

## **Workshop Communication & Behaviour**

Sarah Elbert & Lynette Germes

Communication, Behaviour & the Sustainable Society

Summer School, June 7th 2023

## TODAY'S TOPICS

Theories of behaviour change

Assignment 1: Your own behaviour change

*Break*

Knowing your target group - tools: Social network analysis and Social fingerprint

Interventions: Illustrations from CBSS

Energy poverty

Assignment 2: Developing an intervention



SUSTAINABLE BEHAVIOUR

**share** your talent. **move** the world.

# Sustainable behaviour

- Behaviour that meets the needs of current generations without compromising the ability of future generations to meet their own needs.

– Commissie Brundtland, 1987

“We help people to make conscious choices and to demonstrate pro-environmental behaviour”

# Sustainable behaviour

## Starting points

- Because of climate change, thorough changes are needed (and it is not focused on one action and decision)...  
...and we do not know yet which future adaptations will be necessary.

This means that a **conscious** change process is indicated

# Sustainable behaviour

“We help people to make conscious choices and to demonstrate pro-environmental behaviour”

How?

By giving people sufficient tools to make conscious sustainable choices themselves  
By supporting people,  
and by bringing them together

Reach people in the context of their meaningful group(s)

**share** your talent. **move** the world.

# Conscious change in social groups

People need to see the urgency

People need a sense of motivation



People need to act consciously

People need to be able to act



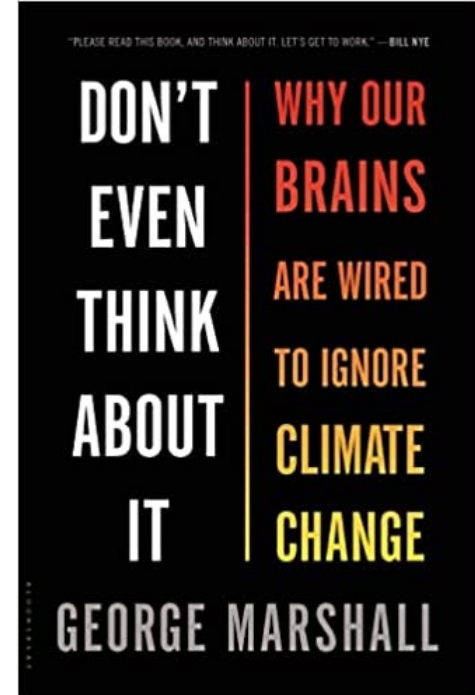
WHY DO PEOPLE NOT  
CHANGE BEHAVIOUR?

**share** your talent. **move** the world.



## Why people don't believe in climate change

<https://www.youtube.com/watch?v=y2euBvdP28c>



share your talent. move the world.

## What are the reasons that people don't change their behaviour?

No PAIN (personal, abrupt, immoral, now)

Uncertain threats in the future >> excuses

Optimism bias

Cherry picking

“Familiarity” (immune)

“Failure to communicate”

Pool of worry

Social influence

....?!

# Why don't we change our behaviour?





# THEORIES AND MODELS ON BEHAVIOR CHANGE

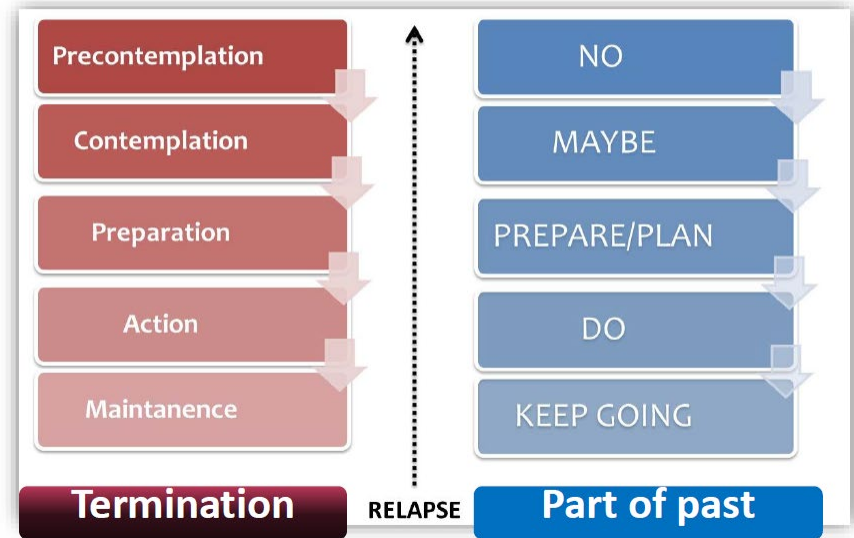
**share** your talent. **move** the world.

# Stages of change model (Prochaska & DiClemente, 1983; Gatersleben & Appleton, 2007)

Table 1  
Stages of change in Prochaska et al.'s (1984, 1994) transactional mode of behaviour change

Stage	Characteristics
Precontemplation	Unaware of problems, no intention to change
Contemplation	Aware of problems, thinking about change
Prepared for action	Intention to change in next 6 months
Action	Action being taken
Maintenance	Has maintained action for 6 months or more

