

PART 2: CYCLING BEHAVIOUR CHANGE TOOLKIT

EXPLANATION, EVIDENCE AND PROGRAM MAPPING TOOL

**“STOP TRYING TO CHANGE REALITY BY ELIMINATING
COMPLEXITY”**

David Whyte, Poet

OUR CYCLING BEHAVIOUR CHANGE TOOLKIT ¹

Sustain the Behaviour Change

Our toolkit is a step-by-step guide to incorporating evidence from cycling initiatives and other behaviour change programs into your own program.

4

1 Segment Target Population

2 Identify & Remove Barriers

3 Implement Commitment Strategies

Community-based partnerships

1. Savan, B., Cohlmeier, E., Ledsham, T. Integrated Strategies to Accelerate the Adoption of Cycling for Transportation (2017), Transportation Research Part F: Traffic Psychology and Behaviour (in press).

OUR CYCLING BEHAVIOUR CHANGE TOOLKIT

If you omit a step – for example, the targeting step or the barriers step – it will likely result in a much less successful, or even failed, program.

The next few slides will go through the research evidence that supports this step-by-step program development process. It will help you think through how to design each element of your program to maximize the likelihood of behaviour change.

At the end of the section, you'll have access to a program mapping tool based on the toolkit. You can use this program mapping tool to map out your own future programs or to assess gaps that may exist in your current ones.

COMMUNITY-BASED PARTNERSHIPS

TO PROVIDE ONGOING SOCIAL SUPPORT THROUGH MODELING, LOCAL HUBS AND PERIODIC EVENTS

Community-based partnerships can help you to better understand and implement each of the 4 steps we are about to cover for incorporating behaviour change strategies in cycling skills programs.

What? – Community-based partnerships are collaborations between different organizations or groups to contribute to a specific program that is of interest to all involved. The partnerships are more likely to be successful if they are mutually beneficial, they are based in trust, and the roles or contributions are clearly agreed upon at the start of the program.¹

1. OECD. (2006). *Successful Partnerships, a Guide*. OECD LEED Forum on Partnerships and Local Governance. Retrieved from: http://www.oecd.org/leed-forum/publications/FPLG_Guide_2006.pdf

COMMUNITY-BASED PARTNERSHIPS

TO PROVIDE ONGOING SOCIAL SUPPORT THROUGH MODELING, LOCAL HUBS AND PERIODIC EVENTS

The presence of an enthusiastic cycling facilitator or program “champion” helps to facilitate program implementation and offers encouragement to other participants.^{1,2,3,4,5} This “champion” should be a cyclist who understands and is able to communicate program objectives, steer through sometimes controversial initiatives, and is comfortable handling local media attention.²

1. Aldred, R. & Jungnickel, K. (2010). "On the Outside: Constructing Cycling Citizenship." *Social & Cultural Geography*, 11(1), 35-52.
2. Cleary, J. & McClintock, H. (2000). Evaluation of the Cycle Challenge Project: A Case Study of the Nottingham Cycle-Friendly Employers' Project. *Transport Policy Journal*, 7, 117-125.
3. Luton, J. (2008). *Bike to Work Week – A Case Study in Successful Behaviour Change*, Pedestrian and Bicycle Information Center.
4. O'Fallon, C. (2010). *Bike Now: Encouraging Cycle Commuting in New Zealand – Research Report 414*. N. Z. T. Agency. Wellington, New Zealand, 190.
5. Stokell, T. (2010) *Challenge for Change. The Cyclists Touring Club's Challenge for Change – The Workplace Cycle Challenge*.

