PRODUCING AND DELIVERING A SATELLITE WORKSHOP

Ag Econ Extension Series 91-8

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When They Don't Agree, Helping Groups Decide

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SUMMARY: VIDEO SATELLITE CONFERENCE "WHEN THEY DON'T AGREE; HELPING GROUPS DECIDE"

PROGRAM: A COOPERATIVE EFFORT OF OREGON STATE UNIVERSITY, WASHINGTON STATE UNIVERSITY AND THE UNIVERSITY OF IDAHO

COORDINATOR: Neil Meyer
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DESCRIPTION: This satellite educational program was an effort to increase awareness of the "Working With our Publics" materials and to increase faculty, FCL and community leaders understanding of the issue evolution cycle. The specific objectives of the project were:
1. Enable faculty and others (FCL and Community Leaders) to work with groups making decisions on public issues.
2. Familiarize Extension faculty and others with WORKING WITH OUR PUBLICS materials. Module 6 was the basis for this session.
3. Evaluate the cost in dollars and person time to present such a program.

The satellite program was presented May 17, 1991 with up-link from a studio at WSU. The initial proposal was a joint effort of 2 people from each institution. After funding by the three states' directors a new coordinating committee was convened (See accompanying faculty list). Program instructional materials were developed by faculty at UI; production was a joint effort of audio/video staff at WSU and UI; development of the downlink site coordinators manual and orientation was an OSU and WSU effort; evaluation was conducted by OSU and WSU personnel; marketing was coordinated by WSU with each state being responsible for their state's advertisement program.

The resources that went into the production of this tri-state teleconference were grants from the Extension Director of each state and an AgSat refund. Expenses to design, develop and produce the program were $6,335 and 105 person days from faculty at the various cooperating Universities (See Nancy Sanders report).

Products of the effort include the program itself which reached an estimated 375 people at 65 downlink sites (44 in the PNW), the video which is available from WSU, the downlink site coordinators manual and tested evaluation techniques. In addition a number of us have a much clearer idea of what to do and what not to do for video programming.

Based on the 74 completed pre and post assessments, knowledge about the "idea evolution cycle" was gained for five of the eight phase issue cycle. Some differences in knowledge change scores were observed across each of three subgroups: extension faculty, family community leader program members (FCL) and private citizens/local officials.

The program demonstrated the three PNW extension systems can deliver inservice education via satellite TV and that CES can partner with FCL volunteers for regional and local programming.

RECOMMENDATIONS FOR FUTURE PROGRAMS

This is the first time the committee members cooperated in producing a workshop. Several people had considerable experience and others were new to the concept of satellite programming. That probably resulted in lower efficiency because of where each participant was on the learning curve. Future programs would require less time as people become more efficient in designing and producing an educational activity.

1. After people have met each other and have developed some type of working relationship, use of the phone bridge/conference calls can save considerable time and expense.

2. It was a real asset to have Joe Kurth's (functioning as administrative liaison) insights and advise throughout the program planning process.

3. An experienced person is needed to lead the coordinating committee. It would also be good to have an experienced person in each state leading each state's activities. The initial face-to-face meeting should include all people to be involved in carrying out the program.

4. In a multi-state effort, a working group is needed in each state. This group should include all people to be involved in various parts of the programming effort.

5. Scripting is very important in selecting and delivering instructional material. This needs to be completed early in the planning process. The assistance of audio/video faculty greatly simplified and speeded up the process.

6. Each participant of the team should identify their strengths and weaknesses early so planning can accommodate strengths to enhance the program.

7. The actual program presentation needs a strong moderator. This ensures the flow of the program. In this case the moderator did very well.

8. The program needs to focus on a simple topic (When They Can't Agree; Helping Groups Decide) for a specific audience. In our case, the title the carrier topic (Chemicals in Your Water) used for publicity left people wondering what the program was going to be about.

9. In future program proposals, contact needs to be made with the appropriate media people as the proposal is being prepared.

10. A downlink coordinator checklist needs to be developed.

11. Evaluation results were positive. However, continued experimentation with evaluation procedures would be helpful to improve evaluation procedures.

12. Planning process should not be longer than 6 months. This project went through several months of dormancy. At least one face-to-face meeting at the beginning of the planning process is essential in an effort involving the group working together for the very first time.

13. The experienced levels of the planning group varied from almost none to considerable when they started this process. Three state's faculty and the various experience levels resulted in a longer planning horizon.

14. Convener must have group facilitating skills to get the agenda set and insure that things happen on time.

An Estimate of Knowledge Change

Among Participants in a Satellite TV Program,

"When They Don't Agree: Helping Groups Decide"

Offered to Pacific Northwest States, May 17, 1991

James S. Long

Washington State University

August 22, 1991

Abstract

The extension systems and Family Community Leadership Programs of the PNW states offered a 2 1/2 hour satellite TV program, May 17, 1991, on "Education for Public Decisions." Local programs attracted an estimated 350 county agents, Family Community Leadership volunteers and other leaders in local communities.

Based on 74 complete sets of responses to a pre- and a post-assessment of knowledge about the public policy "issue cycle" featured in the TV program, the participants gained significantly more knowledge in five of the eight-phase issue cycle. Some differences in knowledge change scores were observed across each of the three subgroups.

The innovative program demonstrated that the three PNW extensions systems can deliver inservice education effectively via satellite TV and, in the area of "Education for Public Decisions," can partner with FCL volunteers for significant regional and local programming.

Planners recommend that the three state extension systems continue to mutually plan and offer faculty development opportunities via satellite TV, telephone and interactive TV. We also recommend, appropriate to the subject matter, that, in planning and delivering the programs, we involve representatives of those constituency groups we are, thereby, preparing to serve.

Introduction

The state extension systems and Family Community Leadership (FCL) Programs of Idaho, Oregon and Washington agreed to mutually conduct an educational program based on parts of Module VI of "Working With Our Publics" (WWOP); Module VI was entitled "Education for Public Decisions." The PNW program was entitled "When They Don't Agree: Helping Groups Decide".

