Understanding what motivates change

Workshop and briefing for the Ruamāhanga Whaitua Committee

Margaret Kilvington (ISREF), Will Allen (WOW / LfS) & Jim Sinner
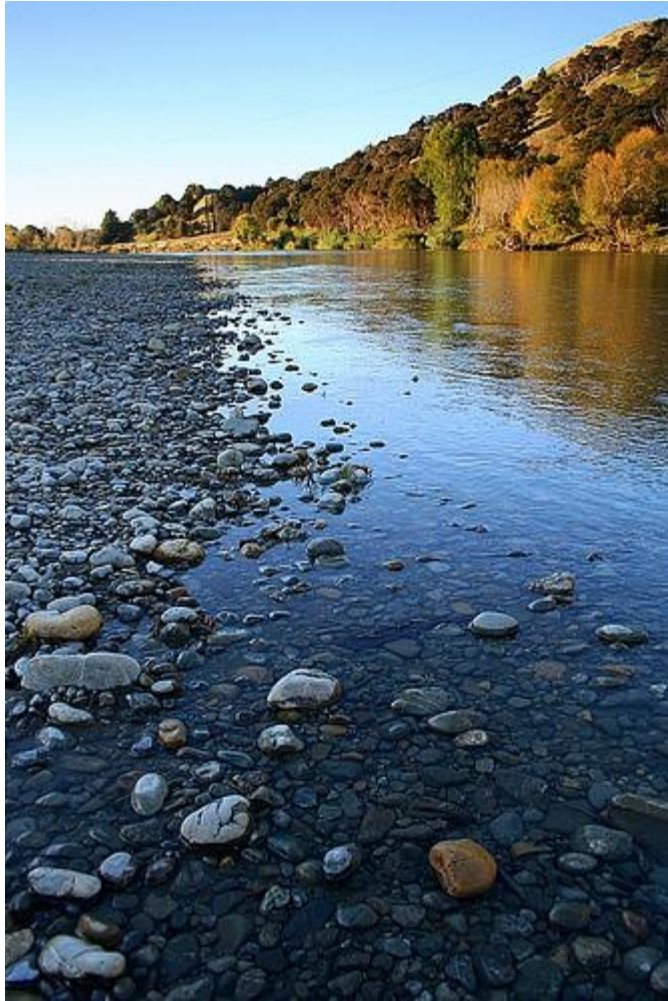(Cawthron Institute)

20 September 2016, 9am – 1pm, Greytown

Understanding what motivates change

Agenda

1. Motivating change and achieving outcomes – implications for policy

2. Understanding how change is motivated

3. Tools & techniques for exploring what this means for the Ruamāhanga

4. Identifying further information needs

Today is about being collective

All the brains in the room!

Wairarapa – Where Water Glistens

The future is engaged communities proactive in the long term sustainability of the catchment as a whole. A place where:

- We are all connected to the water so we are all equally responsible for creating a more natural state;

- Holistic land and water management creates resilience;

- Recreational and cultural opportunities are enhanced;

- There is a sustainable economic future;

- Water quality is improving;

- Ecological enhancement is sustainable;

- Ko wai, Mo wai, No wai: waterways connect communities, there is a sense of identity for people and water;

- There is safety and security of (drinking) water supply.
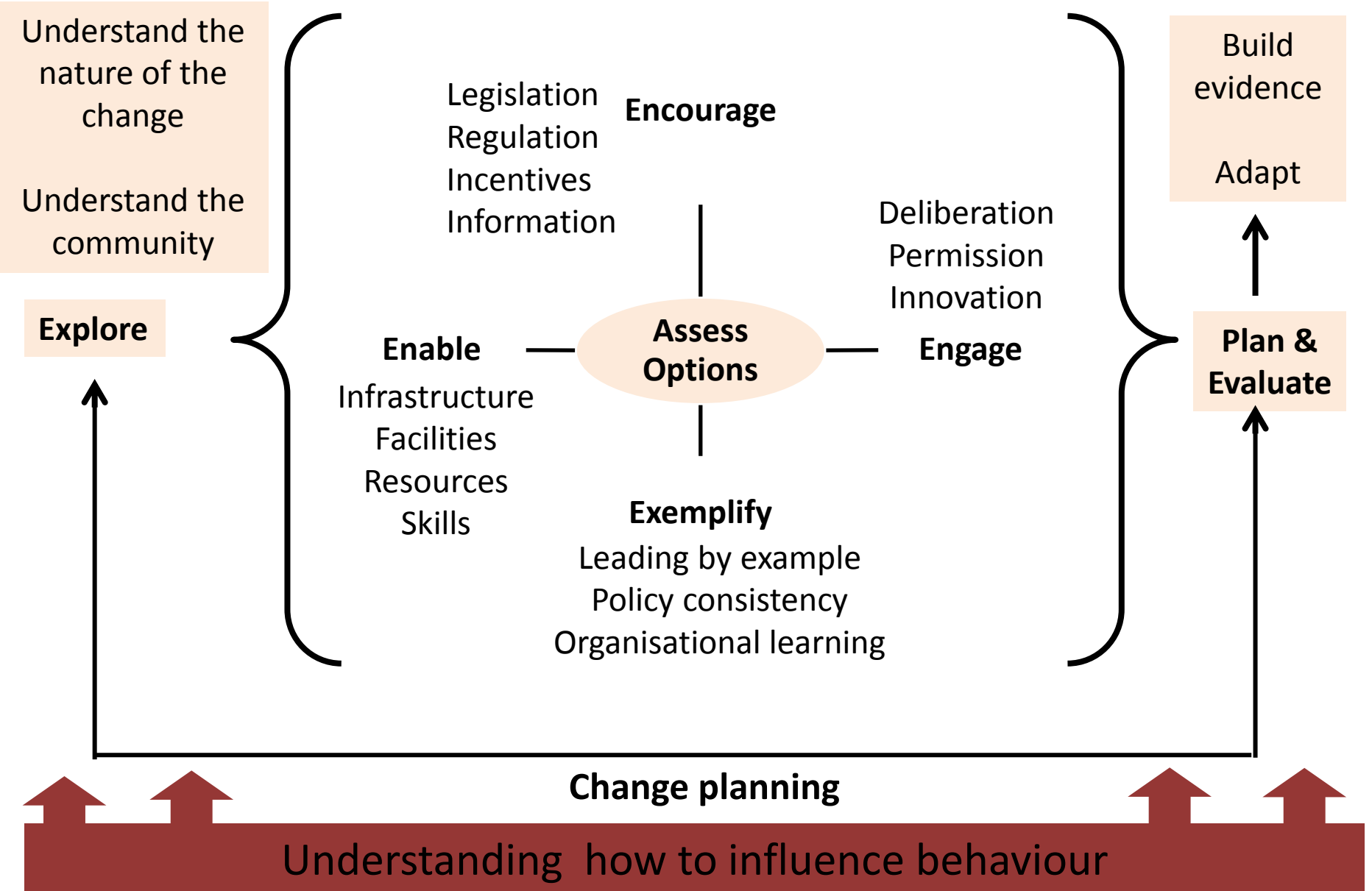
Improve water quality and quantity

Sequence of events (time)

e.g. poles to reduce erosion etc.

e.g. reconfigure river and lake etc.

Behaviour change

Where we are now

Understand the nature of the change

Understand the community

Explore

Legislation
Regulation
Incentives
Information

Encourage

Deliberation
Permission
Innovation

Enable — **Assess Options** — **Engage**

Infrastructure
Facilities
Resources
Skills

Exemplify
Leading by example
Policy consistency
Organisational learning

Build evidence

Adapt

Plan & Evaluate

Change planning

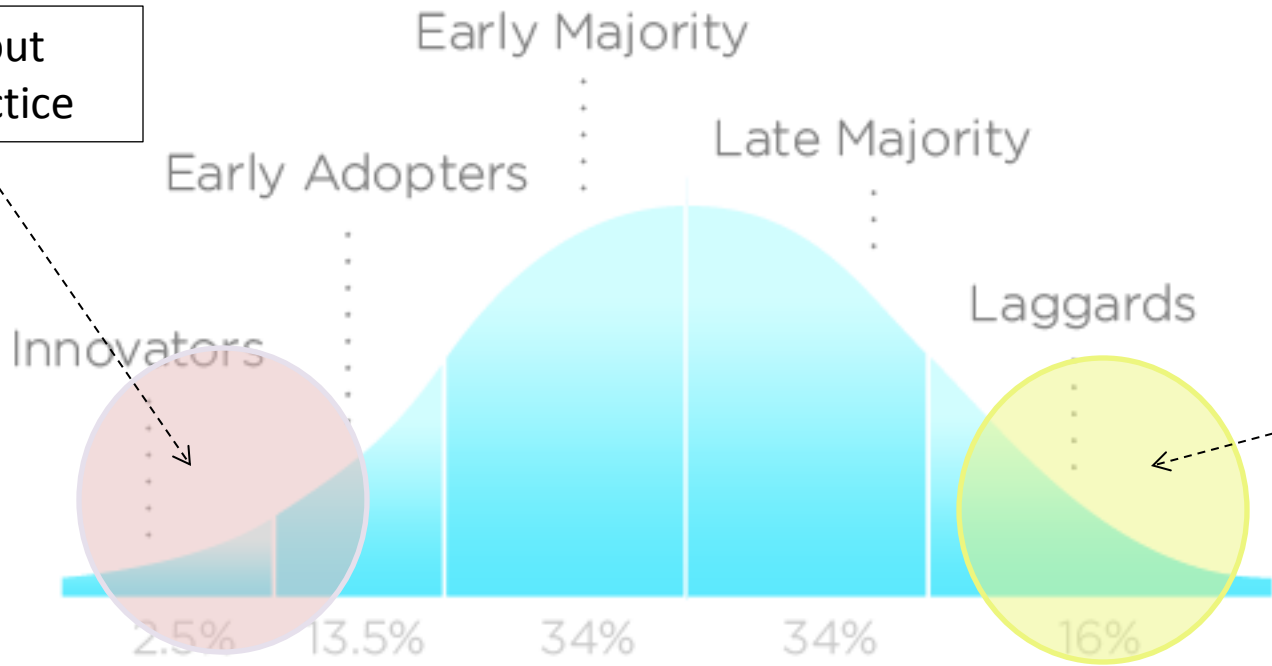# Understanding how to influence behaviour

