

**NPTEL  
NPTEL ONLINE CERTIFICATION COURSE**

**Course Name**

**Strategic Communication for  
Sustainable Development**

**by**

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**Lecture 09: Psychological Perspectives  
on Sustainability Communication  
(Contd.)**

Welcome back to the course title strategic communication for sustainable development.

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My name is Aradhna Malik and I am helping you with this course and in the previous lecture we discussed the psychological aspects of sustainability communication and there were a few topics left so I am going to try and cover those now in this lecture so let us move on.

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**Strategies & instruments for promoting sustainable behavior** (Kruise, 2011)

- "Cognitive strategies try to influence cognition & knowledge of environmental conditions & changes by working with information & educational approaches."
  - Characteristics of SMCR (Berlo) can be understood and managed
  - "Concrete feedback" added to SMCR
  - "Antecedent strategy (Learning from models)
  - Prompts (e.g. posters)
  - Self-defined or adopted goals
  - Private or public commitments
- Behavioral strategies – "Consequence measures – reward & punishment/ feedback" \*\*

We did not get a chance to discuss the strategies and instruments for promoting sustainable behavior through communication now the two primary strategies that we can use to promote sustainable behavior are cognitive strategies and behavioral strategies cognitive strategies as the name suggests deal primarily with trying to influence cognition and knowledge of environmental conditions and changes by working with information and educational approaches so we are trying to change through these approaches we try to change the way people think about situations.

We try to influence the way people perceive what is coming to them from the environment we try to do help people realize the filters through which they perceive information coming through from the environment and we try to help them understand how to respond to those filters how to acknowledge the existence of those filters how to interpret information as accurately as possible despite those filters and how to understand how those filters function and how to remove or bring down or reduce the effects of these filters to the extent possible in the way they interpret what is coming to them from environment.

And to work in ways in which these filters the effect of these filters is minimized, so that is what cognitive strategies do they influence our thinking patterns they influence the way we think about things now some of the cognitive strategies are one is the characteristics of the source message channel receiver model proposed by Berlo and Berlo proposed a model for communication which is the source message channel receiver model in which he emphasized the importance of context and the proposition here was what Berlo proposed was that context determines to a great extent how the sender perceives what has to be said.

So the sender decides to send a message through his or her own filters and there are various attributes of the sender that help the sender do this so I would greatly I am not going to spoon feed you in and this I am going to urge you to look up this model but and try and understand what I am Telling You in light of what you find online regarding this model this is the model that the entire advertising industry rests on, so I mean that is how these fields are so connected overall yeah I am talking about sustainability I'm talking about communication and I'm also talking about marketing and I'm also talking about persuasion. And I'm talking about aligning contexts so let us get back to the Berlo model.

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**Strategies & instruments for promoting sustainable behavior** (Kruse, 2011)

- "Cognitive strategies try to influence cognition & knowledge of environmental conditions & changes by working with information & educational approaches."
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Berlo's model discusses how the context of the source of the person designing the message decides or helps the person decide or impacts the way what message is designed the way it is designed so from the attitudes from the context from the understanding of the based on the understanding of the person who is designing the message the person designing the message picks out the content of the message the language is picked out the words that have to be used or picked out and then the sender decides which channel to use to send the message.

So is it orally or is it true telephone or is it through mass media or is it digitally or what and then the control the sender has over the message is only up to that extent how the message is interpreted depends on the context of the receiver of the message how the message is interpreted depends on what the receiver of the message feels about the sender about the language about the content of the message about the channel also of the message.

So you could choose a particular channel to get in touch with somebody you could maybe pick up the phone and call somebody and the first reaction this person has is why did you call me why did you not come and meet me personally or why did you feel the need to call me why could you not send me an email, so how the sender perceives or sorry how the receiver perceives the choice of the channel by the center also has an impact on how the message is interpreted how the intention behind sending the messages interpreted how the action taken in response to the message is interpreted and all of this will in turn impact how people think about their behavior towards the environment.