## Stages of Change Model



# Conscious change in social groups

Inform / raise awareness on  
own energy use

Connect to people's values



Awareness &  
perceived urgency

See causes  
and solutions

Make a  
plan

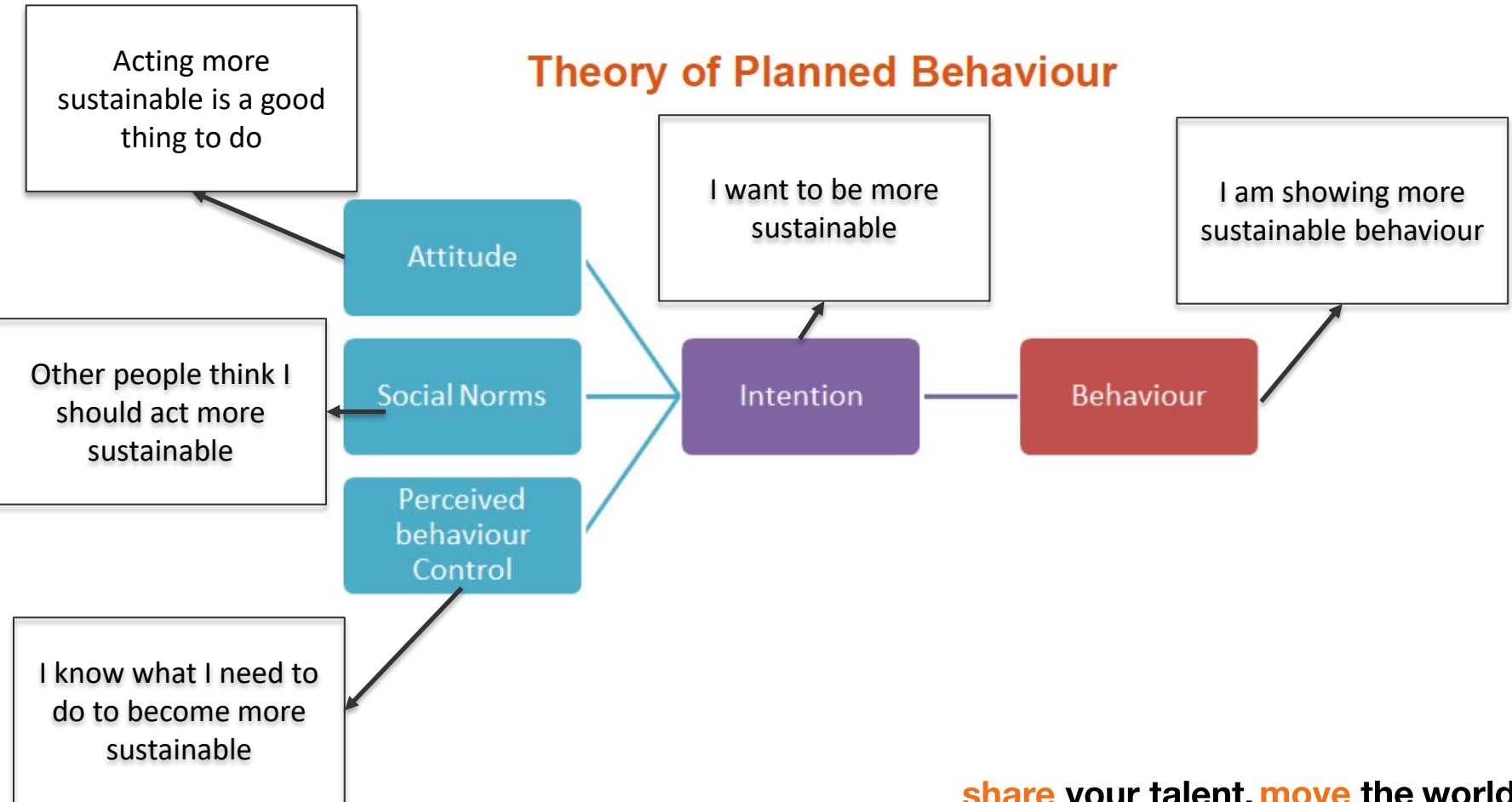
Execute the  
plan

Support decision making

Give specific plans to act upon

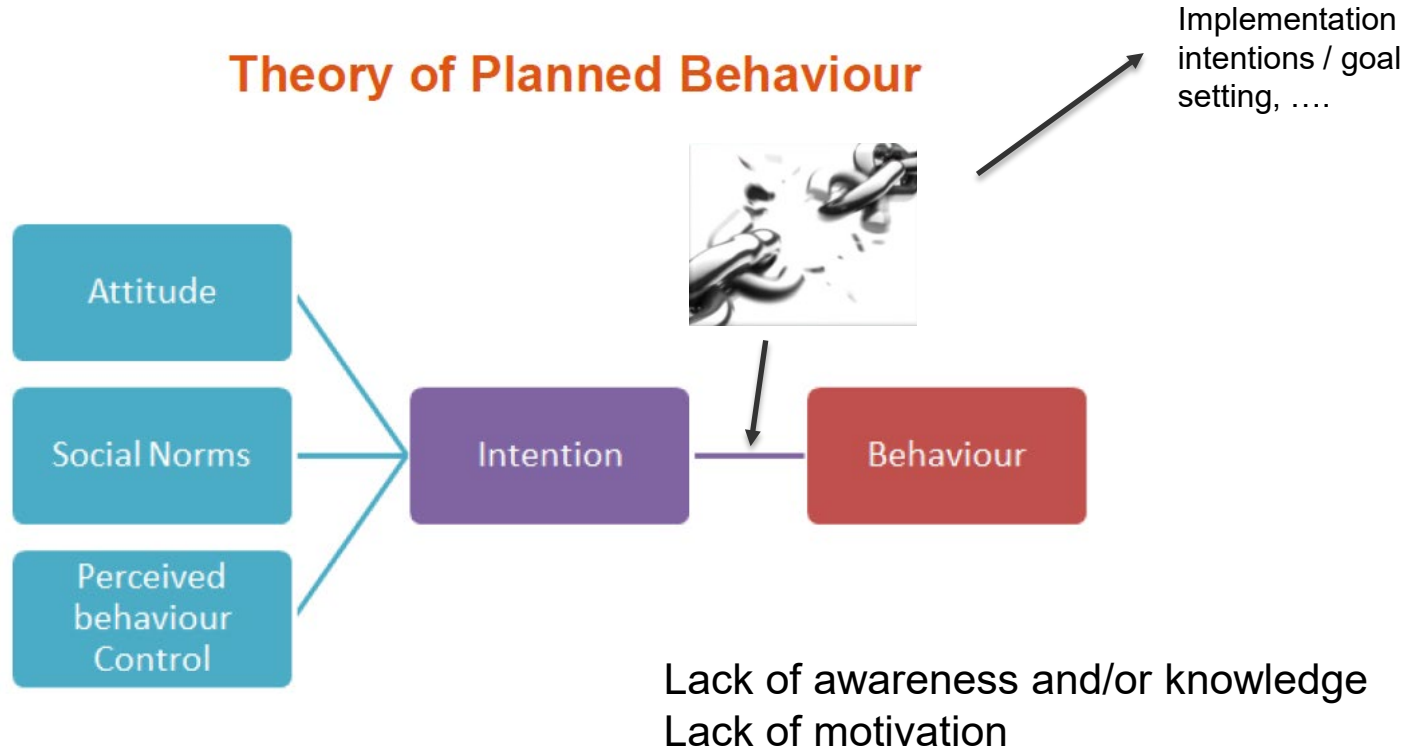
share your talent. move the world.

## Theory of Planned Behaviour



share your talent. move the world.