COMMUNITY-BASED PARTNERSHIPS

TO PROVIDE ONGOING SOCIAL SUPPORT THROUGH MODELING, LOCAL HUBS AND PERIODIC EVENTS

Creating social support networks through behaviour modeling and social cues correlates positively with increased cycling for transport. ^{1,2} Cycling visibility, particularly in one's own "social" group, has the potential to increase cycling's "normality" and, subsequently, its popularity. ³

"People who live in households with other cyclists, had co-workers who cycled to work or saw adults cycling in close proximity to their house were more likely to cycle themselves."⁴

1. De Geus, B., et al., (2008). Psychosocial and environmental factors associated with cycling for transport among a working population. *Health Education Research*, 23(4).
2. Titze, S., Stronegger, W., Janschitz, S. Oja, P. (2008). Association of Built-Environment, Social-Environment and Personal Factors with Bicycling as a Mode of Transportation Among Austrian City Dwellers. *Preventative Medicine Journal*, 47(3), 252-259.
3. Christensen, J., Chatterjee, K., Marsh, S., Sherwin, H. and Jain, J. (2012). Evaluation of the Cycling City and Towns Programme: Qualitative Research with Residents. Report to Department for Transport by AECOM, Centre for Transport & Society and the Tavistock.
4. Dill, J. & Voros, K. (2007). Factors Affecting Bicycling Demand: Initial Survey Findings from the Portland Region. 86th Annual Meeting of the Transportation Research Board, Nohad A. Toulon School of Urban Studies and Planning, Portland State University.

COMMUNITY-BASED PARTNERSHIPS

TO PROVIDE ONGOING SOCIAL SUPPORT THROUGH MODELING, LOCAL HUBS AND PERIODIC EVENTS

A compelling media and marketing presence, combined with a clear, concise and consistent program identity have proven integral to cycle promotion program success. ^{1,2,3,4} O’Fallon (2010) and the Tools of Change Highlight Series (2012) ⁵ explain that program name, logo and brand consistency are important to secure community engagement, as are public and private sponsorships and partnership, particularly during program “start-up.”

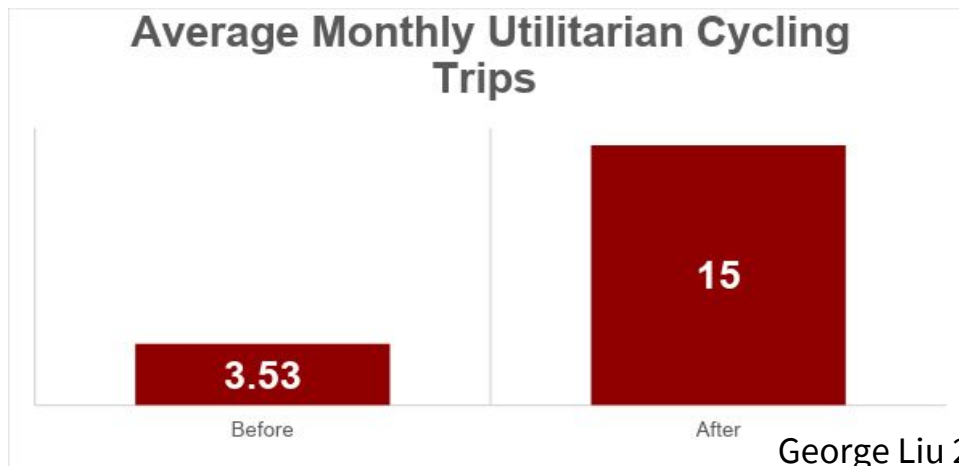
To maximize success in your partnership, reach out early to explore how the partnership could be mutually beneficial for all involved. Consider writing a memorandum of understanding or other agreement to help clearly define roles and encourage a shared understanding throughout the delivery of the program.

1. Cooper, C. (2007). Successfully Changing Individual Travel Behavior: Applying Community-Based Social Marketing to Travel Choice. Transportation Research Record: Journal of the Transportation Research Board, 2021(1), 89-99.
2. Lavizzo-Mourey, R., & McGinnis, J. M. (2003). Making the case for active living communities. American Journal of Public Health, 93(9), 1368-1388.
3. O’Fallon, C. (2010). Bike Now: Encouraging Cycle Commuting in New Zealand – Research Report 414. N. Z. T. Agency. Wellington, New Zealand, 190.
4. Yang, L., et al., (2010). Interventions to Promote Cycling: Systematic Review. British Medical Journal 341, 5293.
5. Surborg, B. (nd). Arhus Bike Busters Project, Tools of Change Case Study.

