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**The compendium of self-enactable techniques to change and self-manage motivation and  
behaviour (v1.0)**

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19 **ABSTRACT**

20 Behaviour change techniques describe the content of behaviour change interventions, but do not  
21 adequately account for the actions that individuals must themselves undertake to successfully  
22 change or self-manage motivation or behaviour. This compendium of 123 self-enactable techniques  
23 fills this gap by combining behaviour- and motivation-regulation techniques across six existing  
24 classifications of behaviour change techniques and three scoping reviews, converting each into a  
25 self-enactable form with instructive examples to facilitate self-enactment. Qualitative feedback was  
26 gathered from intervention developers and the general public to improve the utility, congruence,  
27 and ease of self-enactability of technique definitions and instructive examples. This integrative index  
28 of self-enactable techniques can help intervention developers and individuals select appropriate self-  
29 directed techniques to self-manage motivation and behaviour. Future research with this  
30 compendium will expand on the number of behaviours covered by the instructive examples and link  
31 techniques with their potential impacts on theoretical determinants of behaviours.

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36 **Supplementary Files** (available from <https://osf.io/pqfjz/>):

1	Simplified list version of the compendium (.pdf)
2	Instructions and glossary for the general public (.pdf)
3	Full tabular version of the compendium (.xlsx)
4	Work scoping review (.pdf)
5	Sport scoping review (.pdf)
6	Education scoping review (.pdf)
7	Preliminary compendium v0.3 – Tested in expert review (.xlsx)
8	Verbatim methods of expert review exercise (.pdf)
9	Full results of expert review (.xlsx)
10	Notes of discussion after expert review (.pdf)
11	Full methods and results of qualitative interviews (.pdf)

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38 To be effective, many behaviour change interventions require that individuals take active  
39 roles in changing their own behaviour, by adopting and using appropriate strategies and methods  
40 (e.g., weighing pros and cons of changing, setting goals) to do so. This entails that individuals need to  
41 be equipped with the necessary skills, abilities, tools and techniques to effectively change their own  
42 behaviour, a process collectively referred to as self-management or self-regulation. While behaviour  
43 change interventions undoubtedly take place within complex systems involving many parts, there is  
44 evidence that individual-level interventions can change health-related (and other) behaviours<sup>1</sup> and  
45 outcomes<sup>2</sup>, and these interventions are increasingly being used to reduce costs in healthcare  
46 systems across Western societies<sup>3</sup>. As such, the keys to improving health and well-being, as well as  
47 other issues which arise from the behaviour of individuals<sup>4</sup>, lie in the capabilities that individuals  
48 have at their disposal to successfully self-manage their own motivation and behaviour.

49 Behaviour change interventions often draw from behavioural theories, and target changes in  
50 important determinants of a behaviour to change the behaviour itself<sup>5</sup>. Historically, the descriptions  
51 of such interventions have lacked specificity, as broad treatment labels such as “cognitive therapy”  
52 or “lifestyle counselling” do not immediately reveal an intervention’s component parts<sup>6</sup>. For  
53 example, two interventions with the same overarching label might contain different techniques,  
54 while, at the same time, two interventions with identical component techniques might receive  
55 different overarching treatment labels. This lack of granularity in intervention descriptions has led to  
56 a ‘black box’ problem in intervention research<sup>7</sup>, and has limited the scientific understanding of which  
57 ‘active ingredients’ effectively change behaviour within interventions.

58 Behaviour change techniques are the active components of behaviour change  
59 interventions<sup>8</sup>, and have been enumerated in several recently-developed taxonomies of behaviour  
60 change techniques. These include the 93-item behaviour change techniques taxonomy v1 (BCTTv1)<sup>9</sup>;  
61 the 99-item intervention mapping (IM) taxonomy<sup>10</sup>, which arranges behaviour change techniques (or  
62 ‘methods,’ in IM terminology) by the theoretical determinants that each is presumed to target as a  
63 precursor to behaviour change; and the 38-item motivational interviewing (MI) taxonomy<sup>11</sup>, which  
64 specifies the content-based and relational techniques present within MI counselling approaches<sup>12</sup>.  
65 Taken together, these taxonomies<sup>9-11</sup> offer researchers and practitioners an elaborated classification  
66 of the many methods available to change behaviours and some common language with which they  
67 can describe the content of behaviour change interventions. This has led to improved consistency in  
68 the description of behaviour change interventions, allowing for greater replicability of interventions,  
69 and offers those aiming to synthesize evidence across intervention studies means to adequately  
70 compare and classify intervention content. Across taxonomies, however, several shortcomings  
71 remain, including a lack of focus on individuals and technique enactment, limited scope, and  
72 insufficient examples of use.

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#### 74 **Shortcomings of existing taxonomies**

75 The most important outstanding issue is what the recipients of behaviour change  
76 interventions (i.e. individuals in the target population whose behaviour needs to change) can do *on*  
77 *their own* to facilitate behavioural change and maintenance. While some existing taxonomies  
78 indicate that techniques may be self-delivered<sup>9</sup>, the definitions and examples they provide focus  
79 largely on the actions that intervention providers (e.g., nurses, community workers, designers of  
80 public health campaigns) would take when delivering a technique to individuals (e.g., *prompting*  
81 behavioural goal setting, *demonstrating* the target behaviour, or *providing* information). This leaves  
82 some doubt about whether individuals can “self-deploy”<sup>13</sup> techniques to change behaviour, and if so,

83 how that should occur<sup>14</sup>. For example, within the BCTTv1, technique 11.2 (reduce negative  
84 emotions) states that intervention providers should “advise on ways of reducing negative emotions”  
85 to facilitate behavioural performance, but does not elucidate the actions that recipients of that  
86 technique would need to take in order to bring about change. In other words, how should an  
87 individual go about reducing their own negative emotions? Furthermore, some techniques from  
88 existing taxonomies do not lend themselves to self-enactment at all. This includes techniques from  
89 the IM taxonomy<sup>10</sup> and TIPPMIE intervention typology<sup>15</sup>, which apply only to actors at other  
90 environmental levels (e.g., public policy or organizational change methods), and relational  
91 techniques from MI<sup>12</sup>, which are only applicable to those delivering MI in one-on-one practitioner-  
92 client sessions. While one existing taxonomy (the Oxford Food and Activity Behaviours taxonomy –  
93 OxFAB)<sup>16</sup> has focused on self-enacted behaviour change and self-management, its techniques were  
94 drawn exclusively from weight management protocols, and have unknown applicability to other  
95 behavioural domains. The present study aims to compile a new domain-general list of techniques  
96 which focuses specifically on agentic and self-enactable behaviour change methods, which will offer  
97 intervention developers and the general public a clearer overview of the available options and  
98 specific actions which contribute to the successful self-management of behaviours related to health,  
99 environmental protection, and other outcomes.