1. Motivating change and achieving outcomes – implications for policy

A whole of community approach – we all need to change

Learn about good practice

Early Majority

Late Majority

Early Adopters

Innovators

Laggards

Target laggards – compliance and enforcement

2.5%   13.5%   34%   34%   16%

INNOVATION ADOPTION LIFECYCLE
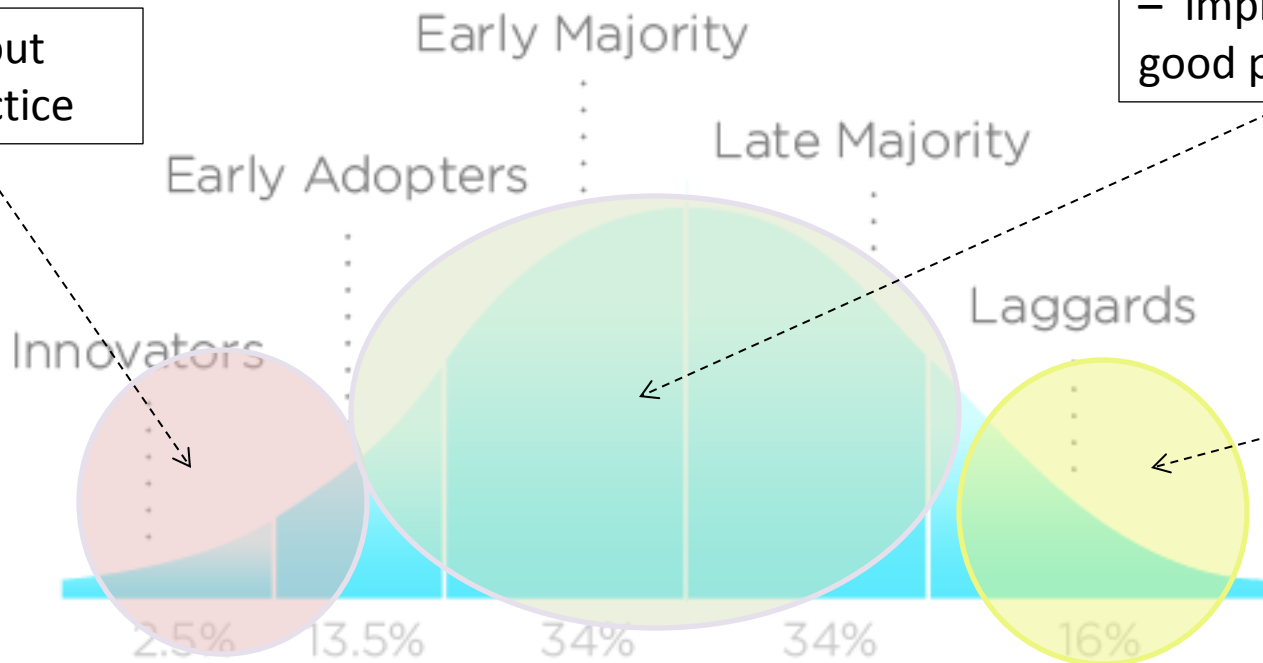
Source Wikipedia - https://en.wikipedia.org/w/index.php?curid=11484459

A whole of community approach – we all need to change

Learn about good practice

Target audience – improving good practice

Target laggards – compliance and enforcement

Early Majority

Early Adopters

Late Majority

Innovators

Laggards

2.5% 13.5% 34% 34% 16%

INNOVATION ADOPTION LIFECYCLE

Source Wikipedia - https://en.wikipedia.org/w/index.php?curid=11484459

Wairewa ZIP Addendum

To provide guidance to Ecan as it develops its work programme …. e.g.

- Catchment streams ➡ flourishing ecosystems
- Lake ➡ annual average TLI=4 by 2035
- Develop external funding
- Provide for awareness, education, and farm environment plans
- Encourage environmental technologies uptake

A road-map to our destination
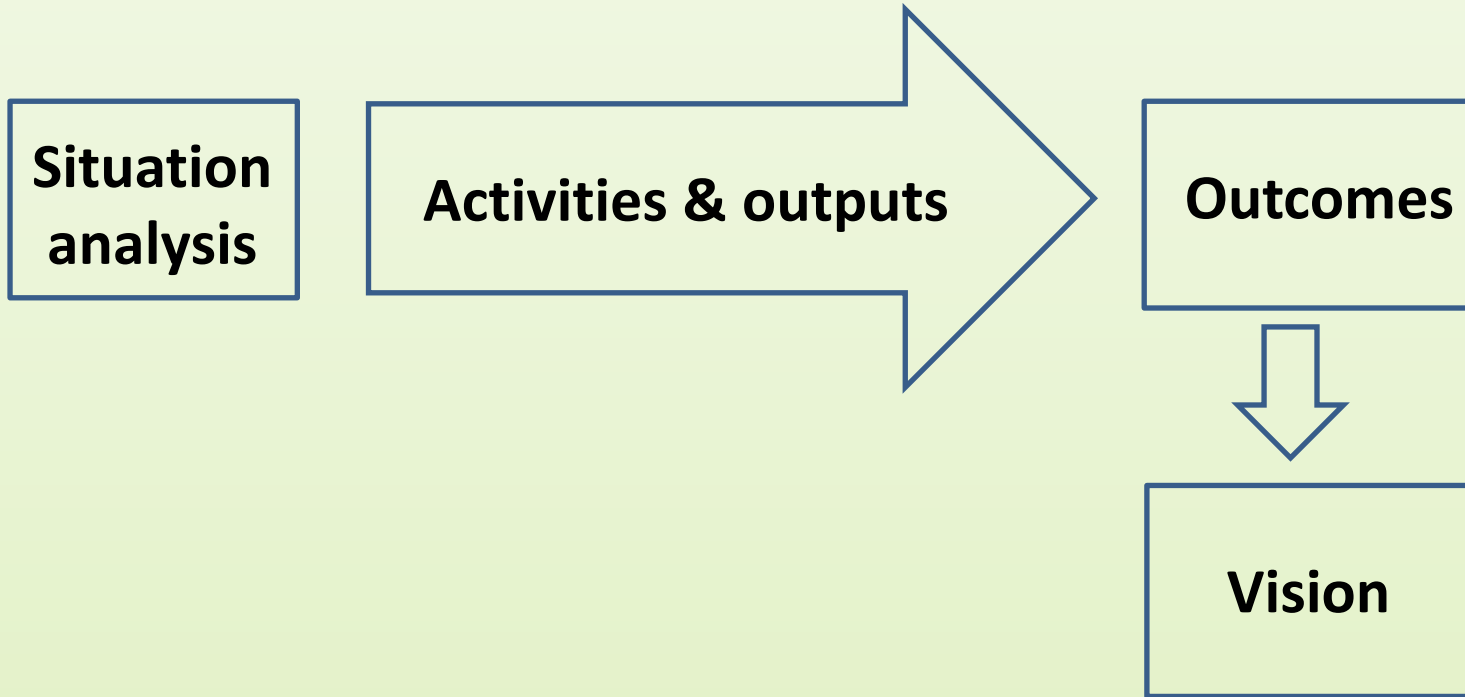
Different outcome levels

Longer-term outcomes

- The state - or change in state - of a condition of significance (social, cultural, economic, health, environmental, etc.)

- Medium- to long-term time frame

Intermediate outcomes

- One or more steps or pre-conditions necessary to achieve the longer-term outcome

- Short- to medium-term time frame

- People change(knowledge, aspirations, skills and attitudes)

- Usually concerned with changes in social norms, capacities and practices

Outcomes: "the difference that our programmes and policies make"