COMMUNITY-BASED PARTNERSHIPS

CultureLink's Bike Host program gets additional support from partnerships with [Cycle Toronto](#), a cycling-advocacy organization, and the Toronto Cycling Think & Do Tank.

Their highly successful program resulted in just under 5X the number of cycling trips taken for transportation by the end of the program among participants compared to no significant change in cycling in a comparable control group.



1. SEGMENT TARGET POPULATION

What? – This step involves deciding on a specific group of people to target with your program.

Many programs are targeted for a specific group because of an organization's mandate, the funding that supports the program, the region or area that the program or organization serves, or other fixed factors.

If possible, it is beneficial to target groups that have shared experiences or demographics rather than only by geography or where they live. This can be facilitated through the community-based partnership approach already described.

1. SEGMENT TARGET POPULATION

Why? - Evidence on cycling programs supports the idea that targeting helps improve your program's chances of changing travel behaviour:

Population segmentation is increasingly recognized as an important tool in the delivery of travel behaviour change programs. ^{1,2,3,4}

Individualized programs highlight the importance of this segmentation and illustrate that interventions need to respond to the different motivations and deterrents within targeted groups. Targeting allows you to adjust your program for optimal fit to specific groups to maximize opportunities for changing travel mode choice. Personalized travel programs usually involve targeted information and events. ^{5,6,7,}

1. Chatterjee, K., Sherwin, H., Jain, J. (2011). A Conceptual Model to Explain Turning Points in Travel Behaviour: Application to Bicycle Use. Center for Transport & Society, Department of Planning and Architecture, University of the West of England.
2. Christensen, J., et al., (2012). Evaluation of the Cycling City and Towns Programme: Qualitative Research with Residents. Report to Department for Transport by AECOM, Centre for Transport & Society and the Tavistock.
3. Gatersleben, B. & Appleton, K. (2007). "Contemplating Cycling to Work: Attitudes and perceptions in Different Stages of Change." Transportation Research Part A, 41, 302-312.
4. Yang, L., Sahlqvist, S., McMinn, A., Griffin, S., Ogilvie, D. (2010). Interventions to Promote Cycling: Systematic Review. British Medical Journal 341, 5293.
5. Australia Green House Office, 2005
6. Brög, W., Erl, E., Ker, I., Ryle, J. Wall, R. (2009). Evaluation of Voluntary Travel Behaviour Change: Experiences from Three Continents. Transport Policy 16(6), 281-292.
7. Davis, A. (2008). What Works to Get People Cycling: A Rapid Desk-top Review of Interventions Which Increase the Number of People Cycling. Urbanczyk, R. & Fenton, B. (2011). Promoting Cycling for Everyone as a Daily Transport Mode – Lessons Learnt in Five Very Different Cities, Final Report. European PRESTO Cycling Project.

1. SEGMENT TARGET POPULATION

Why? - Evidence on cycling programs supports the idea that targeting helps improve your program's chances of changing travel behaviour:

There is a strong case for understanding behaviour change and identifying opportunities to promote change from a life-cycle or life-course perspective.^{1,2,3}

This highlights the importance of individual and family histories, and particularly life-changing events and transitions as optimal moments for considering new travel options. Christensen et al. (2012) describe these “transitional life events” as pivotal to encouraging people to take up cycling, stating, “changes in cycling behaviour were in many cases triggered by life change events such as getting a new job, having children, moving house, having a health event or retiring.”

1. Chatterjee, K., Sherwin, H., Jain, J. (2011). A Conceptual Model to Explain Turning Points in Travel Behaviour: Application to Bicycle Use. Center for Transport & Society, Department of Planning and Architecture, University of the West of England.
2. Christensen, J., et al., (2012). Evaluation of the Cycling City and Towns Programme: Qualitative Research with Residents. Report to Department for Transport by AECOM, Centre for Transport & Society and the Tavistock.
3. Gatersleben, B. & Appleton, K. (2007). "Contemplating Cycling to Work: Attitudes and perceptions in Different Stages of Change." Transportation Research Part A, 41, 302-312.