100 Furthermore, by focusing primarily on behaviour change techniques that are delivered  
101 within interventions, existing taxonomies also do not specifically address the issue of technique  
102 *enactment*, which is imperative when investigating the behaviour change of individuals within  
103 complex systems<sup>17,18</sup>. For an intervention to have effects, providers must successfully deliver  
104 techniques, individuals must successfully receive the techniques, and individuals must then also  
105 successfully act on the techniques<sup>19</sup>. A growing body of evidence suggests that sustained behaviour  
106 change following interventions depends on the extent to which individuals self-enact or utilise  
107 behaviour change techniques themselves<sup>20-22</sup>, but existing taxonomies do not indicate what  
108 successful self-enactment should look like, or which techniques require enactment beyond delivery.  
109 This may limit the extent to which intervention developers can take the individual perspective into  
110 account when trying to optimize enactment. This work will therefore also promote intervention  
111 designs which more coherently address enactment, and which bridge the gap between intervention  
112 receipt and the adoption and maintenance of new behaviours.

113 Second, existing technique classifications do not capture all possible techniques that might  
114 be used to change or regulate behaviour or behavioural determinants (e.g., motivation), so drawing  
115 techniques from a wider range of behavioural domains could reveal additional techniques. For  
116 example, within work and occupational psychology, the idea that individuals can themselves alter  
117 working patterns to increase their own motivation (‘job craft’) has attracted much attention. The job  
118 crafting research to date indicates that various positive outcomes follow when employees  
119 themselves make changes to their work patterns and relationships<sup>23</sup>. Within sport psychology a  
120 number of studies have linked cognitive self-management strategies, such as self-talk, imagery, and  
121 attentional focus with positive outcomes<sup>24,25</sup>. Attentional focus is also prevalent as a self-  
122 management technique within educational psychology. This work will therefore explore self-  
123 management and behaviour change strategies in various applied domains, which could unearth new  
124 techniques to supplement existing taxonomies and make them more complete.

125 Finally, while existing taxonomies offer some examples of how techniques might be applied  
126 in practice, these are generally limited in scope and described using technical terminology. This  
127 makes the meaning and operationalisation of individual techniques less accessible and

128 comprehensible to practitioners who may lack expertise in behavioural science. It also means that,  
129 while techniques from existing taxonomies might potentially be self-enactable, self-enactment  
130 would not likely occur successfully in practice. The current work aims to increase the likelihood of  
131 successful self-enactment, by writing self-enactable techniques in plain, accessible language and by  
132 including adequate instructions and examples to facilitate ease of use by the general public.  
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### 134 **The Present Study**

135 The present study aimed to develop an integrative compendium of self-enactable  
136 techniques to change or self-manage motivation and behaviour, with a focus on techniques which  
137 require conscious participation and initiation on the part of the individual. Specifically, this research  
138 will (a) identify, assess, and integrate techniques across existing taxonomies and other domains of  
139 psychological research (sport, education and work); (b) identify how individuals can take an active  
140 role in enacting the identified techniques to change or manage motivation and behaviour; and (c)  
141 compile a comprehensive list of self-enactable behaviour change techniques that intervention  
142 developers can adopt to incorporate into interventions aimed at changing motivation and behaviour.  
143 To achieve this, our group undertook an iterative development process that involved searching and  
144 content-analysing existing research on behaviour change interventions and extant taxonomies;  
145 discussions within the research team and an advisory group comprising behaviour change experts;  
146 feedback from experienced intervention developers; and qualitative interviews with members of the  
147 public. This process involved: identifying relevant techniques; outlining how the techniques could be  
148 self-enacted and developing appropriate definitions, descriptions, and self-enactable formats;  
149 producing instructive examples; and identifying information about dependencies between  
150 techniques. Table 1 outlines the steps taken during this research, and further details are available in  
151 the methods section.  
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## 153 **Results**

154 Developing the compendium of self-enactable behaviour changes involved three distinct  
155 phases: Initial development work (Phase 1); external expert reviews (Phase 2); and the refinement of  
156 the compendium into its final form (Phase 3). The Methods section provides further detail on the  
157 processes undertaken during the three phases (and seven individual steps) shown in Table 1.  
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### 159 **Phase 1: Initial development**

160 In step one, the 230 techniques from the three primary source taxonomies<sup>9-11</sup> were  
161 consolidated in a spreadsheet, leading to a provisional listing (v0.1) containing 125 techniques. This  
162 provisional listing was then supplemented with the 13 additional techniques shown in Table 2, which  
163 were derived from three scoping reviews (in the areas of work, sport and education psychology  
164 (Step 2; Supplementary Files 4, 5 and 6), and three additional classifications of behaviour change  
165 techniques<sup>16,26,27</sup> (Step 3). Steps two and three resulted in an expanded provisional listing of 138  
166 techniques (v0.2). Finally, in step four, the text of each technique in v0.2 was re-written into a self-  
167 enactable form and supplemented with a plain-language instructive example of how to self-enact it.  
168 This resulted in a first draft of the compendium (v0.3) which contained 123 techniques. Figure 1  
169 shows the flow of techniques from original sources through to the final compendium, and specifies  
170 reasons for removal of techniques.  
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173 **Phase 2: External reviews by end users and experts**