For example if I tell somebody if I tell my students I am a teacher so I am living on campus and I see my students again I am going to use an example that I used in the previous one of the previous classes, I see a student throwing a toffee wrapper on the ground and I just walk up to the student and authoritatively tell the student not to throw the toffee wrapper on the ground.

The student could one take it as an order from a teacher to take it as genuine concern by somebody who is you know who is really concerned about the environment, three take it very lightly and not really pay attention to it because the student does not know me. So given

depending on what the student thinks of me, what the student thinks of phone, what the student thinks of my the words that I use.

The student could take the same message differently could, could interpret this message differently. Now let us take another case I go and I see my colleague one of my peers throwing a toffee wrapper on the ground and I go upto my colleague and say please do not throw the toffee wrapper on the ground, the colleague could interpret it very differently I am in a position of authority as far as my students are concerned.

So they may be forced to listen to me but my colleagues are not under any gun they are not going to be forced to listen to me, so the colleague will say none of your business could they will not but my colleagues are very nice here, so they will not say this but they could and Who am I to stop them on the other hand if I see a any person on my campus throwing a toffee wrapper on the ground.

And I go and pick up that toffee wrapper and put it into the dust in front of them. It is the same message I say please do not do it, so their reaction will be very different they could feel ashamed or using the same words instead of saying it to the student I send the student an email, dear so and so I saw you throwing a toffee wrapper on the ground please do not do it in future, more serious why because the record has been created.

Or I pick up the phone and call up my colleague or students and say please do not throw toffee wrappers on the ground, the reaction will be totally different depending on the channel I picked even with the same words that is what this model talks about and that is how people's thinking is changed because of the way they interpret things, so if we change the way we convince people to interpret the way they have the way they interpret things.

Then we could bring about a change in their behavior it all rests on communication, I am a communication teacher and I can tell you for the fact that communication really makes the world to go round, okay. And concrete feedback added to source message channel receiver, so it is not

only the interpretation of the message by the receiver of the message it is also the feedback. So we could go on a lecture on communication but we do not have that much time.

So the feedback that the receiver receives from the environment after interpreting the message that has been sent and acting on it will also affect the way the receiver perceives the message in future, if the feedback is positive if the feedback is comfortable for the receiver the receiver will continue to interpret the message in the same way, if the feedback is negative or makes the receiver uncomfortable.

Then the receiver will interpret the message in a different way, for example I go and tell my students please do not throw the toffee wrapper on the ground the student sees this as an authority and does what I have asked him or her to do despite not wanting to do it. So the student bends down picks up the toffee wrapper puts it in the dustbin makes the face and walks away, the next time the student sees me before I can say anything either the student will not throw the toffee wrapper on the ground.

Or when he is in front of me or when he is in facing me or when he sees me seeing him he will throw the toffee wrapper in the dustbin and then a smile will come on my face. So I will give him some feedback that I have acknowledged the change in his behavior and the next time the student will not feel so bad about me asking him to do something and he sees not only my reaction but the reaction of the other people in the environmental.

The other people who have seen the student throwing toffee wrappers on the ground earlier who see that the same student who was making a mess has now decided to use something called as a dustbin. So we either do not react or we encourage just by smiling at this person, so the feedback that is added to this will change the perception and the person also sees everybody else in the environment on many people in the environment doing the same thing.

People who are throwing toffee wrappers on the ground are not throwing toffee wrappers into the dustbin and there is an overall positive feeling about this, okay. Antecedent strategy, learning from models, so whatever has been done in the past is then communicated to people saying that

this is what will be done in this location this is what is being done by this person this person this person.

