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WORKPLACE
WELLBEING

Using Behavioural Science in Practice

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& ALPHAcademy**

Acknowledgements

Information, resources, and links included in this booklet were correct at time of production (March 2023) but may change over time.

Introduction

Whether we are trying to make changes to our own behaviour or implementing a new process to change the behaviour of a target group or market, our chosen intentions are not always followed by the appropriate behaviours (actions).

Drawing on behavioural science this booklet explores a process to:

- **Identify a target behaviour (action),**
- **Explore the key drivers of behaviour, and,**
- **Choose a set of appropriate tools in order to intervene and make a change to the behaviour.**

This process could be applied to an individual or target group, and additionally could be used in the process of creating new products or services.

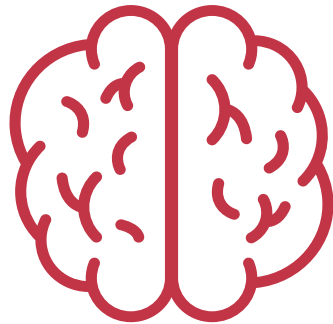## Behaviour Science Focus

Intention   Gap   **Action**

The dual-process approach

The dual-process approach to understanding behaviour acknowledges the complexity of decision-making processes, where two contrasting systems are involved in processing to perform a behaviour – this can be automatic/fast or controlled/slow.
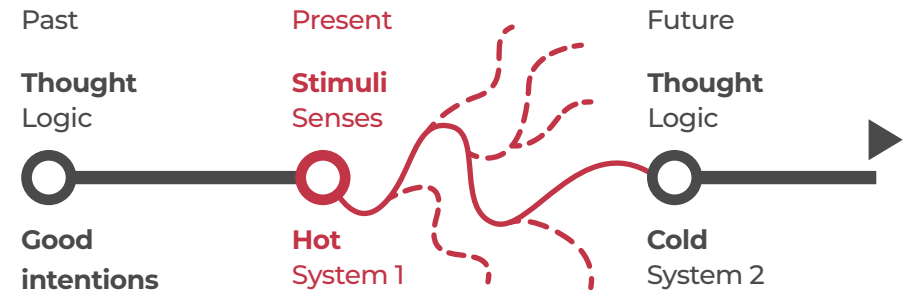
Hot
System 1
Fast
Automatic
Emotional

Cold
System 2
Slow
Effortful
Logical

Behaviour Stream

Past

Thought
Logic

Good intentions

Present

Stimuli
Senses

Hot
System 1

Future

Thought
Logic

Cold
System 2

It is important to appreciate the behaviour stream and acknowledge that irrespective of our explicit intentions our behaviour is constantly being influenced by potentially distracting elements mid-stream - this helps us understand why there's an intention-action gap.

 Applying the dual-process theory highlights that explicit intentions (System 2) are often derailed in-the-moment by external automatic triggers (System 1) of alternative goals and behaviours. However, we are often only aware of the distraction after the event.

Applying behavioural science to wellbeing

1 **Identify behaviours** that are impacting wellbeing (positively or negatively)

2 **Choose just one to focus on.** Identify explicit and implicit triggers

3 **Design your environment** to support the behaviour

4 **Use tools** to help target implicit and explicit processes

5 **Embrace change**

Resilience and an ability to change are important concepts for wellbeing

"

The ability to CHANGE in response to challenges and hence become better able to deal with challenges in the future is a critical element of human resilience.

"

Take control of behaviour, encouraging ownership and taking responsibility.

Consider your mindset and opportunity to embrace change

Growth Mindset

Failure is an opportunity to grow

I can learn to do anything I want

Challenges help me to grow

My effort and attitude determine my abilites

Feedback is constructive

I am inspired by the sucess of others

I like to try new things

Fixed Mindset

Failure is the limit of my abilities

I'm either good at it or I'm not

My abilities are unchanging

I can either do it or I can't

I don't like to be challenged

When I'm frustrated I give up

My potential is predetermined

I stick to what I know

With a growth mindset, one is ready to confront difficulties, persist in spite of adversity, is willing to invest time and effort in attaining proficiency, takes guidance from criticism, and finds motivation from the accomplishments of others.

In contrast, a fixed mindset involves the view that one's traits are fixed and immovable, no matter the effort put in, often leading to an attitude that intelligence and talent are pre-determined. Consequently, people avoid any kind of challenge for fear of failure and refuse to accept criticism. No growth.

Behaviour change is led by a growth mindset

Tools to support you in implementing behaviour change

Defaults
We "go with the flow" of pre-set options.

Norms
We are heavily influenced by what others do.

Incentives
Our responses to incentives are shaped by predictable mental shortcuts, such as the strong desire to avoid losses.

Messenger
We are heavily influenced by who is communicating information.

Salience
Our attention is drawn to novel things that seem relevant to us.

