

Trainer Instructions for Coding and Presenting “Exercise” Exercise Results

You will use the coding guides mentioned in the lesson to tabulate the responses from the participants’ questionnaires and prepare a newsprint sheet or a slide that reports selected results. You will need a calculator for this work. Here’s what you need to do:

1. **Divide the sheets into two stacks:** those who reported exercising 4 or more times in the last week versus those who reported exercising 3 or fewer times. Flip over the stack of questionnaires from those who reported 4 or more; on the question side of each questionnaire (page 2), **mark each sheet** with a “D” for “doer.” For the stack from respondents who reported 3 or fewer, mark “ND” at the top of page 2. Note the total in each stack, and write them in the first row of each page of the coding guide under “Doer count” and “Non-doer count.”
2. **Tabulate the data.** Keep the stacks separate and divide each stack up among those tabulating the responses. *Have each tabulator work with one coding guide*, which covers a pair of questions (advantages/disadvantages; easier/more difficult; approves/disapproves). The tabulator should look at each participant’s responses and try to find the same or a very similar response on the coding guide. S/he should place a tick mark next to that response in either the “Doer count” or “Non-Doer count” column of the coding guide, depending on the stack from which it came (“D” or “N-D”). At the same time, s/he should check off the response on the questionnaire, indicating that the response has already been counted.

Tabulators will register a tick mark for each different response, even if some seem similar.

The coding guides were developed based on responses given during pretests of the survey instrument and should reflect most potential answers. **Try to fit responses into one of the response categories in the guide.** If you find a genuinely different response, write it on the “Other” line and add a tick mark in the appropriate column.

As tabulators finish with a set of questionnaires, they should trade questionnaires with each other and follow the same process on the next set, until all the responses have been tabulated.

3. Once all questionnaires have been tabulated, **calculate percentages for each possible response.** To do that, first write down in each cell the total number of tick marks in that cell. Then calculate percentages by using the

total number of Doers as the denominator for the “Doer” column. Record the percentage in the “Doer %” column. Use the total number of “Non-Doer” questionnaires as the denominator for the “Non-Doer” column. Record the percentage in the “Non-do %” column.

4. Then **select 5 or 6 of the most interesting findings**, such as responses that were very different between Doers and Non-Doers, or responses that were surprisingly similar between Doers and Non-Doers. Think ahead to points you will want to cover in the discussions so you have research findings that allow you to cover those topics.
5. **Prepare your presentation.** Important points to make in the discussion will include:
 - When Doers and Non-Doers report similar percentages for any item, that item *is not* a likely determinant of the behavior for this audience.
 - When Doers’ responses are radically different from Non-Doers’ responses, that item *is* likely a determinant of the behavior for this audience.
 - Knowledge about the health benefits of the behavior is likely to be similar among Doers and Non-Doers, and therefore not a practical focus for an intervention.
 - Doers’ responses may include ideas for strategies on how to make the behavior easier or more appealing, and could provide clues for messages to Non-Doers.
 - Sometimes, more Doers list a particular disadvantage of the behavior than do Non-Doers. This may simply indicate that the Doers are more familiar with the behavior. Despite familiarity with the disadvantage, they have overcome it to be Doers. Program planners will need to consider whether a difference between Doers and Non-Doers in this case indicates an item that the intervention should address; they may need to talk further with Doers and Non-Doers to determine what to do with such data.
 - Looking at differences between Doers and Non-Doers as to who approves or disapproves of the behavior may provide important information on how to develop an intervention.
 - List the selected findings on a sheet of newsprint in column 1, as shown below. Report the percentage of Doers and Non-Doers for those findings in columns 2 and 3. Leave the “Implications” and “Focus” columns blank.



Your finished newsprint should look something like this:

Finding	Doers %	Non-Doers %	Implications	Focus?		
				Y	N	M
Advantage: Health	80%	82%				
Disadvantage: Takes time from work	40%	27%				
Easier: Getting into a routine	60%	36%				
Difficult: I am not motivated	36%	80%				
Difficult: I have no time	0%	54%				
Approve: Me	40%	54%				
Disapprove: Family	0%	54%				

change