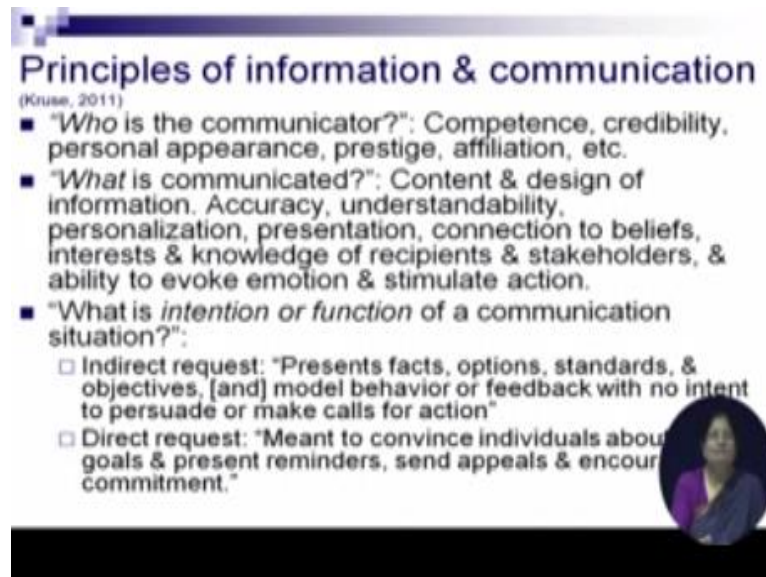
So let us emulate something positive that has been done in another region or in another or by another community etc, that is antecedent strategy and that helps people learn how to or change the way they do things. Prompt, we could put up posters showing people how to do things there is a dustbin you have a picture of somebody throwing something into the dustbin, that is a prompt.

Reminding people every time they have an urge to throw something on the ground we put up these posters in strategic locations self-defined or adopted goals we encourage people we tell them why this is important and let them decide on their own as to how long they want to take to change their behaviors and private or public commitment so I make a commitment to myself that I am going to change my behavior and I make a commitment to my friends to my teachers that I am going to be more concerned about the environment.

I will not print as many sheets of paper as I used to earlier to save some trees I need paper but I will do most of my work online I will not print as many things as I used to in the past so you know so that is a public commitment and we sort of get public pressure peer pressure through we have pressure through, telling each other to through setting these public goals we change our behavior okay these are cognitive strategies behavior strategies consequence means you no consequence measures reward and punishment or feedback so if you throw toffee wrappers on the ground you will find one rupee for every toffee wrapper thrown on the ground.

Okay if, if you keep your classroom clean we will have a party at the end of every month that is a behavioral strategy X behavior leads to Y consequence and that is how we change or promote sustainable behavior you do something positive you get positive reinforcement you do something negative you get a negative reinforcement negative response from the environment okay so its reward and punishment.

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### Principles of information & communication

(Kruse, 2011)

- "Who is the communicator?": Competence, credibility, personal appearance, prestige, affiliation, etc.
- "What is communicated?": Content & design of information. Accuracy, understandability, personalization, presentation, connection to beliefs, interests & knowledge of recipients & stakeholders, & ability to evoke emotion & stimulate action.
- "What is *intention or function* of a communication situation?":
  - Indirect request: "Presents facts, options, standards, & objectives, [and] model behavior or feedback with no intent to persuade or make calls for action"
  - Direct request: "Meant to convince individuals about goals & present reminders, send appeals & encourage commitment."

Some principles of information and communication how our information and communication related to how I perceive what is going on in my environment and how I should behave for the betterment for betterment of my environment so these are some of the things that influence my decisions the first one here is who is the communicator who is telling me not to throw toffee wrappers on the ground who is telling me not to throw trash around myself is this somebody I respect is this somebody who has any competent who has any credibility who is believable who knows what she is saying or is it just some random person personal appearance shabby-looking person or a person who seems to be in control.

Of his or her own personal self what does the person look like and it makes a difference you say it a very superficial know a person who is well-dressed who has all his or her hair in place whose clothes are in place will be heard more than a person who has a shabby look who's not grown to properly I mean that is a fact of life prestige but the director of the Institute walks by students will not throw toffee wrappers on the ground the head of their own department works life they will not throw toffee wrappers on the ground I have seen so many and this is more prominent in community oriented cultures in community oriented.



Cultures we have these social hierarchies okay so and they are very much more pronounced but among peers they really do not care but if a teacher walks I have seen my students just shying away I know they smoke so I keep telling them do not burn your lungs but they keep burning their lungs and they are doing it and the height and they will throw their cigarette butts randomly but among peers they will not really bother but when somebody senior to dominate or authority is around them their behavior changes so who is the communicator who is asking you to do something okay affiliation etc.