1. SEGMENT TARGET POPULATION

Why? - Evidence on cycling programs supports the idea that targeting helps improve your program's chances of changing travel behaviour:

Optimal target groups are ones open to change and see a change as "something they have already been thinking about," or something they are "interested but concerned" about.¹ This suggests that it is better to design your program so people need to opt-in or sign up, rather than opt-out. An opt-out program may include many people who are not interested in the behaviour or haven't thought about it much. They are therefore less likely to be as successful as opt-in programs.

Consider choosing a group that is experiencing a life transition and collaborate with other sectors and local organizations to connect with target groups and individuals at transition points.

1. Brög, W., Erl, E., Ker, I., Ryle, J. Wall, R. (2009). Evaluation of Voluntary Travel Behaviour Change: Experiences from Three Continents. Transport Policy 16(6), 281-292.

1. SEGMENT TARGET POPULATION

How? – Based on this evidence, some good options to consider when choosing a target group are:

Target populations where there are few physical barriers to cycling, if possible. For example, where many trips taken are under 5 km, or where residential and commercial areas are separated by fewer than 5 km.¹ Additionally, it may be easier to change behaviour if cycling infrastructure is present and where there are some residential streets where vehicle speeds are low. Neighbourhoods with lower car ownership per household are also more likely to represent areas with latent demand for cycling.

1. Ledsham, T. & Savan, B. (2015). *Finding Latent Demand for Cycling: Identifying Optimal Sites for Pro-Cycling Interventions*. Complete Streets Forum 2015. Retrieved from: <http://www.tcat.ca/wp-content/uploads/2015/10/Ledsham-and-Beth-Savan.pdf>

1. SEGMENT TARGET POPULATION

Bike Host is a free cycling mentorship program for newcomers to Canada. It matches volunteer mentors with newcomers who are open to cycling. Together, mentors and newcomer participants explore Toronto by bike.

Funded in part by Immigration, Refugees and Citizenship Canada, the program is for Convention refugees and permanent residents.

As part of the program, newcomer participants volunteer to coordinate and support activities attended by other participants, mentors, and the public.



1. SEGMENT TARGET POPULATION

Click the icon below to listen to a Bike Host mentor describe how the program works with newcomers to Canada.



Photo by: Keagan Gartz



2. IDENTIFY AND REMOVE BARRIERS

What? – Once you have targeted a specific group, it is important to identify and address both the real and perceived barriers that prevent this group from cycling.

For example, a real barrier could be access to a functioning bicycle, while a perceived barrier could be fear of riding on the road or a general fear of cycling.

Cycling skills programs themselves are already oriented to removing a barrier to cycling: not having the skills or confidence necessary to ride a bike in their local community. But, providing skills alone does not mean people will be able to integrate cycling into their everyday lives.

Asking your target group, whether by survey or interview, about the additional barriers they face can help you strengthen your program further if this knowledge is incorporated into the design of your program.

2. IDENTIFY AND REMOVE BARRIERS

Why? – Evidence from behaviour change and cycling programs demonstrates that there are certain common barriers to this behaviour for specific groups:

Parents' attitudes, perceptions and misperceptions of cycle safety and suitability of cycle facilities act as a significant barrier to cycling uptake by younger populations, as parents often do not permit their children to cycle to school. ^{1,2, 3,4}

A consistent pattern of gender differences and women's lower participation in utility cycling is evident. This is attributed to the risks (actual and perceived) associated with cycling in countries with relatively poor cycling infrastructure, policies, regulations and low cycling prevalence. ^{5,6,7,8}

