

# **'Methods and Models'**

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**at the Lancaster Working PARTY! #2**

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# Let's Play Policy!

I show you a model, you answer these three questions:

- How would you intervene?
- How would you measure the success of the intervention?
- What assumptions about actors and action are implicit in the model?

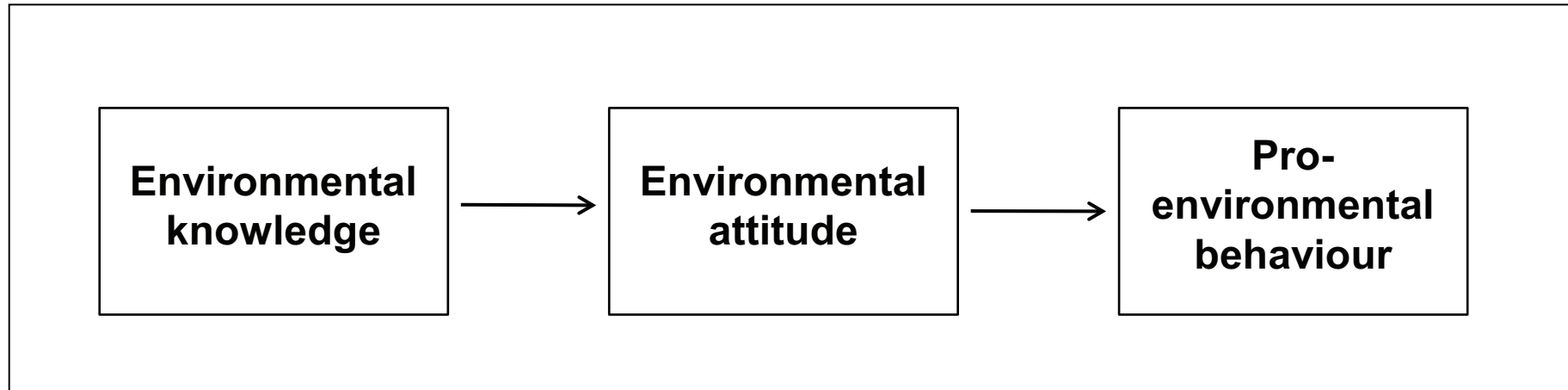


# Economic Theory

- **Economic Theory the starting point for understanding behaviour,**
- **In traditional (neo-classical ) economics, individuals as utility maximisers (a working assumption), Rational Choice Theory as the default model of human behaviour**
- **Rational Choice Theory depends on three elements:**
  - **cost-benefit calculation...**
  - **within a fixed budget ...**
  - **and ability to anticipate outcomes**
- **For these conditions to hold true, perfect information required, and the ability to process it perfectly**
- **More recently, economists note the limits to human decision making – eg. ‘bounded rationality’ – and behavioural economics is born**