What is communicated what is said I go to a student and I said do not throw toffee wrappers on the ground and then I add a word please long, long time back somebody told me about this magic word p l e a SE please you add just one word and things get done what is communicated I am requesting you are not ordering you please do not put off the wrappers on the ground what is said content and design of information accuracy understandability so I say okay if you throw toffee wrappers on the ground they are not biodegradable materials.

Now my students here at It will understand the word biodegradability but any other child maybe a schoolchild playing on the ground will not understand this and they will see what did you say why should I not throw it here ok so understand ability of the message I go into the community I going to a village and I tell them that this is not biodegradable and they say what do you mean and I will say this does not convert into dust they say it does and it does burn now what happens when it burns is unless I tell them that even after these toffee wrappers burn they will not add value to your soil they will in turn take away the be fertility of the soil okay.

So they will not be manure for your soil like normal organic ash will be they will in turn hamper what your soil or the be productivity the nutrients in your soil that is something we will understand, when they see these plastic pellets you know that are left behind when you burn elastic. So that they will understand, understandability personalization presentation connection to beliefs interests and knowledge of recipients and stakeholders what am I saying do they relate to it or not, do they believe it or not can they connect to it or not, and ability to evoke emotion and stimulate action I will say this is your environment you heard me talk about my campus it is my campus.

I do not have an ownership certificate I do not own even a centimeter of the land here, but I live here there is there is a sense of belonging the minute I say our campus I am telling the students that as long as you are here you belong here you belong to this place for the rest of your life, because you have come here as students. So it is our campus it is our home, let us keep our campus our Institute clean, emotion so when I say my home my Institute my sense of belonging increases and my commitment to keeping my place clean increases, okay in the context of what we are discussing.

Interests knowledge and when I connect whatever I am saying to an emotion they feel then the action is much faster. What is the intention of function of a communication situation why am I saying what I am saying, why am I asking students not to throw toffee wrappers on the ground. It is not because I want to assert my authority I get enough chance to do that in class, it is because I am genuinely concerned about the physical environment of my Institute, I am genuinely concerned about the trees in my Institute, I am genuinely concerned about the health of my colleagues because I do not want to see piles of trash accumulated in different places.

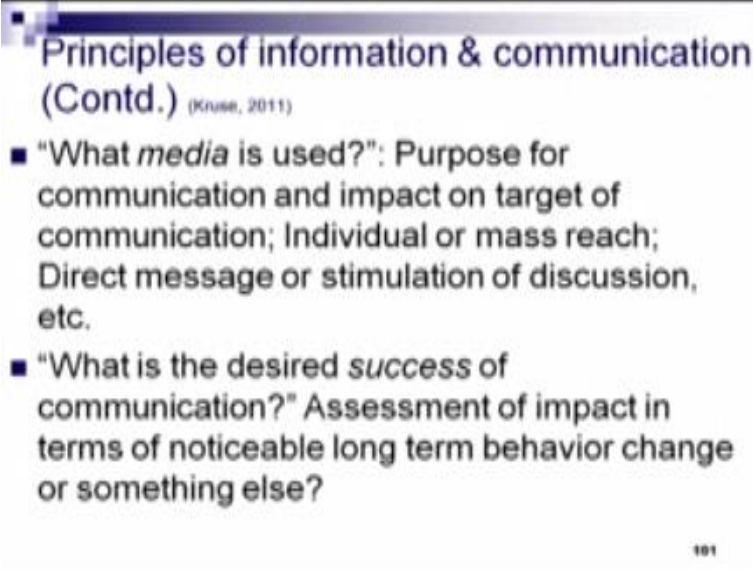
So I am genuinely concerned about the, and the soil quality in my Institute this is mu institute, my environment so the intention is to make the to keep the environment clean and to make sure that whatever we do is for the betterment of the society as a whole it is not a personal interest that I have. The minute the students realize that they listen to me, okay indirect request. So I see a person throwing a toffee wrapper on the ground and I go and pick up that coffee wrapper smile and the person and put the toffee wrapper in front of that person into the dustbin, that is an indirect request that please do not do it, it is not good.