1. GLPi, Metrolinx & Stepping It Up Steering Committee. (2011). The Future of Sustainable School Transportation: Expanding School Travel Planning in the Greater Toronto and Hamilton Area.
2. The National Safe Routes to School. (2007). Safe Routes to School Guide - Encouragement, Pedestrian and Bicycle Information Center.
3. Transport Canada. (2009). Compendium of Canadian Survey Research on Consumer Attitudes and Behavioural Influences Affecting Sustainable Transportation Options. Transport Canada.
4. Weigand, L. (2008). A Review of Literature: The Effectiveness of Safe Routes to School and Other Programs to Promote Active Transportation to School, Portland State University, Initiative for Bicycle and Pedestrian Innovation.
5. Baker, B. L. (2009). How to get more bicyclists on the road to boost urban bicycling: figure out what women want. Transportation Research.
6. Dickinson, J., et al., (2003). Employer travel plans, cycling and gender: will travel plan measures improve the outlook for cycling to work in the UK? Transportation Research Part D: Transport and Environment, 8, 53-67.
7. Garrard, J., Crawford, S., Hakman, N. (2006). Revolutions for Women!: Increasing women's participation in cycling for recreation and transport. School of Health and Social Development: Deakin University. Burwood.
1. Garrard, J., Rose, G., Lo, S. K. (2008). Promoting transportation cycling for women: The role of bicycle infrastructure. Preventive Medicine, 46(1), 55-9.

2. IDENTIFY AND REMOVE BARRIERS

Why? – Evidence from behaviour change and cycling programs has demonstrates that there are certain common barriers to cycling behaviour for specific groups:

Individuals’ attitudes and perceptions of cycling act as a common, deep-rooted barrier to cycling. The stereotype or “image of cycling” is often negative, particularly amongst those who have not contemplated cycling as a mode of transport. ^{1,2,3,4,5}

Car use is often perceived as convenient, habitual and normal in cities with low cycling rates, creating a powerful internal barrier to change. ^{6,7} **Habit strength in relation to travel behaviour, particularly in adults, is a strong predictor of people’s cycling behaviour.** ⁸

1. Daley, M. & Rissel, C. (2011). Perspectives and Images of Cycling as a Barrier or Facilitator of Cycling. *Transport Policy*, 18(1), 211-216.
2. Gatersleben, B. & Appleton, K. (2007). "Contemplating Cycling to Work: Attitudes and perceptions in Different Stages of Change." *Transportation Research Part A*, 41, 302-312.
3. Heinen, E., Maat, K, van Wee, B. (2011). The Role of Attitudes Toward Characteristics of Bicycle Commuting on the Choice to Cycle to Work Over Various Distances. *Transportation Research Part D*, 16, 102-109.
4. Lavizzo-Mourey, R., & McGinnis, J. M. (2003). Making the case for active living communities. *American Journal of Public Health*, 93(9), 1368-1388.
5. Skinner, D. & Rosen, P. (2007). *Hell is Other Cyclists: Rethinking Transport and Identity*. Cycling and Society. D. Horton, Rosen, P., Cox, P. Burlington, VT, Ashgate Publishing Company, 83-96.
6. Jan de Bruijin, G., Kremers, S., Singh, A., Bas van den, P., Van Mechelen, W. (2009). Adult Active Transportation: Adding Habit Strength to the Theory of Planned Behaviour. *American Journal of Preventative Medicine*, 36(3), 189-194.
7. Pooley, C. T., M., et al., (2011). *Understanding Walking and Cycling: Summary of Key Findings and Recommendations*, Lancaster University, Understanding Walking and Cycling Project, (2008-2011).
8. Jan de Bruijin, G., et al., 2009 (same as no.6 above)

2. IDENTIFY AND REMOVE BARRIERS

Why? – Evidence from behaviour change and cycling programs has demonstrates that there are certain common barriers to cycling behaviour for specific groups:

Fear is constructed by the prevalence of negative messages about bike safety. For many, this fear constitutes a significant emotional barrier to cycling. ¹

***This is particularly relevant to cycling skills training programs where safety may be heavily emphasized. To increase the likelihood of behaviour change, program managers should think critically about how they present the risks of cycling when discussing safety.**

1. Horton, D. (2007). Fear of cycling. Cycling and society, 133-152.

2. IDENTIFY AND REMOVE BARRIERS

How? - Based on this evidence, some good options to consider when attempting to address barriers to cycling are:

Promote cycling as a mainstream activity, undertaken by “normal, everyday people,” without the need for special clothing or expensive equipment. ¹

