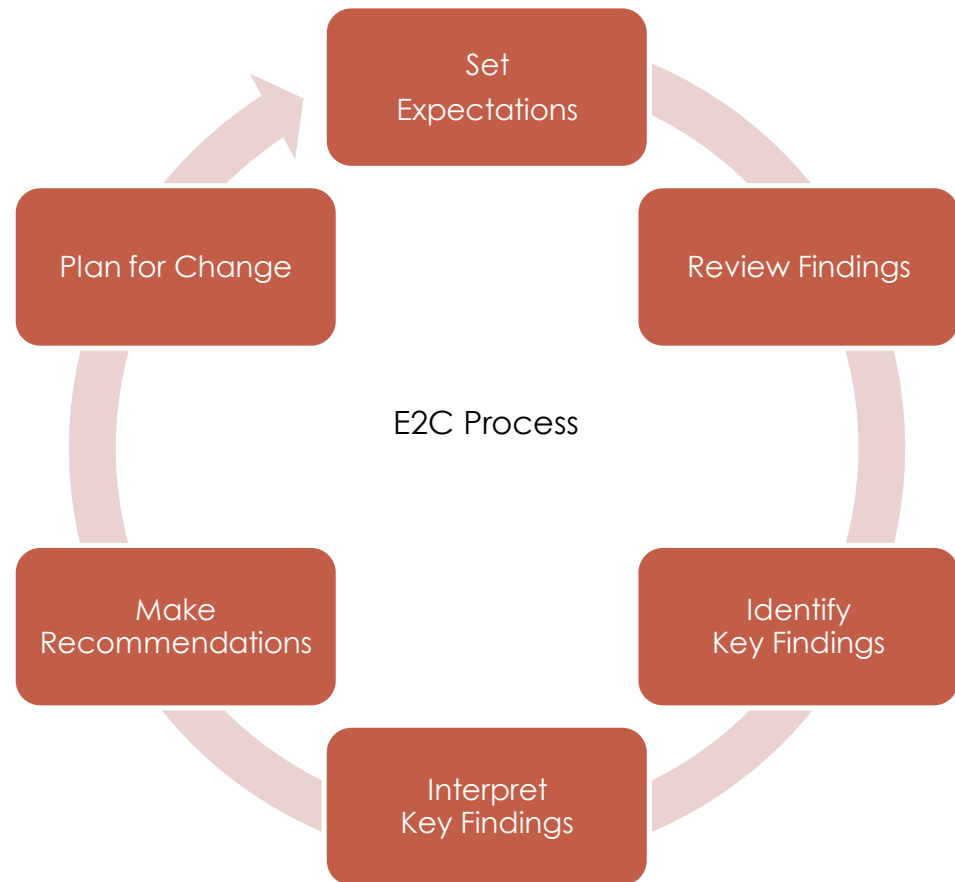


# Expectations to Change (E2C): A Participatory Method for Engaging Stakeholder with Evaluation Findings

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"Expectations to Change (E2C)" is a six-step, interactive, workshop-based method used to guide stakeholders from establishing performance standards (i.e., "expectations") to formulating action steps toward desired programmatic change. The process is uniquely suited for contexts in which the aim is to assess performance on a set of indicators by comparing actual performance to planned performance standards for the purpose of program improvement.

The process can be completed in one or more working sessions with those evaluation stakeholders best positioned to put the evaluation findings to use within their organization. The six steps are summarized in the table below. The specific activities used to carry out each step should be tailored to the evaluation setting, however, we've included example activities based on implementations of the process to date.



## Facilitation Guide

Step	Objective	Suggested Activities	Tips
Set Expectations	Establish standards to serve as a frame of reference for determining whether elements of the program are operating optimally or need improvement	Instruction, worksheets, & consensus building process	<p>Explain rationale and sources for standards</p> <p>Complete prior to data collection or immediately in advance of subsequent steps</p>
Review Findings	Examine the findings, compare them to established expectations, and form an initial reaction; celebrate successes	Instruction, individual processing, & round-robin group discussion	<p>Present findings in the simplest and most readily digestible format</p> <p>Dedicate ample time to teaching how to read the findings</p>
Identify Key Findings	Identify the findings that require immediate attention	Ranking process or Paired Comparisons & facilitated group discussion	Treat all findings as “key findings” if number of negative findings are manageable in the allotted time
Interpret Key Findings	Generate interpretations of what the key findings mean	Rotating Flip Chart	Provide a prompt, such as “What do the findings mean? What could be going on to explain this?”
Make Recommendations	Generate recommendations for change based on interpretations of the findings	Rotating Flip Chart	<p>Start by agreeing on a set of guidelines for the recommendations</p> <p>Provide a prompt, such as “What specific actions do we need to take address this?”</p>
Plan for Change	Formulate an action plan for implementing recommendations	Sticky Wall & Timeline	Before concluding have a stakeholder document the recommendations, team leaders and helpers, next steps, and timeline.