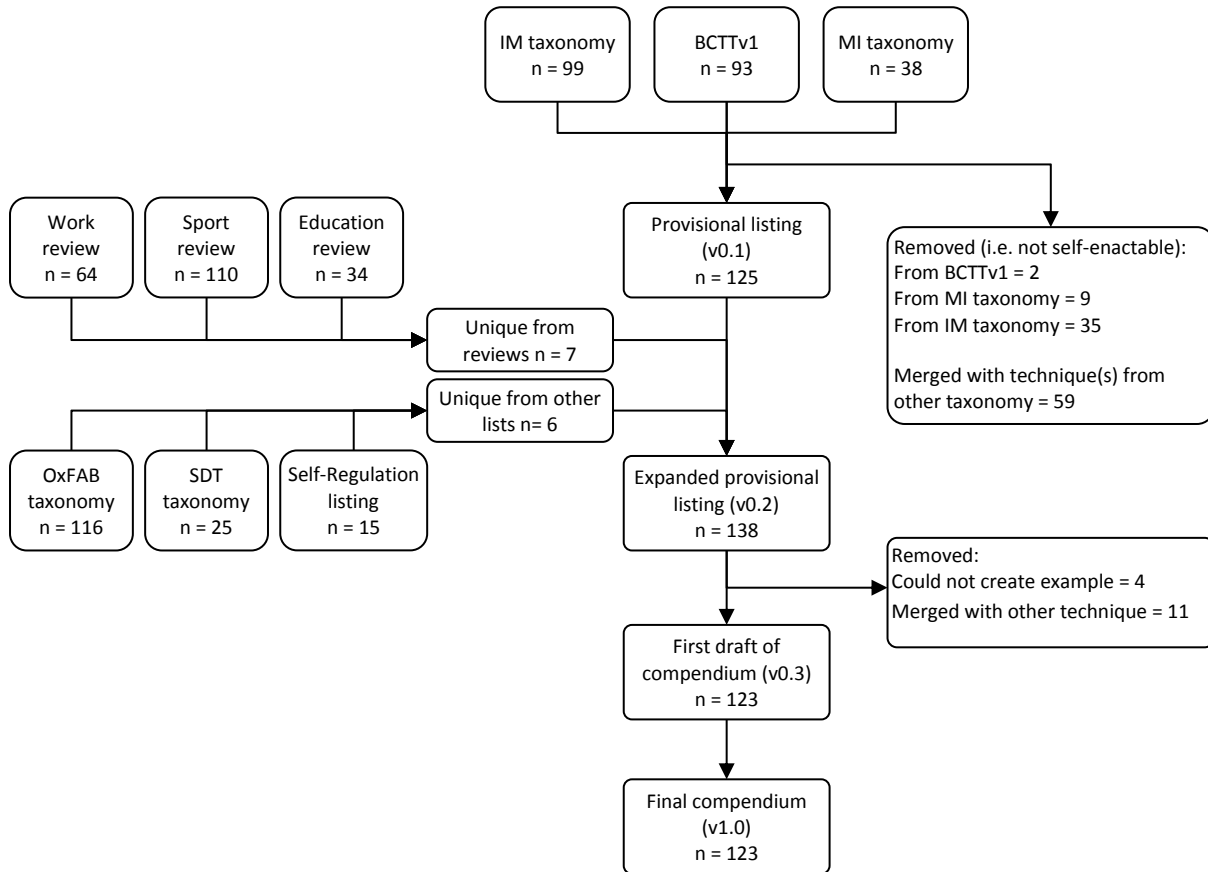
174 In step five, we conducted qualitative interviews with members of the general public (i.e.,  
 175 one group of potential end users of the compendium) to examine the acceptability of a subset of the  
 176 techniques from version 0.3. These interviews revealed several issues with the definitions and  
 177 examples of some techniques, which limited their potential acceptability as part of self-enacted  
 178 behaviour change interventions. The interviews identified the presence of technical language which  
 179 interviewees had difficulty understanding. Some interviewees expressed doubts about the personal  
 180 relevance of some techniques (e.g., “I could see how this might be good for *someone else*, but not  
 181 me”). Some interviewees found it difficult to identify ways to implement the techniques beyond  
 182 what was explicitly mentioned in the technique definitions or examples.  
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184 Table 1. Outline of the steps taken in developing the compendium of self-enactable techniques.

Phase	Step	Methods	Outputs
<b>1. Initial development</b>	1. Integrating three existing global taxonomies of behaviour change techniques/methods	Group discussions within research team; consultations with authors of previous technique classifications	A provisional list of technique definitions (v0.1; n = 125)
	2. Identifying techniques from applied psychology literature	Three scoping reviews of self-management in the sport, education and work psychology domains	Additional self-enactable techniques for potential inclusion.
	3. Adding in content from scoping reviews and other previous (domain-specific) classifications of behaviour change techniques	Group discussions within research team; consultations with authors of previous technique classifications	An expanded provisional list of technique definitions (v0.2; n = 138)
	4. Creating instructive examples to improve ease of self-enactability	Group discussions within research team; consultations with authors of previous technique classifications and other behaviour change experts	A draft list of technique definitions and examples (v0.3; n = 123)
<b>2. External reviews</b>	5. Assessing acceptability of a subset of techniques	Qualitative interviews with members of the public (n = 20)	Possible improvements of the definitions and examples in v0.3
	6. Assessing utility, congruence and ease of self-enactability of technique definitions and examples	Online survey of external experts in intervention development (n = 17)	Possible improvements of the definitions and examples in v0.3
<b>3. Refinement and finalising</b>	7. Improving technique definitions, examples, and overall usability	Group discussions within research team to reach consensus on final wording of technique definitions and examples	The final compendium (v1.0; n = 123), which includes introductory text and a glossary