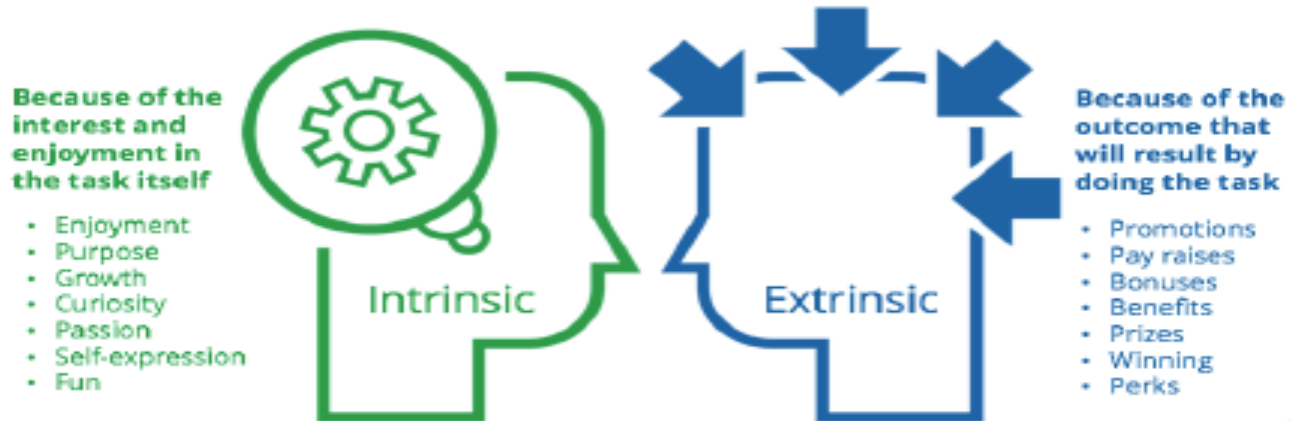
# Theory of Planned Behaviour





# Self-determination theory

## INTRINSIC VS. EXTRINSIC MOTIVATION: WHY WE DO WHAT WE DO



# Self-determination theory

Link with perceived difficulty of the behavior (Doing the difficult stuff: Aitken et al., 2016)



***Autonomy***



***Competence***



***Relatedness***

**share** your talent. **move** the world.

## Behaviour Change Theories, Models, Frameworks

### Theories

1. Diffusion of Innovation Theory
2. Self-Control Theory
3. Goal-Setting Theory
4. Self-Perception Theory
5. Social Cognitive Theory/Social Learning Theory
6. Theory of Reasoned Action/Planned Behavior
7. Social Norms Theory
8. Exchange Theory

### Models

9. Health Belief Model
10. Stages of Change Model
11. Service Dominant Logic Model
12. Ecological Model
13. Community Readiness Model
14. Hierarchy of Effects Model

### Frameworks

15. Behavioral Economics & Nudge Tactics
16. Science of Habit Framework
17. Carrots, Sticks, and Promises

Critical thinking!

## Choice architecture (Nudging)

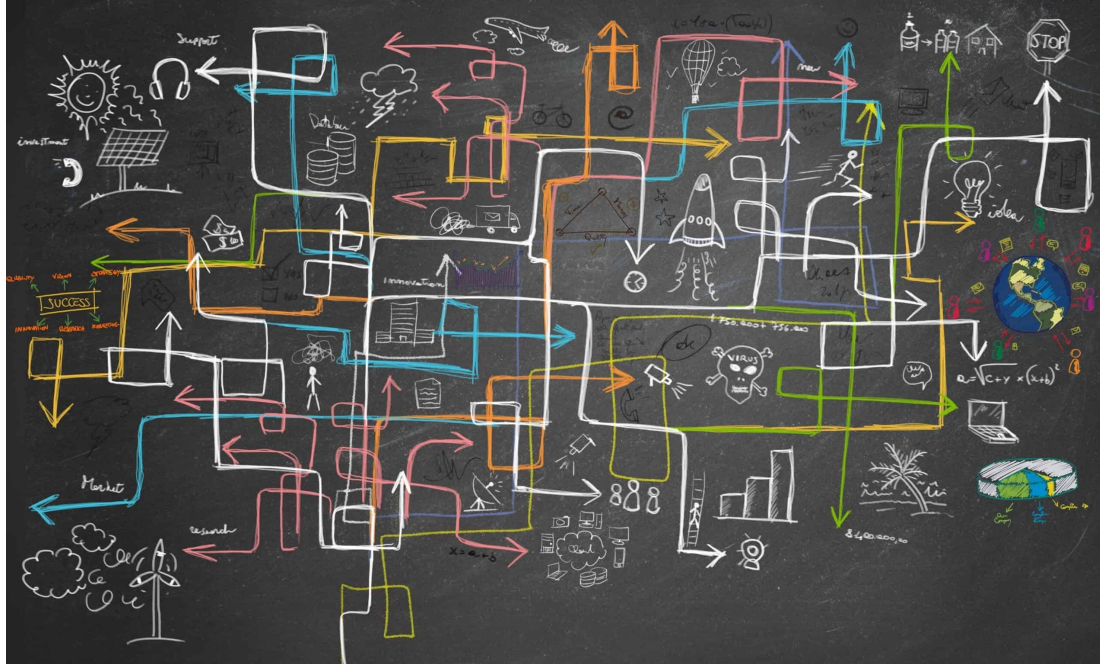


**'Choice architecture'**: decisions can be influenced by the way in which they are framed.

'Choice architect' can **'nudge'** people towards **'better' choices** without compromising individual freedom.

**share** your talent. **move** the world.

## The complexity of behaviour change



**share** your talent. **move** the world.

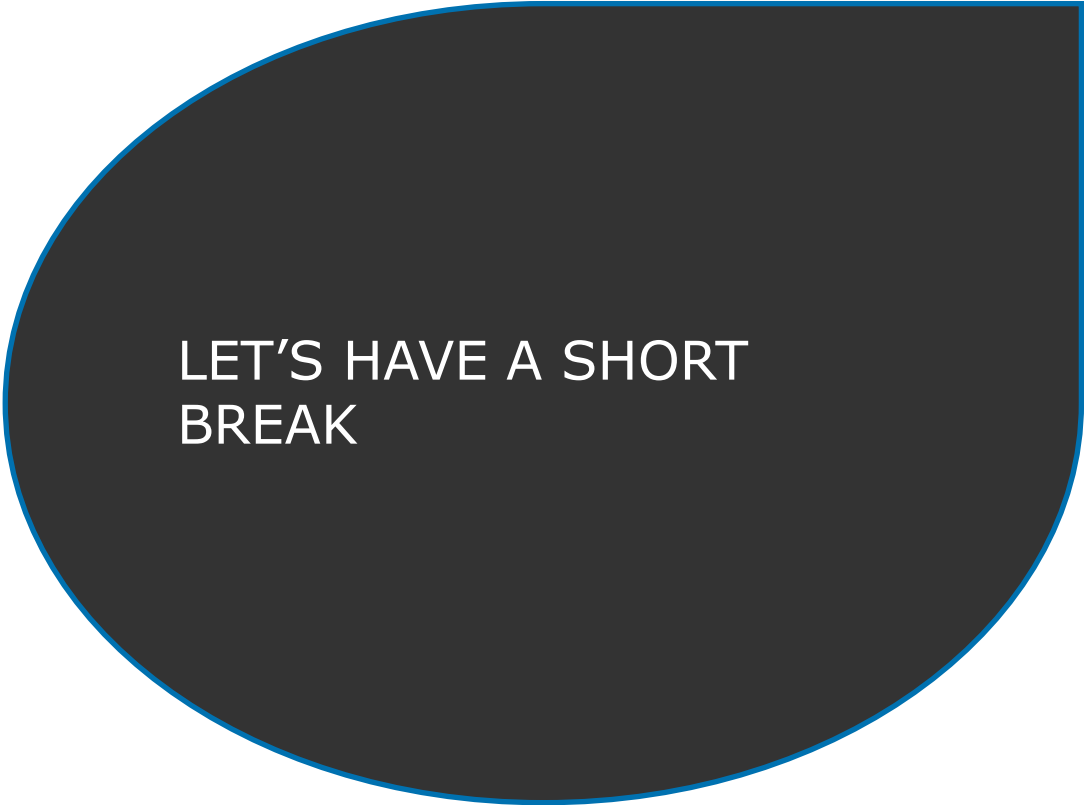

# BEHAVIOUR CHANGE ASSIGNMENT I

In a small group, reflect on a personal (sustainable) behaviour that one of you would like to change (or have been / are working on at the moment) using the theories you just learned about. Discuss at least one example.