When targeting women, support women-only cycle initiatives, such as women-only bike fix-it programs, group rides and route-planning activities. Focus on tactics to incorporate additional activities such as shopping and child pick-up and drop-off en-route. ^{2,3,4}

1. Daley, M. & Rissel, C. (2011). Perspectives and Images of Cycling as a Barrier or Facilitator of Cycling. *Transport Policy*, 18(1), 211-216.
2. Baker, B. L. (2009). How to get more bicyclists on the road to boost urban bicycling: figure out what women want. *Transportation Research*.
3. Cycle to Work Alliance. (2011). *Cycle to Work Alliance – Behavioural Impact Analysis*. UK Cycle to Work Alliance, 20.
4. Dickinson, J., et al., (2003). Employer travel plans, cycling and gender: will travel plan measures improve the outlook for cycling to work in the UK? *Transportation Research Part D: Transport and Environment*, 8, 53-67.

2. IDENTIFY AND REMOVE BARRIERS

How? - Based on this evidence, some good options to consider when attempting to address barriers to cycling are:

When implementing targeted cycle training workshops for parents or families, aim to differentiate perceptions from reality. Give actual cycling distances, identify available cycling facilities (e.g., bike lanes, bike parking) and include a fun group ride. Such measures can enhance social networks, minimize fear and demonstrate how bicycles can be used to carry children or for shopping. ¹

The strategic use of group activities may be particularly important, not only due to social influence, but also because there is strong evidence that this impacts positively on safety and perceptions. ²

1. The National Safe Routes to School. (2007). Safe Routes to School Guide - Encouragement, Pedestrian and Bicycle Information Center.
2. Jacobsen, P. L. (2003). "Safety in numbers: more walkers and cyclists, safer walking and bicycling." Injury Prevention 9(205-209).

2. IDENTIFY AND REMOVE BARRIERS

Bike ownership and access to helmets, locks and repairs are critically important barriers. Fear of traffic is also known to be important, particularly for women, and group rides and route planning can successfully overcome this barrier.

Bike Host is structured in the following way to help address some of these barriers:

Program set-up (spring)

- * **Recruitment and training of volunteer mentors**
- * **Recruitment of newcomer participants; **matching with mentors****
- * **Collection of baseline data (e.g., intake surveys)**
- * **Bicycle training and **lending of bicycles** to newcomer participants**



2. IDENTIFY AND REMOVE BARRIERS

Program implementation (summer)

- * One or two **large group activities** led by CultureLink and partner staff
- * **Smaller activities** led by mentors and newcomer participants themselves

Program closure (fall)

- * Return of bicycles
- * Collection of data (e.g., exit surveys)
- * Closing celebration



2. IDENTIFY AND REMOVE BARRIERS

Click the icon below to listen to a Bike Host participant describe their barriers to cycling.



Photo by: Rubeen Chauhan

3. IMPLEMENT COMMITMENT STRATEGIES

What? – Having participants make a public commitment to cycling at the onset of the program can help to set up an explicit and powerful intention to carry out the behaviour. The commitment can be to cycle a specific amount as part of the program or can be a more general one that uses a “give-it-a-try” approach.

Getting people to make a commitment also provides a goal that can later be used to evaluate an individual’s success or the program’s success. After evaluating if people were able to meet their commitments, this information can be used to adjust the scope of the specific commitment suggested for future participants in your program, to ensure that it is realistic.

3. IMPLEMENT COMMITMENT STRATEGIES

Why? - Evidence from behaviour change and cycling programs demonstrates how commitment functions to encourage action:

Pledges encourage collaboration, build trust, generate excitement and catalyze future action. ^{1,2,3} When pledges are public, and therefore social, the commitment is particularly effective in linking to action and change.⁴

Foot-in-the-door strategies, requiring a small initial commitment, have proven successful at encouraging new and occasional cyclists to “give it a try.”^{5,6,7} Stokell (2010) explains that giving participants a fun, quick 10-minute cycling experience quickly breaks down negative perceptions about cycling and replaces them with new, more positive attitudes – this is often the ideal first step to encourage more people to ride.

