



# Changing Social Norms to Improve Water Quality

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Getting the masses to choose Fish and Water-Friendly Actions

**Suzi Wong Swint**, Educator  
Snohomish County Surface Water Mgmt  
Everett, Washington  
[swswint@snoco.org](mailto:swswint@snoco.org)  
(425) 388-6476



# Keys to getting the masses to be fish and water-friendly

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1. Be clear about your real goal –  
*Bennett's Hierarchy*
2. You don't need to reach EVERY person –  
*Roger's Diffusion of Innovation*
3. Remember that humans change one step at a time –  
*Outreach Continuum & Stages of Change*
4. ID Target Audience, Benefits, Barriers –  
*Social Marketing*



# Tradition Environmental Ed programs stressed KNOWLEDGE

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- If a citizen reads a brochure or attends a class they will have more knowledge – and surely they will make “salmon-friendly” choices.
- If citizens knew that car wash runoff from their driveway drains directly to a creek – naturally they would use a commercial car wash to save fish.
- If citizens knew that cutting streamside trees was causing the salmon runs to declining – of course they would never cut another tree and they will replant missing stream bank vegetation.

# Tradition Environmental Ed programs stressed KNOWLEDGE

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- Traditional environment education programs were based on the belief that if people only learned more, they would care more, and they would make environmentally friendly choices.

**WRONG!!!**

# Targeting Outcomes of Programs

(aka: Bennett's Hierarchy)

<http://citnews.unl.edu/TOP/downloads/TOP.pdf>





# Bennett's Hierarchy

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- In the mid 1970's, Claude Bennett, Cooperative Extension, developed a system for designing and evaluating education programs.
- Bennett's Hierarchy recognizes seven distinct, predictable, and measurable types of **OUTCOMES** or results associated with every education program.

# Bennett's Hierarchy

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- Program **RESOURCES**. Money, which pays for staff, supports volunteers, buys supplies & equipment.
- These things are used to sponsor **ACTIVITIES**.
- ... which attract **PARTICIPANTS**.
- After taking part in the activities, participants will have **REACTIONS** (hopefully positive).
- If the participants remain engaged, they will acquire new **KNOWLEDGE**.
- Hopefully, participants will be in **AGREEMENT** with the issues and proposed actions, they will be given the opportunity to practice their **NEW SKILLS** in a safe setting, and will gain **MOTIVATION** to continue using their new skills.
- With continued support the participants will repeat their actions (new skills) and experience lasting **BEHAVIOR CHANGE**.
- If the participants continue their actions over time, the hoped-for **END RESULT** will occur (cleaner water, more fish).

# Targeting Outcomes of Programs

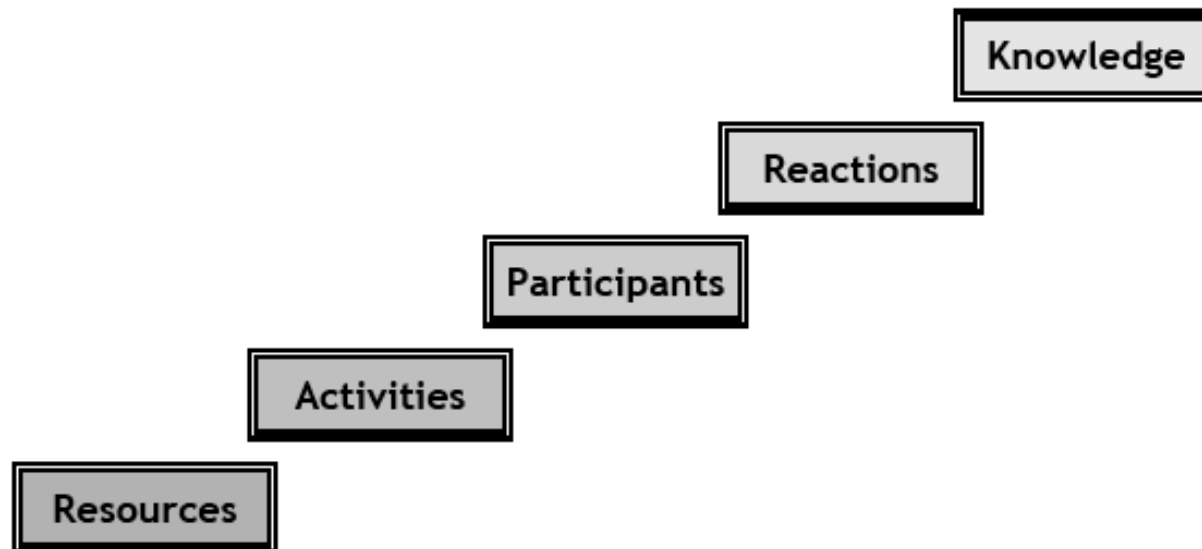
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# Traditional Knowledge-Focused Programs