# A linear [deficit] model of pro-environmental behaviour (Kolmuss & Agyeman 2002)

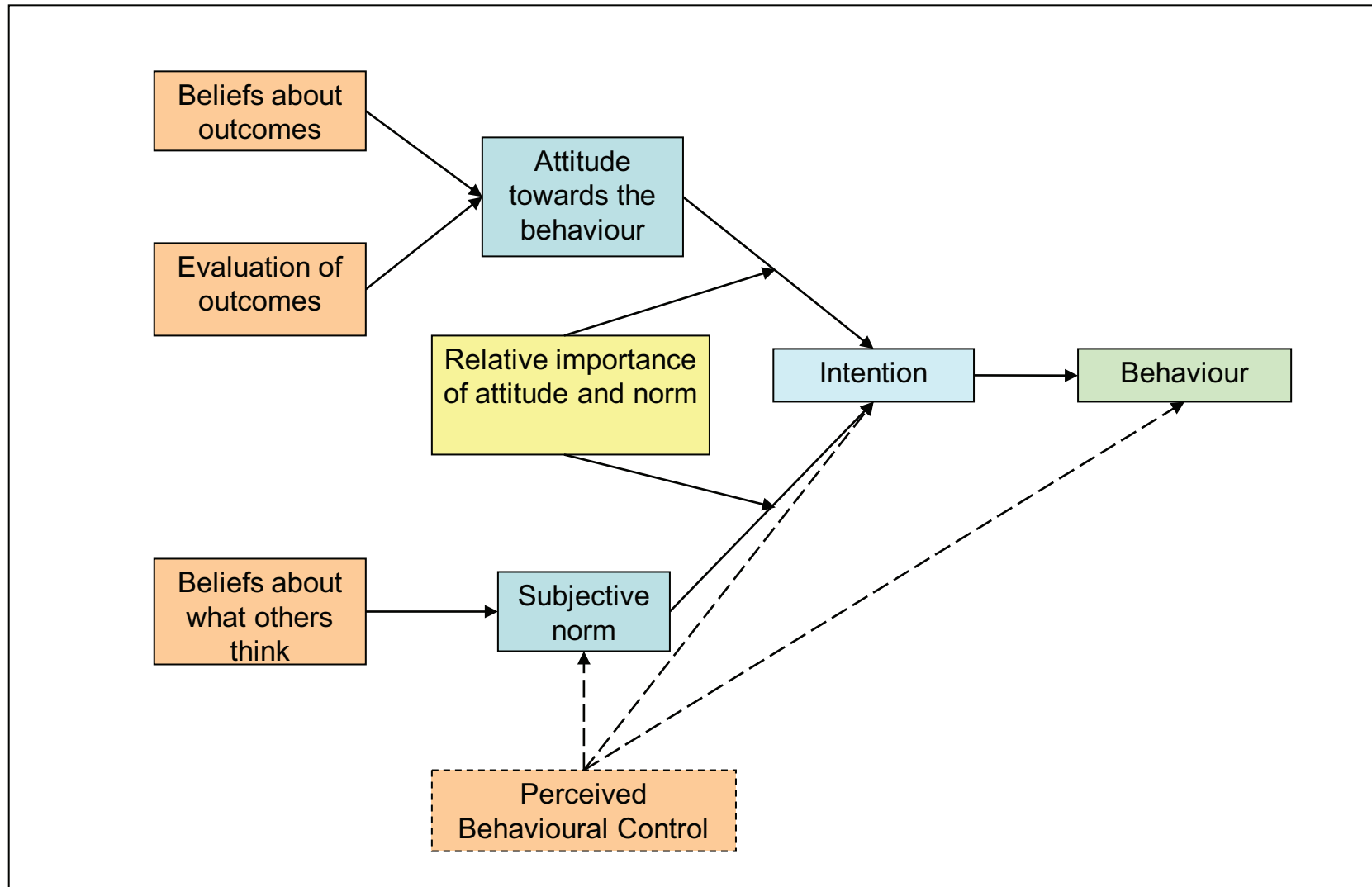


# Social-Psychological Models

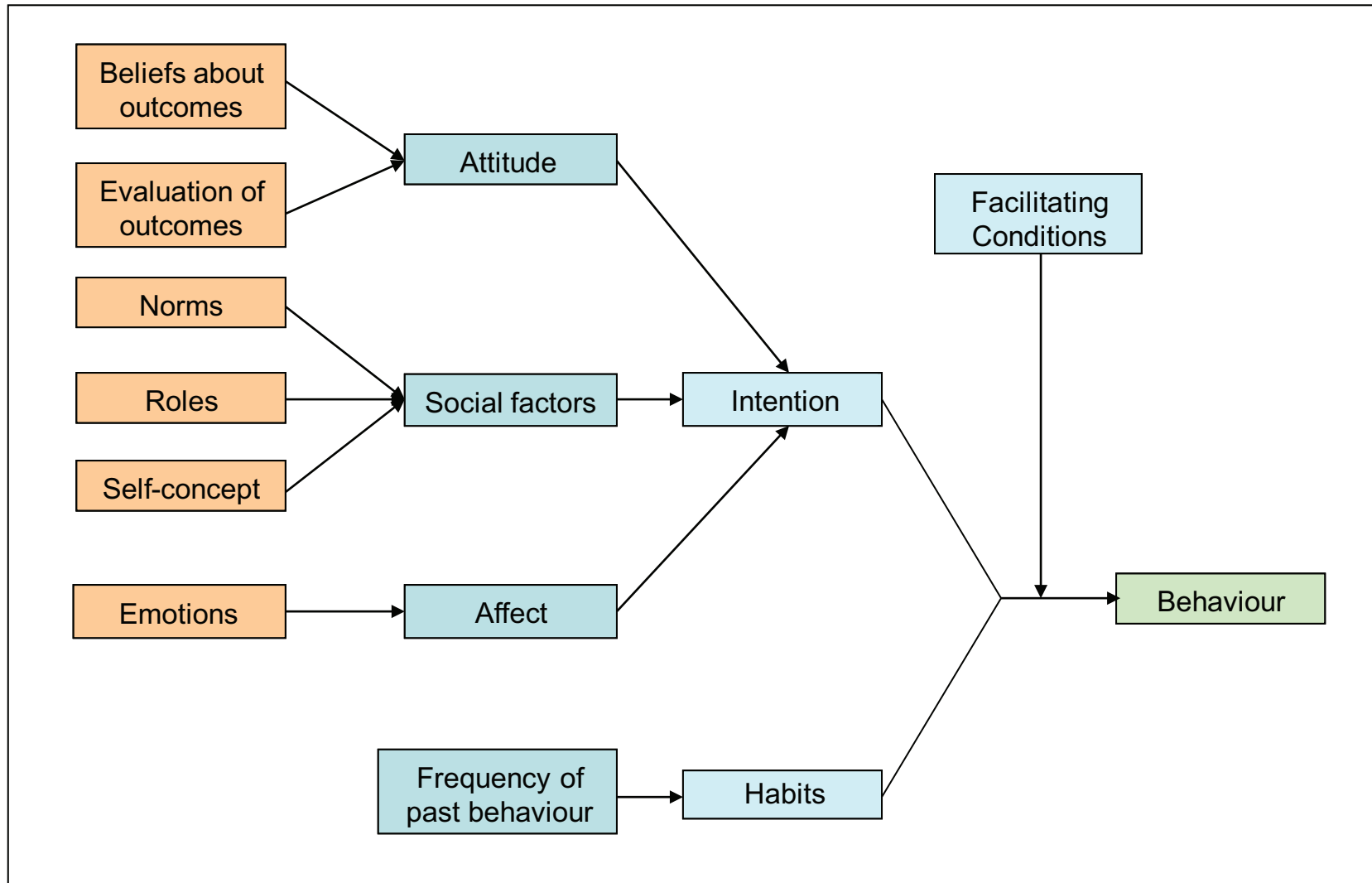
- Social-psychological models the standard for behaviour change
- Models are “...concepts that will help people use their heads”  
(Triandis 1977)
- From Expectancy Value Theory (based in attitudes), becoming increasingly Adjusted (EV models), ie. less deliberative
- Factors inc.
  - Values, beliefs, attitudes
  - Norms
  - Agency
  - Habit
  - Affect