share your tale





LET'S HAVE A SHORT  
BREAK

**share** your talent. **move** the world.



# KNOWING YOUR TARGET GROUP

**share** your talent. **move** the world.



# KEY ELEMENTS IN COMMUNICATION

## Lasswell's Communication Model



EXAMPLE: CNN NEWS – A water leak from Japan's tsunami-crippled nuclear power station resulted in about 100 times the permitted level of radioactive material flowing into the sea, operator Tokyo Electric Power Co said on Saturday.

**Who** – TEPC Operator

**What** – Radioactive material flowing into sea

**Channel** – CNN NEWS (Television medium)

**Whom** – Public

**Effect** – Alert the people from the radiation

## SOCIAL NETWORK

Social Network

network of individuals or organisations who are connected to each other



**share** your talent. **move** the world.

## SOCIAL NETWORK

Why a social network

- People are social beings
  - The social influence is often underestimated
- People can learn from each other
- People can support each other
- Social network can improve the resilience



**share** your talent. **move** the world.

# SOCIAL NETWORK ANALYSIS

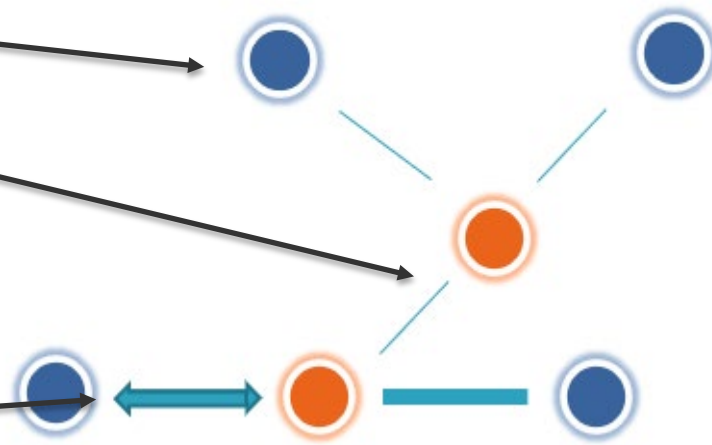
Nodes (vertices)

Edges (ties)

Relationships

- Who shares information with...
- Knows...
- Lends money to...
- Admires...
- Listens to...

