SOCIAL CONTAGION
AS A MEANS TO TRANSITIONS

Design for social contagion toolkit
Inspiration cards + Design canvases

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INSPIRATION CARDS

DESIGN FOR SOCIAL CONTAGION

INSPIRATION CARDS

The cards in this toolkit provide inspiration while designing interventions aimed at social contagion of sustainable behaviours - specifically towards the energy transition.

Refer to the handbook to see how to use the inspiration cards and design canvases to develop interventions.

Contents:

01x Introduction card (this one)
01x Anatomy of Intervention
03x Design Criteria cards
05x Design Principle cards
21x Action cards
06x Spread Mechanism cards
05x Incentive card
12x Touchpoint cards

54 cards in total

ANATOMY OF AN INTERVENTION

(Keep this in mind while designing an intervention)

An intervention aimed at social contagion
should
fulfill
2 Criteria

| Enable the target behaviour | Enable contagion of the behaviour |

follow
4 Design Principles

| Scale down : Translate global to local | Comparison is key: enable (sub)conscious comparison |
| 3S's: Simple, slow and steady win the race | Make it desirable, silly! |

constitute
4 Design Components

ACTIONS	**SPREAD MECHANISM**
Tasks / Activities / Challenges/ Campaigns	Direct / Indirect social pressure
TOUCHPOINTS	**INCENTIVES**
Physical / Digital	Rewards, Benefits

DESIGN CRITERIA

Each intervention aimed at prompting adoption of technologies / behaviour through social contagion must meet two key criteria:
(It should)

1) Enable the target behaviour
2) Enable contagion of the behaviour

While brainstorming ideas (in step 2), you can think of ideas that meet each of these criteria. These individual ideas can then be mixed and matched and translated into complete concept lines in step 3. It is a must that the concept lines meet both these criteria.

These design criteria can also be used as the evaluation criteria while short-listing and selecting the concepts.


1

ENABLE THE TARGET BEHAVIOUR

Before shaping the contagion of the behaviour, the first step is to ensure that the intervention enables the target behaviour- overcoming apprehensions towards and barriers to adoption. For example, if the overall aim is to use social contagion to get rid of myths about greener energy technologies amongst residents, the interventions need to first define how to burst the myths - say through gamification. Only then this can be spread amongst the target group. Thus, meeting the key goal, or enabling the target behaviour forms the first design criteria all interventions need to fulfill.

This criteria can be fulfilled through the design of the *Action, Touchpoint and Incentive* components. These need to be specifically designed to ensure people perform the target behaviour. Design principles 1 (scale down: translate global to local) and 2 (3S's: simple, slow and steady win the race) help in achieving the target behaviour.

Further, 'how well / to what extent does the concept enable the target behaviour?' can become one of the evaluation criteria while short-listing concepts.
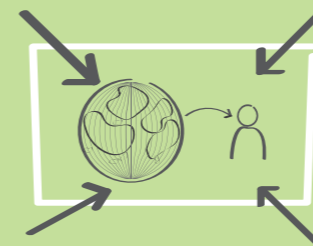
2
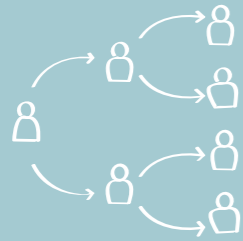
ENABLE CONTAGION OF THE BEHAVIOUR

In order to spread the target behaviour amongst the target group, the intervention needs to enable its contagion. This forms the second criteria each intervention needs to fulfill.

Within an intervention, this mainly relates to the design of the *Spread Mechanism* and *Incentive* components. While the Spread Mechanism can directly or indirectly prompt people to adopt / perform the behaviour, the Incentives can further make the behaviour desirable; stimulating its diffusion.

Further this can be achieved through the application of design principles 3 (comparison is key) and 4 (make it desirable, silly!).

'How well does the concept enable the social contagion of the target behaviour' can be an evaluation criteria while selecting the concepts.

DESIGN PRINCIPLES

In order to enable social contagion of sustainable behaviours, four key design principles need to be kept in mind while designing the interventions, namely:

1) Scale down: Translate global to local
2) 3 S's- Simple, slow and steady win the race!
3) Comparison is key: enable (sub)conscious comparison
4) Make it desirable, silly!

While these design principles act as a guideline to design the contagion, they also serve as evaluation criteria while selecting the interventions, qualitatively. (This is in addition to other criteria specific to the intent of contagion, decided by the team).

Although all principles need to be kept in mind while designing the interventions, Principle 1 and 2 are more relevant while designing the *Actions* and *Touchpoints* design components. Principle 3 and 4 relate to the *Spread Mechanism* and *Incentives* design components.

Let each team member go through these design principles before starting the creative session. Keep the design principle cards in the centre (or clearly visible to each member) such that they are easy to refer to and kept in mind while designing the interventions.
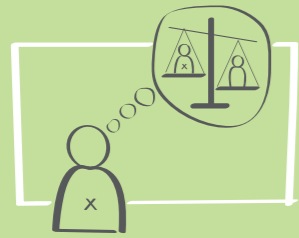

1

SCALE DOWN: TRANSLATE GLOBAL TO LOCAL

While social contagion is inherently a scaling up exercise, the first step to achieve contagion is to activate individuals.

Prompt action and pro-active adoption is pursued only when something affects you directly or is relatable. To avoid /overcome procrastination of the decision at hand, global phenomena like climate change, sustainability need to be made personally relevant, relatable, recognisable for the residents. Thus, scaling down and translating the global/ national issues to regional, local, familial or individual scale is important while designing interventions, in order to capture people's attention and trigger action.

This can be achieved by strategies such as Humanise it, Personalisation, Emphasizing ownership, Showing contribution etc. This principle is more relevant while designing the *Action* and *Touchpoint* components of the intervention.

2
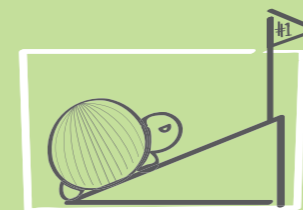
3 S's: SIMPLE, SLOW & STEADY WIN THE RACE

In order to encourage people to take action, it is necessary to reduce the effort they need to put in. Easier/ simpler it is to do a behaviour, the lesser the motivation required on the consumer's end. Hence, the target behaviour and the interventions should be easy to do, use, remember and understand.

Further, since attitude formation is a long-term process, incremental (and continuous) nature of interventions builds certainty, commitment and a continued relationship with the behaviour. It helps to overcome future inaction due to cognitive dissonance (situation involving conflicting attitudes, beliefs or behaviours). Thus, the 3S's should form the ethos of all interventions.

Strategies like breaking up a large task into smaller actionable components, embedding these into existing routines, foot-in-the- door principle and providing bite-sized information incrementally, in interesting formats help to incorporate this design principle. This principle is more relevant while designing the *Action* and *Touchpoint* components of the intervention.

3

COMPARISON IS KEY: ENABLE (SUB)CONSCIOUS COMPARISONS

People have the tendency to constantly evaluate themselves in terms of the appropriateness of their abilities, behaviours and beliefs based on those of similar others (reference groups). They use social norms or social proof to guide their behaviours and manage their social identities (self-concept). Thus, in order to achieve social contagion, this (sub) conscious comparison to people who have adopted or are committed towards the target behaviour must be stimulated through the interventions.

While conscious comparison can be achieved through direct *Spread Mechanisms* such as leaderboards, ratings & rankings, showing consensus (social proof), indirect comparison can be activated through strategies such as symbolism, showing stories and experiences of similar others or using influencers.

The *Spread Mechanism* and *Incentives* play an important part in enabling comparisons, and must explicitly designed.

4
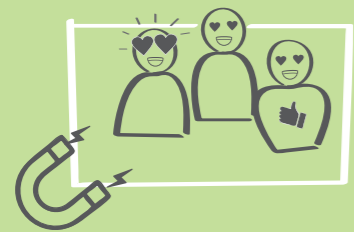
MAKE IT DESIRABLE, SILLY!

People need to have both, intrinsic and extrinsic motivations to opt for sustainable options. Making the behaviour desirable (e.g. by designing incentives and well-curated experiences) can help in prompting adoption as well as inducing emotions such as the fear of missing out, envy, insecurity etc., upon comparison. These in turn increase the desirability of the behaviour, stimulating adoption and paving the way for social contagion. Here, making the incentive or the (non) participation of others conspicuous, is key.

While the desirability aspect needs to be kept in mind at all times. the principle is more related to the design of *Incentives* (such as cash or kind benefits, group membership, experiences etc. which lend the user a particular social status/ reputation or add to their achievements, possessions or qualities. It can also be a loss of current benefits / reputation).