The program was offered via satellite television May 17, 1991 from 10 to 12:30. It reached an estimated 350 participants. In several communities throughout the region the program was jointly conducted with FCL "partners" who often moderated the local programs as well.

The targeted audience included (1) county extension agents striving to define their educational roles in public issues related to their subject matter specialties, (2) FCL volunteers and (3) other community leaders. The program content was drawn from Gratto's "issue cycle" found within WWOP Module VI (Att. A). Program chair, Neil Meyer from U of I, in dialogue with TV program host, Scott Fedale of WSU, introduced the issue cycle; role players demonstrated the phases through a "carrier" issue related to water quality; intermittently, local viewers were encouraged to interact with each other at scheduled times. The program concluded with questions called in by phone and considered via TV.

Evaluation Criterion, Instrument and Respondents

Planners representative of the three state extension systems and FCL programs chose to evaluate the effectiveness of the satellite TV on the basis of the participants' gain in knowledge about (1) the "issue cycle" and (2) the educator's role in facilitating members of

the public through the cycle. Within Claude Bennett's hierarchy of evaluation evidences, we focused on step five--knowledge change.

Attachment B shows the instrument administered by county extension faculty at 15 sites and used to estimate participants' knowledge immediately preceding the satellite program and immediately afterwards; the same instrument was administered as a pre-assessment and a post-assessment. The staff's suggested answers are circled.

The instrument emphasized the educator's practical choices at each of the eight phases in the issue cycle; respondents were asked to select one option in each of two pairs of choices for each phase. The correct choice was based on a principle of public policy education, as emphasized in "Working With Our Publics, Module VI."

The specific indicator of effectiveness was a positive change from the pre-to the post-assessments in the proportion of respondents who selected the correct options. This estimate was made for each of the three target groups--county extension faculty (n=39), FCL "partners" (n=16) and other community leaders (n=19). (In addition to the number of complete sets of responses above, we received five pre-assessments and 10 post-assessments; these incomplete sets were not included in the Findings.)

Findings

The change scores are reported here in two ways: by individual participant and by item within the assessment instrument.

We received both pre-and post-assessments from 74 of the estimated 350 participants. We noticed a high level of knowledge on the pre-assessment: An average of 13 correct of 17 items.

For the total group of 74 respondents we observed the following distribution of change scores across all 17 items in the pre-post assessment:

Table 1: **Change from Pre-to Post-Assessment of Knowledge, All 74 Respondents, All 17 Items, Satellite TV Program, May, 1991.**

Number of Assessment Items Showing Positive Changes	Number of Respondents	Percent of Respondents
1	14	19
2	12	16
3	5	7
4	4	5
5	3	4
8	1	1
	39	53
No Change	22	30
Negative Changes		
1	6	8
2	5	7
6	1	1
8	1	1
	13	17
TOTAL	74	100

Over half of the 74 participants made positive changes; 30% indicated no change; 17% scored lower after the program.

Second, Chi square analysis (p.< =0.10) indicated significant gain in knowledge on six of the 17 assessment items. Table 2 shows these results.

Table 2: **Significant Increases in Knowledge, by Item, for All Participants in Satellite TV Program, May 1991.**

Phase	Assessment Item	Chi^2 value	p.0.10 $(x^2 > 2.70)$
Initiation of the Issue Cycle	1	7.54	*
Concern	2	2.67	
	3	3.86	*
Involvement	4	0.20	
	5	7.54	*
Issue	6	0.00	
	7	0.00	
Alternatives	8	0.00	
	9	0.00	
Consequences	10	0.00	
	11	7.35	*
Choice Making	12	2.33	
	13	5.33	*
Implementation	14	2.00	
	15	0.00	
Evaluation	16	3.77	*
	17	0.47	

Figures 1, 2 and 3 in Attachment C summarize the percent correct responses, by item, in the pre- and post-assessments for each of the three target groups.

The significant gains in knowledge as depicted in Table 2 occurred in five of the eight

phases of the Issue Cycle:

Issue Cycle Phase	Sig. Gain
1. **Concern**	*
2. **Involvement**	*
3. Issue	
4. Alternatives	
5. **Consequences**	*
6. **Choice Making**	*
7. Implementation	
8. **Evaluation**	*

Summary and Recommendations

The 2½ hour satellite TV program, May 17, 1991 on "Education for Public Decisions," attracted an estimated 350 extension faculty, FCL volunteers and other community leaders at about 50 registered receiving sites.

Based on a pre- and post-assessment among 74 respondents, the participants achieved significantly higher levels of knowledge about the educators' roles in five of the eight phases of the public policy "issue cycle."
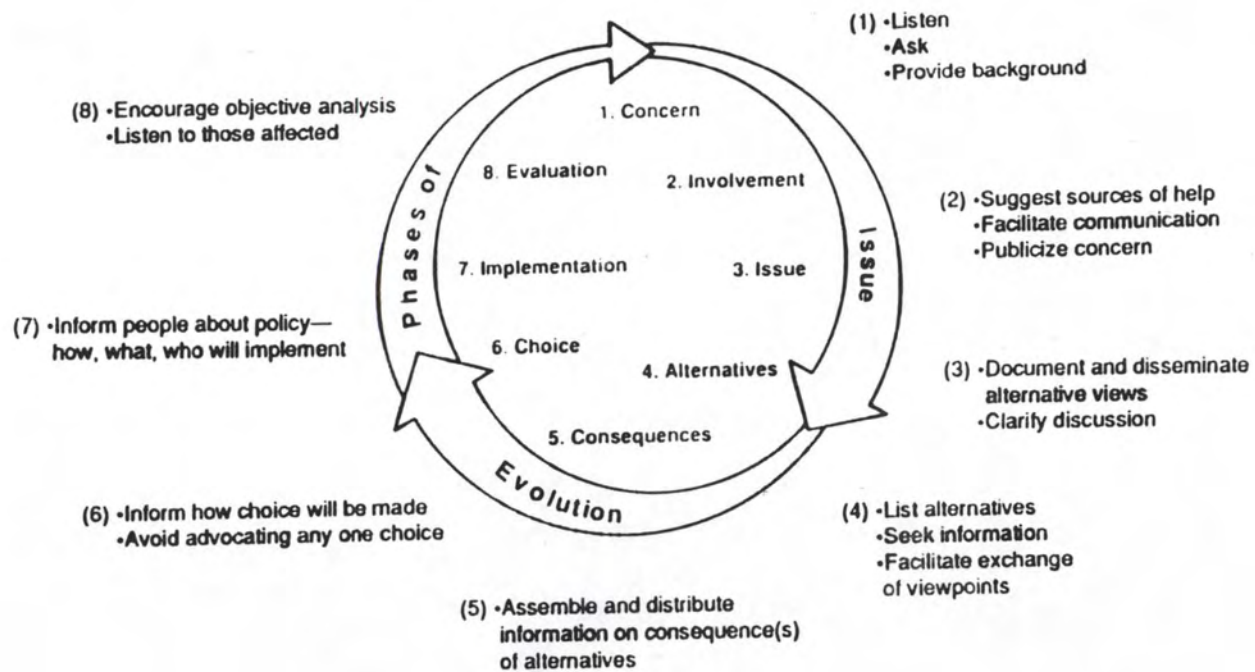
Over half of the respondents increased their knowledge of the issue cycle; 30% showed no change; 17% scored lower after the program. Half of the 10 instances in which a subgroup post-score was lower than the pre-assessment score were among "other" community leaders.