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┌─────────────┐        ┌──────────────────────────┐    ┌─────────────┐
│  Situation  │        │                          │    │  Outcomes   │
│  analysis   │        │   Activities & outputs   ──▶  │             │
└─────────────┘        └──────────────────────────┘    └─────────────┘
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                                                        │   Vision    │
                                                        └─────────────┘
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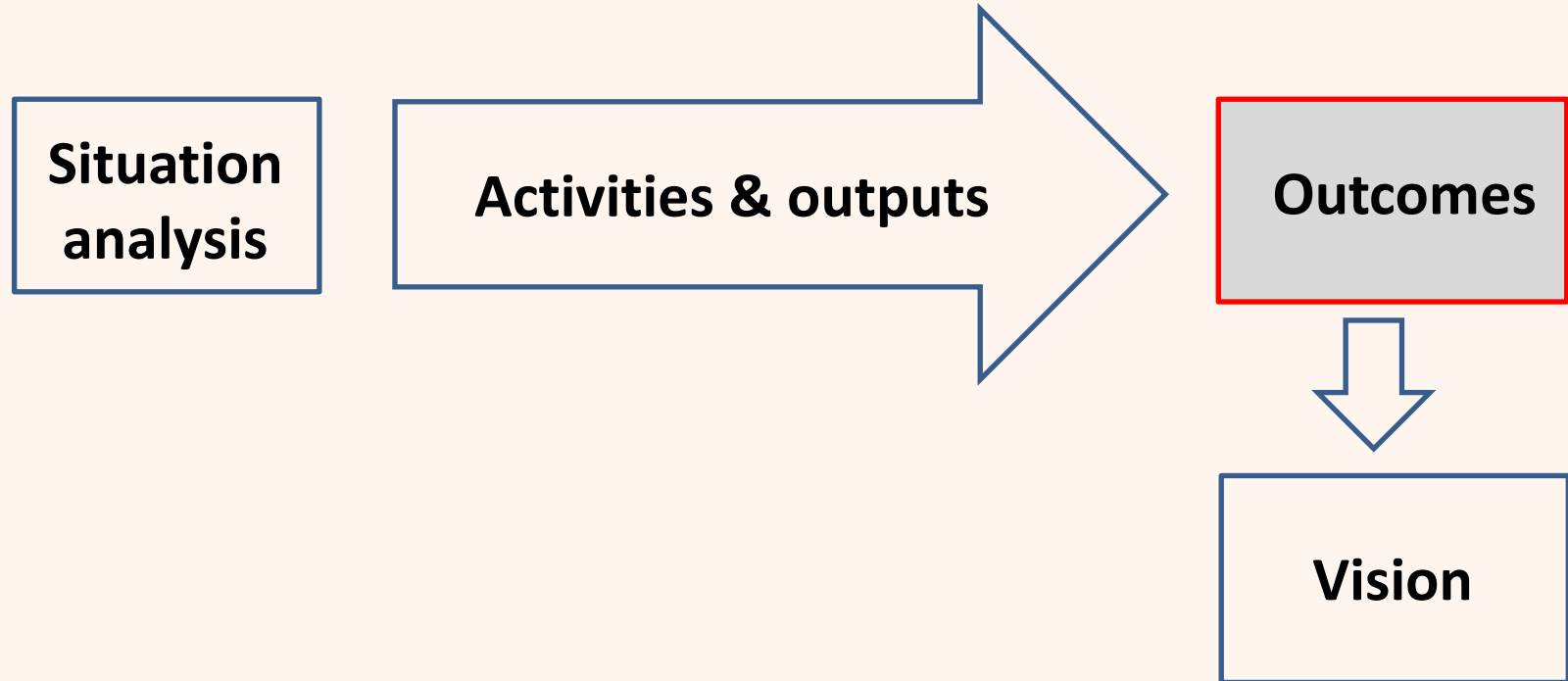
People and organisations need to change first
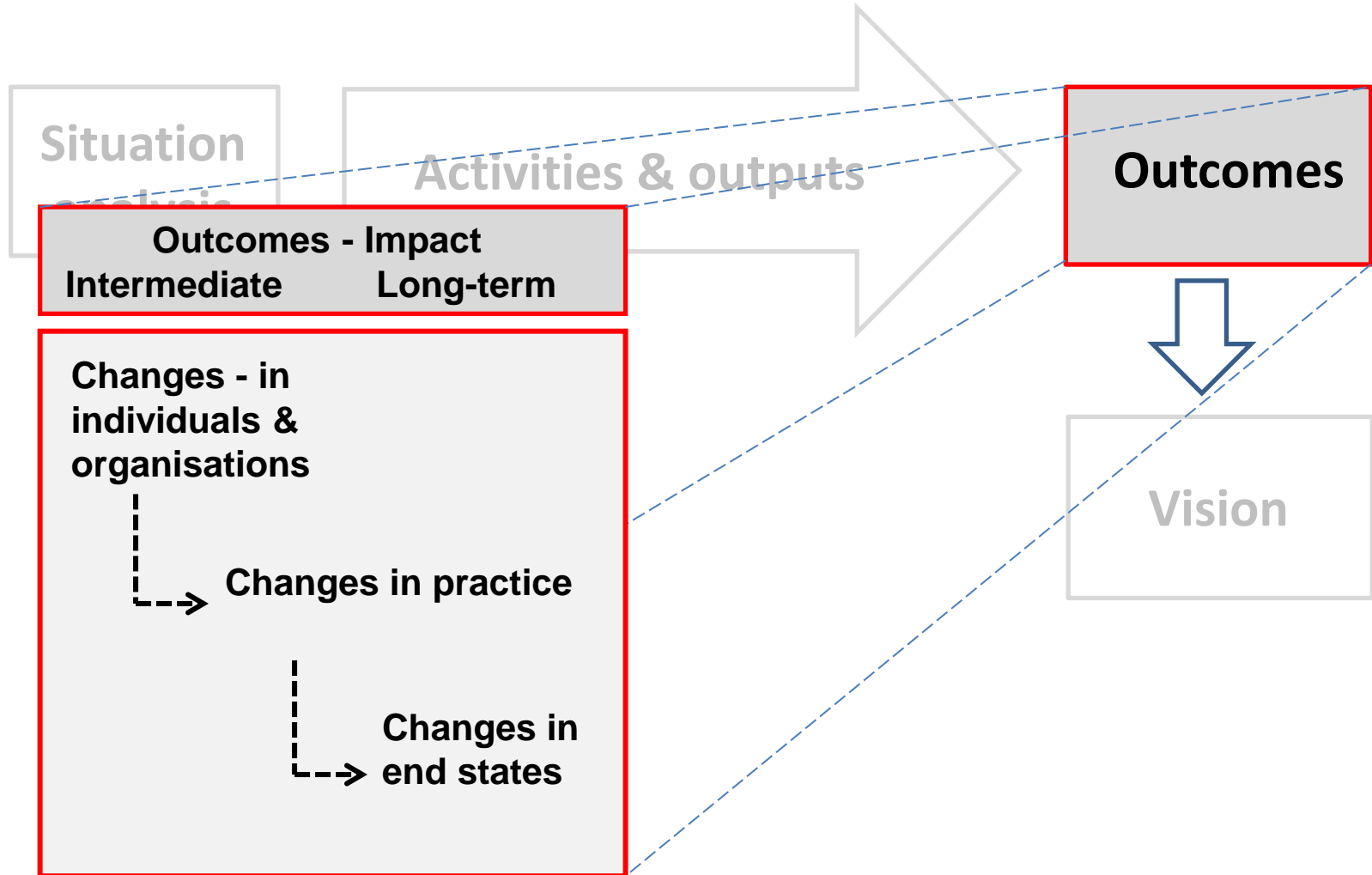
Brainstorm for Ruamāhanga

- Who are the stakeholders in the Ruamāhanga (people/organisations) who you think will need to change what they do?

- Pick one –

If it was **your role** to change what these people do – how would you go about it?

- What things will help them (enablers)?

- What will block them (barriers)?

- What will be your biggest challenge*?*

2.   Understanding how change is motivated

- Very big area

- Some generic principles, models and ideas about motivating change that are worth going through

It's a delusion we can change peoples' behaviours. Instead, people change their own behaviours. Our role is to create an enabling environment and provide opportunities for people to become inspired by what their peers have achieved.

When we offer people a chance to take a step closer to the lives, businesses or farms they dream about (and we make that change feel safe) then they'll do the changing for us.

Les Robinson *How the science of behaviour change can help with sustainability*, Guardian 18 January 2011

Understanding what motivates change: Workshop for Ruamāhanga Whaitua Committee 20 Sept 2016, Kilvington, Allen & Sinner

- All about creating "environment for change"

- Regulation, education, incentives, disincentives, awareness, attitudes, role models,……all contribute to the environment for change

- Need to use multiple avenues in combination – and over time

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Attitudes are not enough

"Research indicates that attitudes are a necessary but insufficient condition to changing behaviour. You can't change behaviour simply by changing attitudes."

Linda Cameron,2002 *Promoting positive environmental behaviours through community interventions*

Environmental education and communications alone will not resolve environmental issues. They have to be combined with legal, economic and technical instruments to make change."

Environment Waikato, 2002

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Most Basic models combine the following:
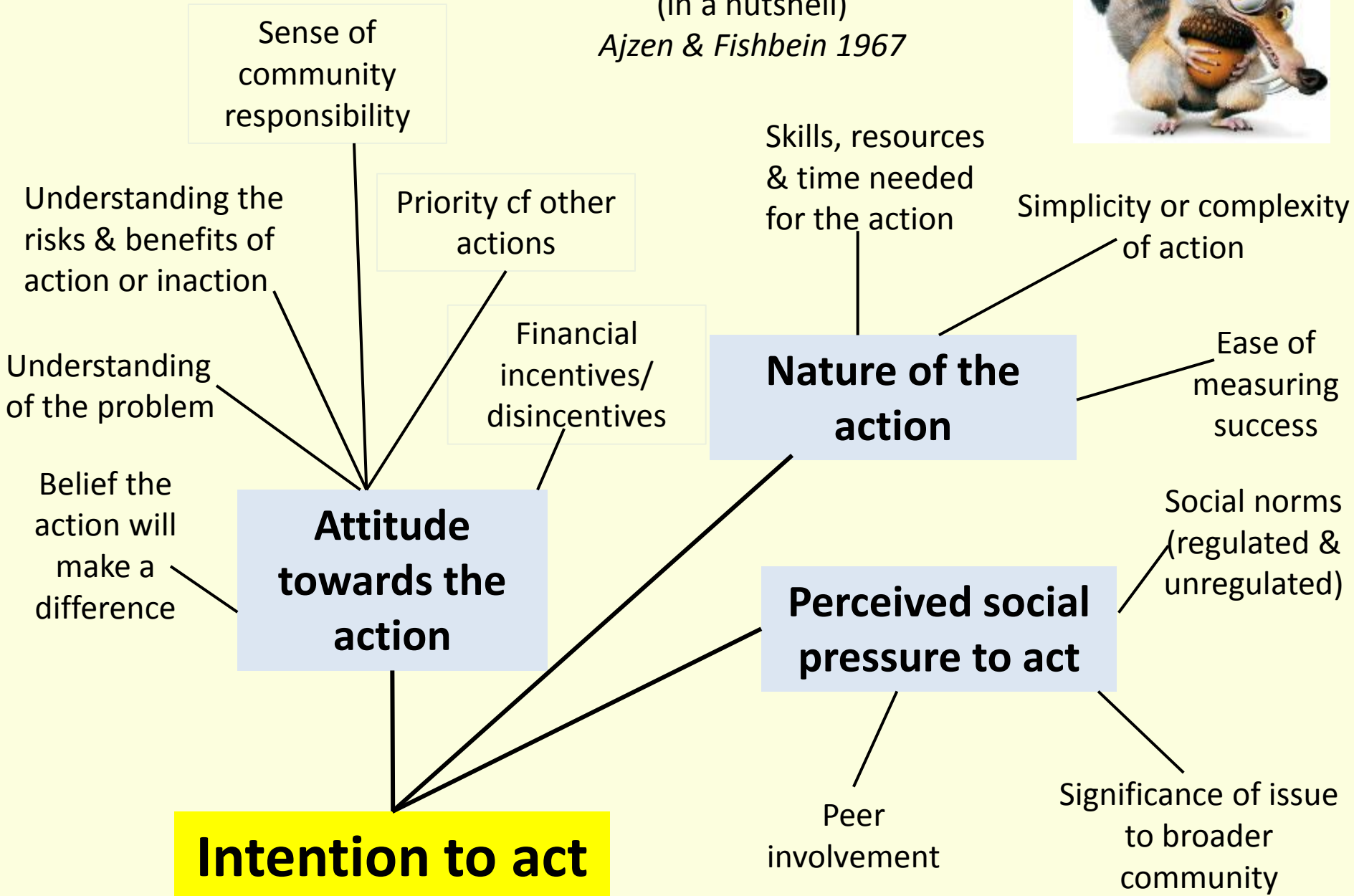
Attitudes & Beliefs	Social norms & wider society influence
Personal habits and abilities	External factors (e.g. market conditions, costs & policy interventions that can act on these)