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Case study:

# Bennett's Outcomes & Watershed Keeper Class

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- **RESOURCES:** we had enough staff time and supplies; stayed w/in budget
- **ACTIVITIES:** 1 night each week for 10 weeks, weekend field trips; ~40 contact hours; guest lecturers were local experts
- **PARTICIPANTS:** Advertised broadly; 25-30 wonderful, enthusiastic participants who really wanted to be part of the solution
- **REACTIONS:** Evaluations after each class. Speakers & topics got high marks
- **KNOWLEDGE:** gave before/after quiz.

Pre-test:

Natural Resource questions – correct answers >80%

Social & Political questions – correct answers <40%

Post-Test:

Natural Resource questions – correct answers >90%

Social & Political questions – correct answers >80%

# We forgot to keep the real goal in mind

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- **AGREEMENT:** with the Watershed Keeper Class this was easy – only the “choir” would bother to attend a 10-week class.
- **NEW SKILLS:** stencil storm drains, remove invasive vegetation & replant w/ natives, staff a booth at a community fair or conference, monitor a stream & share findings with neighbors, hold a fish-friendly car wash fundraiser, inform neighbors of proposed developments, become familiar with codes/policies that affect water resources

We found we needed to set up practice situation where WKs could practice and be successful.

- **Doing something once is NOT “Behavior Change”**
- **MOTIVATION:**  
Humans ARE creatures of habits. Most of us don’t like change.

Educators must figure out what will motivate people to take fish and water friendly actions...and what motivates us probably will not motivate the rest of the community.

- **BEHAVIOR CHANGE:** new behavior must be easy and/or less expensive.
- **END RESULT:** more fish, cleaner water



# Bennett's also helps you **DESIGN & EVALUATE** your programs

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- For today's topic "Changing Social Norms" Bennett's reminds us to keep the real goal in mind.
- Bennett's is also a great tool for designing & evaluating your ed programs.



## Were Traditional Ed Programs “Successful”?

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It depends on what you measure...

- Many ed programs never evaluated
- Look at budget vs actual costs
- Counted numbers events held
- Tally number of participants
- Ask audience if they enjoyed the presentation
- Compared before/after test scores

# Your program will be evaluated – even if you don't do the measuring

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- Perhaps the crew got in an accident ... and that is what managers remember at budget time.
- Perhaps there was an unflattering 'letter to the editor' or a complaint to an elected official ... and that is what managers remember about your program.