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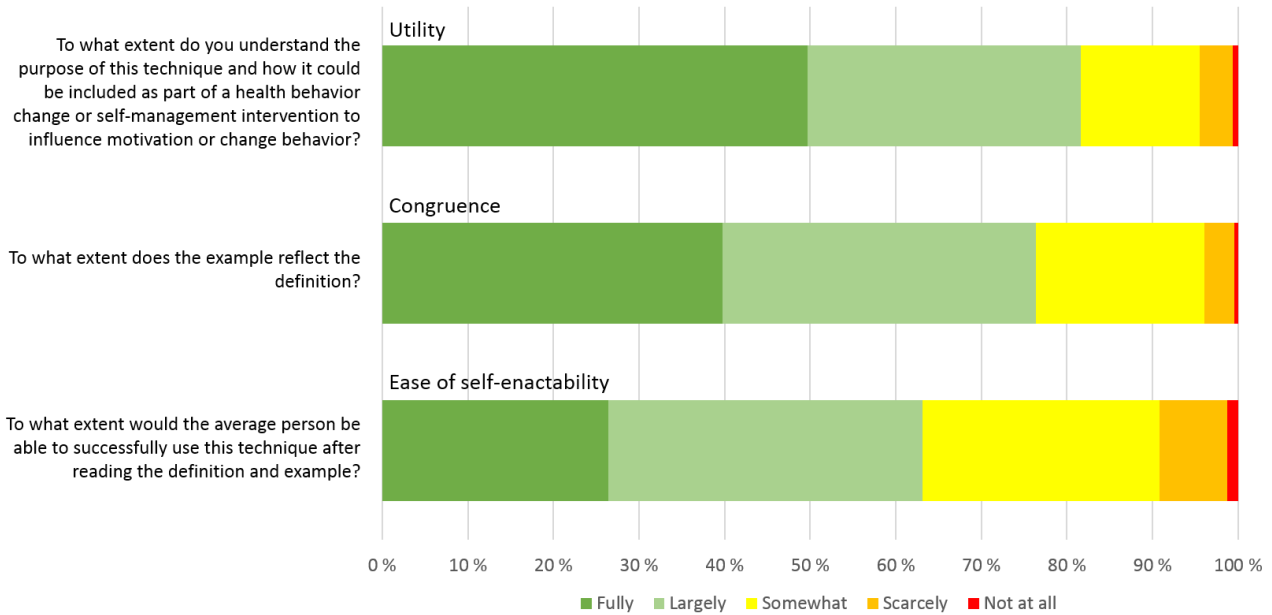
188 Figure 1. Sources of identified techniques and the flow of techniques into the final compendium.



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In step six, external experts in intervention development (n = 20), another group of potential end users of the compendium, used an online system to rate the labels, definitions, and examples of included techniques on three dimensions: utility, congruence, and ease of self-enactability. Experts also provided comments about how each technique, and the draft compendium as a whole, could be improved. Rates of agreement across experts ranged from 70.5% for utility, to 64.9% for congruence, to 53.7% for ease of self-enactability. We did not calculate Fleiss' kappa for multiple raters, as the review exercise aimed to identify possible problems with the techniques as written and did not aim to achieve a consensus or final agreed-on rating for each technique<sup>28</sup>. A breakdown of quantitative responses from the review exercise is presented in Figure 2. In total, results of the expert review indicated that the utility of 28 techniques, the congruence of 34 techniques, and the ease of self-enactability of 62 techniques required improvements to the definitions and examples. Fifty-five techniques did not require improvement in any of these three dimensions, 28 needed improvement in one dimension, 24 needed improvement in two dimensions, and 16 needed improvement in all three dimensions. The results of Phase 2 indicated several concrete ways to improve the definitions and examples in Phase 3.

212 Figure 2. Percentages of expert responses (n = 492) to questions of utility, congruence and ease of  
 213 self-enactability for the definitions and examples in the draft compendium (v0.3). Definitions and  
 214 examples of problematic techniques were then revised, resulting in the final compendium (v1.0).



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217 **Phase 3: Refinements and finalizing**

218 The results of Phase 2 informed the final Phase of development, wherein we used qualitative  
 219 feedback from intervention development experts and the general public to adapt the compendium  
 220 into its final revised form. This involved rewriting definitions and instructive examples of problematic  
 221 techniques to improve utility, congruence and ease of self-enactability. In addition, based on  
 222 suggestions from the expert review, each technique was supplemented with information about  
 223 possible unintended adverse effects, and information to distinguish between techniques that would  
 224 likely require instruction on delivery, and those that are more readily and independently self-  
 225 enactable based on the provided definitions and instructive examples alone. Finally, based on  
 226 suggestions in the qualitative data, a primer and glossary were added to summarize the purposes of  
 227 the compendium, to offer guidance on how to use it, and to define key terms from the technique  
 228 definitions and examples. This resulted in the final compendium (v1.0; supplementary file 3).

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**Discussion**

231 Taxonomies of behaviour change techniques provide a common set of terms for describing  
 232 the unique components of behaviour change interventions, and improve the uniformity of  
 233 descriptions to facilitate replicability and evidence synthesis. This integrative compendium of self-  
 234 enactable techniques builds on existing taxonomies in three key ways: by reconceptualising  
 235 techniques as actions that individuals can themselves undertake to change or self-manage  
 236 motivation or behaviour; by combining techniques across existing taxonomies and from applied  
 237 psychological research in the areas of work, sport, and education; and by including instructive  
 238 examples, information about adverse effects and dependencies between techniques, and a guide to  
 239 facilitate self-directed use of the techniques. These advances offer researchers and intervention  
 240 developers a comprehensive resource for optimally accounting for the participant perspective when  
 241 building behaviour change interventions, and have the potential to facilitate self-enactment of these



242 techniques among the general public. This compendium is a first step in this direction (v1.0), and it  
243 will be further developed, expanded and updated as additional evidence comes to light.

244 The agentic approach taken within this work draws attention to the importance of fidelity of  
245 receipt and enactment within behaviour change interventions<sup>19</sup>. Many existing interventions are not  
246 delivered or enacted as intended, which can reduce the effectiveness of these interventions. By  
247 conceptualising techniques not only in terms of what is delivered, but also in terms of the concrete  
248 actions that individuals receiving an intervention must themselves take to bring about change, this  
249 work will help intervention developers to carefully consider and plan ways to increase fidelity of  
250 receipt and enactment. Further extensions to this compendium may include questionnaire items to  
251 assess enactment of techniques in a way that accounts for these actions<sup>16</sup>.

