can be used to address societal problems by modifying behaviors to benefit both individuals and cultures in the same way physical and biological technologies are used (Skinner, 1971). Accordingly, this essay discusses the concept of ethical behavior technologies as proposed by Skinner and the relationship between them and prescriptive ethics, as well as how education as a cultural practice can contribute in enhancing individuals and societies creativity, freedom, and well-being (Baum, 2017; Melo et al., 2015).

The vision of an ethical technology of behavior by B.F. Skinner highlights the use of behavioral science to influence human behavior in a manner that favors the lives of individuals and the existence of cultures. This technology is based on Radical Behaviorism and aims at creating environments that result in desirable behavior. Skinner argued that behavior technologies can be used to address societal problems by modifying behaviors to benefit both individuals and cultures in the same way physical and biological technologies are used (Skinner, 1971). Accordingly, this essay discusses the concept of ethical behavior technologies as proposed by Skinner and the relationship between them and prescriptive ethics, as well as how education as a cultural practice can contribute in enhancing individuals and societies creativity, freedom, and well-being (Baum, 2017; Melo et al., 2015).

CHAT GPT**Question 2: Skinner's Ethical Technology of Behavior: Promoting Cultural Survival and Individual Well-being through Education and Reinforcement****Introduction**

B.F. Skinner's vision of an ethical technology of behavior emphasizes the application of behavioral science to shape human actions in ways that promote the well-being of individuals and the survival of cultures. This technology, grounded in Radical Behaviorism, seeks to design environments that produce desirable behavioral outcomes. Skinner argued that, like physical and biological technologies, behavior technologies could address societal challenges by modifying behaviors to benefit both individuals and cultures (Skinner, 1971). The purpose of this essay is to explore Skinner's conception of ethical behavior technologies, their connection to prescriptive ethics, and how education, as a cultural tool, can promote creativity, freedom, and the well-being of individuals and societies (Baum, 2017; Melo et al., 2015).

(a) What Skinner Meant by an Ethical Technology of Behavior

B.F. Skinner's concept of an "ethical technology of behavior" refers to the systematic application of behavioral science principles to modify human behavior in ways that align with ethical values, such as individual well-being and cultural survival. Skinner (1971) proposed that, like physical and biological technologies, human behavior can be shaped through environmental contingencies designed to produce beneficial outcomes. He argued that traditional moral frameworks, which often rely on abstract concepts like free will or inherent moral laws, are insufficient for addressing real-world problems. Instead, an ethical technology of behavior focuses on observable behaviors and their consequences, leveraging reinforcement and punishment to promote socially and individually desirable behaviors (Skinner, 1981). This technology, rooted in Radical Behaviorism, emphasizes that ethical actions are not derived from moral reasoning but from behaviors shaped by external contingencies that produce favorable outcomes.

For Skinner, this ethical approach is fundamentally pragmatic and scientific. It seeks to build a better world by recognizing the role of behavior in solving societal issues, such as overpopulation, pollution, and inequality (Melo, Lopes Bezerra de Castro, & de Rose, 2015). By

designing environments where positive behaviors are reinforced and harmful behaviors are discouraged, Skinner believed that societies could solve pressing moral and cultural problems. This vision of ethical technology highlights the importance of behavior analysis as a tool for promoting values like cooperation, responsibility, and creativity, which are essential for both individual well-being and long-term cultural survival (Baum, 2017).

(b) Connection between Ethical Technology, Prescriptive Ethics, and the Goal of Promoting Cultural Survival and Individual Well-being

Skinner's ethical technology of behavior is intrinsically linked to prescriptive ethics because both aim to shape behavior to achieve socially desirable outcomes. Prescriptive ethics, as understood within Radical Behaviorism, focuses on defining how individuals and societies should act in order to promote positive consequences for both individuals and the collective. In contrast to metaethics, which seeks to understand the nature of ethical statements, prescriptive ethics in Skinner's framework is action-oriented, concerned with modifying behavior through environmental contingencies like reinforcement and punishment (Skinner, 1971). Skinner's ethical technology applies these principles to design environments that produce behaviors beneficial for individual well-being and cultural survival, effectively bridging the gap between theory and practice.