On the other hand the direct request would be I go and tell the person please do not throw a toffee wrapper on the ground it hurts environment, okay. So indirect request present facts opinions, options, standards, objectives and model behavior or feedback with no intention to persuade or make calls for action, anytime I see somebody throwing something on the ground pick it up and throw it into the dustbin.

Sometime back I was associated with an organization on campus called National Sports Organization and we used to excuse me, have a cleaning drive every semester so one unit a group of 90 to 100 students would be you know divided themselves into different groups and we would go around the campus cleaning the campus, picking up trash where people could see us at a time when people frequented those places, and the results were amazing we were just modeling behavior and we just had labels on the students at labels on their chair saying let us keep our campus clean with a smiley face.

And they wore gloves and they picked up trash in front of people so people felt guilty for throwing trash on the ground that is modeling behavior we did not tell people come and join us cleaning the campus, we just did it. And that started a wave, you know so that is what is meant by an indirect request, direct request is going into class is telling people not to dirty the campus.

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■ Principles of information & communication  
(Contd.) (Krusse, 2011)

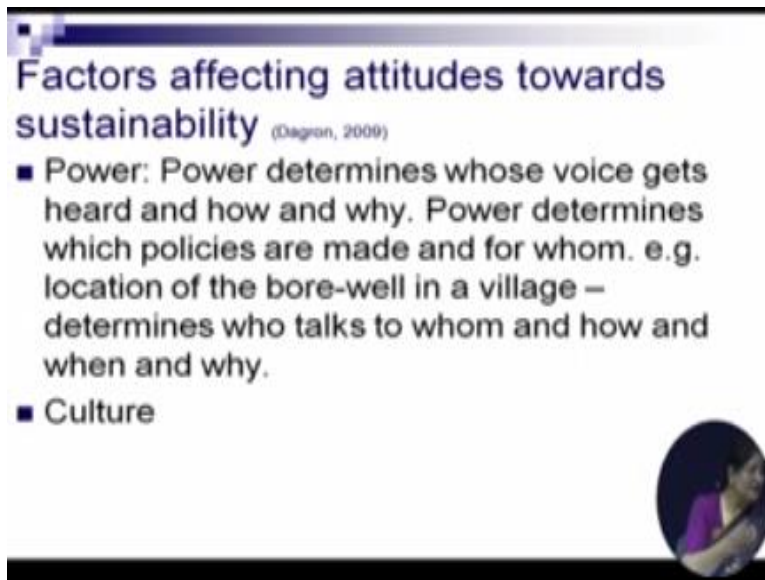
- "What *media* is used?": Purpose for communication and impact on target of communication; Individual or mass reach; Direct message or stimulation of discussion, etc.
- "What is the desired *success* of communication?" Assessment of impact in terms of noticeable long term behavior change or something else?

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What media is used, purpose of communication and impact on target of communication, individual or masks each direct message or stimulation of discussion extra. What kind of media am I using, am I using television or posters or you know loud speakers extra. What is the desired success of communication? How do you how do I assess the impact in terms of noticeable long-


term behavior changes, okay. How do I assess whether what I have done and said has made a difference or not, so all of these things will help us design strategies to change the behavior of people, okay and that is the psychological aspect of sustainability communication.

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**Factors affecting attitudes towards sustainability** (Dagron, 2009)

- **Power:** Power determines whose voice gets heard and how and why. Power determines which policies are made and for whom. e.g. location of the bore-well in a village – determines who talks to whom and how and when and why.
- **Culture**



Factors affecting attitudes towards sustainability power, power determines whose voice gets heard and how and why it determines which policies are made and for whom, so when we dig bore wells in the village the location of the bore well will decide who gets to use it and when and who gets to you the person who gets to use it last, okay. And this is another huge discussion culture is another aspect.