We recommend that the PNW state extension systems continue to mutually design and offer inservice education via electronic media; that for faculty development programs, we involve representatives of the targeted constituency group; and that we acknowledge the possibility that the inservice education program may have a different influence on each subgroup's knowledge change.

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Attachment A

Phases of Issue Evolution

PHASES OF ISSUE EVOLUTION

(1) •Listen
  •Ask
  •Provide background

(8) •Encourage objective analysis
  •Listen to those affected

Phases of

1. Concern

8. Evaluation   2. Involvement

7. Implementation   3. Issue

6. Choice

4. Alternatives

5. Consequences

Issue

Evolution

(2) •Suggest sources of help
  •Facilitate communication
  •Publicize concern

(3) •Document and disseminate
  alternative views
  •Clarify discussion

(7) •Inform people about policy—
  how, what, who will implement

(6) •Inform how choice will be made
  •Avoid advocating any one choice

(4) •List alternatives
  •Seek information
  •Facilitate exchange
  of viewpoints

(5) •Assemble and distribute
  information on consequence(s)
  of alternatives

Extension agents and specialists, if they choose to intervene, have many educational options. The choice of methods will vary, depending on the stage of the issue as well as other factors. Following are examples:

Concern:
- Listen actively;
- Ask clarifying questions; and
- Provide background information based on research.

Involvement
- Provide information about organizations or individuals that might be helpful;
- Facilitate communication among interested parties; and
- Publicize the concerns through media and meetings for greater public awareness.

Issue:
- Document and disseminate alternative views on the issue; and
- Help clarify discussion.

Alternatives:
- List alternatives and circulate among interested parties;
- Seek out objective information on alternatives; and
- Facilitate communication and exchange of viewpoints.

Consequences:
- Assemble and distribute objective information on the consequences of each alternative.

Choice:
- Inform people how the choice will be made (formal/informal, decision arena, decisionmaking process);
- Do not tell people what they should do, or you lose credibility as an Extension educator. Advocating your solution is politics, not education.

Implementation:
- Inform people how the policy came to be; what it is intended to do; who will be responsible for promulgating rules and enforcement, and any other pertinent information.

Evaluation:
- Encourage objective analysis of the policy, and
- Listen to the people who are affected.

> —Prepared by Verne W. House; adapted from
> Gratto's ''Policy Education:
> A Model with Emphasis on How.''

Attachment B

Pre- and Post-Assessment Instrument

"When They Don't Agree: Helping Groups Decide"
Survey of Participants

On the "morning" sheet, would you give us your opinions <u>before</u> the program starts? And on the "afternoon" sheet, give us your opinions <u>after</u> the program? Your opinions are important to this program.

1. Community policy issues develop through phases. Which of the following best shows the usual sequence of an issue's early phases? (circle a, b or c)

    a.   Disgruntled residents try to push through a new policy.

1. (b.)   An individual's concern, shared by others, helps define the public issue.

    c.   Consequences of an earlier policy are evaluated to find a new issue.

2. Public policy educators have choices at each phase. Which one (a or b) would you likely choose in each pair of choices at each phase? (Circle the letter of your choice in each pair)

Phase		Educator's Choices
Individual Concern	a.	ask leading questions
2.	(b.)	ask clarifying questions
3.	(a.)	provide background based on research
	b.	provide background based on your own experience
Involvement of Others 4.	(a.)	identify groups that ought to be concerned
	b.	identify just the groups that <u>are</u> interested
5.	a.	target publicity to specific groups that are affected
	(b.)	publicize the concern to most all residents
Issue 6.	a.	invite one person to describe different points of view
	(b.)	invite different people to describe their own points of view
7.	a.	describe one perspective in this week's newspaper, another perspective next week ...
	(b.)	describe several perspectives in the same edition
Alternatives 8.	a.	help leaders copy other communities' experiences
	(b.)	help local residents brainstorm their own alternatives
9.	a.	orally evaluate each alternative as it is suggested
	(b.)	invite others to add to a written list of alternatives

Phase		Educator's Choices
Likely Consequences	10. a. (b.)	to avoid misinterpretation, offer facts only in writing for public understanding, use several media
	11. (a.) b.	bring in researchers to describe likely consequences of each alternative invite residents who are involved to tell about their experiences
Choice Making	12. a. (b.)	let all sides inform the public about how the decision will be made take the lead in letting the public know how the decision will be made
	13. a. (b.)	recommend what you think is best urge residents to vote, based on their opinions
Implementation	14. a. (b.)	let the "winners" tell residents how to comply with the new policy disseminate information uniformly to the general public
	15. (a.) b.	explain why and how the policy was developed just give everyone a copy of the policy
Evaluation:	16. (a.) b.	listen to both the groups affected and the general public listen to both the local groups affected and state officials.
	17. a. (b.)	ask experts to assess outcomes objectively help residents to assess outcomes objectively.