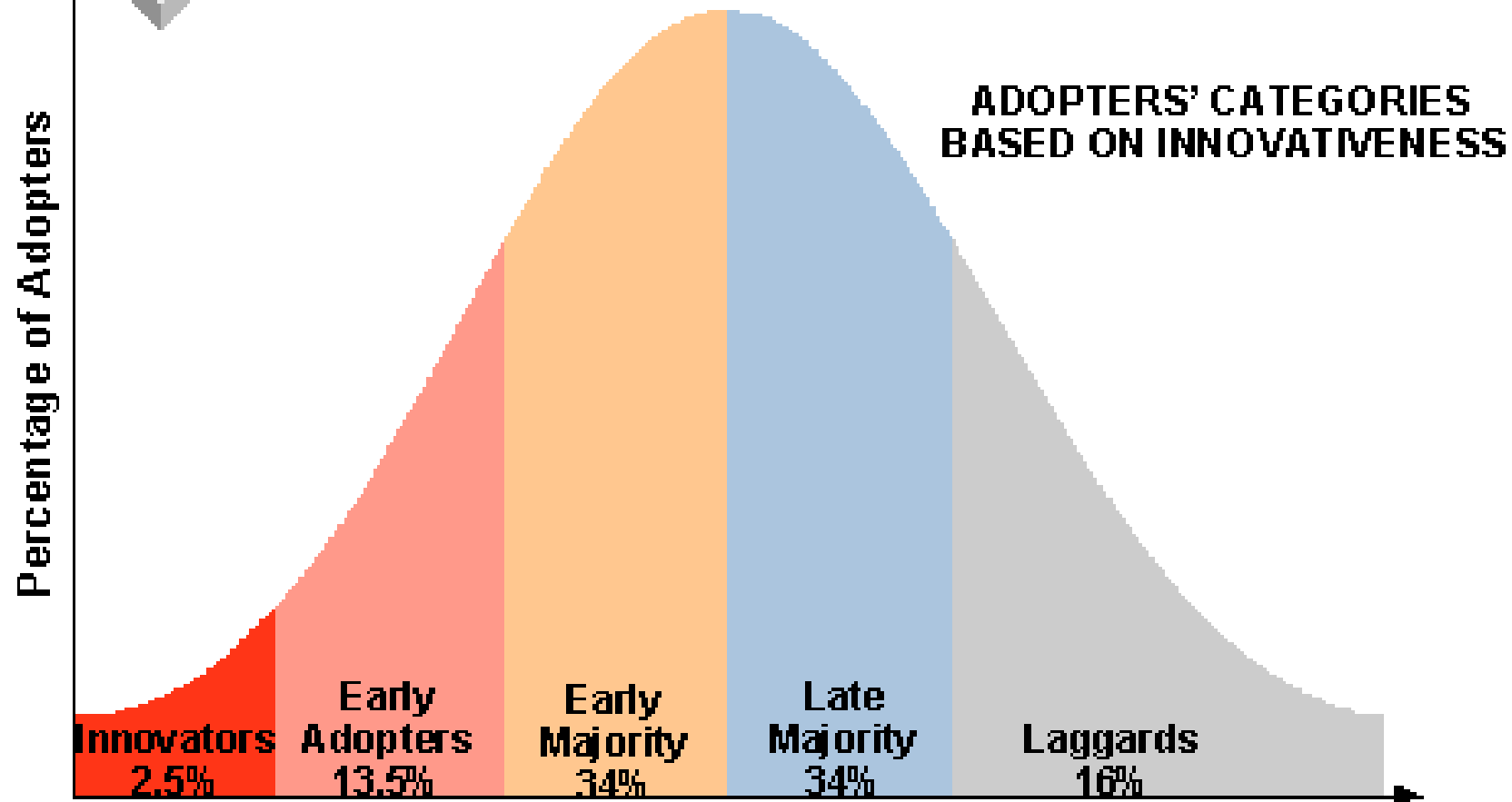
## 2. Diffusion of Innovation:

Ed programs don't need to reach EVERY person

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- When it comes to behavior change or INNOVATION, some are more likely to adopt new behaviors than others
- So let's work with the "willing and able"! (many others will eventually follow on their own)

# *Diffusion of Innovation*



From "Diffusion of Innovations" by Everett M. Rogers



## INNOVATORS – 2.5%

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- adventuresome, desire for the rash, the daring, they are risk-takers
- control substantial financial resources, can absorb possible loss from an unprofitable innovation
- the ability to understand and apply complex technical knowledge
- the ability to cope with a high degree of uncertainty about an innovation



## EARLY ADOPTERS – 13.5%

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- integrated part of the local social system
- greatest degree of opinion leadership in most communities
- serve as role model for other members of society
- respected by peers
- successful



## EARLY MAJORITY – 34%

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- interact frequently with peers
- seldom hold positions of opinion leadership
- one-third of the members of society, making the early majority the largest category
- deliberate before adopting a new idea



## LATE MAJORITY – 34%

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- one-third of the community
- pressure from peers
- economic necessity
- skeptical
- cautious