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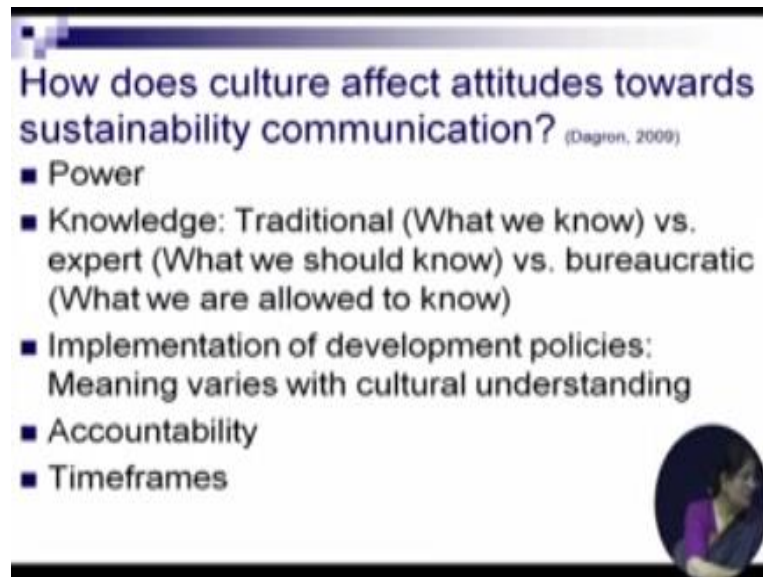
**Culture and sustainable development**  
(Packalen, 2010)

- Culture acts as "... a medium that can give shape to the communication and action that is necessary so that sustainable development can be achieved on ecological, economic and social planes. In other words, the cultural dimension, by means of reflection, development & change in our values, forms the basis for sustainable development, but also produces new culture itself."

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Culture acts as a medium that can give shape to the communication and action that is necessary, so that sustainable development can be achieved on ecological environmental, economic profit and social claims people. In other words the cultural dimension by means of reflection thinking about what we have done development and change in our values forms the basis for sustainable development. But also produces new culture itself so the feedback that is coming changes the way we think about things you know from then on okay.

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How does culture affect attitudes towards sustainability communication, culture also determines the seats of power hierarchy who gets hurt, how, why, okay knowledge traditional what we know versus expert knowledge what we should know versus bureaucratic knowledge what we are allowed to know in terms of policies procedures etc., so what we know as a part of our culture.

What we have been doing forever expert knowledge is what we should know somebody from outside one of our own goes and comes to know things versus bureaucratic what kinds of policies are implemented implementation of development policies meaning varies with cultural understanding, so when we bring in these policies some you know we decide how or the meaning of the policies that the way we interpret these policies changes with how we understand them okay.

So an accountability and timeframes how long will it take to bring in a policy how long will it take for the policy to get accepted into the community all of these are psychological aspects it depends on our interpretation of the situation our reactions to it or understanding of it and how we learn from our environment and how we respond to it after we have learned from it and all of this is intertwined with the culture.

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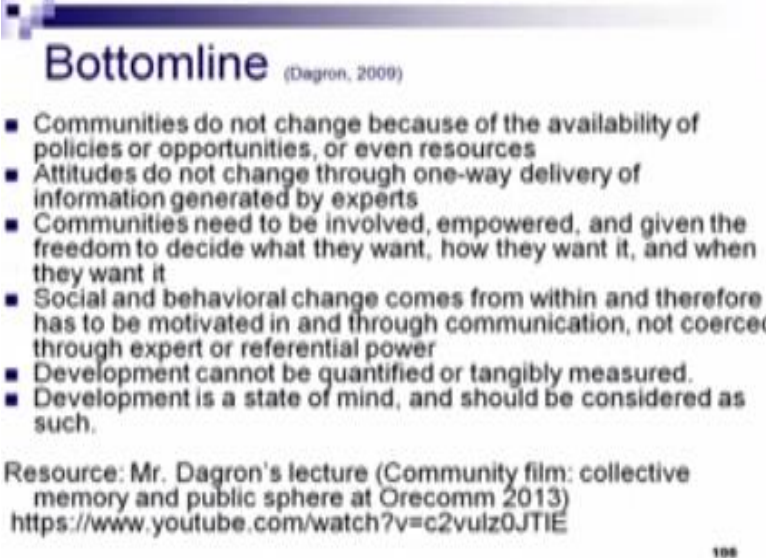
**Challenges to participatory communication**  
(Dagron, 2009)