3. What is your role(s)?

    _____ FCL volunteer participant

    _____ Extension faculty

    _____ elected local government official

    _____ appointed local government official

    _____ other government agency representative

    _____ _____.

4. In what community did you take part today? _____

Attachment C

Pre- and Post-Assessment Scores, by Sub Group

Figure 1. Percent of FCL Volunteers Who Chose the Correct Responses on the Pre- and the Post-Assessments, by Response Item (n = 16).
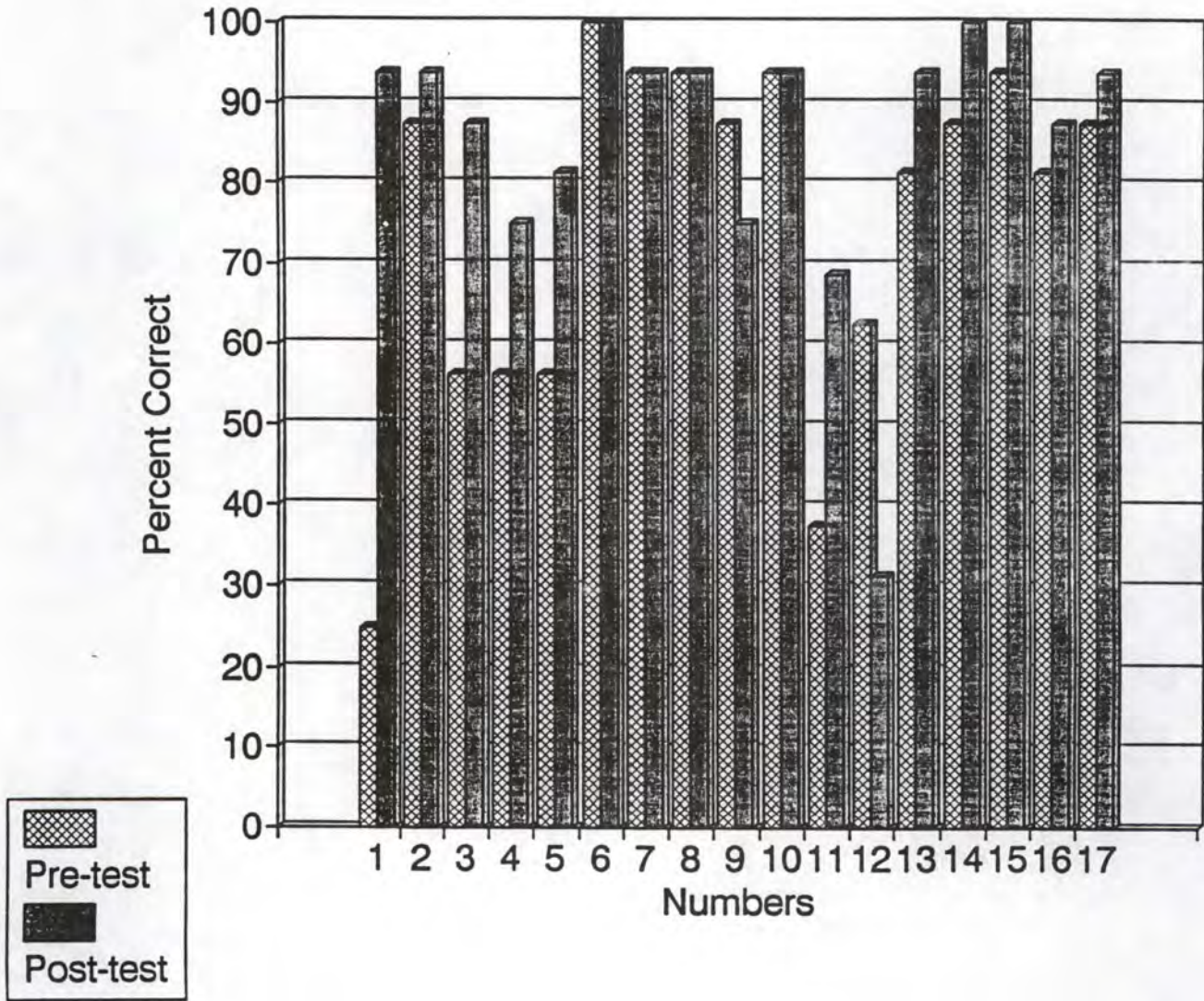
Figure 2. Percent of Extension Faculty Who Chose the Correct Responses on the Pre- and the Post-Assessments, by Response Item (n=39).
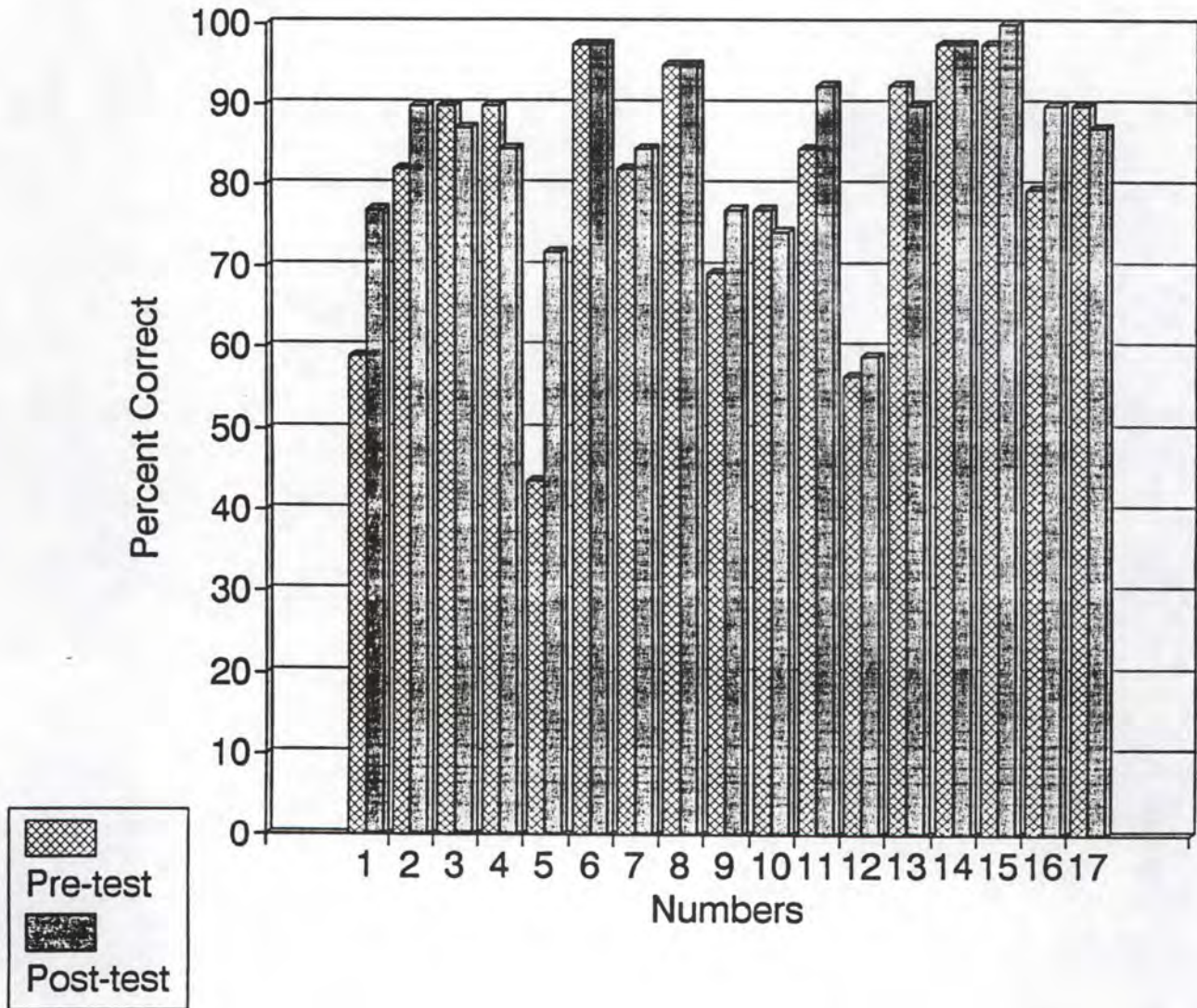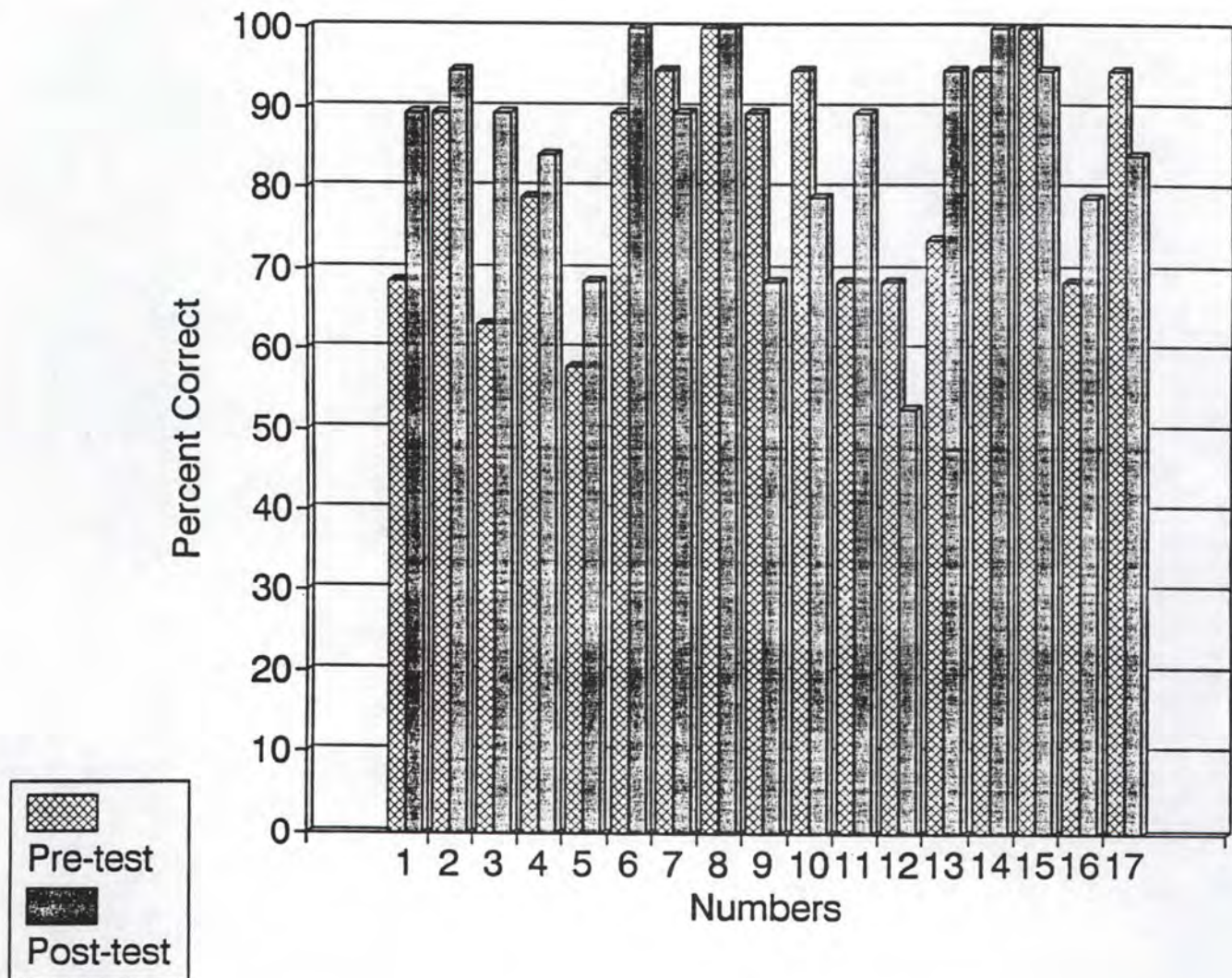
Figure 3. Percent of Other Participants Who Chose the Correct Responses on the Pre- and the Post-Assessments, by Response Item (n = 19).