## LAGGARDS – 16%

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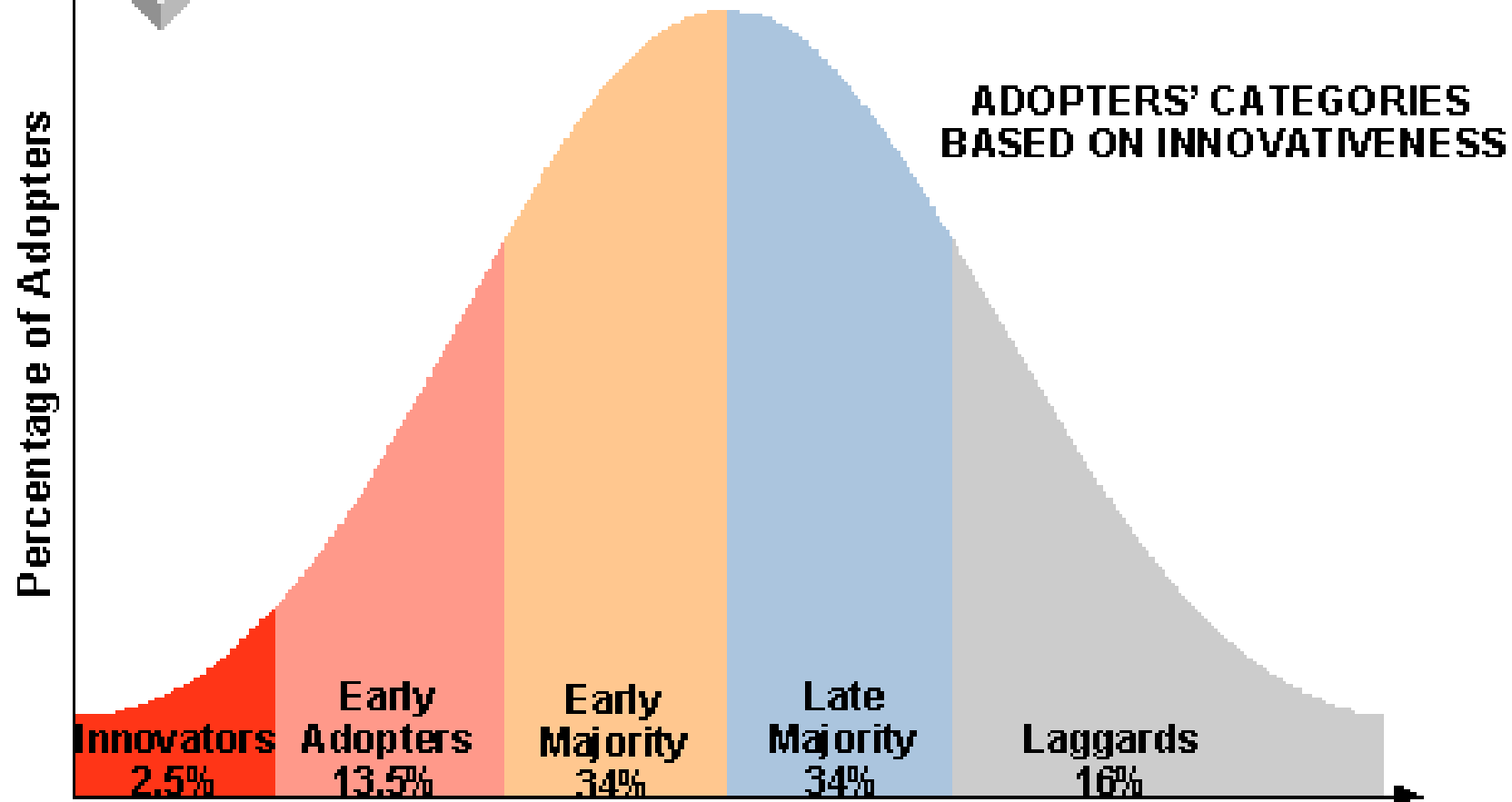
- possess no opinion leadership
- isolated
- point of reference in the past
- suspicious of innovations
- innovation-decision process is lengthy
- resources are limited

# GREENS, SPROUTS, BROWNS

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<b>GREENS:</b>	<b>SPROUTS:</b>	<b>BROWNS:</b>
<b>Have the value and the behavior.</b>	<b>Have the value, but not the behavior.</b>	<b>Don't have the value or the behavior.</b>
<b>“Just tell me what you want me to do next.”</b>	<b>“I really want to, but I just haven't done anything about it.”</b>	<b>“And I'm not likely to!”</b>

# *Diffusion of Innovation*



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# Ed programs don't need to reach EVERY person