1. UK Eastern Region Public Health Observatory. (2011). Soft Measures – Hard Facts: The Value for Money of Transport Measures Which Change Travel Behaviour, A Review of the Evidence.
2. Cooper, C. (2007). Successfully Changing Individual Travel Behavior: Applying Community-Based Social Marketing to Travel Choice. *Transportation Research Record: Journal of the Transportation Research Board*, 2021(1), 89-99.
3. Surborg, B. (nd). Arhus Bike Busters Project, Tools of Change Case Study.
4. McKenzie-Mohr, D. (2000). Fostering sustainable behavior through community-based social marketing. *American psychologist*, 55(5), 531.
5. Bowles, H., Rissel, C., Bauman, A. (2006). Mass community cycling events: Who participates and is their behaviour influenced by participation? *International Journal of Behavioral Nutrition and Physical Activity*, 3(39).
6. Rose, G. (2007). "Travel Behaviour Change Impacts of a Major Ride to Work Day Event." *Transportation Research Part A*, 41 (4), 351-364.
7. Stokell, T. (2010) Challenge for Change. The Cyclists Touring Club's Challenge for Change – The Workplace Cycle Challenge.

3. IMPLEMENT COMMITMENT STRATEGIES

How? - Based on this evidence, some good options to consider when designing a commitment strategy are:

Host a workplace cycle challenge, incorporating and tracking pledges and taking advantage of the modeling, social cues and group encouragement that exists in a workplace environment.^{1,2,3,4}

Host a cycling promotion event, targeted at low-ability and novice cyclists, and use the event as a foot-in-the-door strategy to attract their continued involvement in cycling.^{5,6} Events could include “pimp-your-bike” days, bikers’ breakfasts, bike-to-work weeks, community bike festivals, etc.⁷

1. Cycle to Work Alliance. (2011). Cycle to Work Alliance – Behavioural Impact Analysis. UK Cycle to Work Alliance, 20.
2. UK Eastern Region Public Health Observatory. (2011). Soft Measures – Hard Facts: The Value for Money of Transport Measures Which Change Travel Behaviour, A Review of the Evidence.
3. Luton, J. (2008). Bike to Work Week – A Case Study in Successful Behaviour Change, Pedestrian and Bicycle Information Center.
4. Rose, G. (2007). "Travel Behaviour Change Impacts of a Major Ride to Work Day Event." Transportation Research Part A, 41 (4), 351-364.
5. Bowles, H., Rissel, C., Bauman, A. (2006). Mass community cycling events: Who participates and is their behaviour influenced by participation? International Journal of Behavioral Nutrition and Physical Activity, 3(39).
6. Rose, G. 2007 (same as above no. 4)
7. Pucher, J, & Buehler, R. (2006). Why Canadians cycle more than Americans: A comparative analysis of bicycling trends and policies. Transport Policy, 13(3), 265-279.

3. IMPLEMENT COMMITMENT STRATEGIES

This Bike Host pledge sign was displayed prominently. Newcomer participants were asked to sign the pledge and photographed. The sign also showed how many other people like them had chosen to cycle.



Photo by: Rubeen Chauhan

3. IMPLEMENT COMMITMENT STRATEGIES

Click the icon below to listen to a Bike Host participant describe their experience of the program.



Photo by: Rubeen Chauhan



4. SUSTAIN THE BEHAVIOUR CHANGE

What? – It is common to think about behaviour change as a single act. This view suggests that once a behaviour is performed, nothing else is needed and the program has been successful.

This view oversimplifies the complex way people behave and completely ignores how people may slowly stop a specific behaviour over the course of months or years.

Successful programs view the changing of behaviour as a *PROCESS* rather than an *ACT*. Taking this view can underline previous steps we've discussed: for example, the identification and removal of barriers that someone might encounter after they have completed the program. It also highlights the role that events, resources, and social relationships *BEYOND THE PROGRAM* can play in maintaining the change in behaviour.