Theory of reasoned action

(in a nutshell)
Ajzen & Fishbein 1967

Sense of community responsibility

Understanding the risks & benefits of action or inaction

Priority cf other actions

Skills, resources & time needed for the action

Simplicity or complexity of action

Understanding of the problem

Financial incentives/ disincentives

Nature of the action

Ease of measuring success

Belief the action will make a difference

Attitude towards the action

Perceived social pressure to act

Social norms (regulated & unregulated)

Intention to act

Peer involvement

Significance of issue to broader community

Short cut for policies and programmes aimed at behaviour change

Motivation = **Understanding** + **Ability** + **Imperative**

The sign reads: "NO PERSON SHALL, ON A FRIDAY, SATURDAY OR SUNDAY THE DAY PRECEEDING A PUBLIC HOLIDAY, OR ON A PUBLIC HOLIDAY, DRIVE OR CAUSE TO BE DRIVEN BETWEEN THE HOURS OF 6 P.M. AND MIDNIGHT, A MOTOR VEHICLE WHICH EXCEEDS 10.5 M IN LENGTH IN ALL MAIN ROADS"

Factors to consider in behaviour change programmes

e.g. *Physical, Geographic, Financial,technological*

barriers

opportunities

Economic Incentives/ disincentives

Motivation = **Understanding** + **Ability** + **Imperative**

Social norms

Peer pressure

regulation

What is the problem?

What is my role in the problem?

What can I do differently?

Personal values

How do I know that will make a _____ difference?

What are others doing?

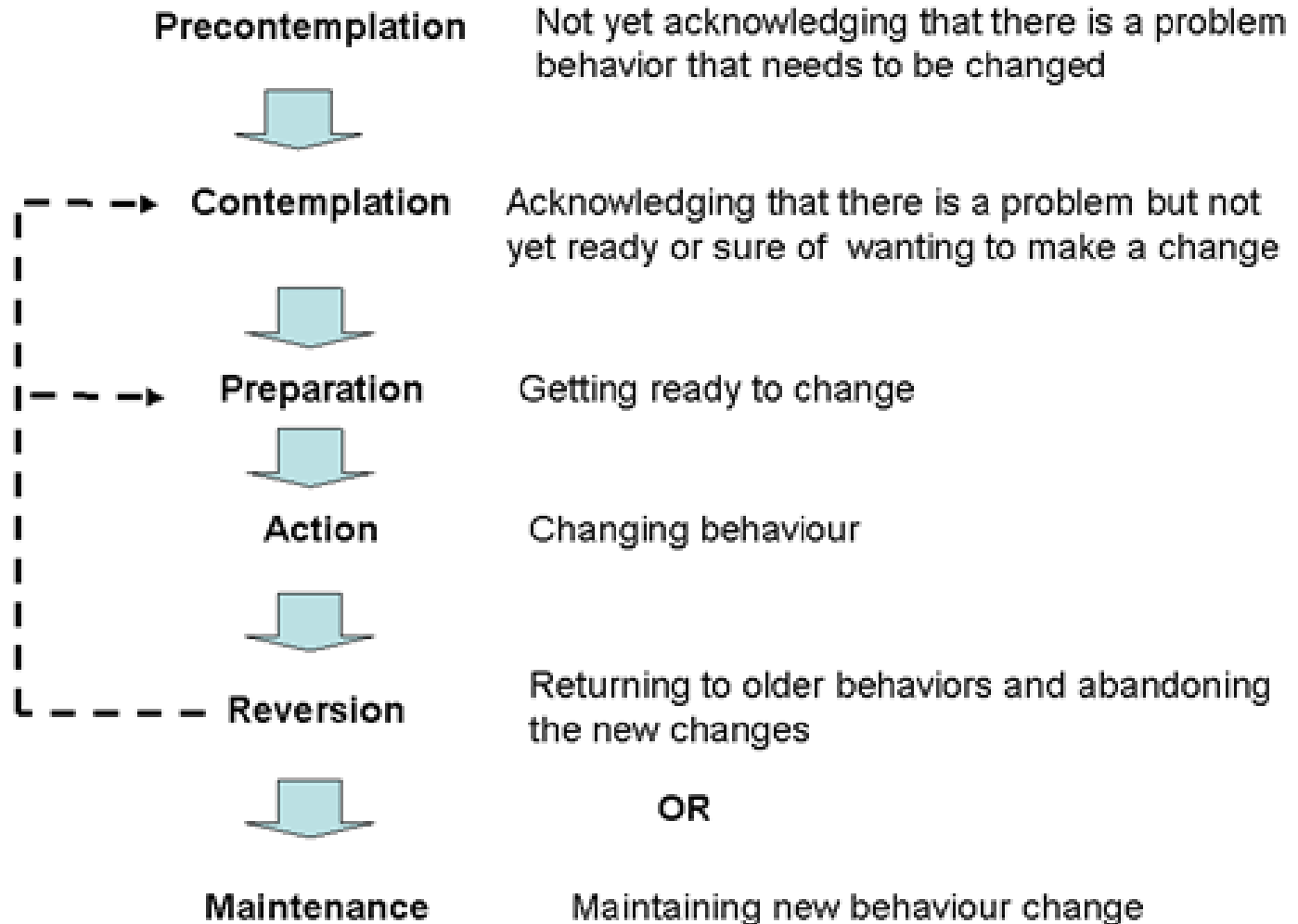What are the risks of action or inaction

People act inconsistently & not always rationally

- Behavioural economics tells us

  - people behave with 'bounded rationality'

  - People show inconsistent preferences over time

  - People exhibit reciprocity and value fairness

- Often defy "categories"

Can't rely on people doing something because it is 'in their best interest'

Change process involves stages over time

Precontemplation — Not yet acknowledging that there is a problem behavior that needs to be changed

Contemplation — Acknowledging that there is a problem but not yet ready or sure of wanting to make a change

Preparation — Getting ready to change

Action — Changing behaviour

Reversion — Returning to older behaviors and abandoning the new changes

OR

Maintenance — Maintaining new behaviour change

Ideas that motivate change at different levels

Personal

Conditioning

Cognitive consistency

Self efficacy

Working with biases

Inter-personal

Response to authority voices

Mutuality & reciprocity

Community

Social capital

Diffusion of innovation

Working with principles

Scarcity & Generosity

- Growing interest

- "Scarcity" based policies can create enhanced rates of consumption – generosity effectively "grows the pie"

- Scarcity can promote both selfish and generous behaviours – depends on whether people are encouraged to view their own interests or collective interest as most important.

- People are most generous when they are able to be in control of the giving and are able to experience recognition and gratitude.

- Generosity – taps into mutualism, cognitive consistency

- Question for policy design…how can we help people see the need of others (including the natural environment) and empower them to be generous? E.g., create opportunities for people to contribute.

Summary points about behaviour change

- Most behaviour change models combine attitudes, social norms, habits, values & abilities (internal factors) and external factors (e.g. markets, regulations)

- People act differently – often defy categories

- People don't act strictly 'rationally' – discount the future and are concerned with fairness and reciprocity

- Change is a process of many stages – communities can have groups moving at different paces

- Interventions can operate at different scales: personal, interpersonal & community wide

- Can work with broad principles such as *generosity*

Morning tea!
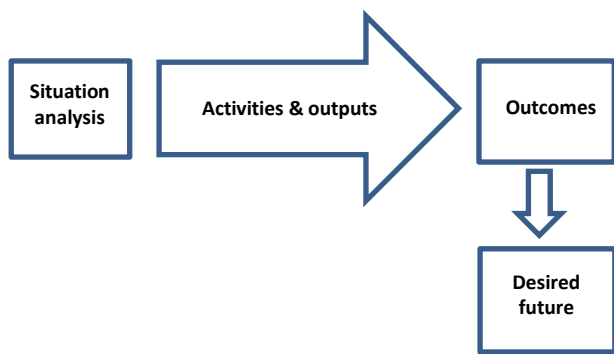
Tools & techniques for exploring what this means for the Ruamāhanga

"The best change theory is the one you make yourself"