Description, Survey Data and Analysis of the
Planning and Development Process
Used by the Tri State Committee

by Fielding Cooley, Oregon State University, Corvallis, OR

The following is a running account of the committee's work. After that I recount survey data of the committee's work process. Analytical comments are made where appropriate and summarized in my recommendations.

Description of the Planning and Development Process

Neil Meyer kicked off the tri-state instructional teleconference on the Working With Our Publics decision-making curriculum module with a memorandum dated May 29, 1990. Neil suggested general responsibilities for Washington, Oregon, and Idaho committee members and outlined the purposes of the training; an outline for the on the air program was also presented. The original suggested topic was making "Public Policy--A Case Study of Mothers Against Drunk Drivers." Three of the original seven committee members dropped out of the committee in the first few months. Neil suggested a conference call on June 29, 1990 to select a name, discuss calendar, training format, materials needed, steering committee participants from each state, and future meeting dates.

The conference call was held as planned. There was considerable difficulty in getting all the participants on the line. Once connected, we were unable to effectively deal with the agenda items. Decisions were made to have Jim Long collect information on what the workshop "carrier issue" should be and on evaluation criteria. We also decided that a face-to-face meeting was needed; tentatively September 6 and 7 in Umatilla, Oregon.

Neil sent a memorandum on July 13, 1990 to the planning committee to confirm the plans for the September meeting and to suggest assignments. Each state was to select representatives for the meeting including FCL volunteers and county faculty, confirm acceptance of assignments, correct addresses, respond to survey on evaluation needs, review satellite format, and prepare for other September meeting agenda items.

On August 30, Neil sent a memo to the Advisory Committee for 'Building Partnerships for Public Decisions." The memo outlined plans for the September meeting in Umatilla. Again, Neil outlined a new tentative satellite workshop format.

The September meeting included the following agenda items: 1) introduction of participants; 2) collection of lists of receiving sites for each state; 3) review of workshop format; 4) select carrier issue; 5) set dates for the workshop, regional facilitator training sessions, and for materials development; 6) marketing plans; 7) review evaluation plans; and 8) other items.

At the September meeting several tasks were accomplished. We set program goals that included enabling faculty, FCL, and community leaders to work in groups making decisions on public issues, familiarize faculty with Working With Our Publics materials, and build teamwork

between FCL and Extension faculty. The administrative goal was to evaluate the cost in dollars and person hours in planning, conducting and evaluating a multi-state satellite training conference. We also developed an outline for the flow of the project's work, decided on water quality as the carrier issue, and set a date for the teleconference (May 17) and a date for our next meeting (February 12-13).

I observed the group struggling with its meeting procedure and process. I suggested we pay attention to process and that we use flip charts to capture our thoughts and aid decision-making. The progress of our work became more effective and efficient as we moved through the second day of the meeting. Specific tasks were identified and assignments and due dates were established. It is interesting to note that Extension is expert at teaching FCL and others how to facilitate effective meetings but we are very reluctant to use these techniques in our own meetings.

I agreed to do a survey-data-feedback formative evaluation of the steering/planning committee's efforts. I asked members what we had done well, what we had not done well, and ways to improve. Here are the comments I noted. "We should have had more FCL volunteer and agent representation at the meeting. I valued their point of view." "The flip chart process speeds up the meeting--this morning's session went better. The phone conference helped set the stage for our meeting." "It's the first time I've used flip charts to facilitate a meeting--it helps us mark our success and there's less chance of missing things." "The conference call didn't work as well--it was very frustrating. We needed the face-to-face meeting." "We got most of our subjects covered...but we got off to a slow start. We need a step-by-step generic process for planning these teleconferences." "We accomplished a lot. We designed the training with agents in mind. I am heartened by the useful prospects of this (satellite video teleconferencing) technology." "Having an agenda and feedback on the carrier issue survey ahead of time was helpful." "It is good to continually plow back over our ideas." "The meeting process-observation and feedback at the end of the meeting and the time line with assignments helped bring a sense of closure."

The memorandum dated February 4, 1991 from Neil Meyer outlined the agenda for the February 12 and 13 at Washington State University's Hulbert Hall. Items to be covered were: 1) the program script, 2) publicity and marketing, 3) evaluation (instructional and project), and 4) site facilitation.

At the February meeting we spent several hours informing each other of our progress on assigned tasks. Neil said he had experienced difficulty in pulling a script and program outline together. He needed the technical expertise of people like Scott Fedale, Marsh Schafler, and Erik Anderson (script and video production people). Jim Long, Nancy Sanders, and Greg Tillson presented information on their assignments and received suggestions from the group. Joe Kurth provided helpful insights into the expectations of the states' Extension directors.

I presented information I had gathered from a survey of the other planning committee members. I asked what tasks or roles had surfaced as useful in the teleconference planning process. Respondents mentioned the following roles: proposal writer, script writer, meeting chair, flyer designer, facilitators guide designer, script consultant, teleconference design consultant, meeting process consultant, meeting facilitator, planning committee member, and program evaluator.

Things mentioned that had worked well included the value of having Nancy Sanders' experience in satellite program production, the face-to-face meeting in Umatilla, the meeting planning work with Porter and Mahler, and getting feedback on our plans from agents, volunteers, and committee members. Several areas of planning difficulty were mentioned by committee members. It was difficult to reach consensus using conference calls. There was a need for active administrative liaison. Different states' interests and policies were difficult to integrate. The lack of agents' representation was a handicap in targeting the instructional design to that audience. It was difficult to identify the target audience and clarify program goals. Being behind schedule on our tasks added stress to the planning process. Maintaining contact with others on the committee to check progress, ideas, loose ends, and deadlines complicated the completion of our tasks. A clear picture of how the whole project development and production process fits together would make the job easier.