- Communication is not information. Communication is "sharing, being part of, entering into dialogue"
- "Ignorance of policy & decision makers [about] past & current lessons"
- Institutional agendas & red tape
- Short-term timeframes
- The idealization of 'community'
- Flawed evaluation practices
- Lack of high level communicators with the profile of strategists
- The problem of evaluation and evidence – Who evaluates, and what, and how, and from whose perspective (donors/ funders/ implementers or beneficiaries)?

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That we functional we will discuss the challenges to participatory communication in another lecture I think they are running out of time.

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**Bottomline** (Dagron, 2009)

- Communities do not change because of the availability of policies or opportunities, or even resources
- Attitudes do not change through one-way delivery of information generated by experts
- Communities need to be involved, empowered, and given the freedom to decide what they want, how they want it, and when they want it
- Social and behavioral change comes from within and therefore has to be motivated in and through communication, not coerced through expert or referential power
- Development cannot be quantified or tangibly measured.
- Development is a state of mind, and should be considered as such.

Resource: Mr. Dagron's lecture (Community film: collective memory and public sphere at Orecomm 2013)  
<https://www.youtube.com/watch?v=c2vulz0JTIE>

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But I would like to discuss the bottom line with you bottom line here is that communities do not change because of the availability of policies or opportunities or even resources communities attitudes do not change through one way delivery of information generated by experts you tell people that this is something new that you need to do people will not change this is the policy that has been designed for you it will not change okay.

Communities needs to be involved they need to be empowered they need to be heard people we need to be sensitive to the community we need to go in become a part of the community and then slowly start bringing in change they need to be empowered and given the freedom to decide what they want how they wanted and when they want it am I ready to take in a new change it is monsoon season and you are telling me about you know not throwing toffee wrappers on the ground.

I can barely make it to my house in one piece because I have to wait through two or three feet of water how do I care and if I have a toffee on the way and just throw that toffee wrapper in the running water I mean come on give me a break you know that is something that people will say



should I be concerned about the environment or should I be concerned about my foot we are not leaving my feet when I am waiting through knee-deep water.


So that is too when do I want it social and behavioral change comes from within it comes from here it cannot be enforced on people they cannot tell people okay this is what you have to do and therefore has to be motivated in and through communication usually in direct communication we can tell people what to do we can only show them model behavior is very, very, very, subtly engage them in what we need them to do and slowly take them in directions that will be comfortable for them in and through communication.

Not coercion through expert or referential power I know more than you so you have to listen to me referential power I am in a position of authority so you have to listen to me and so and so I am professor at IIT Kharagpur so you have to listen to me big deal so what unless I go and tell them that I am one of you I am concerned about you and have to prove to them that I am concerned about them they will not listen to me why should they okay.

So it has to be motivated from inside I have to genuinely be concerned about the community I have to be a part of the community and only then can I understand what the community needs and when it will be ready for the change and slowly I can take them towards this change towards an understanding of why and how they can preserve their own environment not my environment the environment daily.

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Development cannot be quantified more tangibly measured there is debate about this some people say it can be some people say it cannot be I personally feel that development is more a state of mind than a tangible measurement of our environment development in the state of Milan should be considered as such now I would really encourage you to go through this lecture.

we do not have time for it is about if this lecture is about an hour long Mr. Dagron is lecture gentleman by the name of Mr. Alfonso ghumu CEO diagram is an activist a public activist and sustainability communication and he is doing immense amount of work and most of his work is in Spanish he is a Bolivian and but he is also a film maker is also a writer so he is he is done a lot of work in the area of sustainability communication this one particular lecture is in English I will give you the link in your resources I would really encourage you to watch this on your own and we will continue from here in the next lecture, thank you very much for listening.