# Ajzen's Theory of Planned Behaviour (1986)



# Triandis' Theory of Interpersonal Behaviour (1977)



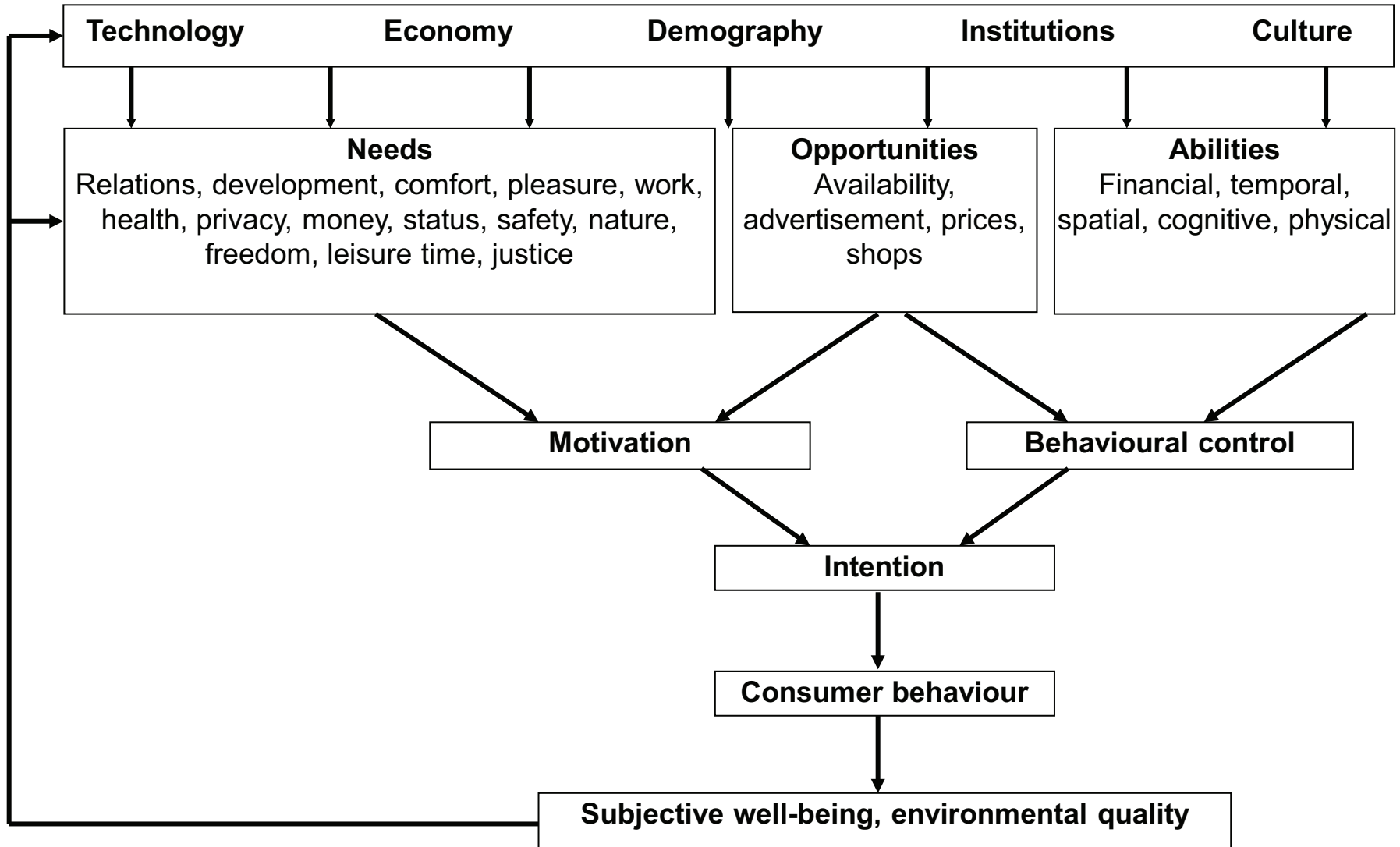
# Ecological models

- External factors often left ‘off the model’
- Where ‘facilitating conditions’ are featured, also include individual’s resources (skills and abilities) (Triandis 1977)
- ...although debate over extent to which ‘facilitating conditions’ are “*out there*” in the environment (Triandis 1980)
- (Unmapped) external/material factors seen as barriers to change
- Models at higher level of scale also required, eg ‘Ecological’ models in public health
- Individual processes (biological/cognitive) influenced by societal factors
  - eg. Bronfenbrenner (1979): **micro, meso, exo, macro** systems





# Vlek et al's NOA Model (1997)



# Systems Thinking

- **Systems defined by their ‘emergent properties’, which provide their resistance to change**
- **In human activity, ‘emergent properties’ account for ‘policy resistance’**
- **Systems thinking as “*a discipline for seeing wholes*”**
- **Thus a diagnostic (not practical) technique for approaching complex problems, or ‘messes’**
- **Produces diagrams and maps, not models**





## Practice Theory

- No fixed Theory of Practice, but collection of writings gathered by eg. Schatzki (1996) & Reckwitz (2002)
- Schatzki's *"intertwining strands"* in a practice become Reckwitz's *"blocks of elements"*

