Research: Keren Dali, Norda Bell, Zach Valdes   Design: Jay Williams

Transtheoretical Model of Change

WHAT IS TTM?

Transtheoretical Model of Change (henceforth, TTM) is focused on the stages and aspects of behavioral change and places personal changes in the societal and institutional contexts.

THE TTM OF CHANGE

The comprehensive "transtheoretical Model (TTM) uses stages of change to integrate processes and principles of change across major theories of intervention," and can prove useful in understanding change in complex situations (Prochaska, Redding, & Evers, 2015, p.125). It reveals the following six stages:

PRECONTEMPLATION

When an individual has no intention to act in the foreseeable future (about six months)

CONTEMPLATION

When there is already a plan to take action within this time frame

PREPARATION

When action is planned in the next 30 days or so

ACTION

When change in behavior is recorded and lasts for up to six months

MAINTENANCE

Maintenance can be recorded if said change persists for over six months
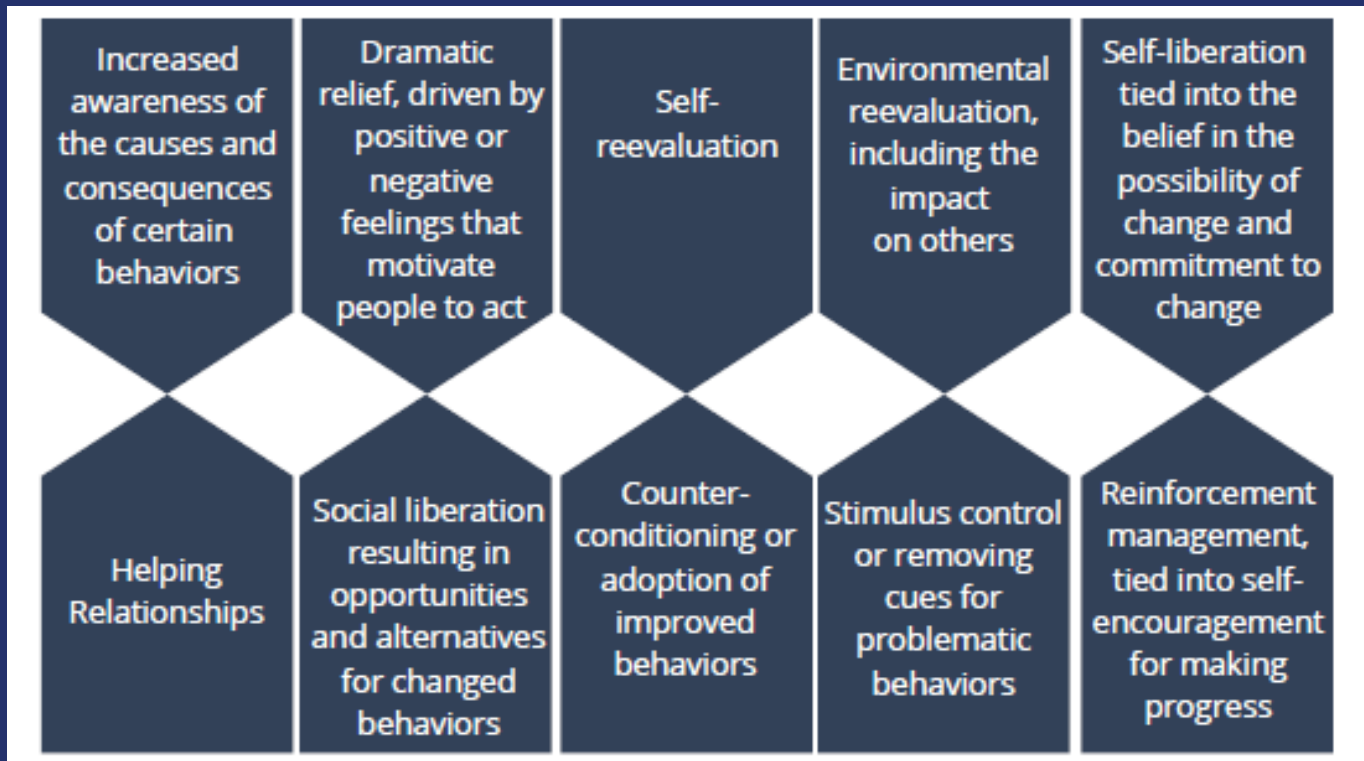
TERMINATION

When the change is confirmed and there is no relapse, although relapse can also occur instead of termination, and the individual can return to older behaviors.

