

Benchmarking Worksheet: “Expect, Like and Love to See”

**Cheryl Burkhart-Kriesel, Entrepreneurship/Business Development Extension Specialist,
University of Nebraska–Lincoln**
Karla Trautman, Extension Specialist, South Dakota Cooperative Extension
Trudy Rice, Extension Specialist, Kansas State Research and Extension

Here is the situation: You are working with a group of people who want their community to become more environmentally friendly. Even in the best-case scenarios, with action steps identified and progress made toward implementation, groups will ask themselves, “Are we really making any progress?” and “How do we know we are reaching our goal?”

But, what if early in the group discussion there had been a conversation about what the group would *expect* to see, *like* to see and *love* to see happen as a result of their effort? Could these ideas have been incorporated into some kind of benchmark or evaluation plan so that the goal becomes more concrete?

With large, comprehensive group projects, such as those targeting changes in individual and group behavior, finding ways to organize plans and maintain motivation over time can be challenging. However, if issues are framed in terms of “expect, like and love to see,” it can bring the discussion down to a human level and make it easier to measure and document. It also becomes a way to “begin with the end in mind.”

This has a few benefits. First, discussing the proposed result in such a tangible way can often help groups see or communicate their larger collective “big picture” vision.

Second, the ideas generated by the “expect, like and love to see” can fit seamlessly as benchmarks to evaluate the progress of the effort and identify adjustments that might need to be made along the way. And finally, communicating what members would love to see keeps the collective goal in front of people, and when action steps are made toward the goal, it allows the group to celebrate a real accomplishment.

The “expect, like and love to see” benchmarking processor, or Success Outcome Markers (SOMs), was developed in the early 2000s by a small group of Nebraska Extension professionals who wanted to better document significant and lasting changes in clientele behavior around transformational change. Want to know more? Go to <http://www.ianrpubs.unl.edu/epublic/live/ec860/build/ec860.pdf>.

On the next page is a model depicting the overall process (*Figure 1*). This can provide quite a bit of structure and some groups may need it to move forward. However, you also may find that just the initial discussion of “expect, like and love to see” will be enough to help direct group outcomes in a measurable way. For those groups, you may find that they are ready to move directly to the monitoring, reporting, and celebrating chart in step 6. The choice is yours.