ACTION
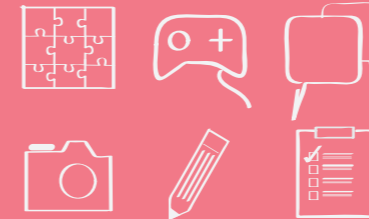
The Action (or Object) component of an intervention refers to 'What do people need to do' in order to engage them in the desired behaviour. This can be in the form of tasks, activities, challenges, campaigns or installations, that engage people directly or indirectly.

The strategies outlined help to design the *Action* effectively. They are related to and build upon 4 key factors / behavioural traits that influence a person's decision-making process, namely:

A1 People use personal relevance, recognisability and certainty as filters to make (quick) decisions.

A2 Expectations, emotions and experiences mould people's (future) decisions.

A3 People strive to maintain internal consistency, avoiding contradictory information and behaviours.

A4 People are easily overwhelmed and distracted; they end up procrastinating or giving up on the decision / behaviour.

The strategies suggest ways to incorporate (reinforce/ counter) these behavioural traits into *Actions*, in order to ensure that people actively participate.

Categorisation of Strategies

The 4 decision-making factors / behavioural traits (A1, A2, A3, A4) translate to 4 ways of motivating people towards the desired behaviour- the four *Action* design principles:

A1 Make it relevant, recognisable and certain.

A2 Shape expectations, emotions and experiences.

A3 Build commitment through consistency.
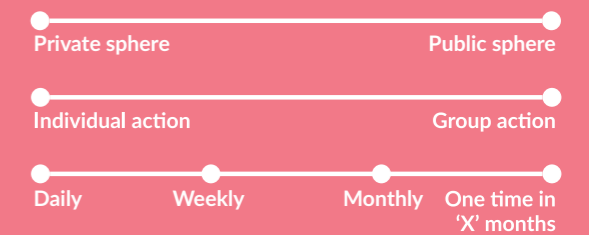
A4 Simplify and engage.

Based on the purpose(s) it serves, each strategy is classified into one or more of the above *Action* design principles. The *Action* card deck includes four category index cards- each with one action design principle and a list of related strategies. Each strategy is explained in detail on individual cards with examples.

Designing Actions

Based on the content and goal of contagion, select the relevant design principle(s) to design the *Action*. Alternately, you can select 1 or 2 strategies from each category to inform the intervention.

Use the strategies to design tasks, activities, challenges, campaigns or installations, wherein people are asked to do (create, solve, collect, share, discuss, attend, experience, learn, negotiate etc.) something, engaging them towards the desired behaviour.

The interventions can be designed using different permutations and combinations of strategies. Use the following spectrums to define the 'where (it takes place)', 'who (does it)' and 'how often' for each *Action*.

Private sphere — Public sphere

Individual action — Group action

Daily — Weekly — Monthly — One time in 'X' months

A1

Behavioural Trait / Decision-making factor

People use personal relevance, recognisability and certainty as filters to make (quick) decisions.

Action Design Principle

Make it relevant, recognisable and certain.

A1

Relevant strategies:

1) Personalise it

2) Emphasize or establish ownership

3) Provide feedback & show contribution

4) Make it tangible, concrete, explicit and visible

Other strategies that can be used:

- Use priming (elicit associations & past memories)
- Make it bite-sized & incremental
- Give people a headstart; build onto the existing (routine, values, norms)
- Humanise it, give it a face
- Use analogies

A3

Behavioural Trait / Decision-making factor

People strive to maintain internal consistency, avoiding contradictory information and behaviours.

Action Design Principle

Build commitment through consistency.

A3

Relevant strategies:

1) Let people pre-commit

2) Foot in the door principle

3) Create dependencies amongst people

4) Give people a headstart; build onto the existing (routines, values, norms).

Other strategies that can be used:

- Personalise it
- Emphasize & establish ownership
- Elicit reciprocity
- Provide feedback & show contribution
- Make it bite-sized & incremental

A2

Behavioural Trait / Decision-making factor

Expectations, emotions and experiences mould people's (future) decisions.

Action Design Principle

Shape expectations, emotions and experiences.

A2

Relevant strategies:

1) Build positive expectations (let people try it)

2) Elicit reciprocity

3) Use priming (elicit associations & past memories)

4) Trigger specific emotions (use peak-end effect)

Other strategies that can be used:

- Use gamification
- Combine facts with vivid content
- Humanise it, give it a face
- Use analogies

A4

Behavioural Trait / Decision-making factor

People are easily overwhelmed and distracted; they end up procrastinating or giving up on the decision / behaviour.

Action Design Principle
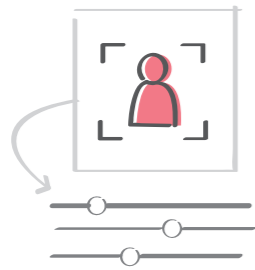
Simplify and engage.

A4

Relevant strategies:

1) Use gamification

2) Make it bite-sized and incremental

3) Combine facts with vivid content

Other strategies that can be used:

- Trigger specific emotions (use peak-end effect)
- Personalise it
- Minimise effort
- Use analogies
- Increase salience (make it stand out)

A1, A3, A4, T1

Personalise it

Tailoring or personalising the content /experience /activity to the person (or their needs) helps to make it highly relevant and recognisable, prompting people to act and expediting their decision-making process. It improves the engagement with the behaviour and can help in building commitment.

Personalised data is perceived to be highly valuable since people think that it has taken some effort to produce it. It induces a sense of ownership, making people more responsible for their behaviours.

Example:
AYOGO has designed the 'Empower' app that improves compliance to prescriptions amongst patients through personalised gamification. Patients create their own avatars that symbolize their health goals & aspirations; based on which it provides personalised virtual coaching to get used to pre /post disorder life, tracks behaviours, sends reminders, provides support to the care team and connects patients to similar others.
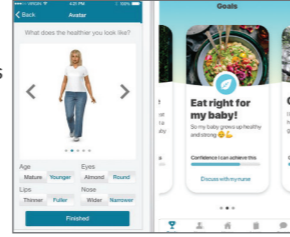
Ways to use personalisation:

• Provide only relevant information (e.g. energy alternatives available and consequences of each based on house type).

• Show personal context (e.g. (future) picture of their neighbourhood, children, house etc.)

• Let people customise the content based on their needs.

• Provide actionable suggestions based on personal situation or consumption patterns.


A1, A3

Provide feedback & show contribution

People find it difficult to draw connections between their action(s) and its (future) consequences. Providing (real-time) feedback enables people to understand the (invisible) consequences of their actions and stimulates conscious self-reflection.

Presenting the feedback in the form of the user's contribution towards an issue further makes it highly relevant and triggers conscious change in behaviour.

Think about how frequently the feedback is provided, in which format (through percentages, points, labels), and by whom (by a peer, authority, child).

Examples:
Waterhawk shower-head shows the amount of water used during each shower. It also indicates when the water is warm enough to start the shower, promoting water conservation.
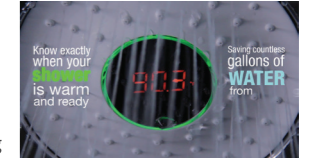
Ways to provide feedback / show contribution:

• Use smart devices to measure & evaluate behaviours and give people immediate feedback (through different touchpoints). Use gamification. Show them their behaviour journey/ growth, help them set higher goals.

• Show people cumulative effect of their decisions - use statistics, future predictions / simulations, progressions. Help them compare their behaviour to others.

• Let people recall similar actions in the past that affect them in the present. Compare consequences.

A1, A3

Emphasize or establish ownership

People attribute more value to items (groups/ beliefs etc.) that they own (have a sense of ownership towards) and go out of their way to avoid any potential loss of the owned item / belief. They are also more conscious about their behaviours when these are related to things they own. This sense of ownership, or responsibility can be evoked when you want people to do something / behave in a particular way.

Either emphasize existing ownership, or introduce new ownership (temporarily). Alternately, distance people from things they currently own (habits) before introducing them to a new product/ service / behaviour.

Example:
A UK shopkeeper writes the customer's name on the packaging of snacks they buy - discouraging littering by emphasizing ownership.

Ways to emphasize / establish ownership:

• Highlight existing items, beliefs or experiences people 'own'. Use personalisation e.g. An insuarance company inserts a picture of people's house / car while providing insurance options.

• Provide free trails or freemium models to let people experience new innovations, specifically at home to create implicit ownership.

• Assign specific responsibilities. Build upon existing roles, and dependencies. Use people's skills / expertise as a way to build ownership.

A1

Make it tangible (T), concrete (C), explicit (E) and visible (V)
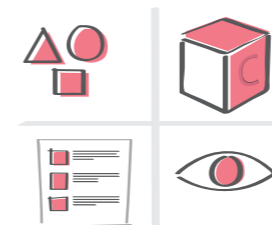
Prioritising the present or immediate future, people avoid thinking about the vague and uncertain aspects in life, e.g. the future or issues such as sustainability. It is also difficult for people to relate actions to outcomes spanning over long periods of time.