252 Behaviour change researchers may also find this compendium useful for coding the content  
253 of self-delivered interventions (e.g., self-help). Despite the known under-reporting problems  
254 associated with retrospective taxonomy-based coding of intervention content from published  
255 intervention descriptions<sup>29</sup>, this method is consistently used in meta-analyses across behavioural  
256 domains. While taking a self-enactment approach when coding published intervention descriptions  
257 will not solve the problem of under-reporting, it could help to identify subtle variations in the  
258 delivery of certain techniques, which may contribute to a technique's effectiveness across studies.  
259 Furthermore, if applied to the coding of individual interactions between intervention providers and  
260 recipients, an agentic approach could help to identify differences in technique enactment across  
261 participants within studies, by examining the extent to which providers bring up and discuss specific  
262 agentic actions participants took outside of sessions<sup>30</sup>.

263 The detailed instructive examples which accompany the techniques in this compendium will  
264 help to facilitate self-enactment. Each instructive example offers a rationale for using the technique,  
265 and lists concrete actions an individual should take to enact the technique to self-manage or change  
266 behaviour or motivation. While not a guarantee of successful self-enactment, these brief and  
267 informative instructive examples capture the essence of each technique, and have been reviewed  
268 and refined based on the inputs of intervention developers and members of the general public alike.  
269 This means that they meet a minimal threshold of prospective acceptability<sup>31</sup>, and could be used as  
270 off the shelf options in face-to-face or technology-assisted self-management or behaviour change  
271 interventions. However, this work does not yet provide evidence for the concurrent acceptability or  
272 efficacy of any techniques, and future testing is needed to examine how well individuals can self-  
273 enact these techniques based on these definitions and examples alone. With further refinements  
274 based on the results of such testing, the techniques could open new possibilities for self-delivered  
275 interventions. This is an important contribution, as effective self-delivered or technology-assisted  
276 interventions have great potential to reduce the costs associated with primary prevention and  
277 medical management of chronic disease<sup>32</sup>, and in improving other outcomes.

278 In addition to their utility for researchers and intervention developers, the instructive  
279 examples offer members of the public direct access to self-enactable techniques that they could use  
280 to self-manage or change their behaviour. This includes techniques that are best used before (e.g.,  
281 obtaining information, mental rehearsal), during (e.g., action control, distraction), or after (e.g.,  
282 reviewing behavioural goals, self-reward) engaging in a target behaviour. It also includes techniques  
283 that would be expected to change behaviour or motivation via reflective and deliberative processes  
284 (e.g., goal setting, graded tasks), and those that target automatic or impulsive response (e.g., habit  
285 formation, training executive function). As this work focused solely on agentic actions, we excluded  
286 behaviour change techniques target the environment and operate (largely) outside of an individual's

287 awareness (e.g., choice architecture or nudging), as well as techniques which could not be  
288 reasonably self-initiated (e.g., policy-level interventions). We did, however, include techniques which  
289 might (potentially) require external inputs (e.g., from other people, the internet or healthcare  
290 professionals), but which individuals could nevertheless self-deploy (e.g., obtain social support); and  
291 techniques by which an individual might automatize their behavioural patterns (e.g. habit  
292 formation). The final listing distinguishes between techniques that might require external inputs and  
293 those which do not, and provides additional information about prerequisite techniques, to avoid  
294 self-enactment of techniques for which the necessary preconditions have not been met. The  
295 information accompanying each technique will be expanded in the future to include further  
296 information about each technique's parameters of effectiveness.

297         Based on our expert review and interviews with potential end users, we also added an  
298 introductory text to the compendium, which outlines how it can be used and defines several key  
299 terms from the behaviour change literature. While this accessibility and user-friendliness goes  
300 beyond that offered by existing taxonomies, which provide no such guidance to members of the  
301 public looking change their health behaviours on their own, it stops short of being a fully self-guided  
302 intervention platform. Rather, in its present form, the listing offers the general public a list of ideas  
303 for how to go about changing or managing their own lifestyle behaviours or motivation.

304         As the compendium at this point lacks the capability to fully guide individuals through the  
305 process of behaviour change, several areas of concern for misuse and unintended consequences of  
306 techniques require highlighting. During the expert review phase, several techniques were flagged as  
307 potentially having adverse effects when used incorrectly<sup>33</sup>, or when applied to a different behaviour  
308 than the ones included in the instructive examples. As an example, when the technique *satiation*  
309 (#69) is targeted toward physical activity (i.e., sitting for an extended period until physical activity  
310 feels like a nice change from sitting), no immediate adverse events would be expected. However,  
311 when applied to reducing unhealthy snack intake, the technique could lead to unhealthy binge  
312 eating behaviours and potentially contribute to the development of eating disorders<sup>34</sup>. Although  
313 most potentially adverse effects from technique misuse were mild (e.g., frustration at not achieving  
314 a goal, placing a burden on friends), we found it important to proactively identify and clearly indicate  
315 these to individuals wishing to self-manage their behaviour, and have added such designations  
316 where applicable. While this is currently sufficient, future development of this compendium into a  
317 standalone system for self-delivered behaviour change interventions would necessitate a more  
318 complete plotting of worst-case scenarios and implementation of more rigorous safeguards to  
319 protect individuals who might unknowingly misapply these self-enactable techniques.

320         In developing this compendium, our research team followed a systematic and stepwise  
321 process that was informed by past experiences with taxonomy development<sup>11,35,36</sup>. This included  
322 extensive in-depth discussions and consensus-reaching procedures, scoping reviews, input from a  
323 panel of expert intervention developers, and input from authors of published taxonomies and other  
324 topic-area experts. The development process also included the novel aspect of qualitative interviews  
325 with the public to assess and improve the comprehensibility of a subset of techniques.

326         Despite these strengths, several limitations of this work related to both the final product and  
327 the development process bear mentioning. First, the instructive examples currently relate to only  
328 one or two health-related behaviours (e.g. physical activity, healthy eating, smoking cessation) per  
329 technique. During the expert review phase, several experts called for an extension of the examples  
330 to cover a wider range of health and environmental protection behaviours. This is important, as  
331 some techniques are better suited to changing some behaviours than they are others (e.g.

