

SESSION
7

Identifying Key Factors that Influence Behavior

TIME 105 minutes

PURPOSE To enable participants to identify key factors that influence behavior, by examining both the priority group and the behavior.

OBJECTIVES By the end of this session, participants will be able to:

- ✓ Describe how understanding the desires of the group members is important in identifying key factors.
- ✓ Link a “big benefit” to a behavior
- ✓ Describe how thinking first of the behavior and then learning what group members think about that behavior can help identify important key factors.
- ✓ Name three powerful key factors
- ✓ Name a use for the Doer/NonDoer analysis.

PREPARATION Ensure that PowerPoint presentation is ready to project. Create Animation effects for slides as appropriate:

- ✓ Animation for slides #25 and #26 can make for a better presentation by allowing you to reveal the listed items one at a time.
- ✓ Slide #30 is effective when text is revealed one phrase at a time in the following order:
 - ✓ What is your “default” mode?
 - ✓ Knowledge?
 - ✓ Perception of risk?
 - ✓ Positive consequence!

The most demanding preparation for this session is the construction of bar graphs to display the data collected through the Exercise Survey and coded and tallied during Session 6. Facilitators will need to review the data, looking for items that will enrich the workshop discussion. Refer to the introduction to this facilitator’s guide for suggestions on how to use the Excel file to input the data, create bar graphs, and prepare talking points for the presentation and discussion of the data. To ease in the data presentation, the graphs from the Excel files may be inserted into the PowerPoint presentation.

For Activity C, prepare and post two newsprints, one headed, “Program Activities to Promote Exercise” and the other “Key Factors that Matter.”

MATERIALS

- ✓ PowerPoint presentation and speaker notes for Session 7
- ✓ Participant binders, specifically pages:
 - ❖ 7a, Identifying Key Factors that Influence Behavior
 - ❖ 7b, Some Determinants that Influence Behavior
 - ❖ 7c, Caribbean Data #1
 - ❖ 7d, Caribbean Data #2
 - ❖ 6c, Exercise Coding Guide
- ✓ Instructions for Excel file
- ✓ Excel file

Presentation and Discussion

20 min

1. Show **slide #1** and, referring to the speaker notes, review the session's objectives.
2. Using slide #2, stress the importance of actively choosing key factors and of considering offering people what they want, even if it goes beyond health benefits.
3. Use slides #3 and #4 to locate position in the framework and to link column 3 with the third principle.
4. With slide #5, introduce the notion that program planners should take two different starting points for considering key factors. The first is to start with the priority group members. Find out what they really want, what they care about. The second is to consider the behavior – from the point of view of the priority group members. Point out that during this session, participants will practice both.
5. Slide #6 reminds participants of the importance of the idea of “exchange.” With slide #7, you will continue the idea of exchange to point out that in promoting a behavior, program planners can look beyond the characteristics of the behavior and think about the big things that most of us want.
6. Show slides #8-#12 to define the terms:
 - benefit,
 - barrier,
 - determinant, and
 - key factor.

While displaying slide #10, spend some time helping participants to become familiar with determinants of behavior – or categories for key factors. The speaker notes highlight important points to draw out during the discussion of determinants. You will want to acknowledge to participants that this session covers a lot of material; and that learning to name determinants, while not essential, can help them understand key factors. Use slides #11-#12 to have participants practice the detailed and specific way that key factors are named – and to practice identifying the determinant category to which sample key factors belong.



"Big Benefits": What People Really Want

20 min

1. Open Activity A by displaying slide #13 with the list of fourteen "big benefits" that people really want. Ask participants whether they agree that most human beings – the priority groups they work with, themselves, the workshop facilitators – yearn for many of the items in this list.
2. Refer to these items as "big benefits." Note that "health" is one of them, but that it is only one of fourteen. Point out that successful behavior change programs often link a "big benefit" – beyond the health benefit – to the behavior being promoted.
3. With slide #13 still displayed, have each participant write down the behavior that his or her team has chosen for the case study.
4. With slide #13 still shown, have participants number off from 1 to 14 (go around the room with each participant calling out a number in order from 1 to 14 fourteen). Each participant then writes down the "big benefit" next to his or her assigned number (which is listed on the slide). To check that participants have understood this step, ask those who wrote down "#1 – Love" to raise their hands. Continue quickly through the numbers until you are certain that each has written down a benefit.
5. Ask participants to keep handy the paper on which they have written both a behavior and a benefit.
6. Show slide #14 and give participants instructions for Activity A. Show them that they have completed the first 3 steps on the slide:
 - Write down team's behavior
 - Participants number off, 1-14
 - Write down the "big benefit" that is next to your number.
7. Tell them that for this activity, they will each invent an approach, a message or a slogan – even a jingle if they wish to sing it! – that links a "big benefit" with a behavior. Demonstrate with an example, as described in the speaker notes.
8. Give participants about five minutes to prepare their ideas.
9. Once most participants are ready, show slide #15. With the list of benefits displayed, ask a few participants to share their work. Seek an example for each of the fourteen benefits. Acknowledge participants' work that makes a good match or a creative slogan. Congratulate participants who make a link that seems especially unlikely.
10. Lead a brief discussion of the activity using questions such as:
 - How easy or difficult was this activity?
 - How have you – in your own programs – linked these "big benefits" to health promotion?
 - What do you see as advantages of tying your behavior to a "big benefit?"