In order to convince people towards future-oriented behaviours, the uncertain and vague need to be made more tangible, concrete and visible. Hidden costs and impacts need to be explicitly communicated to ensure that people comprehend the issues and alternatives at hand.

Example:
To encourage people to invest in their future, Meril Edge developed *Face Retirement app* which shows people their future selves. Statistics show that people who used the app were more willing to save and invest money.

Oxfam shows what one's donation could buy e.g. mosquito nets for children.

Ways to make it T, C, V, E:

• Relate future oriented info. to examples at hand. Compare it to daily objects e.g. 'drink one less cup of coffee a day & save for the energy transition'. Use statistics. Combine facts with vivid content.

• Translate into present gains / losses. Provide small actionable steps for immediate future. Translate the abstract into tangible artefacts / installations.

• Let people know what to expect by experiencing it. Use (virtual) walkthroughs. Help people visualise the future through simulations, comparative & contrasting scenarios.

A2

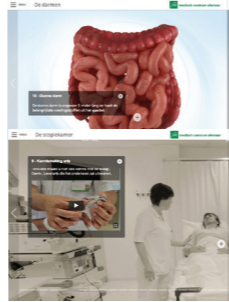### Build positive expectations
(Let people try it)

People's experiences are strongly influenced by their existing expectations. Positive expectations increase the likelihood of a positive experience.

These positive expectations can be shaped by letting people try the new behaviour. Trying/ testing the new technology or behaviour helps in fully understand its value, benefits, usage and usefulness, increasing people's likelihood to accept & adopt it. It enables thorough comprehension of hidden costs / aspects, reducing uncertainty and providing a sense of control. Trialability is more important for early adopters as compared to late adopters.

Example:

Medisch Centrum Alkmaar uses Medify, a multimedia module, in which patients are informed about their upcoming treatment by means of 3D visualisations, photos, videos, voice-over & texts. It takes them through the whole journey of the treatment - from administration to actual surgery procedures, reducing the uncertainty; since they know what to expect.


Ways to build positive expectations:

- Convey the positive aspects, values, benefits in advance.

- Let people convey their expectations /past experiences. Reinforce the positive ones and counter the negative ones (e.g. by showing other people's experiences).

- Give people tasters/ freebies. Create (virtual) tours, walkthroughs, experience centres; let people act out / role play situations. Provide free trials periods / subscriptions.

- Make the process transparent.

A2, A1

Use priming
(elicit associations & past memories)
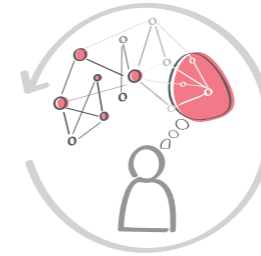
Priming is a technique in which the introduction of one stimulus influences how people respond to a subsequent stimulus. Eg.Dutch trains infuse carriages with the citrus scent of cleaning products which stimulates people to clean up after themselves / not litter. This occurs without conscious awareness, yet it influences behaviours.

Priming can be used to elicit associations from past or to build new ones. Cues such as visuals, numbers, words, smells can be used to directly prime people towards a behaviour, improve comprehension, induce self-reflection or indirectly affect someone's psychological state, impacting their way of thinking.

Example:

The city of Melbourne has adopted the Target 155 campaign - which primes people to remember that 155 litres is the max. amount of water that should be used per person per day to ensure sustainable water futures. It triggers self-reflection & conscious change in behaviour in case the user's monthly bill and water report reflect higher usage quantities.

Ways to use priming:

- Include subtle visual or verbal cues in the *Action*.

- The *Action* in itself can be to prime people towards specific beliefs or behaviours. e.g. use a rubrics cube format to give information about different technology alternatives. This can help people remember the features, benefits, drawbacks of each technology.

- People use past experiences to inform their behaviour and decision-making. Elicit past experiences and associations. Reinforce the positive ones, counter the negative.

A2, A3
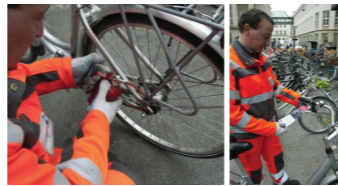
Elicit Reciprocity

People are inclined to return a favour, or help somebody who has done something for them ("tit-for-tat"). Reciprocity evokes a sense of indebtedness or gratitude, which people want to repay.

It is a powerful method for gaining one's compliance with a request while building continuing relationships. It has maximum effect when the gift/ favour is unexpected and personalised. Reciprocal relationships can be induced between people by helping them with something, solving their problems, making their life easier.

Example:

To ensure people park bikes in the stands, the city of Copenhagen introduced 'bicycle butlers'. The butlers move illegally parked bikes into the biking stands after oiling their chains and filling air in the tires. They put a note on the handlebar explaining the project and wishing the cyclist a good day. Fewer people park their bikes incorrectly after meeting the bicycle butler.

Ways to elicit reciprocity:

- Use the door-in-the-face principle: First make a large (unrealistic) request that people will most likely turn down. Next, make a second more reasonable smaller request. People are more likely to agree to this second request since they feel that they owe something for declining the first request. Use requests with a social aspect such as asking for help.

- Give a (surprise) small unconditional gift, sample, discount, free shipping, access or information.

A2, A4

Trigger specific emotions
(Use peak-end effect)

Emotions play a key role in the way people perceive, evaluate information and make decisions (form opinions or behave). Triggering specific emotions during an *Action* can help to set expectations, as well as prompt people to form favourable attitudes and change behaviour. Both, positive and negative emotions can be explored. The emotion triggering elements can be embedded in the touchpoints, or designed into the *Action* itself.

Use the peak-end principle. It states that people remember and evaluate an experience based on how they felt at its peak (i.e. most intense point - either +ve or -ve) and its end, rather than a total sum or average of every moment.

Example:

The 'run for your life' wristband (Fokkinga & Desmet, 2014) and the 'Zombies, Run!' app engage and motivate recreational runners (to push harder) by triggering a feeling of being chased (by dogs or zombies).

Ways to trigger emotions:

- Trigger pleasure/ pain/ hope/ fear to motivate people to change behaviour. Evoke specific emotions such as surprise, guilt, regret, empathy using vivid stories, installations, walk throughs, testimonials, personalisation to engage people.

- Help people feel / realise the emotions they will feel after adopting the new behaviour. Create emotional attachment to the new behaviour.

- Create peak moments & end the *Action* on a high note by designing apt rewards, or evoking +ve emotions using gamification or surprise elements.

A3

Foot in the door principle

Foot-in-the-door (FITD) technique is a compliance tactic that aims at getting a person to agree to a large request by having them agree to a modest request first.

If people commit to a smaller action / request, they are more likely to agree to a related larger action/ request in the future, since they feel obligated to keep agreeing in order to stay consistent with their original commitment (decision of agreeing).

Example:

Shelter, a homelessness charity piques one's interest with a local angle ('What does the housing crisis look like where you live?'), prompting people to just enter their pincode. Later, it takes you through a well-reasoned argument & finally invites you to add your signature on a petition to politicians.
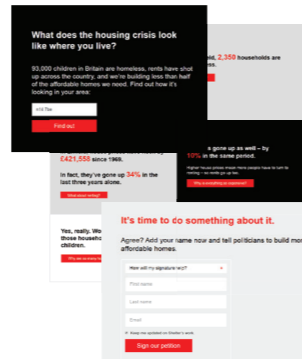
Ways to use the FITD principle:

● Let people first commit to a small, low effort action/ task like placing a small poster /sticker on their car or giving a tour of their house to understand architectural constraints for energy transition. You can also ask people to participate in a survey, to sign-up to a newsletter via email, or like/ follow a social media page.

● Appeal to people's social identities. Use symbolism to accentuate people's group membership / social identity such as 'conscious citizen'. Later, ask people to perform a task to keep up with that identity.

A3
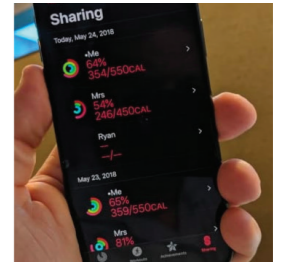
Create dependencies amongst people

When people are dependent on you or your skills / expertise, one feels obligated to participate and perform best to their ability. Creating dependencies amongst people while carrying out specific activities can help in building commitment.

The three C's - compete, compromise /cooperate and collaborate can be used to further bind people to the group, lock them into the task. The advantages of a group effort can be designed to ensure people are motivated to participate.