332 differences between “stop” and “start” behaviours, behaviours with addictive elements). Given the  
333 wide range of behaviours that interventions might target, it was not feasible to extend the  
334 compendium beyond its current form within the current project. To expand this work in the future,  
335 our group has set up a crowdsourcing platform<sup>37</sup>, through which researchers and others can  
336 contribute their own examples of how each technique could be used to target health behaviours not  
337 currently covered. While facilitating this crowdsourcing approach presents quality control and  
338 logistical challenges, which themselves require resources to overcome, expanding on this work via a  
339 collaborative effort of the scientific community is an exciting possibility. We welcome submissions  
340 for new examples via the online form at <http://bit.do/SubmitAnExample>.

341 Second, while most of these techniques have been included as part of previous behaviour  
342 change interventions, this was rarely done in a specifically self-enactable form. There is therefore  
343 little evidence about the efficacy of these techniques when self-enacted. Instead of making claims  
344 about technique efficacy, this compendium of self-enactable techniques supports the development  
345 of self-enactable intervention components, the efficacy of which would need to be tested  
346 separately. Relatedly, this listing also does not include comprehensive information about how each  
347 technique relates to motivational constructs and other behavioural determinants. Other research  
348 groups are currently working to establish an evidence-base for the linkages between behaviour  
349 change techniques and behavioural determinants (i.e. an ontology of behaviour change)<sup>38,39</sup>, which  
350 may be tied into this work in the future.

351 Finally, interviews with members of the public about the perceived acceptability and utility  
352 of techniques only covered a subset of the techniques included here. While these interviews led to  
353 several improvements in these 20 techniques, we were unable to conduct interviews for all included  
354 techniques. Work is underway to expand upon the qualitative findings presented here, and any  
355 resultant improvements to technique definitions or instructive examples will be integrated into the  
356 compendium in due course (<https://osf.io/pqfjz/>). We would therefore like to echo previous calls for  
357 further research into uptake and enactment of behaviour change techniques<sup>40</sup>.

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359 In taking this work further, one could envision an online system to offer members of the  
360 public guided, individualised access to these techniques. By utilising principles of computer  
361 tailoring<sup>41,42</sup> and ongoing ontological work to improve the evidential links between behaviour change  
362 techniques and behavioural determinants<sup>38,39</sup>, such a system could account for individuals’ current  
363 states and offer choices of the best techniques they could self-enact to change or manage their  
364 behaviour in real time. Paucity of research on some behaviour change techniques, especially when  
365 used in a self-enactable way, means that fully realising this type of evidence-based system would  
366 require substantial advances in the breadth and depth of the evidence base. However, such a system  
367 could also work to expand the evidence base on its own.

368 This compendium could also be used to develop measures of self-enactment processes for  
369 assessing fidelity within interventions. Measuring enactment of behaviour change techniques  
370 requires short technique definitions that can be readily utilised as questionnaire items. Hartmann-  
371 Boyce and colleagues have previously created a questionnaire based on their OxFAB taxonomy  
372 work<sup>16</sup>, and a similar process could be undertaken utilising the self-enactable techniques presented  
373 here. Developing adequate measures is key to improving scientific understanding of what individuals  
374 themselves do to change and manage their behaviour.

375 In conclusion, this integrative compendium of self-enactable techniques to change and self-  
376 manage motivation and behaviour builds upon existing taxonomies of behaviour change techniques,

377 and clarifies the agentic actions needed for successful self-enactment. It also extends previous  
378 taxonomies by pulling together their component techniques into a single listing, and by including  
379 clear instructions for how to use each technique in practice. In its present form, researchers can use  
380 this list to develop behaviour change interventions that optimally account for enactment by  
381 intervention recipients. This also offers members of the public access to definitions and instructive  
382 examples of self-enactable techniques that they could themselves use to change or manage their  
383 behaviour. With further refinements and contributions from theory and evidence, these intervention  
384 delivery and self-enactment perspectives could be brought together into a generalised, self-guided  
385 behaviour change system tailored to the needs of individuals.

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## Methods

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### Step 1: Integrating existing primary taxonomies

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In creating this compendium of self-enactable techniques for motivation and behaviour change, the intervention mapping taxonomy<sup>10</sup>, the BCTTv1<sup>9</sup>, and the motivational interviewing taxonomy<sup>11</sup> were chosen as primary sources, as they each identify and describe behaviour change techniques that are applicable across multiple behavioural domains. Efforts were then made to map these taxonomies onto one another (i.e., to combine them while accounting for overlaps). The mapping exercise was initiated by a single researcher (MB), who first placed the 93 techniques from the BCTTv1 into a spreadsheet. The BCTTv1 was used as the starting point, as it is extensively used within behaviour change intervention research. Then, each subsequent technique from the other two taxonomies was examined individually in relation to the techniques present in the BCTTv1. If a subsequent technique was judged to overlap (or partially overlap) with a technique present in the spreadsheet, then these techniques were mapped on to one another by placing the label of this new technique in the cell adjacent to the one containing the existing technique. If no match or overlap with the existing list was perceived, then a new row containing this new technique was added to the spreadsheet. In case of any uncertainty regarding the overlap of techniques from new sources, notes were made for later discussion with other members of the research team. The result of this mapping exercise and any uncertainties encountered were fully reviewed and discussed in detail until consensus on the mapping was reached within the study group (MB, NH, MH, KK, MS). Where consensus was not reached during discussions within this group, the study advisory group (MSH, WH, MMM), the authors of source taxonomies and additional topic experts were consulted via email, skype or in person for clarity on how they would differentiate between techniques from different taxonomies. These opinions informed further discussions within the study group to reach consensus.

After this initial mapping exercise, all techniques from the combined post-mapping list were evaluated for potential conversion into a self-enactable technique by a study group member (MH or KK). Techniques which were adjudged to have limited possibility of self-enactability were maintained and discussed with the rest of the research team. After these discussions, techniques were only removed due to lack of self-enactability when all members of the study group agreed the technique was not self-enactable.