Les Robinson *How the science of behaviour change can help with sustainability*, Guardian 18 January 2011
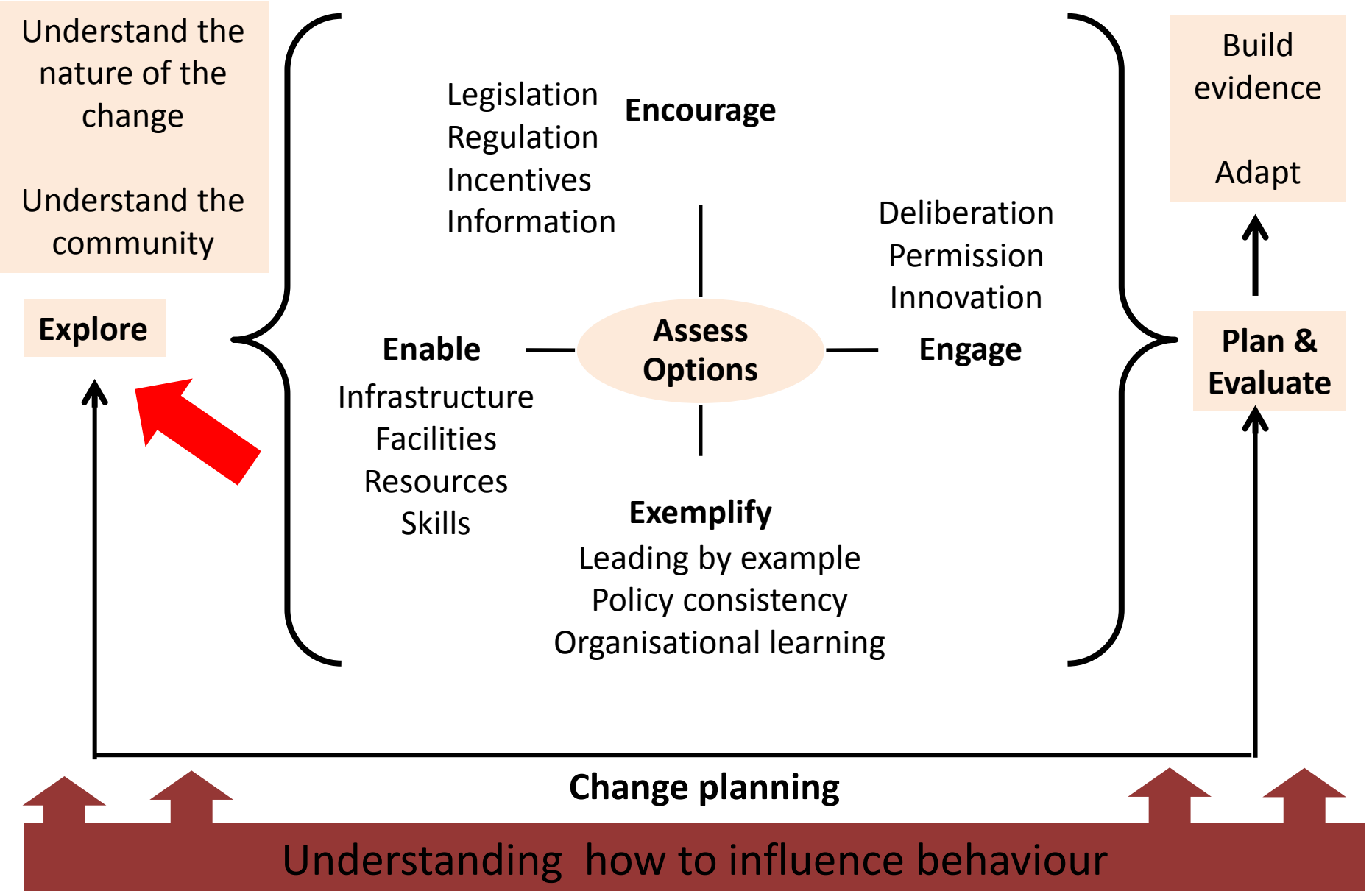
Rest of today

➢ **Change planning** –(combined exercise & presentation)

➢ Logic models

What does this mean for designing policy?

1. Need to consider the context and nature of the change that you expect (**Explore**)

2. Need to understand how different policy interventions work together (**Assess**)

3. Need to track how change is progressing (**Plan & Evaluate**)

Understand the nature of the change

Understand the community

Explore

Legislation
Regulation
Incentives
Information

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Permission
Innovation

Enable — **Assess Options** — **Engage**

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Leading by example
Policy consistency
Organisational learning

Build evidence

Adapt

Plan & Evaluate

Change planning

Understanding how to influence behaviour

1. Understand the context and nature of the change

Influencing landholders to adopt more sustainable natural resource management measures is complex. This is partly because adopting natural resource management measures is not one decision (as, for example, deciding to give up smoking is one decision, albeit a difficult one). Adopting new management measures requires a large number of different decisions—both big and little, easy and complex—every week….It requires ongoing commitment and considerable knowledge and skill and at times considerable investment in capital equipment and other inputs.

Australian public service commission: Changing behaviour a public policy perspective

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	Understanding	+	**Ability**	+	**Imperative**
Motivation for Change =	Is the problem well understood? Is the solution easy to understand?		Are there barriers that can be removed? Are their enablers that can be introduced?		What are the social norms around this? What are values/attitudes out in the community that support this change? What are the values in the community that contradict this change?
Know the nature of the change	Will this change take multiple steps & involve multiple people?		Is there potential for innovation?		What are the policy instruments that can support this change?
Know your community	Is this understanding shared by all or just some?		Do the barriers & opportunities affect some more than others?		What are current attitudes to policy instruments?

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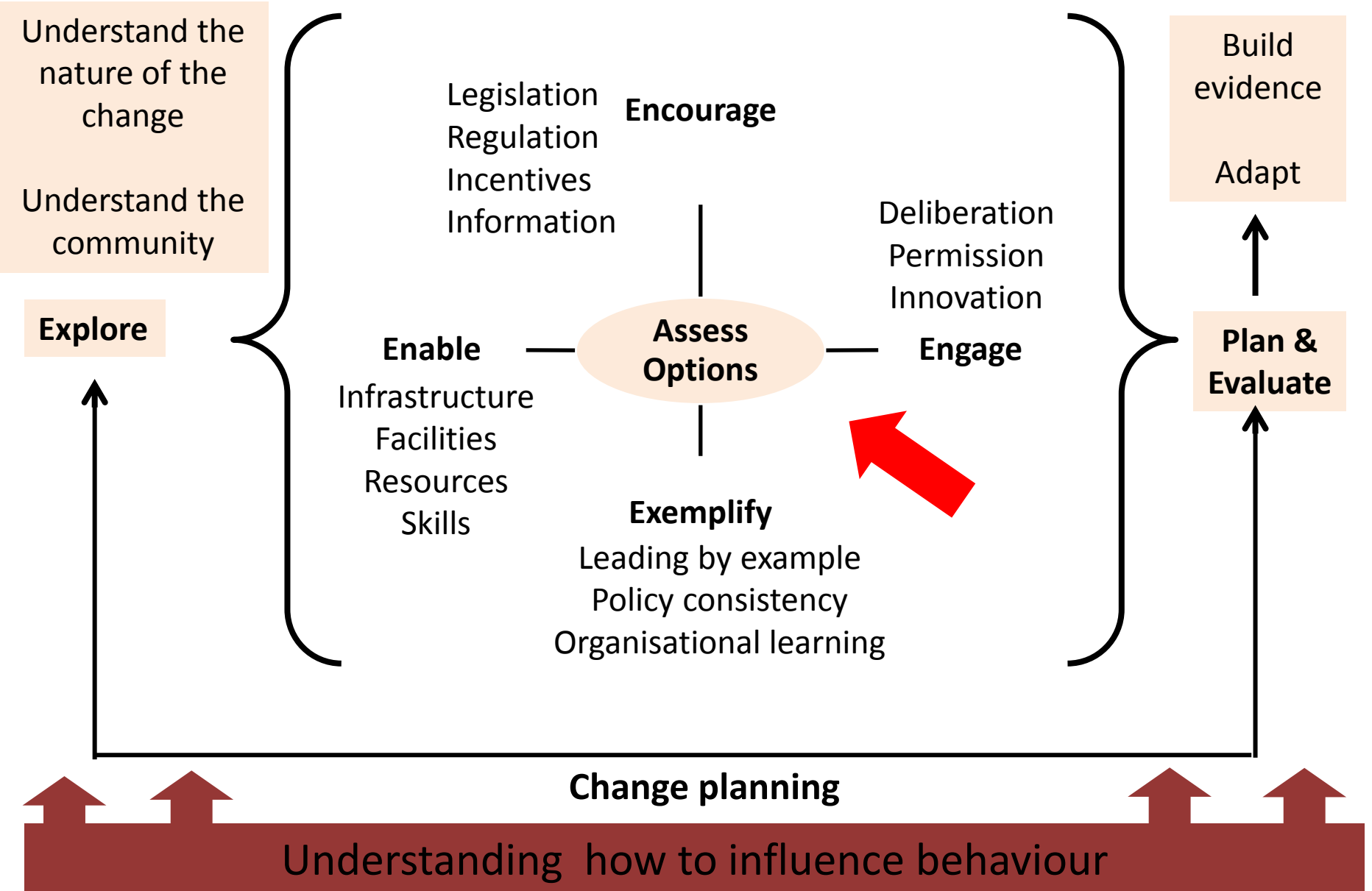| Explore	Considerations	Tools
Understand the community & context	Who are the stakeholders and what is their understanding & ability in relation to the change? What are the levers out there already in society that affect this issue? E.g banks What are the policies & structures within council that already affect this issue?	Stakeholder mapping and analysis Systems mapping and analysis (levers & drivers)
Understand the nature of the change	Will this change take multiple steps & involve multiple people? Is there potential for innovation?	Behaviour change ideas

Understand the nature of the change

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Understanding how to influence behaviour

Adapted from Institute for Government (UK). Mindspace: Influencing behaviour for public policy