Example:

Smart watches like Fitbit or Apps like Nike Running Club let people sync their devices and set fitness goals together. People can either collaborate and achieve the goals together or compete against each other to achieve the goals independently. This builds commitment towards the goal and ensures that people follow through.

Ways to create dependencies amongst people:

● Design collective tasks, activities - wherein the outcome depends on performance / rating of each person. Include time constraints to avoid procrastination.

● Let people ask for help from each other.

● Assign responsibilities based on expertise. Make people accountable for their tasks.

● Each person builds onto the work of the previous task owner. Weekly rotation of task owners (relay-race).

A3

Let people pre-commit
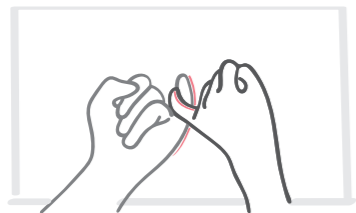
People strive to maintain beliefs and act accordingly. Once people have made a promise /pledge to do something or invested time/ money/ effort in something, they feel obligated to follow through.

Stimulating people to specify what, when and how they will do something creates the desire to be consistent with that commitment and further ensures compliance. This also reduces future inaction due to change in emotions or cognitive dissonance (situation involving conflicting attitudes, beliefs or behaviours).

Example:

In a hotel in California, guests who made a specific commitment to reuse towels during their stay (v/s a general commitment to be eco- friendly) and received a "Friend of the Earth" lapel pin, were significantly more likely to follow through on reusing the towels, and being more eco-friendly.
(Baca-Motes et. al, 2012)

Ways to let people pre-commit:

● Create small, informal written or verbal commitments, promises, pledges, oaths, contracts. This can be done through a prompt (screen) with a check-box that people need to agree to, by letting people commit to each other, or in a public forum by signing a form or raising a hand etc. When the commitment is made to somebody or publicly, people are more likely to follow through.

● Make a person's commitment visible to others, e.g. through symbolism or as a wall of fame. This further ensures that people stay consistent to their word.

A3, A1

Give people a headstart; build onto the existing

People are motivated to complete tasks that are incomplete or goals that are not achieved. By giving them a 'head start' they feel that they already have made progress and are more likely to finish an *Action*.

People need consistency and are creatures of habits. Embedding the Action into or building upon existing routines, habits, values and social norms can help in ensuring that people commit to doing the action. It would seem to be just an extension of the existing routine /values, making it seem less tedious. Additionally, everyday activities can be turned into something new and interesting by adding the new desired behaviour/ task.

Example:

In Transburg, residents received a starter kit with bags for residual waste and packaging materials to ensure they segregate & dispose waste correctly.

To ensure that people remember to check their smoke alarms twice a year, Red Cross related the activity with the changing of clock to summer /winter time (since both are bi-annual activities).

"As you turn your clocks ahead, take a few minutes to protect you and your family from home fires. It's easy!"

Ways to give a headstart / build onto existing:

● Provide small advantage / advancement towards a goal— e.g. points, stars, or stamps. Equip them to start performing the new behaviour. Use 'Framing' e.g. progress bar half full, first three steps of a checklist tick-marked.

● Link with routines that are similar in terms of quality, type of activity or occurrence. Use priming in existing routines

● Translate elements of existing routines into the experience of doing the new behaviour /task.

Card 1

Use gamification

Gamification of tasks or using elements of games to design persuasive interventions is a proven means to engage users to learn new information or motivate them to adopt / practice new behaviours. It can be used to make the new behaviour interesting and easy to perform.

Gamification can be used to design environments that facilitate specific behaviours (e.g. a waste bin with a basket ball net above it) or to design artefacts / games with a specific goal in mind (e.g. the WE energy game to enable decision making).

Card 2

Example:

Tim Holley's Tio lets children become energy champions of their house, influencing parental behaviour. Information is sent from the wall switch to the computer app, which allows the child to track the lighting use/ performance over a period of time. The child takes care of a 'virtual tree' by moderating their lighting-use performance. This engages children to make a personal contribution to reducing energy consumption.

Ways to use gamification:

● Let people solve puzzles, take quizzes, play a board game to stimulate conversation, prime people towards something, or for people to learn new information/ make decisions.

● Use game design elements like unlocking levels, player profiles, one-to-one competition to engage people in the activity.

● Environments designed using gamification elements can help evoke specific emotions, shaping people's expectations or experiences.

Card 3

Combine facts with vivid content

Facts lend credibility and memorability. Vivid stories are compelling and help people relate to issues. However, too much of either of the two can become overwhelming for people, which motivates them to ignore the information altogether. Thus, both-facts and vivid stories need to be combined and balanced.

A few hard facts can go a long way. Use clear, distilled facts to assert authority and to give people a means of backing up their decision. Use short vivid stories / imagery to support the facts and evoke particular emotions.

Card 4

Example:

DogsTrust highlights the number of dogs up for adoption along with images of the dogs. The statistics helps to communicate urgency while the images evoke feelings of sympathy, and affection that help in motivating people to adopt the dogs.
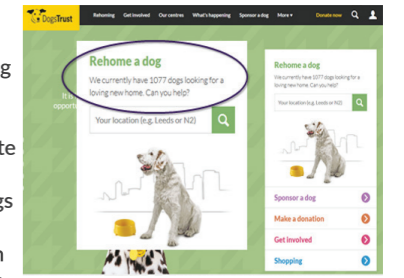
Ways to use facts and vivid content:

● Use quantitative data along with vivid imagery. Distil information into key points. Make use of authority (e.g. scientists, doctors, teachers) to convey the facts. Use testimonials, storyboards, live narrations as means to bring stories / experiences to life.

● Involve other senses such as touch / smell / hear to bring alive experiences, while showing facts.

● Show comparative or contrasting scenarios.

Card 5

Make it bite-sized & incremental
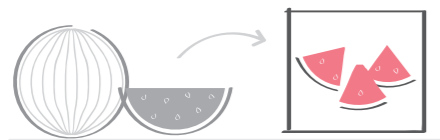
People are easily overwhelmed. When provided with a lot of information or choices, they either procrastinate decision-making, give up or make use of heuristics to come to a quick decision. Thus, provide information in smaller, digestible steps. Break down the action into smaller steps.

This incremental or step-wise nature of an action can also help to build commitment towards the behaviour. Further, bite-sized content can build anticipation which can make the new behaviour engaging.

Card 6

Example:

To train managers on the importance of a safe team culture, Google used microlearning through the 'Whisper course'. It has of a series of emails each of which gives a suggestion that managers could try during team meetings.

The emails were centred around the idea that the managers need a gentle reminder (nudge) to use what they know. Each email outlined an experiment they could try.

Ways to use bite-sized, incremental content:

● Break the content into smaller packets, revealed progressively over time to minimize complexity. Increase the number of decision moments. Give small actionable tasks (that build on top of each other).

● Use gamification elements such as unlock levels to unveil the content. Formats like comic strips, storyboards etc. can make the content engaging and build anticipation.

● Categorise the content; show comparisons of categories.

Card 7

TOUCHPOINTS

Touchpoints form the interface between people and the target behaviour, defining 'How will people do the Action or spread the behaviour'. These can be physical or digital - in the form of artefacts, environments or interpersonal encounters. Explicitly designing touchpoints can ensure well-curated interactions & experiences, which are necessary to build positive attitudes. They also help in making things more tangible, concrete or certain.

Card 8

The strategies outlined help to design the *Touchpoint* more effectively, and in nudging people to carry out the required *Action*. They are related to and build upon 2 key factors that influence a person's decision-making process, namely:

T1 People's perceptions are moulded by how information is presented.

T2 People rely on short-cuts to make decisions / do things. They want to put in minimum effort.

The strategies suggest ways to incorporate these factors into *Touchpoints*, in order to ensure that people actively participate. The above factors can be translated into 2 *Touchpoint* design principles, which are used to categorise the strategies.

T1 Shape perceptions and impressions.

T2 Make it easy (to use / do).

Once you have designed the *Action /Spread mechanism* and identified what touchpoints will be used, go through and incorporate these strategies to make the touchpoints more effective /engaging.

T1

Behavioural Trait / Decision-making factor

People's perceptions are moulded by how information is presented.

*Touchpoint Design Principle*

Shape perceptions and impressions.

T1

Relevant strategies:

1) (Re) Frame

2) Show scarcity (of time &/or supply)

3) Humanise it

4) Use anchoring

5) Use analogies

6) Increase salience (make it stand out)

Other strategies that can be used:

- Combine facts with vivid content
- Personalise it
- Choice architecture (defaults, enhanced active choice, recommended options)

T1
(Re)Frame

✗	✓
Spam blocker	Spam blocker
Only 4% Spam	96% Spam free
for only €290	for only €290
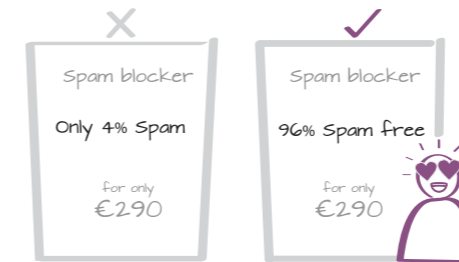
People draw different conclusions (and act accordingly) based on how the information source, context and loss/gain is framed or which personal attributes or values you appeal to.