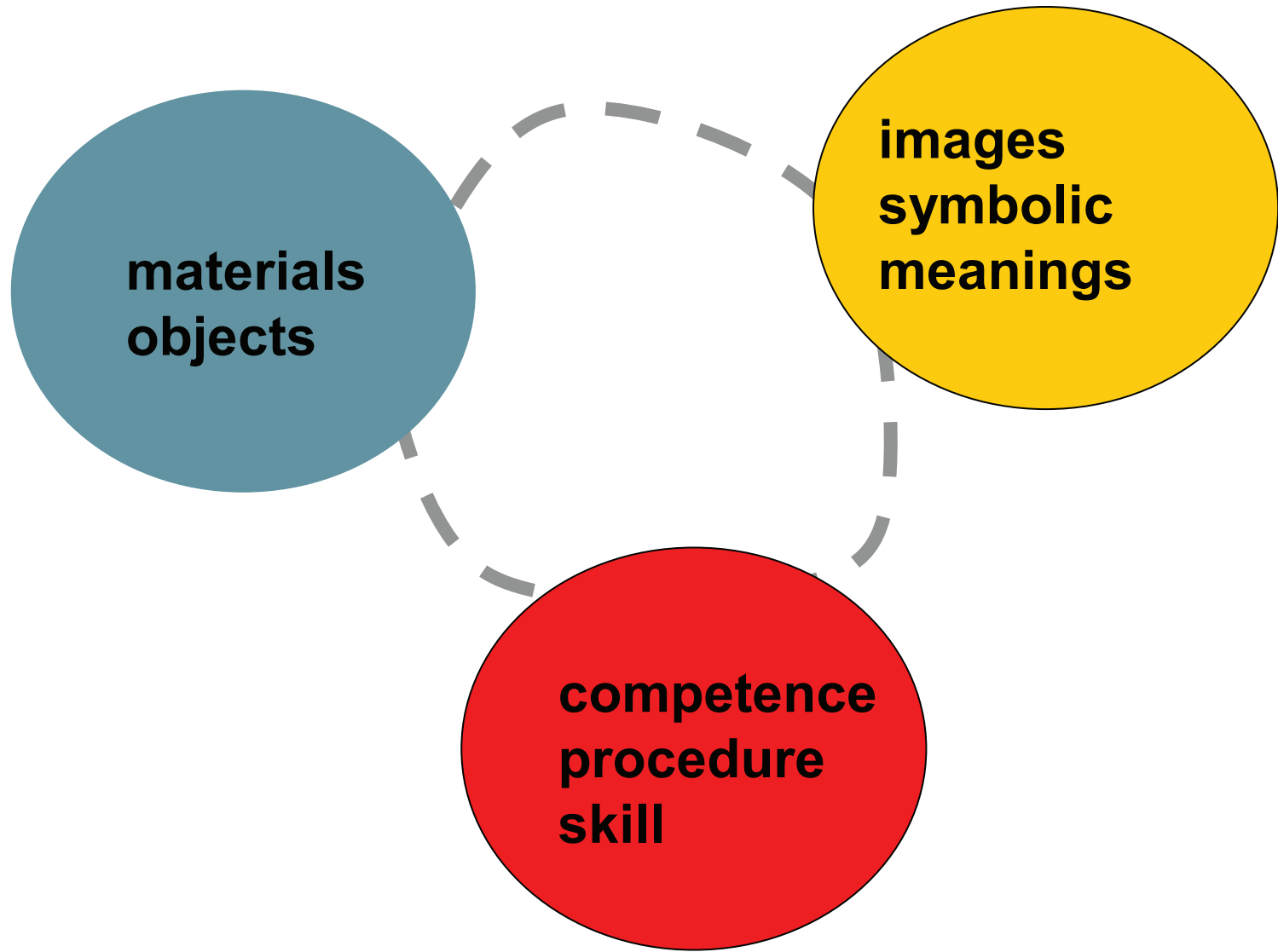
*"A 'practice' (Praktik) is a routinised type of behaviour which consists of several elements, interconnected to one another: forms of bodily activities, forms of mental activities, 'things' and their use, a background knowledge in the form of understanding, know-how, states of emotion and motivational knowledge."*

(Reckwitz 2002:249)

- For Shove et al, three principal elements can be identified in "open, yet fundamentally contingent" practices:
  - **Materials** ('things'; also necessary infrastructure)
  - **Competences** (skills and 'know-how'; procedures)
  - **Images** (also ideas and interpretations)



# Circulation of Elements in a Practice (Shove 2008 forthcoming)



## Differences between 'Behaviour' and 'Practice' (Darnton et al 2009 forthcoming)

### Psychology

### Sociology

<b>Behaviour</b>	<b>Practice</b>
<b>Individual as Origin</b>	<b>Individual as Carrier</b>
<b>Caused by Drivers</b>	<b>Co-evolving</b>
<b>Consequentialist</b>	<b>Recursive</b>
<b>As if for the First Time</b>	<b>Within Continuous Flow of Activity</b>
<b>Contextual Cues</b>	<b>Emergent Rules and Resources</b>
<b>Individual Choice</b>	<b>Shared, Social</b>
<b>Values/Beliefs as Underlying Foundations</b>	<b>Needs/Desires as Outcomes</b>





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