The goal of promoting cultural survival through ethical behavior is a central focus of Skinner's vision. He argued that cultures must evolve practices that reinforce adaptive behaviors, ensuring their survival in the face of social, environmental, and technological changes (Skinner, 1981). Ethical technologies, such as education, are key to shaping behaviors that support societal goals, like cooperation, innovation, and sustainability. In parallel, Skinner emphasized that the well-being of individuals is closely tied to cultural practices that reinforce behaviors contributing to personal growth, health, and happiness. Thus, ethical technologies aim to create environments where behaviors beneficial for both the individual and society are consistently reinforced. By fostering these behaviors, Skinner believed that behavior analysis could address societal issues such as inequality, crime, and environmental degradation, promoting a balance between cultural sustainability and individual fulfillment (Melo, Lopes Bezerra de Castro, & de Rose, 2015; Baum, 2017).

(c.1) Education as an Ethical Technology

Skinner viewed education as a critical ethical technology capable of shaping the behavior of individuals to align with the values of both personal and societal well-being. He argued that education, when designed according to behavioral principles, can systematically reinforce behaviors that promote both cognitive and social development (Skinner, 1971). By structuring learning environments that reinforce positive behaviors such as problem-solving, cooperation, and critical thinking, education can ensure that individuals acquire the necessary skills to thrive in a complex society. Skinner believed that through carefully designed contingencies, educational systems could shape students' behaviors, teaching them not only academic content but also social responsibility and adaptive skills for real-world challenges. This approach to education empowers individuals to make meaningful contributions to their cultures, creating a foundation for both personal success and societal improvement (Melo, Lopes Bezerra de Castro, & de Rose, 2015).

(c.2) Promoting Behaviors Such as Creativity and Freedom

Education, as an ethical technology, can foster creativity and freedom by providing environments that reinforce exploration, experimentation, and self-expression. Skinner emphasized that creative behavior arises when individuals are given the freedom to explore different solutions and are positively reinforced for novel ideas and approaches (Skinner, 1971). This reinforcement encourages risk-taking, problem-solving, and independent thinking—essential components of creativity. Additionally, by minimizing punitive control and maximizing positive reinforcement, educational systems can create spaces where students feel empowered to express themselves freely. This fosters a sense of autonomy, which Skinner considered a cornerstone of freedom. In such environments, students are not restricted by external coercion but are instead encouraged to engage with learning in ways that feel self-directed and meaningful, cultivating their creativity and sense of freedom (Baum, 2017).

(c.3) Ethical Tools for Promoting “The Good of Cultures” and “The Well-being of Individuals”

Creative and free repertoires fostered through education serve as ethical tools that promote both the good of cultures and individual well-being. Skinner (1981) argued that cultures thrive when their members engage in adaptive, cooperative behaviors that contribute to societal stability

and progress. Education systems that promote creativity and freedom nurture individuals who can innovate, solve problems, and adapt to changing cultural needs, thus ensuring cultural survival and evolution. At the same time, these behaviors contribute to the well-being of individuals by enhancing their ability to navigate complex social and personal challenges. For example, fostering creative problem-solving skills enables individuals to address personal issues, such as health or employment, while simultaneously contributing to the collective welfare. Thus, creative and autonomous behaviors are not only personally enriching but are also essential for cultural sustainability. Skinner's approach suggests that reinforcing such behaviors through education helps cultivate societies where individuals are both fulfilled and capable of contributing to the collective good (Melo, Lopes Bezerra de Castro, & de Rose, 2015).

Conclusion

In conclusion, Skinner's concept of an ethical technology of behavior emphasizes the use of behavioral science to shape individual and societal behaviors through reinforcement, promoting both individual well-being and cultural survival. This ethical technology is closely connected to prescriptive ethics, as it focuses on behavior modification to achieve desirable outcomes. Education, as an ethical technology, plays a pivotal role in shaping creative, autonomous, and socially responsible behaviors that benefit both individuals and cultures. By fostering creativity and freedom, education empowers individuals to contribute positively to societal well-being, ensuring cultural sustainability. Ultimately, Skinner's ethical technology offers a practical framework for improving lives and ensuring the long-term survival of cultures through behaviorally reinforced ethical practices.

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designing environments where positive behaviors are reinforced and harmful behaviors are discouraged, Skinner believed that societies could solve pressing moral and cultural problems. This vision of ethical technology highlights the importance of behavior analysis as a tool for promoting values like cooperation, responsibility, and creativity, which are essential for both individual well-being and long-term cultural survival (Baum, 2017).

(b) Connection between Ethical Technology, Prescriptive Ethics, and the Goal of Promoting Cultural Survival and Individual Well-being

Skinner's ethical technology of behavior is intrinsically linked to prescriptive ethics because both aim to shape behavior to achieve socially desirable outcomes. Prescriptive ethics, as understood within Radical Behaviorism, focuses on defining how individuals and societies should act in order to promote positive consequences for both individuals and the collective. In contrast to metaethics, which seeks to understand the nature of ethical statements, prescriptive ethics in Skinner's framework is action-oriented, concerned with modifying behavior through environmental contingencies like reinforcement and punishment (Skinner, 1971). Skinner's ethical technology applies these principles to design environments that produce behaviors beneficial for individual well-being and cultural survival, effectively bridging the gap between theory and practice.