Framing information, specifically losses and gains, helps in ensuring people have apt perceptions towards the behaviour. A loss is more painful to people than an equivalent gain. Further, people don't judge losses and gains absolutely – rather, they perceive these relative to a reference point (in the past or future). By shifting the reference point, a loss or gain can be made more or less influential.

Example:

Meyerowitz and Chaiken (1987) show that when presented with information stressing the negative consequences of not self examining, women were more likely to engage is breast self-examination (BSE) as compared to when they are shown positive consequences.

Positively framed:
Research shows that women who do BSE have an increased chance of finding a tumour in the early, more treatable stages of the disease.

Negatively framed
Research shows that women who do not do BSE have a decreased chance of finding a tumour in the early, more treatable stages of the disease.

Ways to (Re)frame:

- Describe situations as loss / gain based on the desired behaviour. Things framed as loss are more salient to people. Combine losses. Segregate the gains. Integrate small losses with larger gains to reduce its significance. Highlight smaller gains even from larger losses. Use 'loss' frames for uncertain outcomes; 'gain' frames for certain outcomes.

- Position offerings in favourable contexts (e.g. middle of three prices; in between competition).

- Appeal to specific personal identities (e.g. parents, commuter) that best align with the intent.

T2

Behavioural Trait / Decision-making factor

People rely on short-cuts to make decisions / do things. They want to put in minimum effort.

Touchpoint Design Principle

Make it easy (to do / use).

T2

Relevant strategies:

1) Minimise effort

2) Shape Choice architecture (defaults, enhanced active choice, recommended options)

3) Provide social proof

Other strategies that can be used:

- Make it bite-sized & incremental
- Combine facts with vivid content
- Use analogies

T2
Show scarcity
(of time &/or supply)

Hurry!!! Limited offer

Flash sale!

9 others are viewing

Until midnight!!!

10 mins left!!

Until stocks last

Last 3 items remaining

4 rooms left

People place higher value on objects / opportunities that are scarce. This value is determined by how easily the object might be lost, especially to competitors. The more difficult it is to acquire an item the more valuable it is. In many situations the item's availability and its perceived abundance is used to quickly estimate quality and/or utility. Scarcity provides social proof, that others also prefer the same item.

Scarcity in terms of limited time to carry out an action or in terms of limited quantity of something available, can be used to trigger people to adopt the desired behaviour.

Example:

When British Airways announced it was closing the London to New York Concorde service, sales went through the roof. Nothing had changed about the service or the cost; it had simply become scarce.

British airways **Concorde**

Fly the future-fly the flag

Ways to use / show scarcity:

- Build limited editions, provide limited number of spots or limited time for availing different incentives. Make it invite-only.

- Show scarcity of quantity through messages such as 'x number of things left'; 'x number of people are looking at this same option' etc. e.g. the gas company can show amount of natural gas reserves left, and the countdown to when there will be no gas supply.

- Show scarcity of time by highlighting deadlines, having countdowns etc.
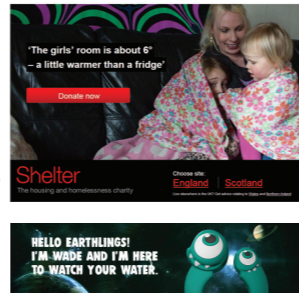
Humanise it
(give it a face)

Global phenomenon such as sustainability are vague and difficult for people to understand. Humanising these phenomenon (giving it a face) by building specific characters or using imagery with real people can help in making them more recognisable. It can change how people perceive issues and build empathy towards the causes, in turn triggering prompt action.

Using images of one's near and dear ones to show the effect of different phenomenon in the future (through future scenarios / progressions) can also ensure conscious behaviour. Personification helps in building certain associations and triggering specific emotions.

Example:

Shelter uses the image of young girls to prompt people to donate towards homelessness charity.

Yarra Valley Water has developed 'Water watcher' characters like 'Wade' in the form of an artefact to be put on the tap. These ensure people (especially kids) are conscious about their water consumption.

Ways to humanise it:

● Use children /pets (real imagery) to communicate the effect of global phenomenon.

● Using principles like the watching eye effect. Build characters and embed these into artefacts which are friendly reminders for people to be conscious about their behaviour.

● Make persona-based quizzes. Let people see (relate) themselves as (to) these personas. Link desired behaviours with these personas (or personality traits).

Use analogies

An analogy is a comparison of two things to help explain an idea or concept. When the information is complex or difficult to understand, use of analogies to capture people's attention and to make it easy for them to grasp (remember) the information.

Draw analogies to commonly known phenomenon, or past experiences of people. Use analogies in text as well as in visuals and imagery. If the touchpoints are artefacts, their form and visual appearance can be inspired from relevant analogous examples to communicate specific interaction qualities / goals / intent defined by the Action / Spread mechanism.

Example:

These posters use analogies to trigger behaviour change (stop smoking - It is like hanging yourself) or conscious thought (about the urgency to act towards climate change).

Ways to use analogies:

● Use analogies to explain the process. e.g. the format of a recipe of a dish can be used as an analogy to tell people the steps towards gas discontinuation.

● Use analogies to communicate features. Appeal to one's personality traits using analogies like comparing people to famous personalities or attributes people aspire to be.

● Compare to daily objects /known phenomenon e.g. cutting trees is like removing ones lungs.
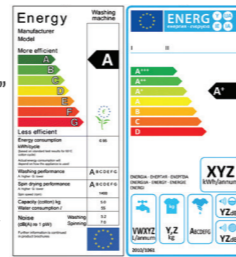

Use anchoring

People use familiar or previously introduced information /cues as a reference point, and make subsequent decisions relative to that anchor. Once (the value of) this anchor is set, all future negotiations, arguments, estimates, etc. are according to the anchor. Information that aligns with the anchor tends to be assimilated, while information that is more dissonant or less related tends to be ignored.

Using anchors can help to set expectations towards the new behaviour, as well as provide suggestions of what is the ideal (baseline /minimum threshold), acceptable behaviour. This can be used along with strategies such as providing social proof, framing or priming.

Example:

Change in the efficiency categories of the European energy label from unique letters only (the A to G scale) to a mixture of letters and "A-pluses" (the A+++ to D scale), makes consumers less likely to choose the most energy efficient appliances. The letter A functions as an anchor for consumers' judgement of energy efficiency; resulting in them giving less importance to energy efficiency above the A category.

Ways to use anchoring:

● Provide anchoring information (quantitative data - price ranges, value before discounts, goals etc.) before telling people the action to perform, or the actual values. Communicate high and low extremes to create anchors.

● Pre-fill a form / blank with an anchor (numeric value, words etc.), suggesting how people should behave. e.g. when telling people to save monthly towards the energy transition, fill in a temporary value (say 5 Euros) in the space where people have to enter the amount.

Increase salience
(Make it stand out)

People can process only a limited amount of information; they cannot attend to every aspect of a situation. Salience (the quality of being particularly noticeable) determines which information will most likely grab one's attention and have the greatest influence on one's perception of the world.

People tend to be drawn to things that stand out from the environment. Novel or personally relevant things grab people's attention and can be used to influence behaviour. Make the desired behaviour (Action/ Touchpoint) stand out so it attracts attention and motivates people to do it.

Example:

In Lucerne, decals of games like hopscotch boxes were pasted around bins to accentuate their position; encouraging people to consciously bin their waste.

Handwritten post-it notes increase the probability of people opening a letter and reading it or filling out surveys (Garner, 2004). This is used by the Dutch tax system to increase on- time tax declarations.

Ways to increase salience of desirable behaviour:

● Capture people's attention by making the touchpoints salient (stand out) through colours, sounds, visuals, smells gamification.

● Make the beliefs / behaviour of others salient.

● Embed surprises in the touchpoints.

● Create favourable contexts; e.g. comparing to less desirable options. Use contrast.

Minimise effort

We have pre-filled the form for you! Verify the details and continue.
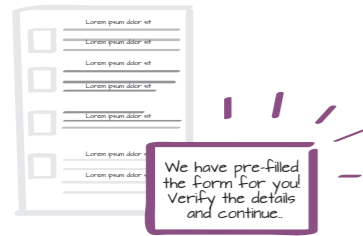
People avoid doing things that are tedious, ambiguous or difficult. They want to put in minimum effort to achieve their goals. Both, the actions and the related touchpoints need to designed for simplicity. The touchpoints themselves should be effortless to use and should aid people to carry out the action easily.