11. Closing this activity, remind participants that one of the most important ideas of this workshop is that people do things because they believe the behavior will give them something they want – and that their “want” may not always be the health benefit that we first think to promote.

ACTIVITY
B

Comparing "Doers" with "NonDoers"

20_{min}

1. With slides #16-#17, you will introduce the idea of using the behavior as the starting point for thinking about key factors. One reliable way to identify the key factors that matter is by comparing Doers with NonDoers. Define "Doer" and "NonDoer" as those members of the priority group who currently "do" the behavior and those who "do not" currently practice the behavior. Show slide #16 and discuss the questions, following the guidance in the speaker notes. Remind participants that in Session 1, "Exercise" Exercise, they saw that belief in the health benefits of exercise did not differentiate Doers from NonDoers.
2. With slide #17, introduce the Caribbean survey of youth on condom use behaviors.
3. Show slide #18 with data from all respondents. Have participants locate page 7c in their binders so that they can easily read the graph. As indicated in the speaker notes, take time to walk participants through the graph so that they:
 - see the connection between the survey items and the determinant measured (Example: A knowledge item asked people whether or not they agreed with the statement "You cannot tell by looking that someone has HIV." Agreeing with that statement indicates correct knowledge.)
 - recognize that each bar represents a percentage of all respondents. Open Activity A by displaying slide #13 with the list of 14 "big benefits" that people really want.
4. With participants still looking at page 7c and slide #18 still displayed, ask each participant to think about the percentages and to circle the determinant he or she thinks is most important to address in a program designed to increase condom use among Caribbean youth. Encourage them to select only one, even though in a program, they may be able to address more than one. Discuss their choices. Ask how many selected knowledge and why. Ask for each of the five items. Participants are likely to select "perceived risk" since the percentage is low (26%).
5. Display slide #19 and ask participants to turn to page 7d. Describe the data on the slide, pointing out that in this graph, the same data have been broken out by Doers (in this case, those who have ever used a condom) and NonDoers (those who have never used a condom). Discuss the importance of defining Doers and NonDoers.
6. Take time to walk through the first several bars so that participants can distinguish between Doers and NonDoers and can make sense of the data. Suggest that they should use the data to identify what makes a Doer different from a NonDoer.

Ask participants to consider this Doer/NonDoer analysis of the data to choose the one determinant for program focus. After they have circled their choices, ask for volunteers to explain their selections. Participants should recognize that the first three items (knowledge, perceived risk and self-efficacy) do not, in this case, distinguish condom users from non-users; and that perceived social norm and perceived consequences do differentiate Doers from NonDoers.

7. Closing this activity, note that the Doer/NonDoer analysis is an important tool for answering the question, "On which key factors should our program focus?" It can help avoid investing resources in factors that do not motivate behavior change. Point out that Session 20 shows participants how they can adapt the Doer/NonDoer tool for use in their own programs.

Note

This review of Doer/NonDoer data often triggers an "awakening" for several participants who become excited at the possibilities of applying this thinking to their own programs. Facilitators should note who these "early adopters" are and follow up with them in informal discussions during the breaks. They can help others to grasp the value of the Doer/NonDoer analysis.



Results of Our Own "Exercise" Survey

30_{min}

1. Open this activity by showing slide #20 and reminding participants of the steps they have already taken in the exercise survey:
 - collected data by having each participant complete the exercise survey;
 - defined Doers as those who last week exercised four or more times; and
 - coded and tallied the data, counting Doers' responses separately from NonDoers'.
2. With slide #20 still displayed, point out that during this activity, participants will use the data, analyzed by Doer/NonDoer, to identify which key factors really matter to motivate this group to do this behavior.
3. Show slide #21 with the first two items of the BEHAVE Framework noted:
 - In order to help the people in this room who currently get some exercise but do not meet the goal
 - to engage in 30 minutes of moderate physical activity four or more days a week.
4. With slide #21 still shown, post a newsprint headed, "Program Activities to Promote Exercise." Ask participants to contribute ideas for how they would encourage the priority group to exercise more. Write these ideas on the newsprint and keep it posted for later discussion. Expect responses to cover the range from "Make posters that teach about the health benefits of exercising" to "Promote lunchtime walking sessions at the workplace."
5. Show slide #22 and remind participants that the value of the Doer/NonDoer is to highlight differences between Doers and NonDoers. Point out that participants will now see data from their own survey, analyzed so that Doers can be compared against NonDoers. Follow the speaker notes for slide #23.
6. In place of slide #24, you will use several slides that you have prepared to display the data from the Exercise survey that participants completed during the first morning of the workshop. (See the guide's introduction for guidance on how the slides are prepared so that bar graphs can be used to compare Doers with NonDoers.) Show the first slide with bar graphs of the data you have prepared from the exercise survey. Help participants to understand the data, pointing out the color that represents Doers and that of NonDoers. If text under each pair of bars is too small to read, have participants turn to page 6c for the category names on the Exercise Coding Guide.
7. Facilitate a discussion among participants about the meaning of the data, with attention to these points:
 - You will want to have participants note if Doers and NonDoers are almost alike on knowledge and