The model, presented by Prochaska and DiClemente, has gone through several iterations and multiple publications since the1970s. See, for example, Prochaska, J. O., & DiClemente, C. C. (1983). Stages and processes of self-change of smoking: Toward an integrative model of change. Journal of Consulting and Clinical Psychology, 51(3), 390–395. https://doi.org/10.1037/0022-006X.51.3.390

AT EACH STAGE, DIFFERENT PROCESSES OF CHANGE CAN BE OBSERVED

Increased awareness of the causes and consequences of certain behaviors	Dramatic relief, driven by positive or negative feelings that motivate people to act	Self-reevaluation	Environmental reevaluation, including the impact on others	Self-liberation tied into the belief in the possibility of change and commitment to change
Helping Relationships	Social liberation resulting in opportunities and alternatives for changed behaviors	Counter-conditioning or adoption of improved behaviors	Stimulus control or removing cues for problematic behaviors	Reinforcement management, tied into self-encouragement for making progress

(Prochaska, Redding, & Evers, 2015, p.125)

ORIGINS AND USES OF TTM – SELECT EXAMPLES

Originating in health sciences, TTM stemmed from a series of studies aboutindividuals who tried to quit smoking (see, e.g., Prochaska & DiClemente, 1983) andemerged as a comprehensive model of intentional behavioral change. Over the yearsthe TTM has often been used in other disciplines as well:

- EDUCATION AND SCHOOL COUNSELING
- SOCIAL WORK
- LIBRARY AND INFORMATION SCIENCES
- TRANSPORT BEHAVIOR RESEARCH

The TTM of change was used in our study to elucidate and interpret study findings. Based on our secondary research, it is the first time that the TTM is applied to understanding DEI-related PDEs, at least, in the field of LIS.

MAPPING THE FINDINGS OF THE DALI-BELL-VALDES SURVEY TO THE TTM CONCEPTS

INCREASED AWARENESS OF THE CAUSES AND CONSEQUENCES OF CERTAIN BEHAVIORS	**Cognitive learning: Awareness** "It made me aware of other issues affecting people of color in academic libraries especially those considered 'staff.'"
DRAMATIC RELIEF, DRIVEN BY POSITIVE OR NEGATIVE FEELINGS THAT MOTIVATE PEOPLE TO ACT	**Affective learning: Emotion** "I had just never seen 300 women in one space. And then, to see the sea of diverse faces was inspiring." "It made me angry at my institution."
SELF-EVALUATION	**Personal learning and change: Self-awareness and self-improvement** "I was uncomfortable when I realized that I had done some of things that were perceived as threatening." "It made me realize the need to make others aware and to understand that not everyone experiences life the way I do"
ENVIRONMENTAL REEVALUATION, INCLUDING THE IMPACT ON OTHERS	**Behavioral learning: Action** "Professional practices have changed significantly. Re-evaluated our values, made our value statements clear, started programs that are still ongoing. We are committed and want to demonstrate our commitment with our behaviors and actions."
SELF-LIBERATION TIED INTO THE BELIEF IN THE POSSIBILITY OF CHANGE AND COMMITMENT TO CHANGE	**Personal learning and change: Self-awareness and self-improvement** "Got me even more fired up to integrate and advocate for these issues at my institution."

HELPING RELATIONSHIPS	**Social learning: Interaction** "I felt like there were more people involved in this work than I had thought. This isn't really a subtopic of librarianship anymore, it's increasingly a central part of the discourse of our profession"
SOCIAL LIBERATION RESULTING IN OPPORTUNITIES AND ALTERNATIVES FOR CHANGED BEHAVIORS	**Affective learning: Emotion** "It made me both hopeful because of the amazing people doing the work that I meant and worried because of the sheer amount of work that still needed to be done."
CONTERCONDITIONING OR ADOPTION OF IMPROVED BEHAVIORS	**Behavioral learning: Action** "Our institution is committed to asking questions about our practices in a DEI framework, so there's good institutional support for this work. […] We do searches differently now - much more information is shared with candidates to enable them to shine rather than waste time together trying to figure out what we are looking for."
STIMULUS CONTROL OR REMOVING CUES FOR PROBLEMATIC BEHAVIOR	**Behavioral learning: Action** "Comfort with old ways is the biggest obstacle - people sometimes feel like supporting DEI work is "one more thing," so the challenge is shifting the frame to articulate how it makes all of us, and all that we do, better and more accessible for all."
REINFORCEMENT MANAGEMENT, TIED INTO SELF-ENCOURAGEMENT FOR MAKING PROGRESS	**Behavioral learning: Action** "I was already trying to decolonize my collection practices before attending the event, but after attending the event I felt much more confident in my approach. I was confident enough to do a presentation to fellow librarians and answer questions."