Priming
Our actions are often influenced by subconscious cues.

Affect
Our actions can be powerfully shaped by our emotional associations.

Commitments
We seek to be consistent with our public promises and to reciprocate actions.

Ego
We act in ways that make us feel better about ourselves.

MINDSPACE

Find out more MINDSPACE and other behavioural science tools at:

Dolan, P., Hallsworth, M., Halpern, D., King, D., Vlaev, I. (2010). MINDSPACE: Influencing behaviour through public policy. Institute for Government. www.instituteforgovernment. org.uk/sites/default/files/ publications/MINDSPACE.pdf

Keyson, Guerra-Santin, Lockton (2016). Living Labs: Design and Assessment of Sustainable Living. Springer, ISBN 978-3-319-33527-8 (eBook).

Ojo, S.O., Bailey, D.P., Brierley, M.L. et al. (2019). Breaking barriers: using the behavior change wheel to develop a tailored intervention to overcome workplace inhibitors to breaking up sitting time. BMC Public Health 19, 1126 https:// doi.org/10.1186/s12889-019-7468-8

Choice Architecture: designing the environment to support behaviour change

Angles
Can you slant or angle things so some actions are easier than others?

Material properties
Can you use the properties of different materials to make some actions more comfortable than others?

Segmentation & spacing
Can you divide your system up into parts, so people only use one bit at a time?

Hiding things
Can you hide functions or elements you'd prefer people didn't use?

Roadblock
Can you put things in users' way, so they take an alternative route or adjust their speed?

Feature deletion
What would happen if you simply took away features you don't want people to use?

Postioning
Can you rearrange things so people interact with them in the locations you want them to?

Conveyor belts
Can you bring a feature to the users, or move the users to where you want them to be?

Pave the cowpaths
Can you recognise the 'desire paths' of some of your users, and then codify them into your system, so others follow too?

Converging & diverging
Can you channel people so they come together (or split up)?

Mazes
Can you get people to follow the path you want them to, on the way to reaching something they want?

Simplicity
How simply can you structure things, to make it easier for users to do what you'd like them to do?

Information from: **Lockton, Harrison, & Stanton (2010).**

Design with intent: 101 patterns for influencing behaviour through design. Windsor: Equifine. ISBN 9780956542113

Putting this into practice in your setting

1. What is the behaviour?

2. Where is the intention-action gap occurring?

3. What are the dual-process triggers? What is triggering the 'incorrect' behaviour? (What might prevent this?)

4. What would help to trigger the 'correct' behaviour?

5. How can you re-design the behaviour stream? And what re-design actions can you take *now*?

About ALPHAcademy

The Applied Learning for Preventative Health Academy (ALPHAcademy) is led by Bangor University and was developed in partnership with the Betsi Cadwaladr University Health Board. The academy is part funded by Welsh Government and is part of a network of Intensive Learning Academies across Wales. These academies are hubs for developing skills/ expertise, for sharing knowledge and translating research into outcomes.

Our focus at ALPHAcademy is on prevention - helping people stay healthy, happy and independent for as long as possible, not just treating them when they become ill. Recognising the influence of wider social determinants, ALPHAcademy brings together leaders and aspiring leaders from across services (health, social care, education, sports, housing, and environment) nationally and internationally - to learn by doing, grounded with evidence-based insights, combined with input from renowned experts.

Alongside offering exciting opportunities to undertake postgraduate qualifications in Prevention, Population Health and Leadership, ALPHAcademy also offer individual postgraduate-level modules in a range of topics, including Healthy Behaviour Change (ILA-4008). This flexible delivery module is delivered through a mixture of online workshops, online lectures, individual supervision and facilitated discussion forums with other students.

To keep up to date with upcoming ALPHAcademy workshops and educational opportunities please join our network on LinkedIn **www.linkedin.com/company/ alphacademy-bangor/** or visit our website **www.bangor.ac.uk/alphacademy**

ALPHAcademy
Academi Dysgu Cymhwysol ar gyfer Iechyd Ataliol
Applied Learning for Preventative Health Academy

Academiau Dysgu Dwys Cymru
Intensive Learning Academies Wales

Ariennir yn Rhannol gan
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About CALIN

The Celtic Advanced Life Science Innovation Network (CALIN) connects business, academia and healthcare with experts from six leading universities across Ireland and Wales. It offers enterprises the opportunity to engage with leaders in health and wellbeing, advanced medical and pharmaceutical science, nanotechnology and biotechnology. The network provides access to technology, scientific expertise, and a network of life science innovators to support the development of products, processes and services.

Bangor University leads on the health and wellbeing theme for CALIN and looks to support small to medium enterprises (SMEs) working in the life sciences or health and wellbeing fields.

Find out more **calin.wales**

Contact us **calin@bangor.ac.uk**

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