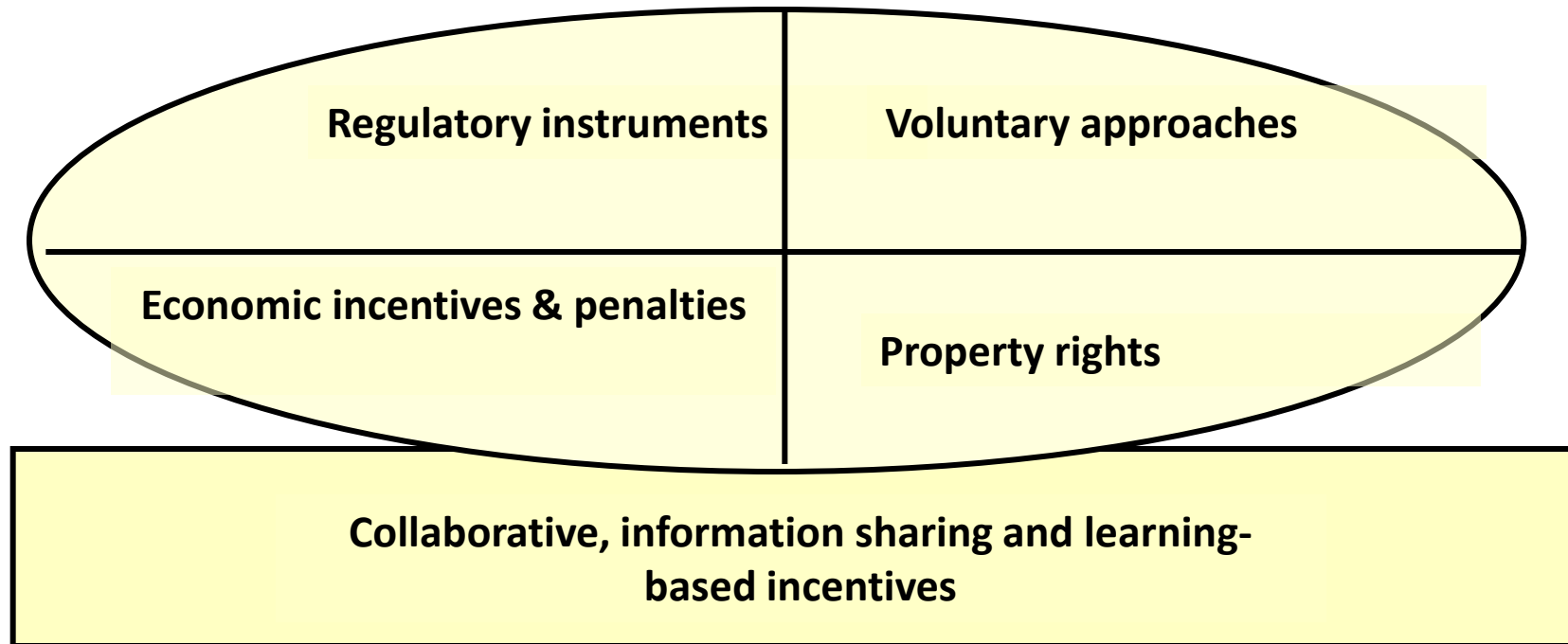| Encourage	Options	Considerations
Understand the options to create "imperative" for change	Legislation Regulation Property rights Incentives/disincentives Information & Awareness – social marketing	How does the context and character of the community affect what options would be best to use? How can these instruments make better use of behaviour change ideas (e.g social norms, mutualism?) What instruments need to work in tandem with others? What is already being used? *How can these tools be used to foster generosity?*

2. How policy interventions work together

to support behaviour change

| Regulatory instruments | Voluntary approaches |
| Economic incentives & penalties | Property rights |

Collaborative, information sharing and learning-based incentives

Policy success depends on many factors and particularly on the cooperation of different groups of society. It is important to creatively utilise and mix the multiple mechanisms available (regulatory, economic, voluntary, and property rights) in designing approaches to promote action on environmental issues. Each has specific strengths and weaknesses. However, as the above diagram illustrates, the effectiveness of all is dependent on a supporting framework of collaboration, information sharing and learning-based approaches.

http://www.landcareresearch.co.nz/research/sustainablesoc/social/par_rep3.asp#3.2

No one instrument is better than another –

can all work differently depending on context.

Some rules of thumb….

E.g. Regulation

Popular where….	Not popular where…
➢ Compliance is simple ➢ Applied evenly across areas and groups ➢ The community is fairly homogenous and all have "skin in the game" ➢ The situation behind the regulation is well understood ➢ Can help counter 'levers' in other parts of the system	➢ Appears to be dictated by an interest group outside the affected community ➢ Uneven application ➢ Complex and uneven compliance ➢ Lack of trust in the basis for the regulation
"Creates a level playing field"	*"Creates antipathy and resistance to change"*

Note: you can regulate for outcome (if you want to encourage innovation) or process (if you know that particular processes lead to better outcomes in general)

E.g. **Voluntary change**

➤ Can generate good information dissemination & awareness raising
➤ Good in a policy mix
➤ Good for exploring new areas
➤ Most challenging where there is little private benefit
➤ Can lack credibility
➤ Can result in uneven change

Property Rights

➤ Can clearly establish a value for a resource and create ownership
➤ Must be real market – easy to get in and out of
➤ Can be unfair to new comers
➤ Locks resource into value as a 'commodity'

Enable	**Options**	**Considerations**
Understand the factors that affect the "**ability**" to change	Changes to Infrastructure Networks Technologies Resources Skills	What are the practical & structural barriers to change that people face? What are the choices available to different sectors of the community? How does regional government contribute to these barriers and choices?

Exemplify	Main authorities	Considerations
Aligning policies and actions across government departments, agencies and other 'leading' organisations	National, regional, local government Major organisations/sector groups	Are the actions and policies of GWRC consistent with the change they are seeking? Are the actions and policies for change consistent across different levels of government? Are the actions and policies of other major authorities working to support change?

Engage	**Considerations**	**Options**
Facilitating collaboration, and gaining traction for change	How can you maintain a climate of ongoing debate, discussion, learning and collaboration? How will public views be incorporated in decisions?	Collaborative and supported community based decision-making – eg. Ruamāhanga Whaitua committee themselves! Public forum Opinion polls Community based innovation diffusion groups

Change planning in the Ruamāhanga

Planning for behaviour change in the Ruamāhanga

1. **Chose a goal you want to work on**
2. **Explore**
3. **Assess**
   1. **Encourage**
   2. **Enable**
   3. **Exemplify**
   4. **Engage**

Understand the nature of the change

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Understanding how to influence behaviour

Intervention logic models

- Moves us from a focus on what we do (activities and outputs) – to what we are achieving (outcomes)
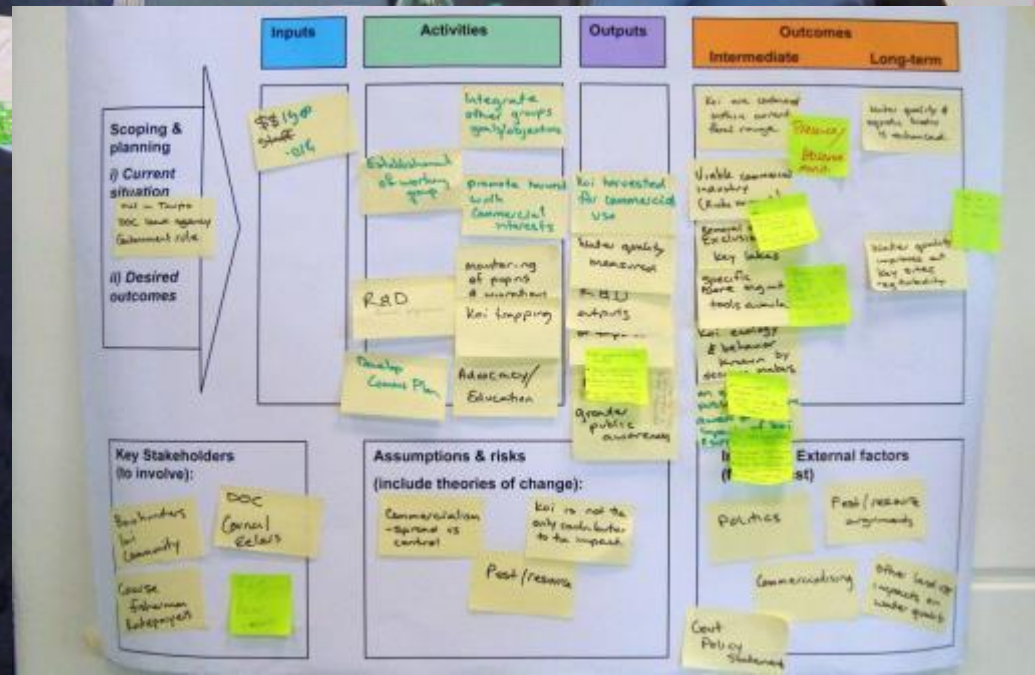- Supports the involvement of others in the planning and evaluation process

- Provides a roadmap (a plan) that links technical and social programme activities and outcomes over time
- Highlights how results will be monitored and evaluated

Wairewa Zip Addendum

1. Planning – how to support Ecan operations
2. Monitoring – understand the biophysical system
   – Chrorophyll
   – Health of lake and waterways
   – Health & abundance of mahinga kai
   – Flood risk & preparedness
   – Dissolved N
   – Periphyton
   – SOE

