



# COM-B Model Overview

## High-Level Summary

The COM-B model is a framework for understanding and changing behaviour. It stands for Capability, Opportunity, and Motivation, which are the three essential components that interact to influence behaviour.

- **Capability:** It is about **what the person can do**. This refers to an individual's psychological and physical ability to participate in an activity.
- **Opportunity:** It is about what the **environment allows or supports**. This refers to external factors that make a behaviour possible.
- **Motivation:** It is about why the person **wants or needs to perform the behaviour**. This refers to the conscious and unconscious cognitive processes that direct and inspire behaviour.

## Defining the Problem or Behaviour

### How to Define the Problem or Behaviour

#### **Be Specific and Measurable:**

- Clearly define the specific behaviour you want to change and how you will measure success
- *Example: "Increase the adoption and use of digital credentials by students during their university experience."*

#### **Understand the Context:**

- Consider the broader context in which the behaviour occurs, including organisational culture and external factors
- *Example: "Adoption of digital credentials in a university setting."*

#### **Identify the Target Audience:**

- Clearly define who is expected to change their behaviour
- *Example: "University students."*

#### **Use the SMART Criteria:**

- Ensure your behaviour change objectives are Specific, Measurable, Achievable, Relevant, and Time-bound
- *Example: "Achieve a 50% increase in digital credential adoption and usage within six months."*

#### **Map Out the Desired Behaviour:**

- Break down the desired behaviour into specific actions and steps
- *Example: "Students will earn, share, and incorporate digital credentials into their personal brand and evidence portfolios."*



### **Engage Stakeholders:**

- Involve key stakeholders in defining the problem and desired behaviour change to ensure buy-in and relevance
- *Example: "Hold workshops with student representatives and faculty to discuss the benefits and challenges of digital credentials."*

### **Consider Barriers and Facilitators:**

- Identify potential barriers and facilitators to the desired behaviour using the COM-B model components
- *Example: "Assess whether students have the necessary skills (Capability), if the environment supports the behaviour (Opportunity), and if they are motivated to change (Motivation)."*

### **Develop a Theory of Change:**

- Create a theory of change that maps out how and why the behaviour change is expected to happen
- *Example: "Use a diagram to illustrate how training (Capability), incentives (Motivation), and a supportive environment (Opportunity) will lead to the desired behaviour change."*

### **Test and Refine:**

- Pilot the behaviour change intervention with a small group and refine based on feedback
- *Example: "Implement the digital credential system with a small group of students, gather feedback, and make adjustments before a wider rollout."*

## **Clarifying Questions for Each Component**

### **Capability**

#### **Psychological Capability**

- Do you understand how to earn and share digital credentials?
- Are there any aspects of the digital credential process that you find confusing or difficult?
- What additional training or resources would help you feel more confident?

#### **Physical Capability**

- Can you access the digital credential system from your computer and share credentials within the organisation and externally?
- Do you know how to use credentials to differentiate yourself from your peers and signal your suitability for academic, career etc opportunities?

### **Opportunity**

#### **Physical Opportunity**

- Is your workspace set up in a way that makes it easy to perform the behaviour?
- Do you have enough time in your schedule to earn and share digital credentials?
- Is the digital credential system easily accessible to you?

#### **Social Opportunity**

- Do your colleagues support you in performing the behaviour?
- Does your manager encourage and provide feedback on your performance?
- Are there any team dynamics that make it difficult to perform the behaviour?



- Do your peers support you in using digital credentials?
- Do university staff encourage and provide feedback on your use of credentials?
- Are there any social dynamics that make it difficult to adopt digital credentials?

## Motivation

### Reflective Motivation

- Do you believe that performing the behaviour will benefit your career / work?
- How does the behaviour align with your professional goals?
- Have you set specific goals related to the behaviour?
- Do you plan your time to ensure you can perform the behaviour regularly?
- Do you believe that earning and sharing digital credentials will benefit your career?
- How does using digital credentials align with your academic and professional goals?
- Have you set specific goals for earning and sharing digital credentials?
- Do you plan your time to ensure you can use digital credentials regularly?

### Automatic Motivation

- How do you feel when you perform the behaviour (e.g., excited, frustrated)?
- Is the behaviour becoming a part of your daily routine?
- Are there any habits or impulses that make it difficult for you to perform the behaviour consistently?
- How do you feel when you earn and share digital credentials (e.g., excited, frustrated)?
- Is using digital credentials becoming a part of your academic routine?
- Are there any habits that make it difficult for you to use credentials consistently?

## Practical Tips

1. **Start Small:** Begin with a small, manageable behaviour change project to build confidence.
2. **Use Simple Language:** Avoid jargon and use straightforward language to describe the behaviour and its components.
3. **Visual Aids:** Use diagrams or flowcharts to illustrate the COM-B model and the relationships between its components.
4. **Engage Stakeholders:** Involve key stakeholders in the process to ensure buy-in and relevance.
5. **Iterate and Improve:** Test your approach with a small group, gather feedback, and refine your strategy.
6. **Be Clear and Concise:** Avoid vague terms and be as specific as possible.
7. **Align with Organisational Goals:** Ensure the behaviour supports broader organizational objectives.
8. **Use Positive Reinforcement:** Frame the behaviour in a way that highlights its benefits.
9. **Provide Examples:** Give concrete examples of what the desired behaviour looks like.

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### References:

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- ★ Credential Programmes
- ★ Credential Design Frameworks
- ★ Adoption Methodologies

## Inspiration

- ★ Credentials that really count!
- ★ Credential Pipeline Creation
- ★ Credential Related Ideation

### Contact us:

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