- beliefs about the health benefits of exercise. If they are similar, then investing in activities to increase this knowledge will not be worthwhile.
- Look too for differences.
 - Encourage participants to consider programmatic implications.
 - Point out that the six questions may have generated overlapping information – for example, the issue of “time” may appear as responses to several of the questions. Help participants to consider these related responses together.
- 8.** Through this discussion, have participants assess which key factors these data indicate are the ones that “really matter” to this group, and list these on a second newsprint headed “Key Factors That Matter.” (Facilitators should previously have reviewed the data and agreed upon likely directions for this discussion.) Have participants phrase these as key factors, that is, with detail from the research and indicating direction. For example:
- Increasing opportunities to exercise with a friend;
 - Building opportunities for exercise into the work day (or into family life); or
 - Decreasing the danger of exercising outdoors after dark.
- 9.** Point out the value of using data to make this decision.
- Note those factors that do not distinguish between Doers and NonDoers.
 - State that addressing factors that are not different for the two groups is likely to be ineffective – and a waste of resources.
- 10.** Post the Key Factors That Matter newsprint to the left and the Program Activities to Promote Exercise to the right. Point out that these two sheets could represent the third and fourth columns of the BEHAVE Framework – Key Factors and Activities. Ask participants to assess their first guesses about program activities. Which ideas address key factors that matter, and which do not? Cross out those that do not address factors that appear in the newsprint on the left.
- 11.** Close this activity by stating that the Doer/NonDoer is a helpful tool to decide which factors are really “key.” Point out that this research to identify key factors took place in less than 24 hours, noting that the Doer/NonDoer can be a quick-and-easy method that need not slow down program development. The small investment in identifying key factors can pay off by ensuring that program activities “count.”

Presentation and Discussion

15 min

1. Displaying slide #25, continue the presentation about key factors. Teach that behavioral scientists have identified three powerful types of key factors that often motivate health behaviors. These are:
 - Perceived consequences (what a person thinks will happen, either positive or negative, as a result of performing a behavior);
 - Self-efficacy (an individual's belief that he or she can do a particular behavior) and skills (the set of abilities necessary to perform a particular behavior); and
 - Perceived social norms (perception that people important to an individual think that s/he should do the behavior)
2. Use slide #26 (using Animation features, if possible, to reveal one phrase at a time) to show a shortcut for remembering these three powerful types, "fun, easy, popular." Help participants understand that these are just shorthand and that the terms are not meant to trivialize the research or the behaviors. Note that in the absence of research to identify key factors for a particular behavior, program planners may improve their work just by considering these three types of factors. As the teams continue their case studies, they will be asked to include potential key factors that address consequences, skills and norms.
3. Display slide #27 to discuss the importance of structural, environmental or policy factors.
4. Use slide #28 to discuss the elements that go into deciding which key factors to write down on a BEHAVE Framework – which will really matter to the priority group as they decide whether to adopt the behavior you are promoting.
5. With slide #29, consider two criteria for choosing the key factors to address.
6. Show slide #30 (using Animation features, if possible, to reveal one phrase at a time) and introduce the idea that many program planners fall back on familiar or accepted ideas when choosing key factors. Note that often health promoters assume that they must increase knowledge or help people feel they are at risk – yet research shows us that other factors often matter more. Refer to this tendency as a "default" mode, and ask participants to identify their own "default" mode when planning program activities.
7. Show slide #31, pointing out that program planners may arrive at powerful key factors from two different starting points:
 - By studying the priority group to understand what they want, what really matters to them; and
 - By studying the behavior – using the Doer/NonDoer analysis – to identify how Doers differ from nonDoers.

8. Acknowledge that many ideas have been covered in this session and that some have challenged the usual way of thinking. Assure participants that it is normal to feel confused at this point in the workshop, and that with practice throughout the workshop, they will become comfortable with thinking about key factors.
9. Use slide #32 to show the variety of terminology that program planners may use to describe what we are going to call key factors. Point out that no matter which terms are used, the choice of key factors is a critical decision for sound behavior change programs, and that program planners will do well to make a clear choice based on evidence – and not leave the decision to a ‘default’ mode.
10. Close the session with slide #33, and summarize the main points.

END OF SESSION 7