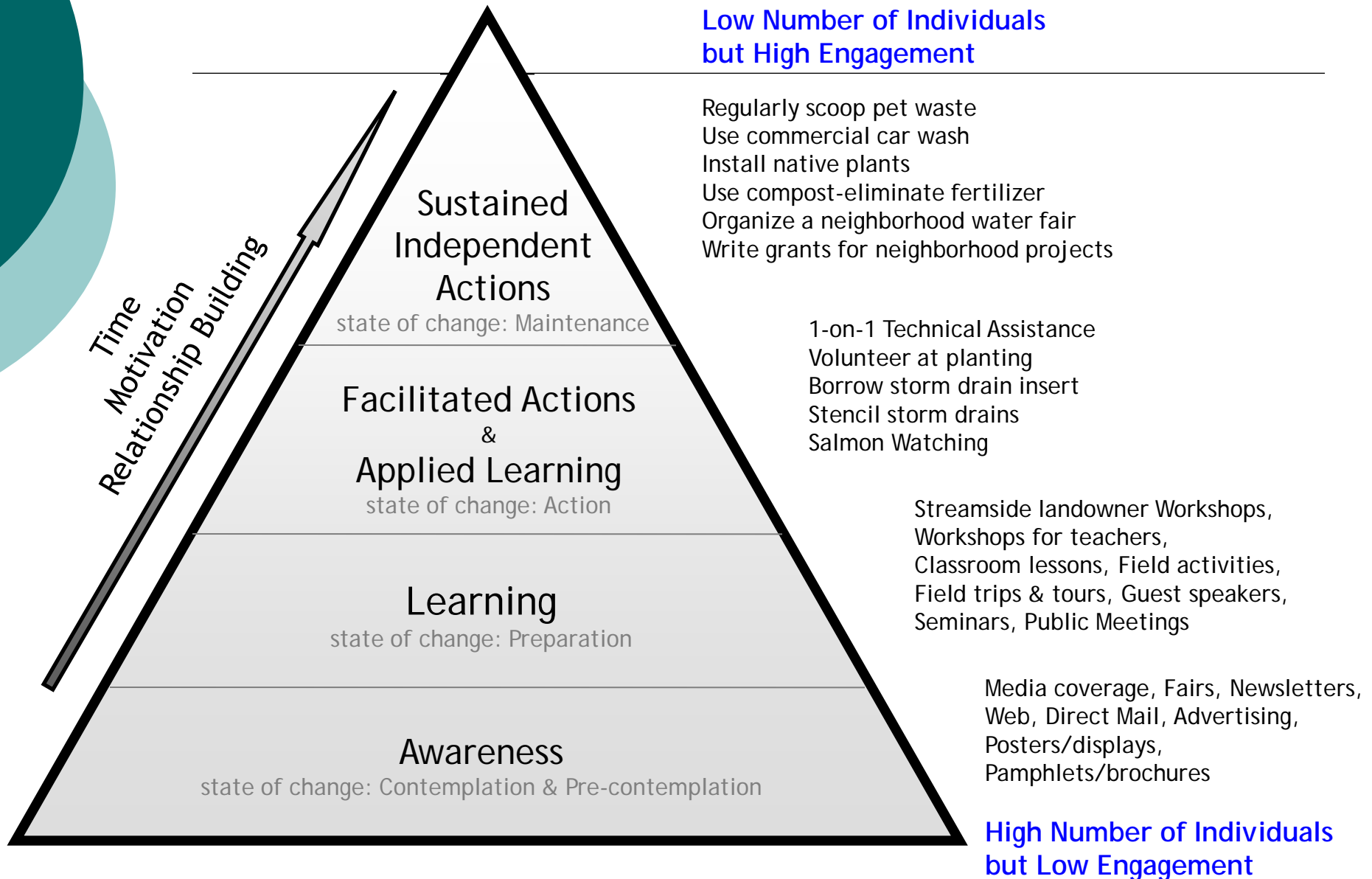
## Find the **EARLY ADOPTERS**

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- Also look for **EARLY MAJORITY**
- Don't hunt for the Innovators – they are few in number and the 34% in the Early Majority can't relate to them.
- Late Majority should be a lower priority – many will eventually follow on their own.
- Laggards – don't waste education \$\$\$ on Laggards. Education programs (carrots) won't motivate this group. Enforcement (sticks) is what gets them to move.