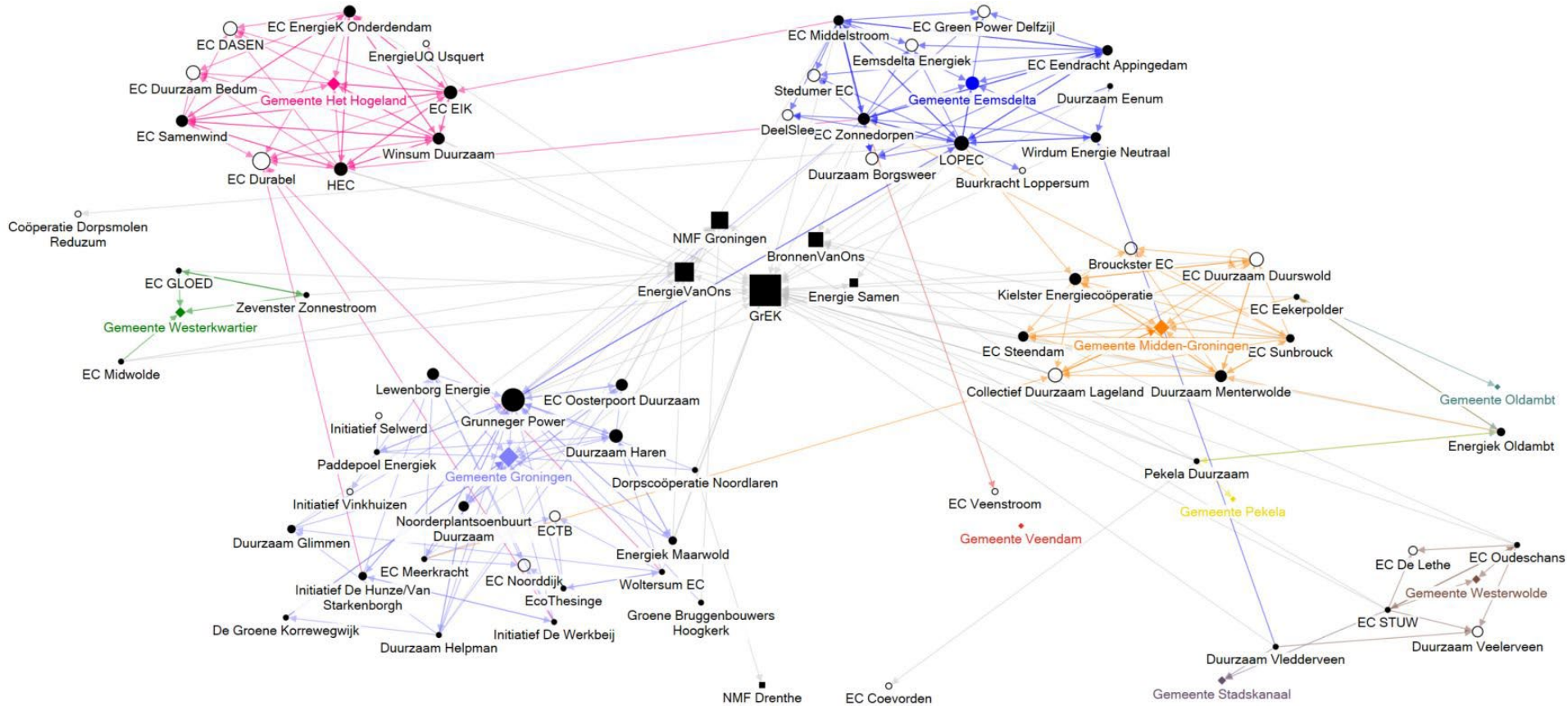
Direction



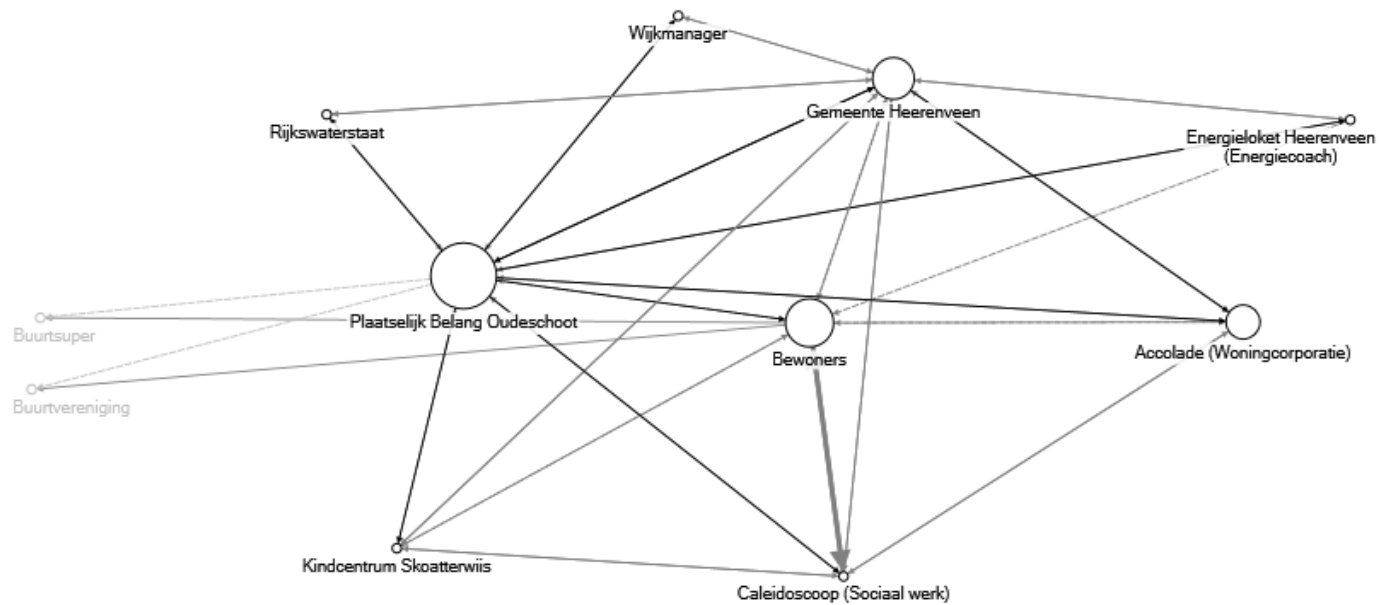
**share your talent. move the world.**

## SOCIAL NETWORK ANALYSIS

- With which **person/organisations** do people have contact?
  - Local government, non-profit organisations, sport clubs, or...?
- What is the **reason** for contacting the organization/person?
- How is the contact **evaluated**? And why?
  - Trust, reciprocity, or...?
- What kind of **resources** are shared?
- What is **expected** from the relationship?
- How can the organization/person **help** to change behaviour?
  
- **NodeXL** is used for the visualization of the network



share your talent. move the world.



## COMMUNICATION AND RESISTANCE / PARTICIPATION

“opening up a two-way public dialogue that better connects national policy making with the local places and residents”



Devine-Wright, P. (2010). Public engagement with large-scale renewable energy technologies: Breaking the cycle of NIMBYism. *Wiley Interdisciplinary Reviews*, 2(1), 19-26

**share your talent. move the world.**

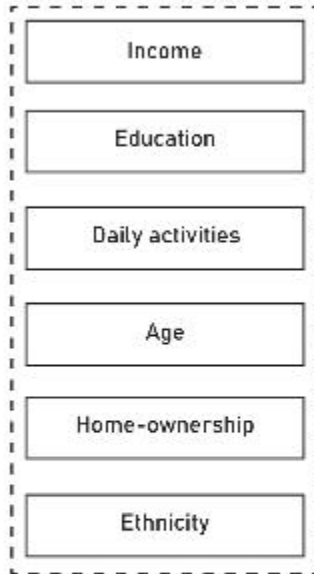


# Social fingerprint (Bouw et al., 2021)

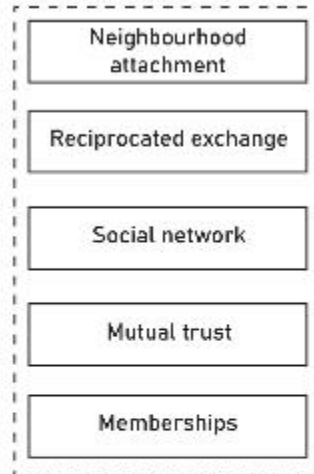
- Research and visualization tool to provide a detailed profile of citizens in a specific area
- At the beginning of a planning process to find keys to design successful approaches for community participation
- Interpretation by comparing different fingerprints to each other
- Possibilities to compare different groups living together
- Interviews and questionnaire to measure the social factors that together form the social fingerprint