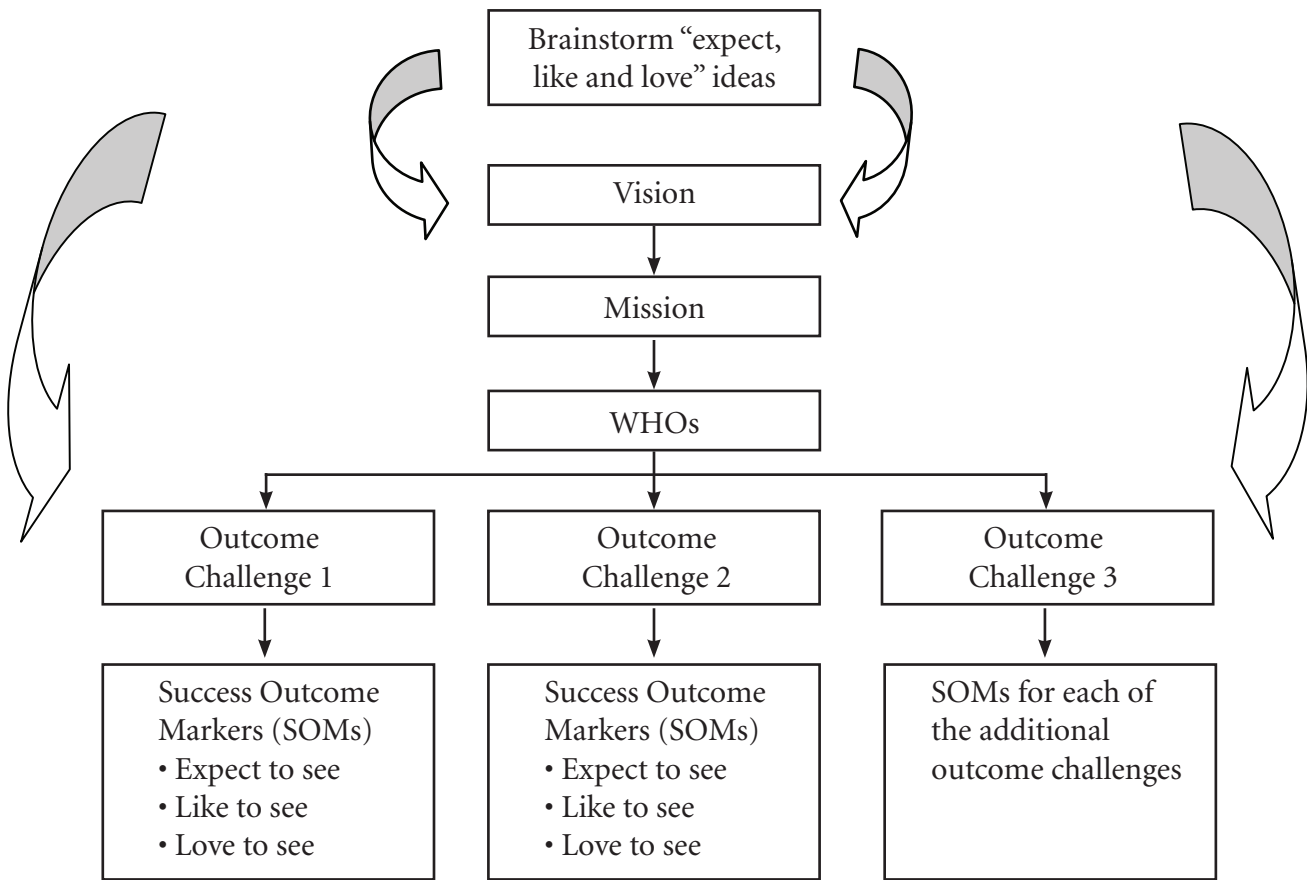


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Figure 1. Multistep Group Process for Identifying and Using Success Outcome Markers (SOMs)



Step 1: Brainstorm “Expect, Like and Love to See” Early in the Group Process

- Identify the group’s:

Expect to see: _____

Like to see: _____

Love to see: _____

Step 2: Create a Program Vision:

The program vision:

- represents the ideal social, economic, or environmental condition the effort wants to support,
- is inspirational, and
- is developed in the present tense.

Example of a Vision Statement:

Local citizens, businesses, and government entities who participate in the “Keep Our Community Green” program first think about the environmental consequences of their actions, conscientiously plan for sustainable development, and implement environmentally friendly alternatives that enrich the community.

Vision:

Step 3: Describe the Mission

- How will the program contribute to the vision (in general terms)?
- Ideally, how will the work effort be accomplished? (“This will be accomplished by...”)

Example of a Mission Statement:

The “Keep Our Community Green” program supports the vision by connecting interested participants with a resource team made up from various agencies/groups. It will rely on research-based, relevant information that can help identify appropriate and sustainable actions at the household, business, and governmental level to help build an environmentally sustainable community.

Mission:

Step 4: List Prioritized WHOs and the Corresponding Outcome Challenge

WHOs are:

- Primary beneficiaries
- Partners: individuals, agencies, or organizations
- Catalysts and overseers: individuals, groups, or organizations
- Change agents

Example of WHOs for a Keep Our Community Green Program:

*Passionate citizens of all ages (youth, singles, families, retirees, etc.)
Public service managers (libraries, parks and recreation, sanitary services, transportation, etc.)
Elected officials
School administrators, teachers, youth, and children
Service clubs (Rotary, Lions, etc.)
Recycling coordinators
Granting agencies providing activity funds
County extension educators
Businesses within the community
Agricultural producers*

An outcome challenge is:

- A clause describing successful attainment of a desired change (i.e., what beneficiaries gain from the program), and
- A behavioral intention that represents a significant attainment for the person or group targeted

Example of a WHO and an outcome challenge:

WHO: *We intend to see youth who...*

Clause describing change: We intend to see youth who participate in the “Keep our Community Green” program *act responsibly toward our local natural resources ...*

Behavioral intention: We expect to see youth who participate in the “Keep our Community Green” program to act responsibly toward our local natural resources and *continue to make appropriate life choices that positively impact community sustainability.*

1. WHO: _____

Outcome challenge: _____

2. WHO: _____

Outcome challenge: _____

3. WHO: _____

Outcome challenge: _____

Step 5: Write Success Outcome Markers for Each WHO (link to the brainstorm discussion in Step 1)

Examples of SOMs from the outcome challenge list above:

EXPECT TO SEE YOUTH WHO:

1. Participate in school and youth group activities to better understand aspects of the environment.
2. Personally reduce, reuse, and recycle.
3. Participate in group recycling projects.
4. Get involved with community cleanup, tree planting, and/or community gardening events.

LIKE TO SEE YOUTH WHO:

1. Attend camps and workshops where in-depth environmental information is shared.
2. Teach sustainable practices to younger children and peers.
3. Actively raise funds for the community projects (e.g., creation of a new bike path).
4. Co-lead community projects that help the environment become more sustainable.

LOVE TO SEE YOUTH WHO:

1. Partner with adults to brainstorm, design, and implement green community practices.
2. Assist with citizen science projects that impact environmental stewardship.
3. Initiate regional projects that reduce, reuse, and recycle.
4. Actively participate in civic and governmental meetings that influence sustainable practices.

EXPECT- to-see SOMs — behaviors consistent with new knowledge, attitudes, skills, or aspirations promoted by the program.

- 1) _____
- 2) _____
- 3) _____
- 4) _____

LIKE-to-see SOMs — behaviors that come after, or start to emerge from, the “expect to see” successes, typically something that needs to be sustained for at least six months.

- 1) _____
- 2) _____
- 3) _____
- 4) _____

LOVE-to-see SOMs — higher-order behavior changes and practices that come after the “like to see” successes, often that affect their own life or the environment in which they live, work, or play (become indicators of transformational change).

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Step 6: Monitor, Report, and Celebrate Accomplishments

- Measure by simple counts, observations, surveys, interviews, focus groups, specific instruments, etc.
- Designate a time when it will be measured
- Identify who will be responsible for gathering the information
- List the person(s) or organization(s) that will receive the information
- Plan to celebrate accomplishments along the way

Example of an accomplishment report:

<i>SOMs</i>	<i>How measured?</i>	<i>By when?</i>	<i>Who will measure it?</i>	<i>How will we know we have gotten there?</i>	<i>Who gets the info? By when?</i>	<i>How will we celebrate?</i>
Expect to see...						
1) participate in school/group events	Attendance count	Beginning and end of event	Teacher/instructor	Goal of 80% completion	Youth committee then to entire group; seasonally	End of school year/event; photo in paper; treats
Like to see...						
1) teach peers	Increase number of youth as project helpers	For youth camp in June	Supervisor	Increase from two to four youth per workshop	Youth committee then to entire group; at July meeting	End of event photo; first year pin (different pin for different age groups)
Love to see...						
1) youth participate in civic meetings	Attendance at local improvement meeting	During the year	Adult rep from committee	At least 50% of meetings should have a youth rep present	Entire committee; at end of year report back	Ask group to publically recognize youth during meeting; announce at annual report back

SOMs	How measured?	By when?	Who will measure it?	How will we know we have gotten there?	Who gets the info? By when?	How will we celebrate?
Expect to see...						
1)						
2)						
3)						
Like to see...						
1)						
2)						
3)						
Love to see...						
1)						
2)						
3)						

Resources

Covey, S. R. (2005). *The 7 habits of highly effective people signature program*. Franklin Covey.

Rockwell, S. K., Jha, L. & Krumbach, E. (October 2003). *Success outcome markers in Extension (SOME): Evaluating the effects of transformational learning programs*. Journal of Extension. Available at: <http://www.joe.org/joe/2003october/a4.php>

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