# Example Worksheet for Step 1: Set Expectations

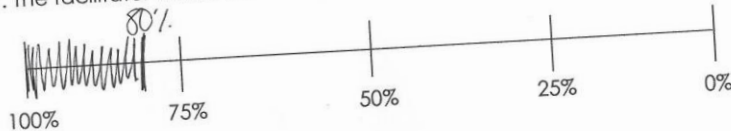
## WORKSHEET

### Support Group Evaluation Expected Results

Directions: For each survey item, record on the chart the percent of "Somewhat" or "Very much" responses that would indicate that the support group is operating optimally.

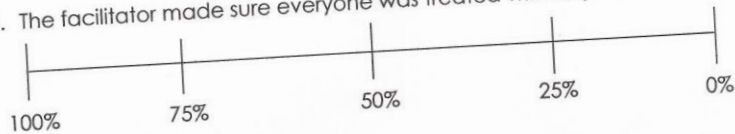
#### EXAMPLE:

1. The facilitator made sure everyone was treated with respect.

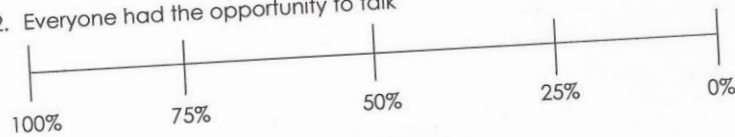


### Experiences in Support Group

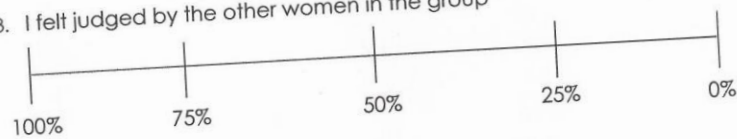
1. The facilitator made sure everyone was treated with respect