In the next step, MB, NH, MH, KK and MS (with inputs from MMM and WH) worked collaboratively to rewrite each technique definition in a self-enactable way, using three pre-specified criteria: First, each technique had to contain at least one verb (e.g., seek out, obtain, arrange, reflect on) that refers to the action an individual would need to take to self-enact the technique. Second, each rewritten technique had to refer to either the performance of, and/or motivation for, a specific target behaviour. This could include engaging in a wanted behaviour and/or refraining from engaging in an unwanted behaviour. Definitions were worded to accommodate both possibilities where applicable. Finally, all techniques were written under the assumption that an individual has already identified a specific target behaviour that they are considering changing or already desire to change. One technique (#1 - Agenda mapping) was an exception to this rule however, as it involved choosing a behavioural domain. In writing the definitions, wordings present in the BCTTv1 were used

425 as a guide, and these were supplemented or altered where necessary to accommodate self-enactment and to  
 426 include operationalisations of techniques from other sources.

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428 **Step 2: Scoping reviews to identify additional techniques**

429 Three scoping reviews were undertaken by MB and MS to identify potential additional techniques  
 430 from the domains of sport, education, and work psychology. These scoping reviews included examining topic-  
 431 related reviews, interventions, theories and questionnaire items from each of these three domains. The full  
 432 methods and findings of the scoping reviews in the work, sport, and education domains are reported in  
 433 supplementary files 4, 5 and 6 respectively, which are available on the project’s open science framework page  
 434 (<https://osf.io/pqfjz/>).

435

436 Table 2. Final forms of techniques added during Phase 1, Step 3 of the development process.

Number	Label	Definition	Source
29	Task crafting (enjoyment)	Restructure the target behaviour to make performing it more enjoyable	OxFAB taxonomy; Work scoping review
30	Task crafting (skills and ability)	Introduce new approaches to the target behaviour that are congruent with current skills and ability	Work scoping review
31	Add challenge	Add challenges to the target behaviour.	Work scoping review
32	Goal integration	Modify (or choose ways of doing) the behaviour such that it allows for simultaneously engaging in other valued behaviours and/or pursuing valued outcomes	Work scoping review; Group discussion
52	Support others	Provide support to others in relation to the target behaviour	OxFAB taxonomy; Work scoping review
57	Remind of outcome goal content	Remind yourself of your outcome goal(s).	Work scoping review; Group discussion
58	Action control (keep goals in mind)	Make efforts to consciously keep the target behaviour and your goals in mind	Self-regulation listing; Sport scoping review
59	Action control (maximize effort)	Maximise effort toward undertaking the target behaviour	Self-regulation listing; Sport scoping review; Education scoping review
103	Critically assess beliefs	Evaluate and challenge the accuracy of your own beliefs	Work scoping review
109	Focus on enjoyment (pleasant aspects) of behaviour	Focus thinking on pleasant rather than unpleasant aspects of the target behaviour.	Work scoping review
120	Identify sources of pressure for behaviour	Identify sources of pressure (external or internal) and expectations to perform the target behaviour	SDT taxonomy
121	Identify ways of dealing with pressure	Take steps to manage or limit the effects of pressure (external or internal) to perform the target behaviour	SDT taxonomy
123	Prayer	Appeal to a higher power for changes in motivation or behaviour	Education scoping review

437

438 **Step 3: Integrating techniques from scoping reviews and additional taxonomies**

439 One member of the study team (KK) examined all techniques identified in the scoping reviews, and  
440 made notes on their possible overlaps with those already present in the merged taxonomy. These notes were  
441 then reviewed by additional members of the study team (NH, MH, MMM), and non-overlapping techniques  
442 were added to the existing list. Similarly, each technique from three additional classifications of behaviour  
443 change techniques<sup>16,26,36</sup> was reviewed by at least one researcher (MB, NH, MH, KK, MMM). Techniques  
444 identified as potentially unique were then discussed by NH, MH, KK, and MMM until consensus was reached  
445 on uniqueness or overlap with existing techniques in the listing. Authors of two secondary sources<sup>16,26</sup> were  
446 contacted for additional information where consensus could not immediately be reached within the study  
447 group. Techniques added to the listing during Step 3 were reworded into a self-enactable form following the  
448 same procedures as in Step 1, after consensus had been reached on their inclusion (See Table 2).

449

450 **Step 4: Creating instructive examples**

451 Each technique from the expanded provisional listing (v0.2) was then supplemented by an instructive  
452 example which could allow the average person to self-enact the technique to change or self-manage a  
453 behaviour. While the techniques could, strictly speaking, be used to self-manage any behaviour, we elected to  
454 focus the contents of initial examples on health-related behaviours. To create the examples, five techniques  
455 from v0.2 were selected at random, and members of the study group (FE, NH, MH, KK, MMM) worked  
456 independently to create instructive examples for each of these same five techniques. The group then met to  
457 collaboratively discuss the positive and negative aspects of each of these independently-created instructive  
458 examples, and co-wrote instructive examples that best represented the five techniques in question. The  
459 characteristics of the resulting instructive examples, as well as the positives and negatives of the  
460 independently-created instructive examples were then worked into guidelines for the creation of subsequent  
461 instructive examples. The guidelines stated that each instructive example should: (1) be consistent with the  
462 technique's definition; (2) be written in an instructive way that would enable a lay person reading it to  
463 implement the technique on their own; and (3) refer to a specific health behaviour (e.g., physical activity, diet,  
464 smoking). Additionally, examples were required to follow a uniform structure: An introduction sentence; 2-3  
465 concrete examples written in complete sentences with one sentence per example the standard; and an  
466 optional additional sentence with information on the best ways of doing the technique and/or its relation to  
467 other techniques. Furthermore, the created examples should not contain instructions that could constitute  
468 another technique, include any unnecessary verbs that are not put into action in the example (e.g., "Think  
469 about doing..." should simply be "do..."), or contain unnecessary linking words that might have unintended  
470 meanings (e.g., alternatively, conversely).