# Social factors - framework

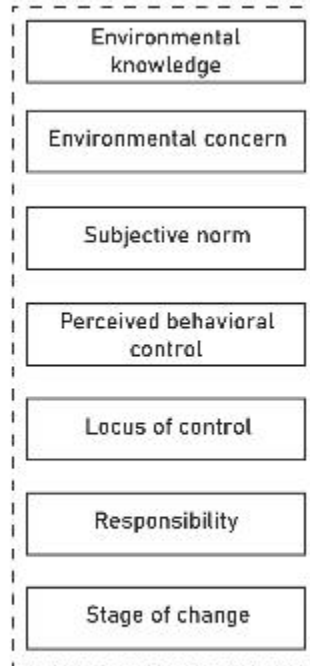
## Demographic factors



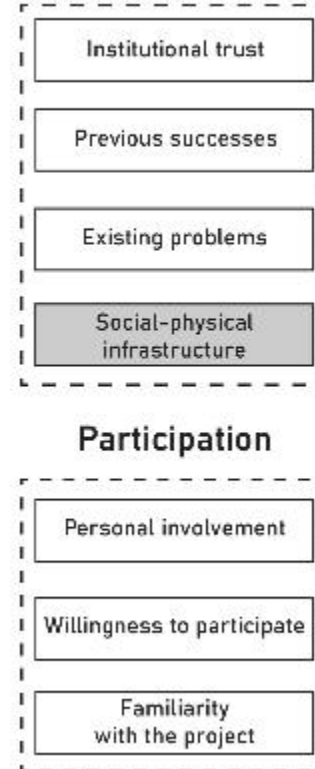
## Community factors



## Individual factors



## Socio-historic context



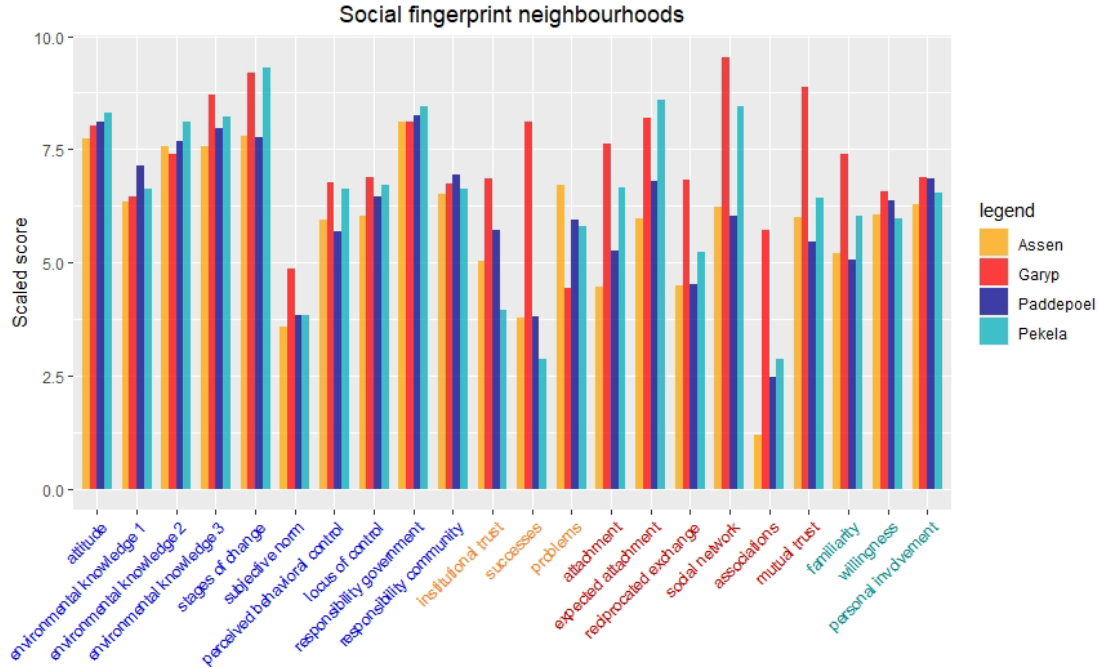
# Social fingerprint (survey data)



Paddepoel



Pekela



Garyp



Assen

share your talent. move the world.

# Weak and strong points

# Translation social data to practice

Element in approach	Information	Social factors
Preparation	Issues to be solved	Problems
Communication	Meeting places Argumentation Sender	Meeting places Willingness to participate Trust
Community participation	Organizational power  Motivation	Successful activities Memberships in associations Entrepreneurs Willingness to participate
Cooperation	Stakeholders	Trust Responsibility
Technical solutions	Individual vs. Collective Investment space	Trust, reciprocated exchange, memberships Control factors Income

**share your talent. move the world.**



MORE EXAMPLES OF  
APPLICATION OF THEORY

**share** your talent. **move** the world.

# Conscious change in social groups

Inform / raise awareness on  
own energy use

Connect to people's values

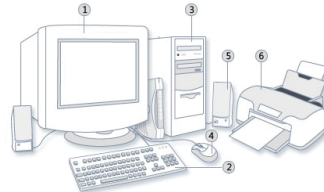


Support decision making

Give specific plans to act upon

# Interventions

'Speur de energieslurper' (Find the appliance that uses the most energy)





# Interventions

## 'Speur de energielurper' (Find the appliance that uses the most energy)

Aim: make people more aware of their energy use and energy costs  
In groups (employees, neighbours or students)

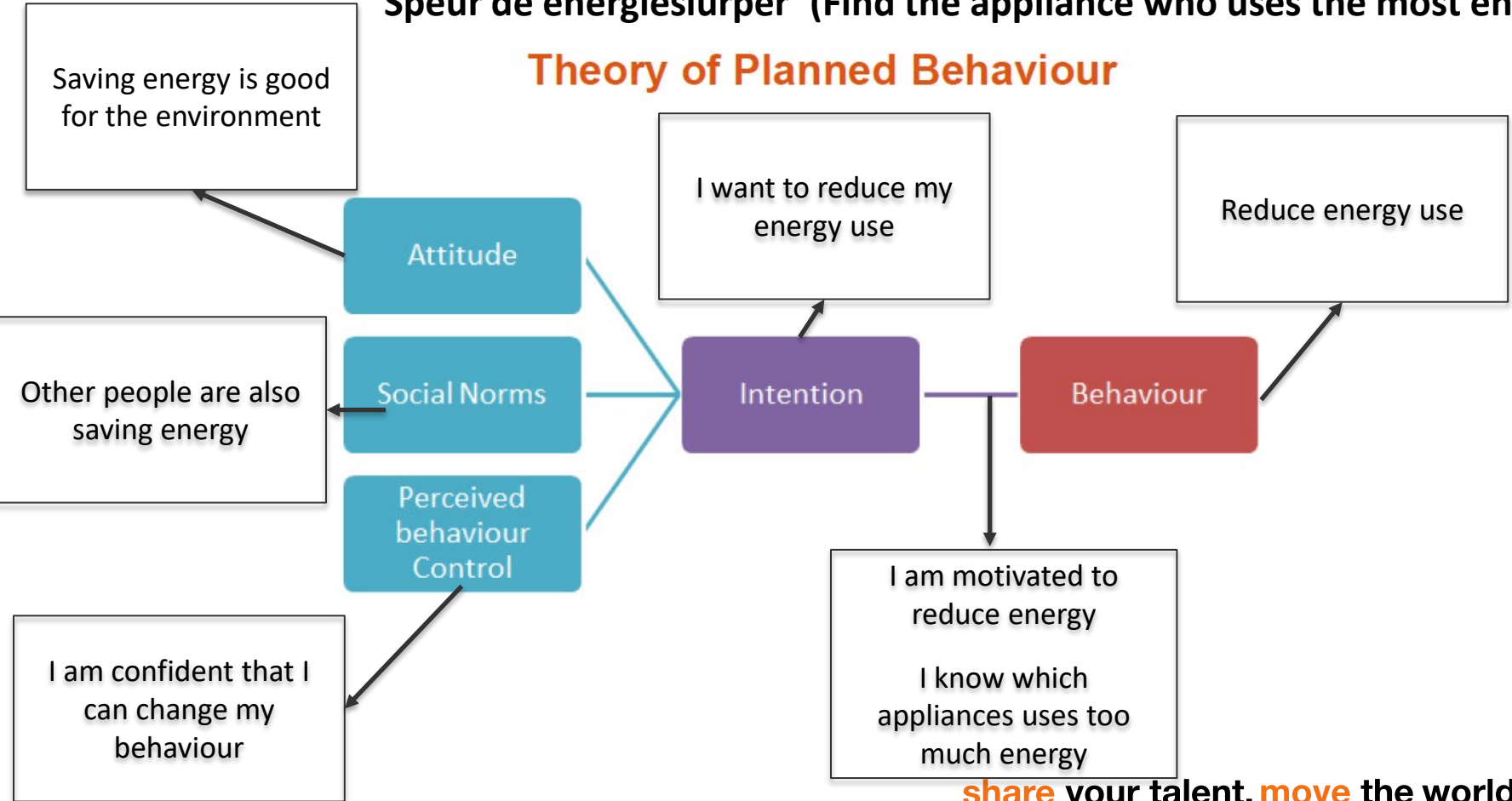
Intervention:

1. Kick-off event
2. One person starts with the measurements and writes down the results (energy use of different appliances)
3. This person hands over the results to the next person. And this person starts with the intervention
4. Closing event: share and compare the results with other people and make plans for the future



# 'Speur de energielurper' (Find the appliance who uses the most energy)

## Theory of Planned Behaviour



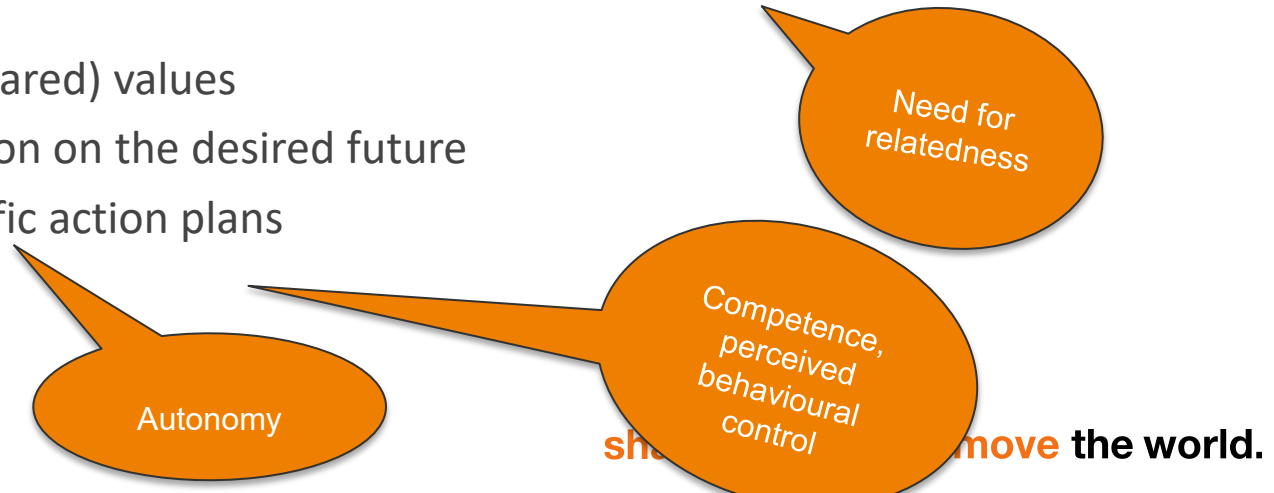
# Interventions

## Group conversation method based on values (Claudia Brouwer, Durkje Zijlstra)

Aim: facilitate social change by increasing **intrinsic motivation** to exhibit sustainable behaviour.

Intervention: two or three group sessions in social meaningful groups with roughly three steps

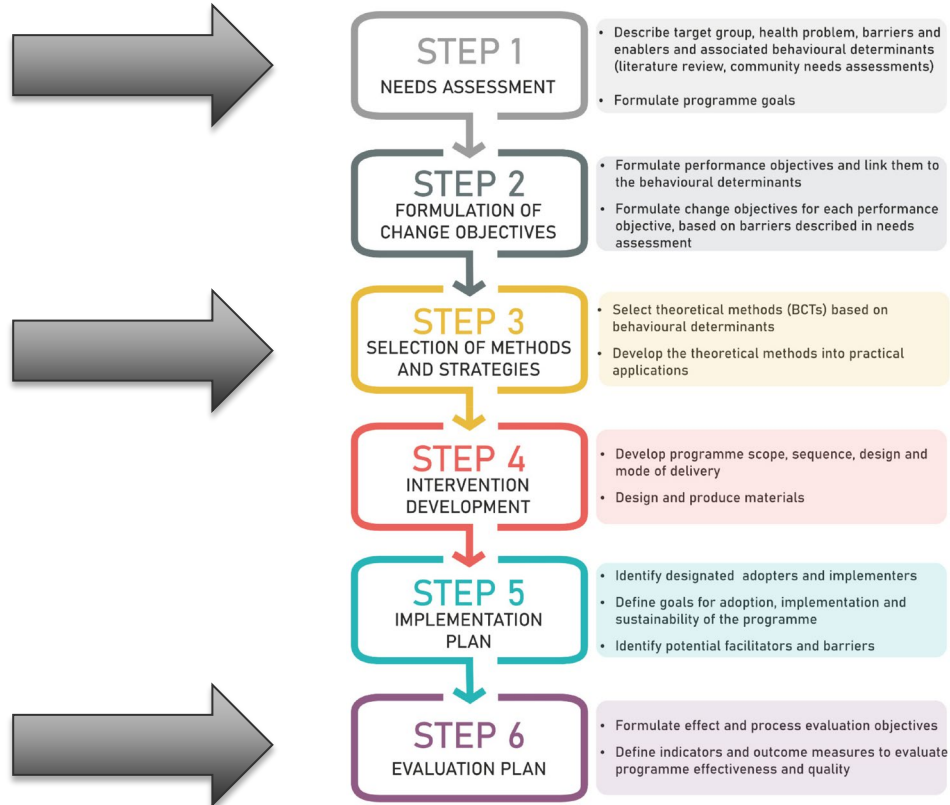
1. Identifying (shared) values
2. Creating a vision on the desired future
3. Develop specific action plans



she **move the world.**

# Intervention mapping

Bartholomew et al., 2011



## Step 6 Evaluation plan

Three measurements (questionnaires and interviews)



Context and process evaluation (open-ended questions)



Effect measurements, such as perspectives for action, perceived competence, involvement, type and amount of motivation, and perceived autonomy

# Results and conclusion



Creating a vision --> greater motivation and more experienced support. Knowledge and confidence was also increased after the intervention



A number of participants indicated that their motivation has not changed because it was already high.



Most participants indicated that they felt more supported by others to engage in sustainable behavior after the first meeting.