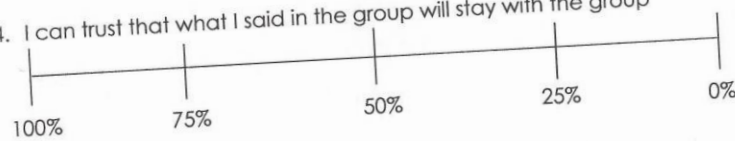
2. Everyone had the opportunity to talk



3. I felt judged by the other women in the group

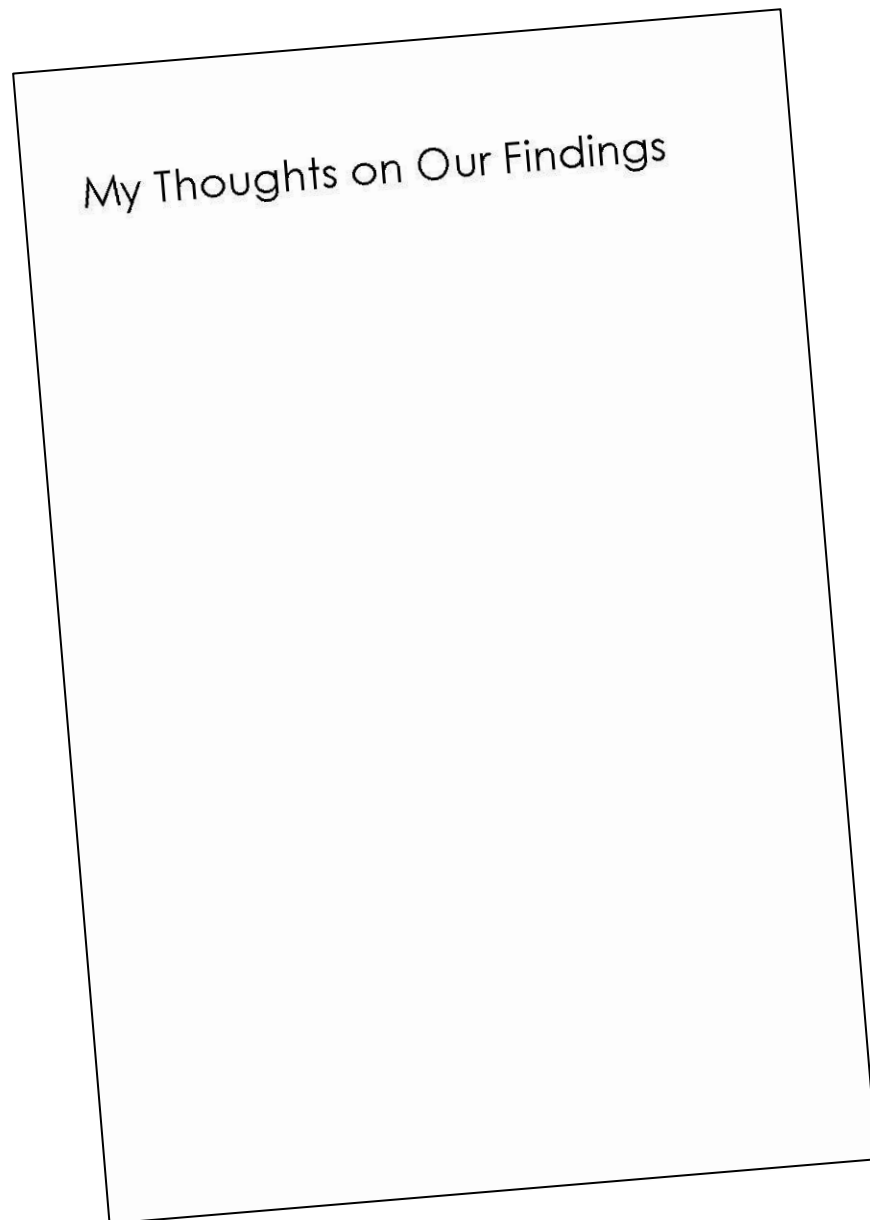


4. I can trust that what I said in the group will stay with the group



## Example Activity for Step 2: Review Findings

For individual processing of findings; Printed on 4x6 index card



# Example Worksheet for Step 3: Identify Key Findings

## Paired Comparisons

### PAIRED COMPARISONS – WORKSHEET

Compare each finding with the other findings and circle the one that is the higher priority in each pair the "Comparison" column. Repeat until all pairs have been compared. Next, look at the results. Count how many times you circled each letter and enter the score in the "Individual Totals." The letters circled the most times are your top priorities. Once everyone who is participating in the activity has their individual totals, "Group Totals" will be calculated by summing the individual totals. The group totals reflect the group's top priorities.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_

<u>Comparison</u>	<u>Group Totals</u>
A A A A A A A	_____
B C D E F G H	
B B B B B B	_____
C D E F G H	
C C C C C	_____
D E F G H	
D D D D	_____
E F G H	
E E E	_____
F G H	
F F	_____
G H	
G	_____
H	
	_____

**Individual Totals.** Now look at your results. Count how many times you circled each letter and enter in the space below. The letters circled the most times are the top priorities.

A _____	C _____	E _____	G _____
B _____	D _____	F _____	H _____

Activity from the Facilitator Excellence Instructor's Guide By Fran Rees.  
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## Example Activity for Step 4: Interpret Key Findings and Step 5: Generate Recommendations

### Rotating Flip Charts

#### Step 4: Interpret Key Findings

- Designate one flip chart for each of the key findings; if there are five key findings, use five flip charts.
- Arrange the flip charts in a circle, allowing plenty of space for participants to congregate and easily move among them.
- Post one of the key findings on or near each of the flip charts.
- Form enough small groups to have one group for each flip chart, and then ask each small group to stand at one of the flip charts.
- Provide participants with a prompt, such as “What do the findings mean? What could be going on to explain this?” Consider writing the prompt on the top portion of the first sheet of each flip chart so that participants can reference it throughout the activity.
- Allot the groups a specified amount of time to discuss and record their interpretations of the first finding.
- After the allotted time has passed, ask the groups to rotate to the next chart and discuss and record their interpretations of that finding, reading what the previous group wrote and expanding or adding alternative explanations.
- Repeat the process until each small group has interpreted each of the key findings.
- Facilitate a large group discussion of the interpretation of the key findings. Starting with one of the findings, review the interpretations written on the chart, asking for clarification as needed and combining redundant ideas. Help the stakeholders synthesize the ideas into a clear set of the most likely and useful interpretations, and then move on to the next finding.
- Continue the discussion until all of the key findings have been interpreted, at which point the stakeholders are ready for Step 5.