The things should be easy to :
- Understand
- Remember
- Do
- Use

Example:
Rutgers University made double-sided printing the default option on its lab printers. Students need to manually select the option to print on only one side of the page. The option to conserve is made much easier by setting it as the default option (swapping the effort required in the desirable and undesirable behaviour).

Ways to minimise effort:

● Can you do the effort on behalf of the people? e.g. pre fill a form. Give people a headstart. Provide check-lists. Distil into few key points/ steps. Use levels, progressively reveal new info.; Reduce the number of choices. Provide ways to filter /customise. Walk people through the Action - let them know what to do/ expect.

● Embed into routine, such that the behaviour takes place automatically when people are doing other activities.

● Use reminders, notifications, alerts

Shape choice architecture
(Defaults, Enhanced active choice, Recommended options)

Do you want to receive a newsletter from us every month?

Yes   No

Since people are lazy and want to avoid making complicated decisions, they tend to go with pre-selected options which don't require an extra effort. Make the desired behaviour the default option to build commitment towards it. However, ensure that people can freely opt-out or select alternatives (have freedom of choice).

Further, highlight the advantages of the desirable behaviour and the disadvantages of the alternative behaviour - Use enhanced active choice. This loss / gain framing helps in shaping people's perceptions towards the desired behaviour, making is effortless - since people always want to avoid losses.

Example:
Organ donation rates in Denmark & Germany are low (4 % &12%) because the default option is 'opt-in'. Meanwhile, they are 86% & nearly 100% in Sweden & Austria where the default option is 'opt-out'; since choosing not to be an organ donor is perceived as morally more deficient. This prompts conscious thought, prompting people to make the right choice.

ORGAN DONOR DEFAULTS

WHEN PEOPLE HAVE TO OPT OUT   WHEN PEOPLE HAVE TO OPT IN

Ways to use 'choice architecture':

● Make the desired behaviour a default - highlighted, check marked, pre-filled. Let it be the first option that people see. Minimise or completely eliminate the effort in choosing it. Increase the effort people have to put in to opt-out. At times the undesirable behaviour (opt-out of desirable behaviour) being a default also triggers people to opt-in for the desirable behaviour, since the default opt-out triggers conscious thought about the behaviour.

● Personalise the default desired behaviour using the user's data- 'recommended (for you)'. Highlight what people can lose.

Provide social proof

90%of the guests who stay in this room reuse the linen and towels.

Apart from wanting to be socially accepted, people also look for social proof while making decisions to reduce the effort in evaluating and comprehending the choices. When unsure about a decision or how they should behave, people align their choices with those of similar others, assuming that others have more knowledge, or if the majority have chosen something it might be correct.

Provide social proof to motivate people to carry out the behaviour, in the form of quantitative data or statements highlighting what others are doing / what is the socially accepted behaviour in that particular context.

Example:
Nolan et. al (2008) find that the most effective message in stimulating energy conservation is the one that gives social proof (as compared to messages that state that using less energy saves money, that it protects the environment or benefits the society). The message stating that a lot of other people are conserving energy, generates 3.5 times as much energy saving.

Your neighbours are saving energy, are you?

Ways to provide / use social proof:

● Show how many people have chosen the behaviour. Show peers performing the behaviour. Provide testimonials & reviews of others who have performed the behaviour. Use 'Best-seller', 'Most popular', 'others also viewed' tags.

● Use Authority - show expert recommended behaviours (e.g. doctors, teachers, scientists). Use certification marks.

● Appeal to personal or social identities / traits of people. e.g. 'apt for athletic people'; '75% mothers do this'. Build upon existing social norms such that people automatically perform the socially acceptable behaviour.

SPREAD MECHANISM

Spread Mechanism defines how the behaviour or *Action* will spread amongst the target group (enabling social contagion). The strategies presented suggest different ways of building social pressure in order to stimulate people to adopt the target new behaviour.

The strategies within the spread mechanism can be broadly classified into two categories:

S1 (Stimulate) Direct Social Pressure

These involve direct contact / interaction between an activated person (who is currently performing / is convinced to perform the desired behaviour) and the targeted person.

S2 (Stimulate) Indirect Social Pressure

These strategies indirectly build social pressure towards the desired behaviour by stimulating the person to compare themselves with peers.

Think of interactions between people (direct or indirect) that can help in spreading the behaviour. This can be facilitated through either physical or digital touchpoints that are built into the Action (touchpoints) itself or are designed specifically to spread the behaviour. The Spread Mechanism should be designed to complement both, the Actions and Incentives.

S1

(Stimulate) Direct Social Pressure

Direct social pressure includes interactions wherein one's peers directly request / force them to do something. This can be in form of an invitation, tagging on social media, nominating someone, nagging them through phone calls etc. Upon being tagged / invited, the person feels obligated to reciprocate or join the bandwagon, conforming to the new behaviour or social norm.

Facilitate these interactions between people through different channels (e.g. social media, physical meetings, newspapers etc). Select the spread mechanism (tag, nag, invite, nominate, challenge, share, refer etc.) based on the Action, and design the appropriate Touchpoints.

Example:

The ALS Ice Bucket Challenge required nominated participants to film (and post) a bucket of ice water being poured on their heads and then nominate others to do the same. The nominated person had 24 hours to comply or forfeit by way of a charitable financial donation towards research for ALS disease. It went viral on social media in 2014 and raised over $220M worldwide for the disease.
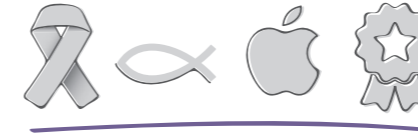
Ways to stimulate direct social pressure:

● Let frontrunners challenge, invite or tag others to carry out a task. Participation can be made exclusive through invite-only channels,to make it more desirable. For example, many brands like One-plus, Spotify (in the US), Socialcam rolled out their products through invite-only channels enabling peer-to-peer marketing.

● Combine direct social pressure with strategies like creating dependencies between people.

● Use on-going trends. e.g. Instagram challenges, Tiktok etc.

S2

(Stimulate) Indirect Social Pressure

People feel the social pressure to join a trend or perform certain behaviours even if they are not directly forced to do so. In order to belong to certain social groups or maintain a social identity, they feel pressurised to imitate others or conform to social norms. Further, if the behaviour is perceived to lend peers an advantegous position, it is imitated.

This comparison with peers and the subsequent emotions such as fear of missing out, envy, insecurity can be triggered by designing *Incentives* and making them (as well as the participation of peers) conspicuous; in turn prompting adoption of behaviour.

S2

Relevant strategies:

1) Use symbolism

2) Show experiences of others (stories, testimonials, reviews)

3) Show performance of peers (through leader-boards, wall of fame/shame, profile ratings)

4) Provide social proof

S2
Use symbolism

Symbolism is the use of signs and symbols to represent ideas and qualities. It can be used to show which individuals are pursuing the desired behaviour. Symbols can represent social identities (e.g. conscious mothers), group membership, participation in specific Actions or the possession of some thing / quality. This helps to trigger (sub) conscious comparison amongst peers, making the behaviour desirable.

Symbolism can be incorporated in clothing, accessories, merchandise (caps, wrist bands, flags, stickers, tags, badges, artefacts; or through filters, symbols on digital mediums. These should complement the Action and can serve as one of the Incentives itself - if made desirable enough.

Example:

As a part of the campaign to reduce littering in Transburg, residents who opted-in received stickers to be put on the doors or windows. These stickers showed which residents had made a commitment to improve the neighbourhood, prompting others to think about their role / duty towards the neighbourhood, and taking action.

Ways to use symbolism:

● Place the symbols in apt areas and make them highly visible. Use it in appropriate amounts; if over done, it loses effect.

● Instead of 2D symbols, think of 3D artefacts. Can these be be responsive to (reflect the) user's behaviour? e.g. a smart object placed in the front yard - blooms or withers based on the user's behaviour.

● Make use of / build upon existing symbols. Use daily objects. e.g. for non-compliant people, the door bell can has an annoying, loud ring. Use symbolism to shame / call out people for their current behaviours.

S2
Show experiences of others
(stories, testimonials, reviews)

While making difficult decisions, people rely on their peer's experiences or feedback to evaluate the decision at hand. Showing testimonials, reviews and ratings as social proof can help to make the behaviour more desirable.

The actions can be carefully curated to provide fun, exciting, novel, unique experiences towards the desired behaviour, which can be made visible to others. Seeing the experience of one's peers can induce the feeling of missing out. Both, online and offline channels can be provided for people to share their experiences.

