**Behavior Research Template**

**INSTRUCTIONS**

* Use this template to collect and organize key findings from your research on factors and supporting actors influencing practice of the behavior. You should complete a separate one of these for EACH behavior and then have it to use as you work through the creation of the profile.
* Research can be drawn from published studies, project reports or other data you have access to. It should be related to practice of the behavior in your context as much as possible, rather than reflective of global evidence, as factors can differ on the ground.
* If considering published literature, using Google Scholar or other such programs can be helpful. Consider starting with broad search terms such as “factors influencing practice of BEHAVIOR in COUNTRY X”. You can narrow your search terms as you start to flesh out the table, refine your search with more specific terms such as “Influence of social norms on BEHAVIOR in COUNTRY X,” or “importance of family members support in uptake of BEHAVIOR in COUNTRY X” Remember, there is likely a huge amount published on the health issue that the behavior addresses, but you want to focus your research on the factors and the critical supporting actors influencing the behavior.
* This table is meant to guide a discussion. It is not meant to serve as an exhaustive literature review. However, it does provide a structured approach to ensuring your discussion in creating a behavior profile is evidence-driven, rather than subjective. Provide numbered references for your findings and note your sources at the end of the table.
* Note, not ALL potential factors and supporting actors listed here might be relevant in your context for the particular behavior you are researching. Leave blank those that do not surface as important—it will be helpful to know as you create the behavior profile.

*ACCELERATE is made possible by the generous support of the American people through the United States Agency for International Development (USAID) and is implemented under Task Order No. AID-OAA-TO-15-00052 by The Manoff Group, Inc. in association with Howard Delafield International, OneWorld UK, Social Impact, Inc., and Sonjara, Inc. ACCELERATE is issued through the Transform IDIQ (Contract No. AID-OAA-I-14-00002).*

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|  |  |
| --- | --- |
| BEHAVIOR | [INSERT HERE] |
| Indicator | [INSERT HERE, If Available] |
| Steps | 1. [INSERT HERE]  2. [INSERT HERE]  3. [INSERT HERE] |

| **Research on the Data/Statistics, Demographics and Current Practices for the Behavior** | |
| --- | --- |
| **Data/Statistics**  **(general data/statistics, and based on indicator, if available)** |  |
| **Demographics** |  |
| **Current Practices** |  |

| **FACTORS TO CONSIDER** | **DEFINITION** | **RELEVANT RESEARCH FINDINGS**  (Insert as summary bullets, cut-and-paste from articles or in any other format that will help with discussions while creating a behavior profile. Provide references and note sources at end) |
| --- | --- | --- |
| **Structural** | | |
| **Accessibility** | The primary actor’s opportunity to practice the behavior given external constraints, including physical, economic, political, and policy constraints |  |
| **Experience with Provider or Other Supporting Actor** | The primary actor’s perception of the experience with a person associated with a product, service, group, company, institution or a supervisor or other supporting actor  Note: This is only applicable if the primary actor uses a service. If the service provider (e.g. a health worker, a government employee, a business) is the primary actor, their actual competencies should be considered under "Skills" |  |
| **Experience with Product, Service, Group, Company or Institution** | The primary actor’s perception of their experience with a product, service, group, company or institution |  |
| **Social** | | |
| **Family, Peer and Community Support** | Proactive or passive help, encouragement, or attitudes toward a behavior by family members, peers, colleagues, or others in the community at large |  |
| **Gender** | The social rules and expectations around gender that influence the practice of a behavior |  |
| **Norms** | The acceptability and standards for practice of a behavior determined by religious, cultural, or other social rules and expectations, including workplace norms |  |
| **Internal** | | |
| **Attitudes and Beliefs** | The primary actor’s personal judgment, feeling, or emotion towards a behavior |  |
| **Self-Efficacy** | The primary actor’s personal confidence, agency, and conviction in their ability to practice a behavior  Note: This factor may not be applicable in many cases beyond health |  |
| **Knowledge** | The primary actor’s current information required to practice a behavior |  |
| **Skills and Capacity** | The primary actor’s ability to perform a set of tasks required to practice a behavior |  |

| **POTENTIAL ACTORS AND ACTIONS** | **DEFINITION** | **RELEVANT RESEARCH FINDINGS**  *(Insert as summary bullets, cut-and-paste from articles or in any other format that will help with discussions while creating a behavior profile. Provide references and note sources at end)* |
| --- | --- | --- |
| **Institutional** | | |
| **Policymakers** | People who design and implement policies |  |
| **Managers** | People who supervise or manage others, including potentially the primary actor or a service provider providing a service to the primary actor |  |
| **Logistics Personnel** | People in charge of managing product or commodity supply chain at all levels |  |
| **Providers** | People who directly provide services to an end-user, client or customer |  |
| **Employers** | People or organizations that employ people |  |
| **Community** | | |
| **Community Leaders** | People viewed as having influence and representing the community |  |
| **Religious Leaders** | People viewed as having influence within a religion |  |
| **Teachers** | People that teach others,  usually in a school setting |  |
| **Household** | | |
| **Family Members** | Immediate or extended family members such as parents, grandparents, aunts, uncles, or siblings |  |
| **Male Partners** | Spouses, boyfriends, or other male companions |  |

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| **SOURCE #** | **CITATION** | **LINK** |
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