Intervention logic models

A road-map to our destination
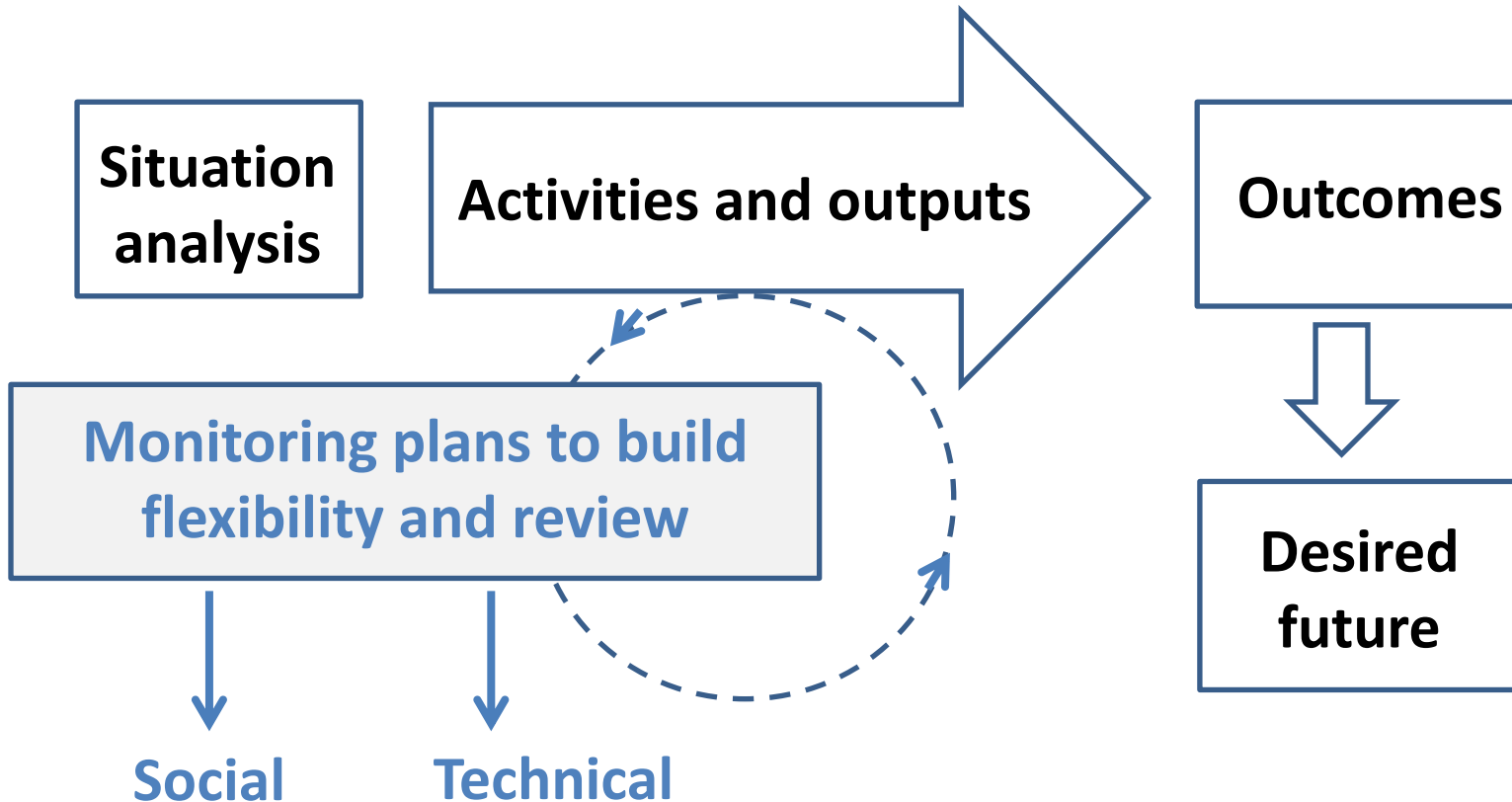
.... that shows how we make a difference

	Inputs	Activities and	Outputs	Outcomes - Impact
				Intermediate Long-term

Current situation

Desired vision

What we do

What happens because of it
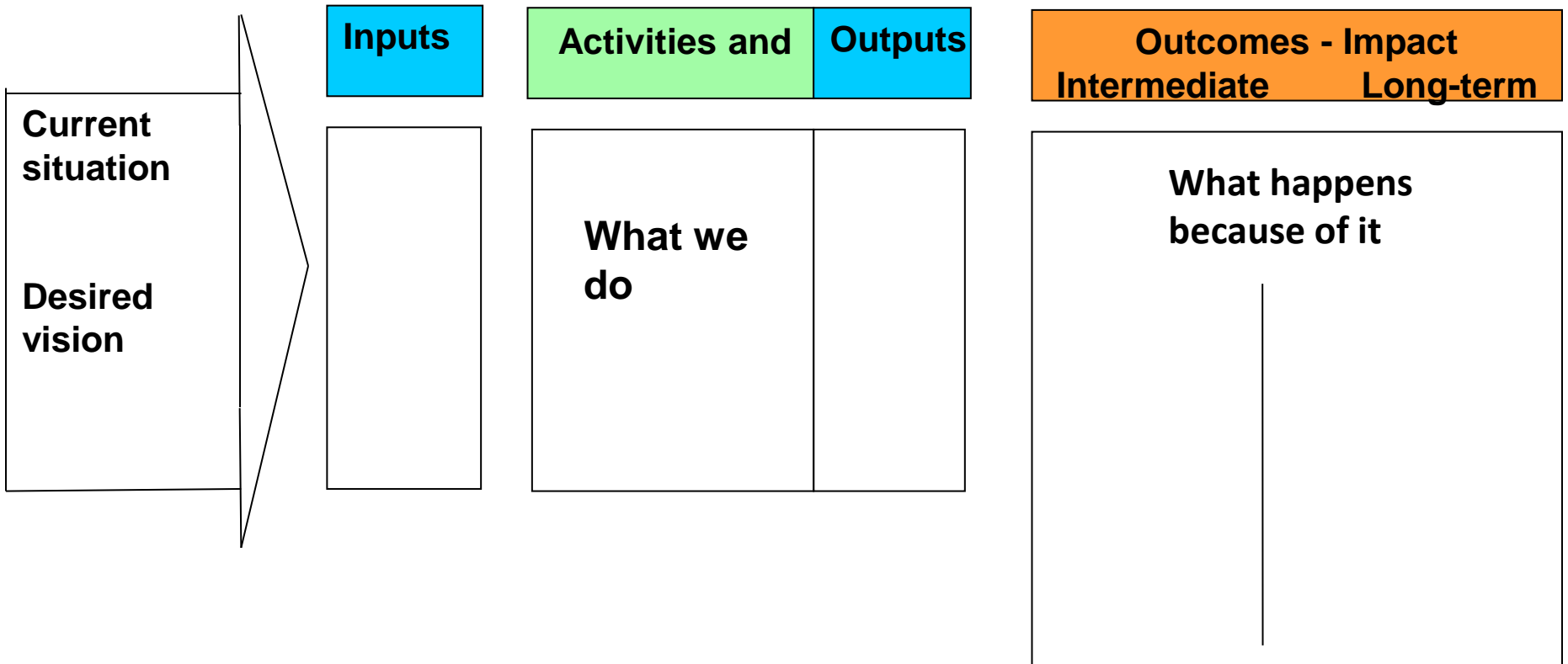
….. and illustrates the programme logic

Inputs	Activities and	Outputs	Outcomes - Impact
			Intermediate Long-term

Current situation

Desired vision

Inputs	Activities and Outputs	Outcomes - Impact
Staff $s Tech Advice etc.	Engage Encourage Enable Exemplify Etc. / Goods & services	* Changes - in individuals & organisations Changes in practice Changes in end states
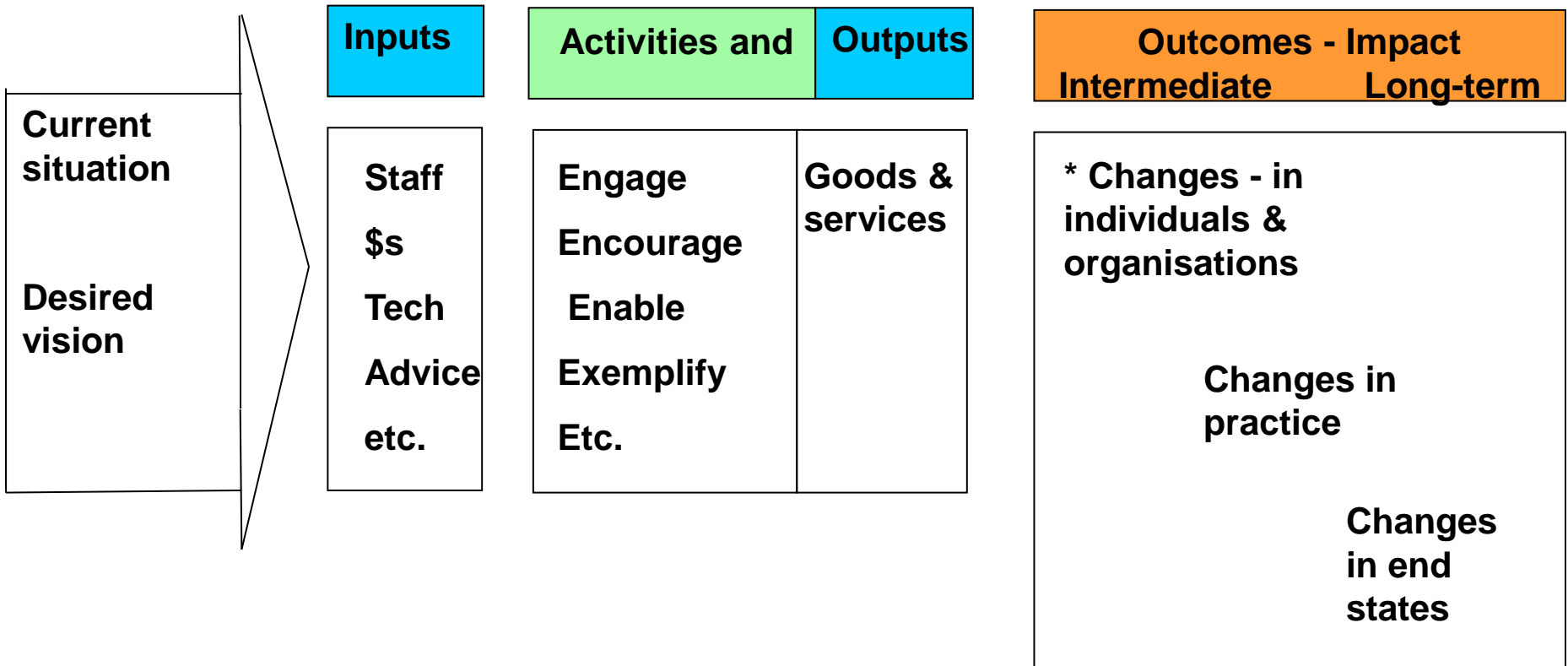
* Changes – Knowledge, Attitudes, Skills, Aspirations

….. backed up with some evidence

Inputs	Activities and	Outputs	Outcomes - Impact

Current situation

Desired vision

Activities and Outputs

Engage

Encourage

Enable

Exemplify

Etc.