After I presented the survey information I noticed the group's lack of progress in establishing a clear design for the instructional teleconference and a list of tasks and assignments for the production of the program. We decided to facilitate the process using a flip chart. We moved more rapidly to consensus on the design and production tasks once the flip charts were used.

As we moved closer to our May 17th production date two more conference calls were coordinated by Neil. The calls helped the committee complete the details of each member's assignments. After the teleconference one more telephone conference was held to decide how to compile the report to the Extension directors in Oregon, Washington, and Idaho. I agreed to meet with Jim Long and Neil Meyer in Pullman on August 19 and 20 to draft a final report.

Observations at a Downlink Site

I thought it would be important to have a committee member actually attend the teleconference as participant observer. I played that role and recorded my impressions at the Eugene, Oregon site.

There were twenty-five participants and three FCL facilitators at the Eugene conference site. One of the facilitators took the lead role. She had prepared herself well and knew the proper directions to give the participants. Four of the participants were civic leaders. The rest of us were Extension agents and specialists.

In the beginning there was some confusion expressed by participants over what the "carrier issue" would be. Two people thought the title would be "Salmon: An Endangered Species."

As we worked through the teleconference I noticed that there was a call for a question and answer session from the studio and that no one responded. Later, during the role play, several people complained there was not enough time to properly complete the activity. Most seemed, however, to get the flavor of the process if not the completion of the task. There was more interest in participation once participants at the Eugene site heard their questions being asked over the broadcast.
The FCL site facilitator filled the need for a "warm body" instructor. She really helped make the teleconference work. More preparation materials for site facilitators would have been helpful;

especially if they contained more detail on site activities and ways to encourage participation. It seemed the televised description of the decision-making process and the role plays might just as well be taped ahead of the broadcast. I noticed that when the moderator said, "Did that answer your question?" it got a better response from participants than when he said, "Give me all your questions and we will answer them all together." In other words, the best format for question and answer sessions seems to be answering one question at a time and interacting with the questioner to make sure the communication was successful for both parties. That process takes more time in the schedule and may mean a reduction in the number of sites that can be properly addressed.

In retrospect therefore, the key elements are good facilitation of the site activities and having adequate time devoted to site based activities and the question and answer session. In the future we may want to "regionalize" the sites in each state and reduce the number of sites. I spoke with an ATT teleconference specialist at a recent conference and he said 12 to 13 sites was about the maximum number that can be supported for proper interaction with a central studio.

Planning Committee Survey Data

Information was collected from the three states' teleconference planning committee members. The survey was designed to collect qualitative data using open-ended questions on the time required to complete team tasks, resources used and developed, and how well we worked together. I asked committee members to identify their teleconference committees and task teams, estimate the amount of time (include travel and meetings) they contributed and list other non-committee members they worked with for each task team. The data is presented in three sections--committees and tasks, resources used and developed, and teamwork.

Committees and Tasks

1. Proposal development for the Washington, Oregon, Idaho regional instructional teleconference on the Working With Our Publics curriculum materials.

> **Comments:** Jim Long -- Advance work that contributed to the development of the proposal included serving on the trainee team that went to Denver to learn the "Working With Our Publics" (WWOP) materials. Coordinated a three state process to identify two delegates from each state who would participate in training on each of the WWOP modules. Worked with directors and the six trainees. Interesting note--half of this original trainee team did not participate in the proposal implementation.
>
> N. Sanders-- Review and comment on proposal.

Time (8 hour days): 20.5 person days - Jim Long--15 days, M.L. Wood--1 day, N. Sanders--.5 days, N. Meyer--3 days.

2. Teleconference Steering Committee -- Design and coordinate the project between the states.

     Time (8 hour days): 27 person days - Jim Long--5 days, M.L. Wood--6 days, G. Tillson--4.5 days, N. Sanders--2.5 days, N. Meyer--4 days, F. Cooley--5 days.

     Others who worked with you (who were not "members" of the group--name, position, state)

     M.L. Wood-- Elane Hodgins, original member of the group who dropped out.
     G. Tillson-- FCL volunteer (days)
     N. Sanders-- Office support staff in Idaho and Oregon, calls from individual sites receiving the program.

3. Instructional Design Team -- Detailed the design, wrote script, determined instructional materials needed.

     Time (8 hour days): 19.5 person days - N. Sanders--4.5 days, N. Meyer--15 days

     Others who worked with you....
     N. Sanders-- John Francis on program format, and Scott Fedale on moderator role.
     N. Meyer-- Erik Anderson, Marsh Schafler, Bob Mahler, Ernestine Porter.

4. Production Team -- Directed, acted, instructed, developed instructional material etc..

     Comments: N. Sanders-- Pre-production studio time and live broadcast.

     Time (8 hour days): 7.5 person days - N. Sanders--1.5 days, N. Meyer--6 days.

     Others who worked with you.....
     N. Sanders-- John Francis, Drex Rhoades and Darrel Kilgore--WSU Information Dept.. Erik Anderson, Marsha Schoeffler--U of I Info. Dept.. Nancy Taylor & Kathleen Troter--Actors for pre-Tape.
     N. Meyer-- Marsha Schoeffler, Erik Anderson, Bob Mahler.

5. Marketing and Site Facilitation Team -- Developed fliers, registration, coordinated sites, and site facilitation and operations materials.

     Time (8 hour days): 9.5 person days - M.L. Wood--1.5 days, G. Tillson--2 days, N. Sanders--6.25 days, N. Meyer--.75 days.

     Others who worked with you....
     M.L. Wood-- Theresa Araguistain, District Secretary & Dan Hinman, District Director.

N. Sanders-- Hugh Cameron--flyer, Jim Spangler--WSU printing & mailing, Kaylene Shirely--WSU budget & regulations, G. Tillson--site facilitation, RXL TV--satellite coordinates.