471 In the next step, a draft example was created for each technique by a randomly selected member of  
472 the study group (FE, MH, KK, or MMM) according to the guidelines above. All created examples were then  
473 checked by a second researcher (FE, NH, MH, KK, or MMM) to ensure adherence to the guidelines. In instances  
474 where the created example did not fulfil the guidelines, the second researcher made edits to ensure that it did.  
475 Any edits to the examples were then checked by the researcher who had created the initial example, and if he  
476 or she agreed with the new wording, this was accepted as is. If there was disagreement with the new version,  
477 then the example was discussed and revised within the group (FE, NH, MH, KK, MMM) until consensus was  
478 reached. These consensus-based examples coupled with the self-enactable definitions created in Step 3 made  
479 up the draft version of the compendium (v0.3) in supplementary file 7.

480

481 **Step 5: Qualitative interviews to assess acceptability of techniques**

482 To examine the prospective acceptability of a subset of 20 techniques among potential end users,  
483 qualitative interviews were conducted with individuals recruited via social media. These 20 techniques were  
484 selected based on the results of a rating exercise, in which nine experts in self-determination theory rated the  
485 likelihood of each technique to impact upon autonomous and controlled forms of motivation<sup>43</sup>. The 20  
486 techniques rated as having the greatest likelihood to increase autonomous forms of motivation and decrease

487 controlled forms of motivation were selected for the interviews. Within the interviews, each participant  
488 sequentially reviewed a random selection of 12 techniques, including its label, definition and instructive  
489 example from v0.3. Following a pilot-tested interview protocol, and after obtaining informed consent, one  
490 researcher (FE) asked participants whether the technique definitions and instructive examples were  
491 understood as intended, whether participants utilised the techniques themselves, and how they might be able  
492 to implement the techniques in their own lives (e.g. to increase physical activity levels). Information on how to  
493 improve each technique was also gathered. Interview sessions lasted approximately 75 minutes per  
494 participant, and acceptability was assessed using the Theoretical Framework of Acceptability<sup>31</sup>. The University  
495 of Helsinki Ethical Review Board in the Humanities and Social and Behavioural Sciences provided a favourable  
496 assessment for this work. All portions of this work which involved human participants complied with all  
497 relevant ethical regulations. For further description of the methods see supplementary file 11.  
498

#### 499 **Step 6: Review of technique listing and instructive examples by experienced intervention developers**

500 After compiling the preliminary draft version of the compendium (v0.3), 20 external experts in the  
501 development of health behaviour change interventions and/or in the use of taxonomies of behaviour change  
502 techniques for coding intervention descriptions were recruited to review it. The expert review aimed to  
503 examine: (a) the extent to which each technique was clearly understood from an intervention development  
504 standpoint (utility); (b) the extent to which each technique's instructive example was congruent with its  
505 definition (congruence); and (c) the extent to which members of the general public would be able to  
506 successfully enact each technique based on reading the definition and example (ease of self-enactability). In  
507 achieving these aims, we also gathered the experts' qualitative assessments of how each of these aspects  
508 could be improved.

509 A list of 37 potential expert reviewers was identified by the study team, and experts were approached  
510 via email to participate. The first 20 who agreed to participate received a link to an online form which allowed  
511 them to review of a random selection of 28 to 40 BCTs per participating expert. Each of the BCT definitions and  
512 instructive examples to be reviewed was presented on its own page, along with the following three items  
513 measuring the (a) utility, (b) congruence, and (c) ease of self-enactability of each technique: (a) "Based on your  
514 reading of the definition and example, to what extent do you understand the purpose of this technique and  
515 how it could be included as part of a health behaviour change or self-management intervention to influence  
516 motivation or change behaviour?", (b) "To what extent does the example reflect the definition?"; and (c) "To  
517 what extent would the average layperson be able to successfully use this technique after reading the definition  
518 and example?". Experts responded to each item on a 5-point Likert scale with options of 'fully,' 'largely,'  
519 'somewhat,' 'scarcely,' and 'not at all'. If an expert gave a rating of 'somewhat,' 'scarcely,' or 'not at all,' the  
520 system prompted him or her to complete follow-up free response items to elicit their opinions on ways in  
521 which the utility, congruence, or ease of self-enactability might be improved. Space was also provided for the  
522 experts to provide opinions about each technique and the listing as a whole. See supplementary file 8 for  
523 verbatim methods of this step.  
524

#### 525 **Step 7: Finalising the classification**

526 Study team members (NH, MH, KK, MMM) convened to review all techniques for which the expert  
527 review had revealed potential problems with utility, congruence, or ease of self-enactability. All techniques  
528 which at least one expert had rated as 'scarcely' or 'not at all,' or which two or more experts had rated as  
529 'somewhat,' in any domain were reviewed. The team reviewed the qualitative responses given during the  
530 expert review for each problematic domain of a technique, came to a decision about whether a change to the  
531 definition or example was required, and collaboratively brainstormed ways in which utility, congruence, or  
532 ease of self-enactability of the technique definition and example could be improved in line with the reviewers'  
533 comments. This included re-wording techniques' labels, definitions or examples to improve clarity or precision,  
534 defining key terms that are necessary in explaining a definition or example, or adding additional information  
535 about the intended or appropriate uses of a technique. In some cases, no action could be taken on the expert's

536 qualitative responses, as it would have pushed the work beyond its pre-defined boundaries. Changes made  
537 during this phase were logged and are presented in supplementary file 10. After these refinements, techniques  
538 were re-numbered to group similar techniques and support a logical flow within the listing, resulting in the  
539 final compendium (v1.0; supplementary files 1 and 3). Finally, a primer and glossary were written to spell out  
540 the purposes of the compendium and to define key terms (supplementary file 2).

541

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545

#### 546 **Data availability statement**

547 All data generated or analysed during this study are included in this published article (and its  
548 supplementary information files).

549

#### 550 **Competing interests statement**

551 MSH, WH and MMM are co-authors of existing taxonomies of behaviour change techniques which  
552 have informed this work. The authors declare no other competing interests.

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