Community Grants
Travel Behaviour Change Techniques

When designing your project, you will want to use techniques that are most effective in achieving a change in behaviour. This document provides some examples of these proven techniques. For your application to be successful, and more importantly for your project to have greater potential to influence your participants, you will be required to use the following techniques.

Identifying Personal Motivators

In order for someone to undertake a change in their travel behaviour, they need to want to get involved. This can best occur through them seeing how making this change will benefit them. The closer the benefit is to them personally - the more likely they are to initially make that change and most importantly, continue to the change. This is particularly important in terms of influencing behaviour beyond the life of the project – something your project will be assessed on.

What an individual gains from your project may differ to your project's broader objectives – this is fine providing there are mutual gains. An example of satisfying both personal motivators and project aims: Two colleagues have decided to carpool a few days a week as a way of saving money on car parking and fuel. The change the colleagues made achieves their personal aims of saving money. It also represents an overall reduction in car use – which was the project's broad aim as their workplace has very few car park spaces available.

The most effective way to accurately identify how making a particular change will benefit someone personally is to speak with them. An example of how to identify a personal benefit, through a conversation would be to ask: "*So, if you were to share a ride with others in the club to get to your away games, what do you think would be the main benefit you would get from doing this?*" Another way to ask this would be through a survey.

Overcoming Barriers to Change

For someone to change their travel behaviour not only do they need to see the personal benefits (and want to make the change), they also need to be able to do it. To establish whether this is an option - it is important to identify what **specifically** might be stopping them. It could be a gap in their knowledge, a misperception, or it could be something more tangible – such as distance or a schedule clash.

Examples of how your project could incorporate identifying barriers would be to determine with project participants, questions like: *"what specifically stops you from using the teleconferencing equipment"* or *"why exactly is it that you don't catch the bus for business meetings?"*

This barrier will need to be overcome, or a way around it identified. Depending on the specific barrier, it may be overcome via a conversation, or perhaps via the provision of information specific to their issue. Providing general information to all participants is ineffective as far as influencing changes in an individual's travel behaviour.

An example of overcoming barriers could be if the barrier to using teleconferencing equipment was that they did not know how to use it – you could overcome this by such things as arranging for a demonstration to take place, developing a simple user guide or nominating a 'go to' person. Another example, If the barrier to taking the bus (rather than a fleet car) was perceived longer travel time and higher cost, an approach could be to have a conversation about how strongly this approach is supported by senior management and share this with the rest of the organisation.

Supporting individuals through change

Having conversations with individuals can assist you in monitoring and supporting their progression. This is an essential component of most travel behaviour change programs. This could be as simple as providing 'how to' information to support individuals when making a change in how they get around. Some examples of supporting individuals through change include:

- supporting and encouraging people to use a journey planner (e.g. Cycle Instead Journey Planner or Adelaide Metro Journey Planner) when planning a particular journey they need to take

- re-contacting people after they make the initial change to see how they are going, encouraging them to continue, and assisting them if it didn't quite work out as planned, to give it another shot or try an alternative idea

- nominating a "buddy" or "champion" - someone who is experienced in that behaviour and 'knows the ropes' to act as a 'go to' person for others looking to try doing things differently.

Encouraging people to take that first step

Encouraging someone to commit (or 'pledge') to trying something new is an effective way to encourage people to take action to change. Commitments can be made publicly or privately, written or verbally, and by individuals or groups. Generally, individual pledges are more effective than group, public is more effective than private, and written is more effective than verbal. What is most appropriate will depend on the nature of your project. To be most effective a commitment or pledge should be achievable, specify a particular action, and nominate a timeframe.

Some examples of commitments are:

- individual, public, written: *"Hi, My name is.....and I am going to take the staff bike rather than a fleet car at least one time per week to meetings"* on paper, then taking a photo of them holding it and including it on your Facebook page or newsletter

- individual, private, verbal: *"so, when do you think you could give riding that work bike a go?"*

- providing a sign-up sheet on a notice board for individuals to indicate their intention to use active means of travel or practice safer driving habits

- supporting individuals to write a statement about what they will do to alter their travel behaviour. For example, this could be encouraged at the end of a survey, on a project or workplace internet site, Facebook page etc.

Influencing the wider group or influencing social norms

People can take their cues from what others are doing. For this reason, they are more likely to adopt something new if they feel like the change is 'normal' or "acceptable". People may be influenced by others in more senior positions, people they like or relate to and others who are making similar changes. Think about how your project might build collective ownership of the changes being made. This sharing of stories, will contribute to the changes lasting beyond the formal project term.

