Think | BIG

Tips for Completing a Behavior Profile

**BEHAVIOR:** A behavior is written from one **Primary Actor’s point of view.** It describes the Primary Actor you are working for and what you hope they can do as a result of your work. The Primary Actor is the beneficiary you are working for, not necessarily with.

**Examples:**
- Property-owning citizens pay full property rates annually
- Energy consumers use reliable and affordable electricity services
- Teachers improve quality of instruction in the classroom
- Vulnerable households use social safety nets

**STEPS:** The steps of the behavior are written from the **Primary Actor’s point of view.** The steps are small actions that the Primary Actor needs to do to practice the behavior. Steps are not necessarily sequential. If the Primary Actor follows these steps, they have practiced the behavior.

**FACTORS:** Factors are examined from the **Primary Actor’s point of view.** A factor can be a barrier (B) or a motivator (M). Factors describe “why” they are able or unable to practice the behavior or carry out a step needed to practice the behavior.

**Supporting Actors and Their Actions:** Supporting actors’ actions describe the other people that have to do something to address the factors to help the Primary Actor practice the behavior. Many times, the Primary Actor alone cannot practice the behavior without support of others in the system, including at the institutional-, community-, and household-levels.

**Strategies:** Strategies describe what should be done in illustrative, general terms. Strategies are used to overcome a factor that inhibits practice of the behavior (Barrier) or to leverage a factor that supports practice of the behavior (Motivator). Strategies can incorporate a supporting actor’s action to address the factor or can be directed toward a supporting actor who must take action for the Primary Actor to practice the behavior.

**Examples:**
- Development and implementation of community-based female financial literacy programs
- Improve storage capacity for improved seeds and other inputs at the district level
- Build waiting shelters for pregnant women so they are comfortable while waiting for services
- Create district-level forums for head teachers to share perspectives on how to keep disadvantaged pupils in school

Note: Sometimes Enabling Environment Strategies and Systems, Products and Services Strategies require their own Supportive Communication. If you feel that one of these Strategies needs some communication for it to be effective, indicate this.