Example:

To increase the uptake of the free check ups, NHS, redesigned their invitation letters and appointment cards, showing testimonials from local residents from different demographic backgrounds. This way people could easily relate to and trust the legitimacy of the invitation.

Ways to show experiences:

● Use existing channels to show people's experiences e.g. hoardings, billboards, instagram / snapchat stories, blogs/ vlogs, youtube, newspapers, talk sessions etc. Use different formats such as pictures, text, comic strips, stand-up comedy, bite-sized videos etc.

● Show people doing the behaviour along with their retrospective views, testimonials, reviews, ratings etc.

● Show both positive and negative experiences. The negative effects of current behaviour can also be shown through peers' experiences to trigger behaviour change.

Show performance of peers
### (through leader-boards, wall of fame/ shame, profile ratings)
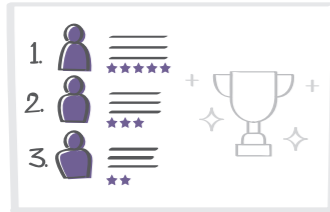
Indirect comparison and competition can be triggered amongst people by ranking and rating their behaviours. The performance of others can be shown through leaderboards, walls of fame / shame, comparison charts etc. via an app, emails, or displayed publicly through screens and billboards.

Placing the performance information in public spaces serves as a conversation starter, and builds curiosity amongst people who are not aware. Seeing one's peers on the leaderboards can enthuse people to join. Providing profile ratings can instil the urge to continue with the desired behaviour, since people do not want to lose their (higher) ratings.
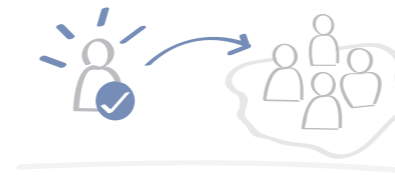
Example:
Opower provides people with an energy report, which shows comparison of one's energy consumption with their neighbours - to stimulate energy saving. The relative ranking provided motivates people to perform better and save more energy.
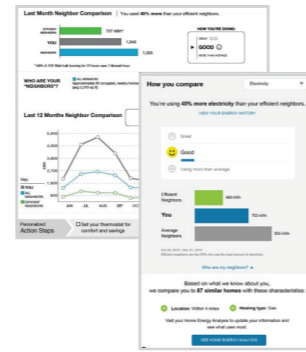
Ways to show performance of peers:

● Build levels or define ways to quantify the behaviour such that the progress and performance of peers can be tracked.

● Combine the strategies of 'show experiences of others' and 'show performance'. This can further reinforce the positive outcomes of the desired behaviour.

● Use gamification or interesting formats to show the peer's performance. Show building, area, community, lane wise performance instead of individual performance. Stimulate group/ collective action to maintain ranking /rating.

INCENTIVES

Incentives act like motivations that persuade people to participate in the *Action* or carry out the behaviour. These can stimulate comparison amongst peers (especially when made highly visible). The incentives can be tangible or intangible, and can be embedded into the *Action / Spread Mechanism* (touchpoints), or be separately designed.

Think of 'Why would people participate in this Action? What will they gain / lose?' when thinking of incentives.
Ensure that the incentives make the behaviour desirable (create feelings such as the fear of missing out, envy etc. amongst non- participants). Following are some different type of incentives (strategies) that can be offered / used:

1 Give people a social identity; Provide people group membership

2 Use cash or kind incentives (special privileges, perks or guaranteed outcomes)

3 Provide unique, fun, novel experiences

4 Make it an achievement, a new skill or quality

Consider the timing of the Incentives (gratification)- immediate / in the future. Since people are averse to losses, think of **'losses' as an incentive**: loss of any of the above. e.g. people would avoid the loss of their (current) tax benefits; or loss of their identity as a responsible citizen.

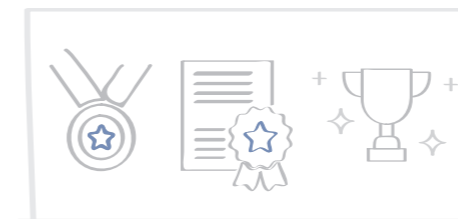## Give people a social identity; Provide group membership

People comply with and conform to social norms in order to fit in, maintain their social relationships and manage their social identities. Thus, providing them with specific social identities or membership to groups that complement their existing social identities (or the one's they aspire to be) can serve as an incentive for them to adopt the target behaviour (or continue participating).

Further, if the group is shared with peers (or similar others), people will go out of their way to avail the membership and maintain the social identity; prompting them to carry out the desired behaviour.

Example:
Parents pride themselves in caring for their children and want to provide the best for them. Appealing to this identity, citizens who start saving for the energy transition can be given a recognition of being 'responsible parents' from the govt. They can be given extra benefits and their membership to this 'responsible parent' group can be made visible to others. Once recognised as responsible, people will not want to jeopardise that image.
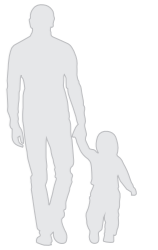
Ways to design group membership / social identities:

● Appeal to existing social identities or define new one's based on the aspirations of the target group. The social identity can also conform people with a status or reputation. (e.g. responsible parents, conscious citizens, pioneering family, active moms).

● Membership can be provided to existing groups or new groups can be created through the Action. Groups can be driven solely by functional purposes eg. self-help groups. Make membership exclusive eg. invite-only. Make the social identity / group membership visible to others eg. through symbolism, wall of fame etc.

Make it an achievement, a new skill or quality

Turning the desired behaviour into an achievement or translating it into a new skill or quality that people possess, serves as an incentive for people to participate.

The achievement can be a result of a competition, or simply participation. It can be quantitative in nature (in terms of points earned, ranks and positions etc.) or qualitative (accomplisment of a goal). It can also be the achievement of a new skill, quality, reputation or identity through trainings and certifications.

The achievement, or possession of a skill/ quality can be for individuals or groups, and can be gained physically or through digital mediums.

Example:
Citizens can undergo a training to become experts about sustainable lifestyles or greener energy alternatives. Upon completion, they can receive a certification which adds to / reflects on their resume, and can provide them with extra benefits at their jobs.

Ways to provide an acheivement, new skill, quality:

● Think of benefits of having the achievement, new skill or achievement. Base these off on people's aspirations. What do people receive upon acheiving something? What qualities do people want to have? eg. access to something, a seat at the table, additional source of income, social identity, reputation etc.

● Use gamification elements to make it fun to achieve something or learn new things.

● Design specific touchpoints that show the achievement, possesion of quality / skill. Use symbolism.

Use cash and kind incentives

Cash and kind incentives / rewards are known to be effective prompts in affecting behaviour change. Cash incentives can be in terms of savings, discounts, low interest loans, future valuation, low taxes, funding and sponsorship.

Kind incentives can be gifts, freebies, samples, subscriptions. These can also be special privileges, perks, benefits (e.g. group discount, free parking, access to party/ guest-list) or guaranteed outcomes such as warranty, free lifetime service and repairs etc.

Example:

In a study by Volpp et al. (2008), a group of people who met their weight-goals, were automatically entered into a daily lottery with a 20% chance of winning $10 & a 1% chance of $100. Those in this treatment group lost 13.1lbs on average compared to 3.9lbs amngst people with no incentive after 4 months.

Ways to make use of cash /kind incentives:

● While cash and kind incentives are effective, they only trigger short-term adoption (until they last). Think of ways to extend their effect, combine with other types of incentives.

● Since people are loss averse, the cash and kind incentives can also be taken away. Think of existing benefits people enjoy that can be taken away from them.

● Bundle losses, segregate gains. Combine small losses with big gains, and small gains even with small losses.

Provide unique, fun, novel experiences
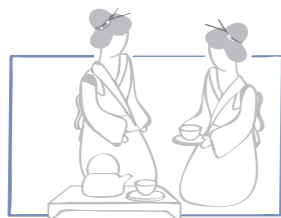
Owing to the rise of the experience economy, people are always looking for new unique experiences. Further, digital means of sharing experiences pave way of emotions such as FOMO, which prompt people to imitate their peers (they want to experience the same things), giving rise to the bandwagon effect and trends.

Thus, designing unique, fun, novel experiences can prove to be an incentive for people to adopt / try specific behaviours and can give rise to social contagion. These can be a part of the Action.

Example:

An extremely hydrophobic paint is applied to walls of the railway station in Cologne to curb public urination. Any stream of liquid aimed at the wall bounces back off at roughly the same angle; thus, urine splashes back on the person. In order to avoid this negative experience, people refrain from urinating on the wall.

Ways to provide unique, novel experiences:

● Experiences can be physical, digital or virtual. These can be incorporated in existing touchpoints / services (eg. in a dustbin) or specifically designed (say for educative purposes). The experiences can be both positive or negative.