Embedding your desired actions or behaviours in work instructions or company policies, in your welcome packs or on your website and demonstrating them, are all great ways to influence the wider culture. Showing the desired action is more effective than stating it in a written format, although when used in

conjunction the results are often stronger. Your project should consider how to influence individual behaviour as well as the wider group. Some examples of how to influence the culture of your group, community or organisation include:

- nominating people who can talk to others about adopting a new behaviour, these people are often referred to as "champions" and model the behaviour themselves. As new people adopt the behaviours they too can take on the role of being a champion within the community

- including safer, greener and more active travel information during the induction process for new employees. Combining this with the use of champions is even more effective

- including statements such as *"the majority of our players choose to carpool to away games – get on it!"* on the website, Facebook page and newsletter. A coach could include a similar (verbal) statement at the end of the training session each time they had an upcoming away game – prompting them to speak with team members to make arrangements

- providing interactive workshops based on sound evidence (such as 'Moving Right Along' program) for your community.

Feedback and reinforcement

Providing feedback to project participants is an important way to reinforce the changes that people are making through their participation. Providing feedback that is individualised and personal – i.e. links to what it is that they identified as important to them, is most effective. Feedback can also make participants feel part of the project and more accountable for their actions which can encourage further change. The process to collect and provide feedback does not need to be difficult or time consuming. Some examples of providing feedback include:

- monitoring participants' progress through informal catch-ups

- inviting participants to fill out an online survey half way through your project and report the results back to the participants

- recording how many kilometres are being driven in the fleet vehicle prior to your project commencing, and then throughout the project, letting staff know (personally) how well they are doing in reducing these numbers

- conducting an additional follow-up conversation at the end of the project, to gauge changes in behaviour.

Providing incentives or rewards

Providing incentives can be effective in motivating people to take a first step with a new behaviour, however typically return a short term change only. Providing incentives is not an effective technique for ongoing behaviour change because quite often, once the incentive is no longer available, the incentive for continuing the 'new' behaviour disappears. Identifying an incentive that is intrinsic to the person you are trying to engage with is far more effective when influencing ongoing changes – see the 'Identifying Personal Motivators' section at the beginning of this document.

If used, incentives need to be relevant to the behaviour they target, overcome a short term or perceived barrier, and must be supported by a wider program (i.e. the project should also incorporate other techniques outlined in this document). Some examples of where providing incentives can be effective include:

- engaging with local businesses to provide discounted coffee or tea to provide an opportunity for people to become familiar with each other and discuss carpooling

- having a draw prize as an incentive to filling out a survey

- providing a one-off bus ticket as a way of overcoming a short term barrier (not knowing where to get a ticket from) while acting as an

incentive for trialling taking the bus to work for the first time.

Infrastructure and facilities

Community Grants to don't fund any large infrastructure, such as walking paths; bike trails; community facilities – funding for these types of initiatives are provided through other grant programs. Please contact us to discuss if you would like contact information for those programs.

Lower cost infrastructure and facilities are only considered as a part of a wider project supporting change, i.e. one that incorporates other elements outlined in this document. Before incorporating such things in your project, care should be taken to investigate that there is a real (rather than perceived) need for it, and this should be specifically tied to the desired outcomes of your project.

Some examples of where infrastructure and facilities can assist in travel behaviour change and may be funded as a component of a project include:

- teleconferencing or webcam facilities and software

- shared bicycles

- safety items for bikes or 'gophers' – such as lights, flags etc.

Providing information

Providing information is not a strong behaviour change option when implemented in isolation. Information should only be provided if it seeks to overcome a specific barrier for an individual. Care should be taken to support people to resolve gaps in their knowledge themselves, rather than simply giving them the answer. This puts the person in a better position to resolve such things for themselves in future, plus allows them to assist others (acting as a "champion").

Some examples of how providing information can contribute to project success include:

- providing a public transport journey plan for a specific journey they are taking - along with a

conversation or information about 'how to' do this by themselves in future

- conducting a 'how to' session on using the teleconferencing equipment, and provide a supporting guide/information for future reference

- providing workshops based on sound evidence (such as 'Moving Right Along' workshops) for your community with information sheets for prompts and reminders

If you would like more information about developing or delivering behaviour change project, or would just like talk through your ideas feel free to contact us at DPTI.CommunityGrants@sa.gov.au.