Outcomes - Impact
Intermediate   Long-term

Changes - in individuals & organisations

Changes in practice

Changes in end states

Assumptions: Outline evidence base for our programme - i.e. what social science and practice models are we using

..... and finally we can evaluate

Inputs	**Activities and**	**Outputs**	**Outcomes - Impact**
			Intermediate Long-term

Current situation

Desired vision

| **Staff** **$s** **Tech advice** | **Engage** **Encourage** **Enable** **Exemplify** **Etc.** | **Goods & services** | **KASA changes -** **in individuals &** **organisations** **Changes in practice** **Changes in end states** |

← - - - - - - - - - - - - - **EVALUATION TYPES** - - - - - - - - - - - - - →

Needs   **Audit**   **Formative/Process**   **Outcomes**   **Impact**
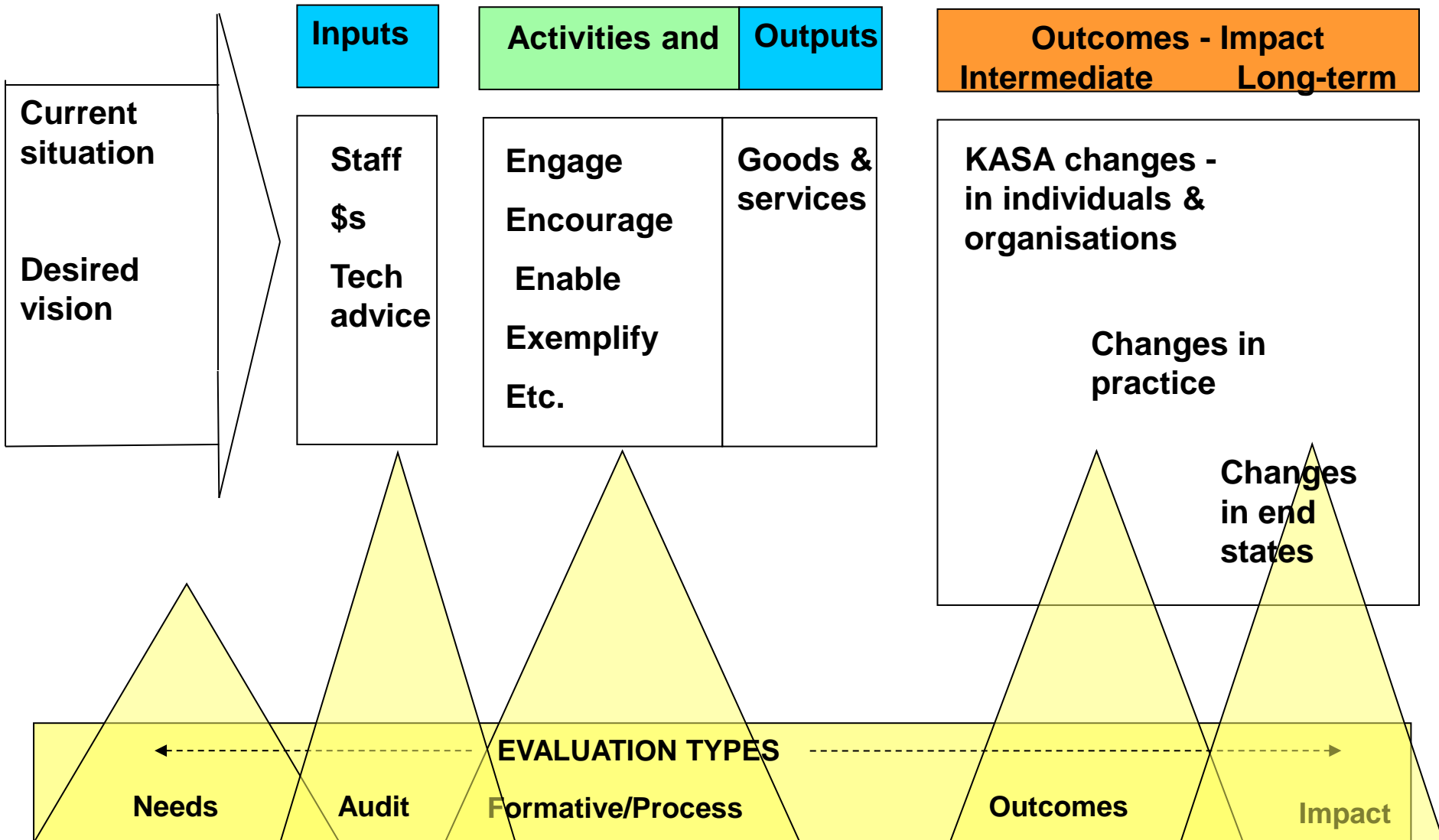
Different types of evaluation

	Programme efficiency		Programme effectiveness
	← →		← →

	Inputs	**Outputs**		**Outcomes - Impact**		
		Activities	Participation	Short-term	Med-term	Long-term

Situation

Desired outcomes

What we invest	What we do	Who we do it with	What happens because of it

EVALUATION TYPES

← - →

Needs   **Formative/Process**   **Outcomes**   **Impact**
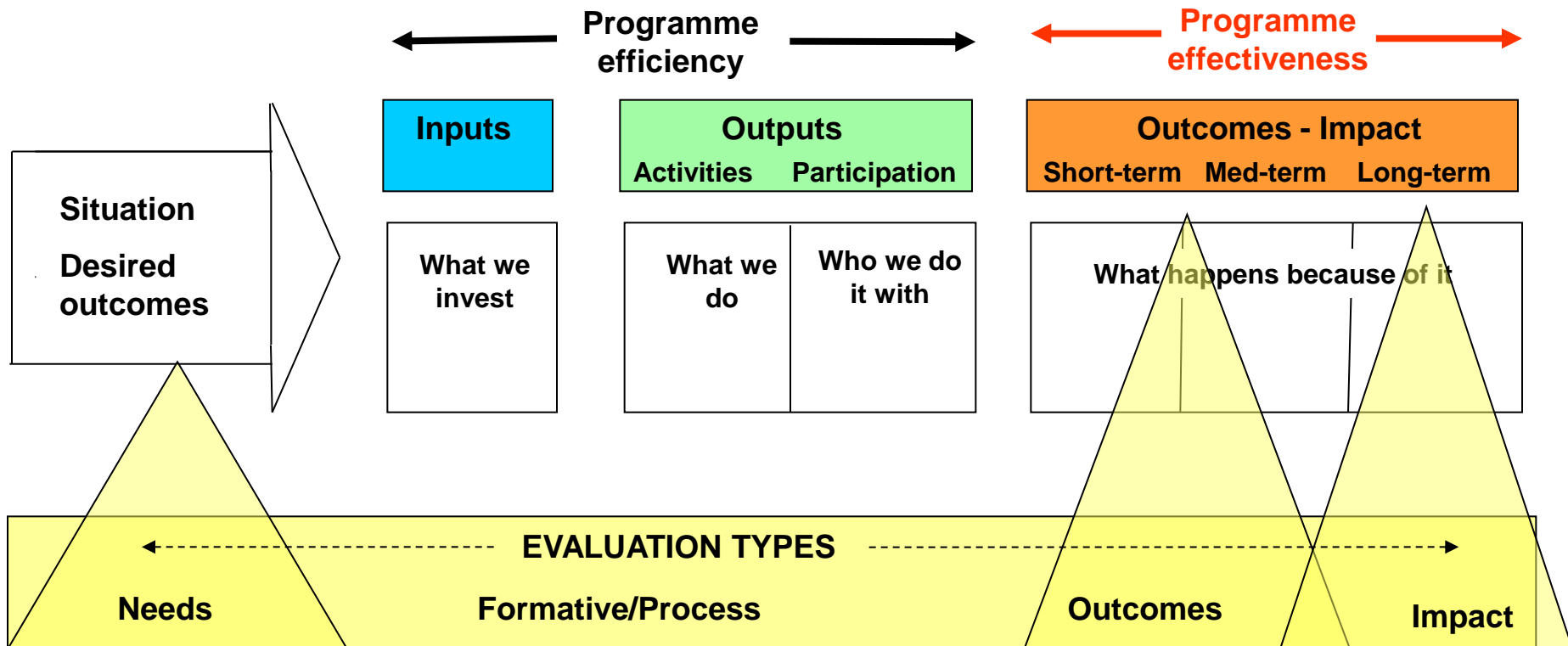
Needs/asset assessment

Characteristics, needs & priorities of target population?

Potential barriers/facilitators?

What is most appropriate?

Process evaluation

How is program implemented?

Are activities delivered as intended?

Are participants being reached as intended?

What are participant reactions?

Outcome evaluation

To what extent are desired changes occurring? For whom?

Is the program making a difference?

What seems to work? Not work?

What are unintended outcomes?

What do you want to know more about to better understand how to support change in the Ruamāhanga?

For more information

The following Learning for Sustainability portal pages provide annotated links to a number of related external on-line resources:

- Behaviour change – guides to approaches and theories
  http://learningforsustainability.net/behaviour-change/

- Guides to help initiate and manage multi-stakeholder processes
  http://learningforsustainability.net/behaviour-change-guides/