

Programming Techniques & Skills

Objectives:

- ✓ Participants will understand the stages of program development.
- ✓ Participants will learn the steps to be taken within each stage of program development.
- ✓ Participants will learn techniques and skills to use within each stage of program development.
- ✓ Participants will assess their advisory council's role in programming and identify next steps to extended involvement.

Advance Preparation:

- ✓ Review the related background information from the 2003 SEAL Conference programming materials and additional programming materials from your state.
- ✓ Select pertinent points to make during lesson introduction.
- ✓ Obtain materials for interest approach and duplicate handouts.

Materials Needed:

- ✓ Laptop and projector
- ✓ Flip chart or white board and markers
- ✓ "Continuum of Involvement in Programming for County Extension Councils and Subordinate Groups" handout

Time Needed: 1- 1 ½ hours

NOTE: *Advisory leader involvement in programming results in:*

- Better decisions*
- Better plans*
- Better results*

INTEREST APPROACH 10-15 minutes

Option One: Dominos and Program Development

1. Divide into groups of 2-3.
2. Give each group approximately 30 dominos.
3. Task: Set up dominos (in design of group's choosing) so that knocking the first one down will cause a chain reaction, causing all dominos to fall. Each group demonstrates (note that not all will warp perfectly).
4. Discussion:
 - What was the ultimate goal? (Lead group to realization that the ultimate goal is to cause the last domino to fall).
 - How is this like program development? Examples of possible analogies:
 - Plans don't always work out.
 - Sometimes adjustments have to be made in the middle.
 - Sometimes there are unanticipated outcomes.
 - Plans don't always go as you think they will.
 - Outside influences can impact the outcome (someone hitting the table).
 - Other

Option Two: “Two Heads are Bigger/Better than One” Styrofoam Cup Exercise—

Ask participants to individually list in 30 seconds all the uses for a Styrofoam cup that they can imagine. Next ask them to compile their list with their neighbor(s) to see how the list expands. If time allows, compile a list by tables or groups of 4-5 to see how the list expands as we involve the experiences and creativity of others. A point could be made that if we added other tables (as collaborations), our list would no doubt grow. Gender differences, residence or occupational differences could be noted as well. Others points might include concepts like if we had not started small (grassroots, individuals, committees, program councils), some may have never shared their ideas and our product would look very different. Discuss other ways of getting small group participation.

Note: *Any object such as a paper clip, note card, etc., can be used to do this exercise.*

LESSON 1-1 ½ hours

***Introduction:** From the background material, 2003 SEAL “Program Development -- Advisory Leader’s Role” materials and programming information from your state, introduce the programming process (steps, terminology, end products, etc.) and the advisory leader’s role in programming as it typically exists in your state. Then state that the goal is to engage, further involve, and keep engaged advisory council members throughout the programming process from the initial identifying of issues to developing and implementing the program to the stage of doing evaluation of programs. You can use one of the interest approaches and the background materials to validate the value of this engagement of volunteers.

***Lesson:** Use the PowerPoint “Programming Skills & Techniques for Advisory Council Leaders” and talking points to teach the concepts and steps of programming.

APPLICATION

Ask members to use the “Continuum of Involvement in Programming for County Extension Councils and Subordinate Groups” to assess where they feel their advisory group is. Then lead a discussion of the most practical next steps for them to take to further involve advisory leaders in the programming process. Use a flip chart or white board to capture these ideas.

REFERENCES

<http://www.ca.uky.edu/agpsd/powhelp.htm>

<http://www.ca.uky.edu/AgPSD/soregion.htm>

Continuum of Involvement in Programming for County Extension Councils and Subordinate Groups

INSTRUCTIONS: Place an “X” in the box immediately below the number corresponding to the activity that best describes your County Extension Council.

Less Involved

1	2	3	4	5	6	7	8
Exists on paper, no meetings held.	Meets once a year, mainly social focus.	Agents report to council periodically about Extension accomplishments.	Members talk about local issues and needs.	Council prioritizes needs, identifies C-MAPs, selects programs to emphasize and de-emphasize.	Committees, task forces, work groups explore issues in depth, suggests possible programs to address specific needs.	Committees, task forces, work groups assist agent in designing programs that meet identified needs.	Comm task fo work g assist imple or “car out” progra they d

PROGRAMMING TECHNIQUES & SKILLS

Your help is needed in providing vital feedback on the **SEAL Curriculum** you have just completed. Please take a moment to complete this survey.

For each of the topics listed below, in the LEFT column, circle the ONE number that best reflects your LEVEL OF UNDERSTANDING before the **SEAL Curriculum**. Then, in the RIGHT column, circle the ONE number that best reflects your LEVEL OF UNDERSTANDING after the **SEAL Curriculum**.

LEVEL OF UNDERSTANDING

	Poor 1	Average 2	Good 3	Excellent 4				
Level of Understanding	<i>BEFORE</i> the Program				<i>AFTER</i> the Program			
Understand the stages of program development.	1	2	3	4	1	2	3	4
Understand the steps to be taken within each stage of program development.	1	2	3	4	1	2	3	4
Understand techniques and skills to use within each stage of program development.	1	2	3	4	1	2	3	4

Intentions. For the following behaviors, check the box that describes what you plan to do as a result of the **SEAL Curriculum**.

Behavior Change	Yes	No
Will you assess your advisory council's role in programming and identify next steps to extended involvement?	<input type="checkbox"/>	<input type="checkbox"/>

Satisfaction. Check the box for the statement that best describes your thoughts concerning the program.

Satisfaction	Strongly Disagree	Disagree	Agree	Strongly Agree
The subject matter was timely for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speakers were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information was practical to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can go and use the information I learned today in my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, this was a very educational program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the most significant thing you will apply (feel free to list more than one)?

Do you feel like what you learned provides you the ability to lead more effectively? (Circle the best answer)

YES

NO

- Please explain your answer or provide an example.

Please provide any additional information on the back.

Thank you very much for your time!!