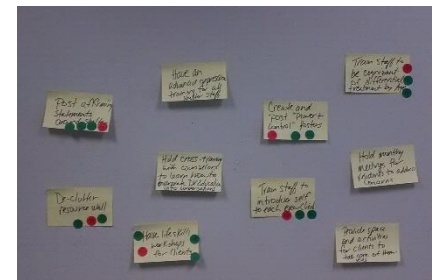
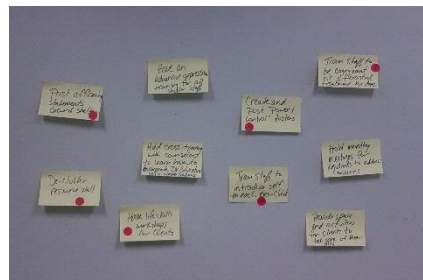
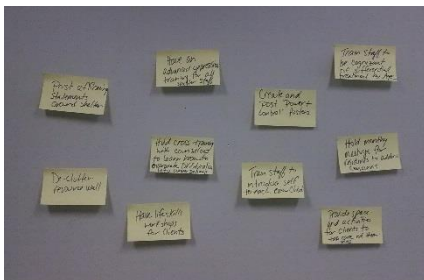
#### Step 5: Generate Recommendations

- Retain the room and group arrangement and flip to a clean sheet of paper on each of the charts.
- Define “recommendation” for the group and provide a prompt, such as “What specific actions do we need to take address this?” Again, it is helpful to record the prompt in plain view for participants to reference throughout the activity.
- Propose and gain agreement on a set of guidelines for the recommendations, such as “recommendations should include actions that are 1) within the group’s control; 2) feasible with available resources, and 3) attainable within a specified timeframe (e.g., one year).”
- Allot the groups a specified amount of time to discuss and record their recommendations for the first finding.
- After the allotted time has passed, ask the groups to rotate to the next chart and discuss and record their recommendations for that finding, reading what the previous group wrote and expanding or adding new ideas.
- Repeat the process until each small group has generated recommendations for each of the key findings.
- Facilitate a large group discussion of the recommendations. Starting with one of the findings, review the recommendations written on the chart, asking for clarification as needed, combining redundant ideas, and excluding ideas that did not meet the agreed upon guidelines. Help the stakeholders synthesize the ideas into a clear set of recommendations, and then move on to the next finding.
- Continue the process until the group has arrived at a final set of recommendations, at which point they are ready for Step 6.

## Example Activity for Step 6: Plan for Change

### Sticky Wall & Timeline

- Transfer the final set of recommendations onto large sticky-notes and post the sticky-notes randomly across a wall.
- Provide each stakeholder with one red sticky-dot and a set of green sticky-dots (the exact number of green dots depends on the size of the group and the number of recommendations), and ask them to write their initials on the dots.
- Introduce the red dot as their “passion dot,” and ask the stakeholders to approach the wall and place their passion dot on the recommendation toward which they are willing to dedicate leadership energy.
- Next, introduce the green dots as “helper dots,” and ask the stakeholders to place those dots on the recommendations toward which they are willing to direct helper energy.
- The red and green dots represent the team that will work on the corresponding recommendation. Place any recommendation without a team off to the side and explain that a list will be retained so they can attend to those recommendations in the future.
- Once the teams have been formed, give each an opportunity to come together to talk more about their recommendation, generate some tangible next steps, and identify a date for their next meeting.
- Adhere a timeline with designated increments (e.g., 1 month, 3 months, 6 months, 9 months, 1 year) to the wall.
- Ask the team leaders to report on their team’s next steps and then place their recommendation on the timeline based on when their team commits to having it completed.
- During the reporting, have a stakeholder document the recommendations (including those without a team), team leaders and helpers, next steps, and timeline.



For more information about the E2C process contact Adrienne Adams at [adamsadr@msu.edu](mailto:adamsadr@msu.edu) or 517-353-4568.