● Emotions play a key role in one's experience; thus triggering apt emotions through the process is important.

● Use peak-end rule and/or gamification tactics.

● Devise ways for people to share their experiences.

DESIGN CANVASES

Intervention Design Canvas 1
Do with all participants

1A
Define the overall GOAL of contagion / project
What is the target behaviour that needs to be spread?

eg. Gas discontinuation / Residents understand the urgency to act towards climate change / Awareness of energy transition amongst residents

1B
Define the SPECIFIC design question/ problem/ content for contagion (the WHAT)

•Can you break the overall aim into smaller aspects that need to be tackled?

•What are the smaller problems that give rise to the overall goal?

•What are the perceptions or apprehensions of the target group/ other barriers that result in inaction?

As a group discuss these specific design questions / problems you want to tackle. Select 2-3 questions that you will target during this brainstorm session.

eg. Myths and misunderstandings amongst residents / Residents don't understand the hidden costs, technological specifications

1C
Translate the specific design question (WHAT) into a HOW TO / HOW MIGHT WE question:

Refer to the examples given.

This question(s) will be answered during the brainstorm.

eg. How to curb the spread of myths and misunderstandings ? How to devise myth busters? How to ensure residents do not believe myths about the technological alternatives? How to ensure people do not create and spread myths about energy alternatives / gas discontinuation?

1D
Identify the social contexts for contagion:
Which social identities and social networks of people are relevant to trigger the contagion?

Which are the key spaces where the target group meets / interacts with similar people?

Which are the key social spaces / environments / contexts where social interactions will take place to enable contagion?

eg. Streets, Vicinity of the building, Church, Gym, Bus-stops as the social context for contagion.

Intervention Design Canvas 2
Breakout into smaller teams

Step 2 : Brainstorm Ideas

1C

?

Copy the HOW TO / HOW MIGHT WE question (defined in step 1C) for reference. This is the design question to be answered during brainstorm.

eg. How to curb the spread of myths and misunderstandings ? eg. How might we ensure residents understand the hidden costs related to a technology?

2A

Select relevant categories of Action inspiration cards
Based on the goal and specific design question, select the relevant Action design category(s) (A1, A2, A3, A4). Alternately, select a few cards at random from each category and use those.

A1, A2, A3, A4

Distribute the cards amongst the participants.
Along with the Action cards, distribute 1 or 2 Spread Mechanism and Incentive cards to each team member.

Let each participant go through their cards. Once done, briefly discuss the cards.

2B

As a team /individually, brainstorm ideas to answer the How to / How might we question identified in 1C.
• Use the Action, Spread mechanism and Incentive cards for inspiration and come up with ideas.
• Consider this as a parking lot for all ideas for Action, Spread Mechanism and Incentives. They don't need to form a single concept as yet.
• Keep the identified social contexts of interaction and contagion in mind while ideating.
• In case there are more than 3 participants, carry out the brainstorm in smaller teams of 2-3 people

Actions

What Tasks / Activities / Challenges/ Campaigns can people perform/ participate in, that will help in achieving the target behaviour? Think of physical / digital touchpoints that can be used to trigger the target behaviour.

Spread Mechanisms

How can the target behaviour / Action be spread to other people? Think of Direct / Indirect social influence / pressures.

Incentives

Why will people want to perform / participate in the target behaviour / Action? What will they gain out of it? What will they lose if they don't participate?

Parking lot for all your ideas; There is no right or wrong!

Intervention Design Canvas 3

Step 3 : Generate concepts for contagion

Continue in breakout teams

3A **Discuss ideas generated in step 2.** Build on each other's ideas, group similar ideas.

3B **Mix and match ideas** to generate concepts for contagion of the behaviour. For each concept define the Action, Spread mechanism, Incentives and Touchpoints that will be used.

	Action	Spread Mechanism	Incentive	Touchpoints
	What Tasks / Activities / Challenges/ Campaigns will people perform/ participate in, that will help in achieving the target behaviour?	How can the target behaviour / Action be spread to other people? Think of Direct / Indirect social influence / pressures.	Why will people want to perform / participate in the target behaviour / Action? What will they gain out of it? What wll they lose if they dont participate?	List the touchpoints that will be used while carrying out the Action. Which touchpoints will enable the spread of the behaviour? Which touchpoints embody the Incentives?
Concept 1				
Concept 2				
Concept 3				
Concept 4				
Concept 5				

Intervention Design Canvas 4
Do with all participants

Step 4 : Evaluate and Select concepts

4A

Each team should present their ideas (top 3/5) to the bigger group.
Build onto each others ideas. Discuss pro's/ con's. Add / Subtract details.

4B

As a team, define the evaluation criteria for the concepts based on the goal of the contagion and other constraints:

You can use the design principles and design criteria for evaluation of ideas.

If possible, list the evaluation criteria from most important to least important.

eg. ease of implementation, spread /reach of contagion, cost of implementation, effectiveness in meeting the goal of the contagion.

4C

Use any one of the following methods to evaluate and shortlist the concepts:

| **Vote using coloured dots**	**C-Box**	**Rank the concepts**
• For each of the evaluation criteria, define a specific colour dot (either print coloured dot stickers, or use colourful markers).	• If there are only two key evaluation criteria, use a C-box.	• As a team, discuss and find top three concepts for each evaluation criteria.

Vote using coloured dots:

eg. Spread / reach of contagion

• Keep the concepts of all the teams together (on a board / table). For each evaluation criteria, vote for the concepts that are most promising. Each person can vote for 3 concepts for each evaluation criteria. Let everyone vote simultaneously.

• Based in the tally of votes and the importance of evaluation criteria, select top 3 / 5 promising concepts, that will be detailed further and can be validated in field.

C-Box:

• Plot x and y axis. Assign one evaluation criteria to each axis (eg. x-axis : cost of implementation - cheap to expensive; y-axis : spread /reach of contagion max. reach to min. reach)

• As a team, go through each concept and place it on the c-box according to how it fares on both the evaluation criteria.

y-axis: reach of contagion
maximum reach
x-axis: cost of implementation
cheap
expensive
minimum reach
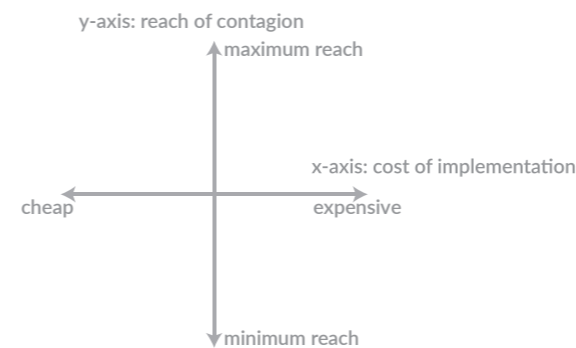
• Once all concepts are evaluated (placed on the c-box), decide which quadrant is most feasible. Detail the concepts in this quadrant in the next step and validate in the field.

Rank the concepts:

eg. Reach of contagion   Evaluation criteria #2

1. _____   1. _____
2. _____   2. _____
3. _____   3. _____

• Now vote for the most promising concepts, or decide together 3/5 concepts that fare well in all evaluation criteria and can be taken forward for detailing and validation.

Intervention Design Canvas 5

Step 5 : Detail the selected concept(s)

Concept (Name / number):

|	
Private sphere	Public sphere
Individual action	Group action
Daily　　　　WeeklyM	onthly　One time in 'X' months

5A **Detail how the contagion will unfold**

Use the following spectrums to think about 'where (it takes place)', 'who (does it / initiates is)' and 'how often' for the concept.
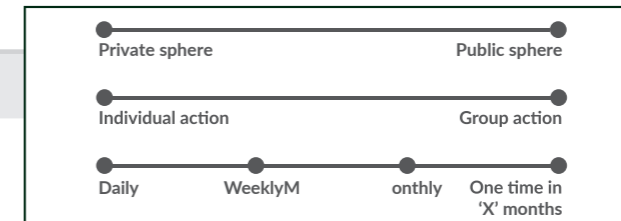
Outline the contagion process:

- Who (individual /group) will initiate the Action / be the first one to do the Action / target behaviour? What do they do? How often? Why do they do it? How does it spread?
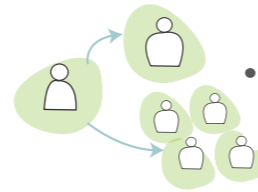
- Who will the initiator spread the Action / target behaviour to (individuals (one or many)/ group)? Do they do a collective action? Why will they participate? How will they do the Action?

5B **Detail / Visualise the (Action / spread mechanism / incentive) Touchpoints:**

- Use the Touchpoint cards for inspiration. Go through the Touchpoint strategy cards and apply the relevant strategies to make the touchpoints more effective.