# 3. The Outreach Continuum

humans change one step at a time



# Stages of Change

## Prochaska and DiClemente's Stages of Change Model

(in reverse order to match the Snohomish County Surface Water's "Outreach Continuum")

Stage of Change	Characteristics	Techniques
Relapse	Resumption of old behaviors: "Fall from grace"	<ul style="list-style-type: none"> <li>Evaluate trigger for relapse</li> <li>Reassess motivation and barriers</li> <li>Plan stronger coping strategies</li> </ul>
Maintenance	Continued commitment to sustaining new behavior Post-6 months to 5 years	<ul style="list-style-type: none"> <li>Plan for follow-up support</li> <li>Reinforce internal rewards</li> <li>Discuss coping with relapse</li> </ul>
Action	Have practiced the new behavior for 3-6 months.	<ul style="list-style-type: none"> <li>Focus on restructuring cues and social support</li> <li>Bolster self-efficacy for dealing with obstacles</li> <li>Combat feelings of loss and reiterate long-term benefits.</li> </ul>
Preparation	Some experience with change and are trying to change: "Testing the waters" Planning to act within 1month	<ul style="list-style-type: none"> <li>Identify and assist in problem solving, removing obstacles</li> <li>Help them identify social support &amp; resources</li> <li>Verify they have underlying skills needed for behavior change</li> <li>Encourage small initial steps</li> </ul>
Contemplation	Ambivalent about change: "Sitting on the fence" Not considering change within the next month	<ul style="list-style-type: none"> <li>Validate their lack of readiness</li> <li>Assure them that the decision to change is theirs</li> <li>Encourage evaluation of pros and cons of new behavior</li> <li>Identify and promote new, positive outcomes</li> </ul>
Pre-contemplation	Not currently considering change: "ignorance is bliss"	<ul style="list-style-type: none"> <li>Validate their lack of readiness</li> <li>Assure them that the decision to change is theirs</li> <li>Encourage evaluation of current behavior</li> <li>Encourage self-exploration (not immediate action)</li> <li>Explain &amp; personalize the risk</li> </ul>



# The Outreach Continuum: Lessons Learned

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- The short-term goal is to nudge citizens up the Continuum one level at a time
- We crawl, toddle, walk, run ... the Continuum is the same
- Give people many small steps
- Don't expect your audience to attend a Saturday fair, hear about low impact development for the 1<sup>st</sup> time and spend Sunday converting their yard to a rain garden



# The Outreach Continuum: Lessons Learned

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- Take inventory of the education & outreach programs your organization offers.
- Do you cover all tiers of the Continuum?
- If not, do you have the staff and money to offer all the tiers?
- If not, who can you partner with?



## 4. Social Marketing

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- Education, Outreach, Stewardship programs are borrowing techniques that commercial advertisers and marketing specialist have used for decades.



# Social Marketing

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- Influencing Public Behaviors for Good
- **Voluntary**—often no legal requirement or no enforcement
- Eat 5 fruits and vegetables a day
- Move right for sirens and lights
- Wash car using waterless product
- Exercise 30 minutes, 5X a week
- Don't idle more than 10 seconds, except when in traffic.
- Store handguns in lockbox or safe
- Keep a litterbag in your car
- Ride the bus or join a carpool to work
- Immunize on time
- Sort office paper for recycling
- Know your BMI



# Social Marketing

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- The primary aim of 'social marketing' is '**social good**'
- The goal of 'commercial marketing' is primarily '**financial**'



Nancy Lee & Philip Kotler's book

# “**Social Marketing**”

Influencing Behaviors for Good

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1. Purpose & Focus
2. Analyze Situation
3. Select **Target Markets**
4. Determine Objectives & Goals
5. Understand **Benefits & Barriers**
6. Develop Positioning Statement
7. Develop 4Ps (produce, price, place, promotion)
8. Determine Evaluation Plan
9. Set Budgets & Find Funding
10. Write Implementation Plan



# Define the Target Audience

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- The campaign needs to be targeted at a specific **AUDIENCE**.

“The general public” is much too broad and diverse.



# Target Audience for Snohomish Co Pet Waste Program

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- Dog owners (not cat owners)
- Whose dogs mainly poop in the backyard (not in public parks)



# Benefits and Barriers

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- Benefits: Our pet waste program pushes the human health benefits, clean shoes, of regularly picking up pet poop (we don't mention water quality).
- We want dog owners to scoop the poop, bag it, toss it in the trash.  
Barrier: didn't want to offend their garbage hauler by putting bags of poop in the garbage. We came up w/ a "We Scoop" sticker to warn the haulers.



Nancy Lee & Philip Kotler's book

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