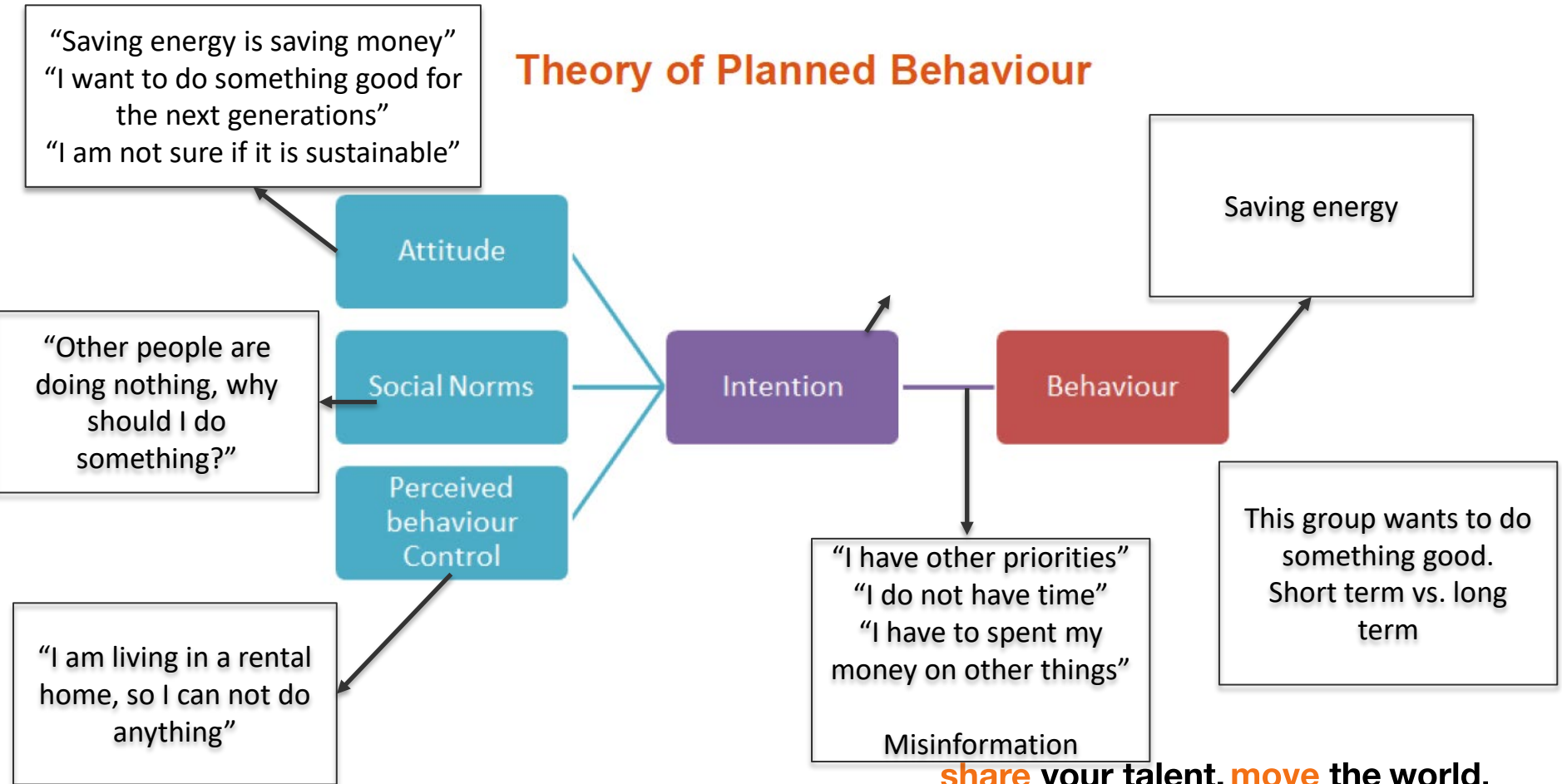
A reaction from a participant: “Perhaps it will become a more relevant issue if you think about it together. Then you know that the influence of the climate is great and that it actually matters how you feel about it and how you share it with others”.

# Interventions

**Target group: people with a lower social economical status (SES)**

- This group lags behind in the energytransition
  - Costs for taking measurements is too high → higher energy bills
  - Saving energy = saving money
- This group is not involved by local governments when plans are made
  - It is often assumed that this group does not want to participate
- **Choices are made about this group, not with this group**

# Theory of Planned Behaviour



share your talent. move the world.



# Interventions

Target group: people with a lower social economical status (SES)



Samen Besparen 

Things I already do	Things I want to do more often
I do not know how to do this	I am not going to do this (now)

share your talent. move the world.

# Energy poverty in the Netherlands

TNO, 2021

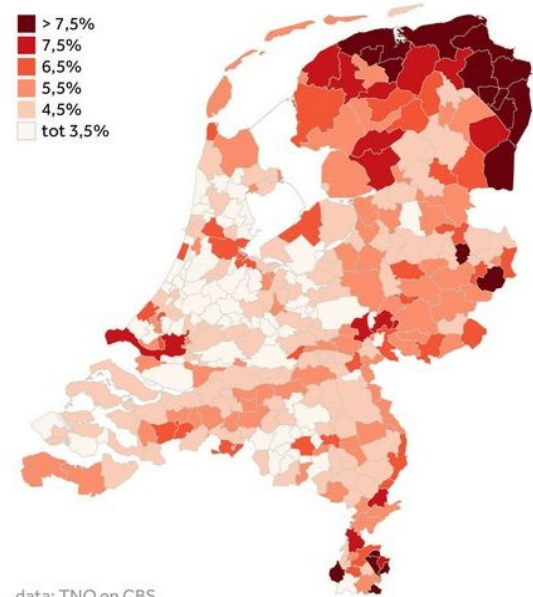
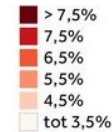
General definition: people with lower income who have difficulties paying their energy bills

However, this is not only one group  
*Income, energy label, housing situation, investment capabilities, .....*

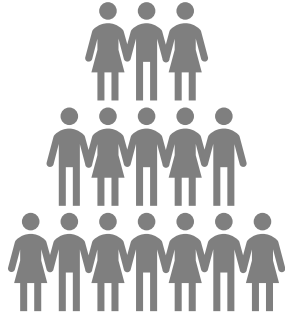
Often, institutional distrust

## Lage inkomens en energielabel F/G

% huishoudens met een laag inkomen, een woning met slecht energielabel en hoge energiekosten



data: TNO en CBS



**Involve this group more, rather than  
only informing them**



**Focus on conscious behaviour change;  
with starting points to increase  
awareness and perceived urgency**

**share** your talent. **move** the world.

## BEHAVIOUR CHANGE ASSIGNMENT II

**Design an intervention with your group to enhance a certain sustainable behaviour based on psychological theories**

Choose a target group and a(n) (un)sustainable behaviour you want to change

Examples of target groups:

Elderly  
People with a lower income  
Children

Examples of behaviour:

Eating less meat  
Reducing single plastic use  
Buying less clothes  
Reduce energy use

# Overall take-home message

## Communication & Behaviour

**Focus on the citizens / target group: get to know this group**

**Conscious behaviour change is necessary (and yes, it may take time) to contribute to societal transition**

**Be critical regarding what you read, see and hear**