4. SUSTAIN THE BEHAVIOUR CHANGE

Why? Evidence from behaviour change and cycling programs provides information on factors that help maintain a change in behaviour:

Year-round and recurring events provide compelling visual imagery and constant reminder of cycle activity. ^{1,2}City-wide events such as Ciclovías and Open Streets (opening a network of major roads to active transportation only, usually on Sundays) serve as mass marketing tools and provide constant public reminders of cycling and walking. ³

Supports, reminders and public “prompts” encourage continuation of recent behaviour change. Positive feedback is an important motivator to sustain and potentially increase cycling behaviour change. ^{4,5}

1. Sloman, L., Cairns, S. Newson, C., Anable, J., Pridmore, A. Goodwin, P. (2010). The Effects of Smarter Choice Programmes in the Sustainable Travel Towns: Summary Report, United Kingdom Department for Transport.
2. Transport for London. (2010). Smarter Travel Sutton: Third Annual Report. 2010. Report for Transport for London. Sutton, London.
3. Cervero, R., et al., (2009). Influences of Built Environments on Walking and Cycling: Lessons from Bogotá. International Journal of Sustainable Transportation, 3(4), 203-226.
4. Gatersleben, B. & Appleton, K. (2007). "Contemplating Cycling to Work: Attitudes and perceptions in Different Stages of Change." Transportation Research Part A, 41, 302-312.
5. O'Fallon, C. (2010). Bike Now: Encouraging Cycle Commuting in New Zealand – Research Report 414. N. Z. T. Agency. Wellington, New Zealand, 190.

4. SUSTAIN THE BEHAVIOUR CHANGE

How? - Based on this evidence, some good options to consider when thinking beyond your program are:

Incorporate fun, useful and reusable prompts as a means of reinforcement and reminder. Prompts can be printed on tote bags, water bottles and notepads. ¹ Additionally, prompts coming from within a community, such as posters and lawn signs, help reinforce community commitment to behaviour change. Note that free program materials shouldn't be advertised as rewards for participation. Incentives have been shown to work against supporting sustained behaviour change. Rewards or monetary incentives can often reduce people's own internal motivation to continue performing the behaviour after the program. ²

Host follow-up events to encourage sustained behaviour change. Events could include a wrap-up bash, monthly cycle breakfasts, skills training, targeted reminder packages, and public displays of continued program participation. ³

1. Cooper, C. (2007). Successfully Changing Individual Travel Behavior: Applying Community-Based Social Marketing to Travel Choice. *Transportation Research Record: Journal of the Transportation Research Board*, 2021(1), 89-99.
2. Lepper, M. R., & Greene, D. (Eds.). (2015). *The hidden costs of reward: New perspectives on the psychology of human motivation*. Psychology Press.
3. Rose, G. (2007). "Travel Behaviour Change Impacts of a Major Ride to Work Day Event." *Transportation Research Part A*, 41 (4), 351-364.

4. SUSTAIN THE BEHAVIOUR CHANGE

How? - Based on this evidence, some good options to consider when thinking beyond your program are:

As mentioned at the beginning of this section, consider different forms of partnership with cycling shops, bike-share programs or cycling organizations that are present in the community year-round. For example: a discount partnership with a local bike shop, or social events offered by a partner organization.

4. SUSTAIN THE BEHAVIOUR CHANGE

The Bike Host program falls under CultureLink's civic engagement mentorship stream. One of the goals of this mentorship stream is to foster community connections for participants.

“Through group discussions, mentor coaching, and hands-on practice, this initiative not only teaches newcomers about Canada’s multicultural identities and the citizenship concept, but also provides opportunities for newcomers to actively participate in the process of community building.”

This helps to sustain the behaviour change through relationships and community building that extend beyond the end of the program.



4. SUSTAIN THE BEHAVIOUR CHANGE

Click the icon on the right to listen to a Bike Host staff member describe cycling barriers, the use of commitments and how participants are supported after the program.



Photo by: Marvin Macaraig

MAP YOUR OWN PROGRAM WITH THIS TOOL

Our program mapping tool outlines the steps we have just described, lists evidence we have discussed and then provides space for you to describe your own context and how your program element might integrate the evidence with your context. [Click the icon below to access the document](#) and begin mapping your program!



CLICK THE BICYCLE TO
COMPLETE THIS MODULE