The goal of promoting cultural survival through ethical behavior is a central focus of Skinner's vision. He argued that cultures must evolve practices that reinforce adaptive behaviors, ensuring their survival in the face of social, environmental, and technological changes (Skinner, 1981). Ethical technologies, such as education, are key to shaping behaviors that support societal goals, like cooperation, innovation, and sustainability. In parallel, Skinner emphasized that the well-being of individuals is closely tied to cultural practices that reinforce behaviors contributing to personal growth, health, and happiness. Thus, ethical technologies aim to create environments where behaviors beneficial for both the individual and society are consistently reinforced. By fostering these behaviors, Skinner believed that behavior analysis could address societal issues such as inequality, crime, and environmental degradation, promoting a balance between cultural sustainability and individual fulfillment (Melo, Lopes Bezerra de Castro, & de Rose, 2015; Baum, 2017).

(c.1) Education as an Ethical Technology

Skinner viewed education as a critical ethical technology capable of shaping the behavior of individuals to align with the values of both personal and societal well-being. He argued that education, when designed according to behavioral principles, can systematically reinforce behaviors that promote both cognitive and social development (Skinner, 1971). By structuring learning environments that reinforce positive behaviors such as problem-solving, cooperation, and critical thinking, education can ensure that individuals acquire the necessary skills to thrive in a complex society. Skinner believed that through carefully designed contingencies, educational systems could shape students' behaviors, teaching them not only academic content but also social responsibility and adaptive skills for real-world challenges. This approach to education empowers individuals to make meaningful contributions to their cultures, creating a foundation for both personal success and societal improvement (Melo, Lopes Bezerra de Castro, & de Rose, 2015).

(c.2) Promoting Behaviors Such as Creativity and Freedom

Education, as an ethical technology, can foster creativity and freedom by providing environments that reinforce exploration, experimentation, and self-expression. Skinner emphasized that creative behavior arises when individuals are given the freedom to explore different solutions and are positively reinforced for novel ideas and approaches (Skinner, 1971). This reinforcement encourages risk-taking, problem-solving, and independent thinking—essential components of creativity. Additionally, by minimizing punitive control and maximizing positive reinforcement, educational systems can create spaces where students feel empowered to express themselves freely. This fosters a sense of autonomy, which Skinner considered a cornerstone of freedom. In such environments, students are not restricted by external coercion but are instead encouraged to engage with learning in ways that feel self-directed and meaningful, cultivating their creativity and sense of freedom (Baum, 2017).

(c.3) Ethical Tools for Promoting “The Good of Cultures” and “The Well-being of Individuals”

Creative and free repertoires fostered through education serve as ethical tools that promote both the good of cultures and individual well-being. Skinner (1981) argued that cultures thrive when their members engage in adaptive, cooperative behaviors that contribute to societal stability

and progress. Education systems that promote creativity and freedom nurture individuals who can innovate, solve problems, and adapt to changing cultural needs, thus ensuring cultural survival and evolution. At the same time, these behaviors contribute to the well-being of individuals by enhancing their ability to navigate complex social and personal challenges. For example, fostering creative problem-solving skills enables individuals to address personal issues, such as health or employment, while simultaneously contributing to the collective welfare. Thus, creative and autonomous behaviors are not only personally enriching but are also essential for cultural sustainability. Skinner's approach suggests that reinforcing such behaviors through education helps cultivate societies where individuals are both fulfilled and capable of contributing to the collective good (Melo, Lopes Bezerra de Castro, & de Rose, 2015).

Conclusion

In conclusion, Skinner's concept of an ethical technology of behavior emphasizes the use of behavioral science to shape individual and societal behaviors through reinforcement, promoting both individual well-being and cultural survival. This ethical technology is closely connected to prescriptive ethics, as it focuses on behavior modification to achieve desirable outcomes. Education, as an ethical technology, plays a pivotal role in shaping creative, autonomous, and socially responsible behaviors that benefit both individuals and cultures. By fostering creativity and freedom, education empowers individuals to contribute positively to societal well-being, ensuring cultural sustainability. Ultimately, Skinner's ethical technology offers a practical framework for improving lives and ensuring the long-term survival of cultures through behaviorally reinforced ethical practices.