6. Evaluation Team -- Designed, conducted, analyzed data and wrote instructional and organizational evaluations.

   Comments: G. Tillson--   Evaluation of facilitators

   Time (8 hour days): 14 person days - Jim Long--10 days, G. Tillson--.5 days, F. Cooley--3.5 days

   Others who worked with you....
      Jim Long--   Diane Gilchrist--data manager.

(TOTAL COMMITTEE PERSON DAYS: 105 including final report preparation)

7. Report publication team -- Gathered information on the project and wrote the final report

   N. Sanders-- Estimate 2 days compiling final report.
   F. Cooley--   Estimate 4 days
   N. Meyer--   Estimate 1.5 days

8. What production facilities did you use?

   N. Sanders-- KWSU Studio
   Jim Long--   WSU's program evaluation office.
   N. Meyer--   Idaho audio taping and scripting room

9. What materials did you adapt?

   G. Tillson-- WWOP material on site coordinators from Minnesota.
   N. Sanders-- Minnesota facilitator guide material, Grotto's model for decision making, WWOP module 6 material for facilitator packet.
   N. Meyer--   WWOP module 6 materials

10. What materials did you produce? (surveys, scripts, site materials, etc.)

   Jim Long--   Evaluation feedback instrument: pre & post assessments.
   N. Sanders-- Program flyer for three states, facilitator packet of materials, participants handout materials.
   N. Meyer--   Videotape and local site coordinators manual.
   F. Cooley--   PNW WWOP Instructional Teleconference Steering Committee Project Development Process Evaluation Survey and an Outline for the project report.

11a. Describe what worked well for the steering committee in coordination, design, and production activities, i.e., meetings, phone conferences, minutes...

Jim Long--	Face-to-face meeting in Umatilla. Designating Joe Kurth as the PNW directors' administrative liaison.
M.L. Wood--	Face-to-face meetings (Umatilla & Pullman) in putting together the overall concept, focus, and direction & finalizing the format for the program. Diversity of groups experience & more help from "experts" made it work. Teleconferences (phone) were effective for checkpoints & details.
G. Tillson--	Team was effective when together. Communication was incomplete in terms of follow-up activities and progress on tasks. Not sure we adequately prepared the site coordinators in the facilitators role.
N. Sanders--	Good variety of ideas from all three states for program development-- good cooperation.
F. Cooley--	Meeting face-to-face; using flip charts to record our ideas, decisions, and plans; describing tasks, who would be responsible, and a time line for completion; and reviewing our progress. Telephone conferences worked well for checking on our progress.

11b. How would you have done it differently?

Jim Long--	Not to expect that telephone conferences alone would have prepared the delegates to the steering committee to have planned the program. Assign a "Joe Kurth" from the start and not wait till the proposal had been developed, proposed, and accepted.
M.L. Wood--	Should have had more than one county faculty and volunteer on the steering committee. We should not have tried to use telephone conference for first planning meeting.
G. Tillson--	Perhaps more phone conference calls or memo's about progress.
N. Sanders--	This type of production needs a chairperson who has a strong sense of organization and an eye for detail. This type of leader will keep the ball rolling for the six months of pre-planning before the satellite program.
F. Cooley--	Pay more attention to facilitation of the steering committee and project development task force meetings (use a convener, recorder, and process observer) Use computer communications and phone conferencing between states to do a better job of pulling distant members of task groups into the process and to make better use of their skills. Meet first in a face-to-face environment to build team cohesiveness. Shorten the time between various group communications efforts whether face-to-face, phone, computer, or chain letters.

12a. Describe what worked well in the task teams.

Jim Long-- Clear assignments of who does what by when. Latitude to see it through. In this case clear expectations about evaluation roles and criteria, freedom to create a tool, cooperation of site coordinators.

G. Tillson-- Good team work, able to draw on strengths from other states--production was excellent from Idaho and Washington.

N. Sanders-- Due to travel distance, I did not feel there was a great deal of teamwork. At times two or more from one state were working together, but otherwise it was accomplished solo.

N. Meyer-- Two meetings (face-to-face) were essential. Taping and writing script from audio tape worked well. Actors for role playing went well. Marsha's guidance was key to program development.

F. Cooley-- I got good feedback from Jim and others on how to improve my survey and on my ideas for evaluating our project performance and team work.

12b. How would you have done it differently?

Jim Long-- Pre-test the survey with local site facilitators; orient facilitators about using the pre- and post assessments as a part of the program--not an appendage.

N. Sanders-- An assessment of the abilities and strengths each state's participants could bring to the project may have been useful. Then work assignments could be made to two or more members from a state. Teamwork would have been easier to accomplish this way.

N. Meyer-- Use tape and script acting right away instead of trying to write a script myself.

F. Cooley-- Use the phone and computer communications frequently to stimulate information flow and to build a sense of shared responsibility for steering the project. Perhaps setting up an electronic bulletin board would help.

Recommendations:

- Use the phone and computer communications frequently to stimulate information flow and to build a sense of shared responsibility for steering the project.

- An assessment of the abilities and strengths each state's committee member would help in assigning tasks.

- Pay more attention to facilitation of the steering committee and project development task force meetings (use a convener, recorder, and process observer). Use computer communications and phone conferencing between states to do a better job of pulling distant members of task groups into the process and to make better use of their skills. Meet early in the development process in a face-to-face environment to build team cohesiveness.

- This type of production needs a chairperson who has a strong sense of organization and an eye for detail. This type of leader will keep the ball rolling for the six months of pre-planning before the satellite program.

- Plan to have at least three face-to-face meetings.

- Have more than one county faculty and volunteer on the steering committee.

- Do not use telephone conference for first planning meeting. Rather, use it to set up the face-to-face meetings, build agendas, and check on tasks.

- Assign a "Joe Kurth" (administrative liaison person) from the start and not wait till the proposal had been developed, proposed, and accepted.

Summary of Expenses and Downlink Contacts

by

Nancy Sanders, WSU-CES

WHEN THEY DON'T AGREE: HELPING GROUPS DECIDE

Tri-State Satellite Teleconference

May 17, 1991

EXPENSES:

Travel	1,999.77
Meeting room	104.05
Actors for taping	100.00
Satellite time & crew	3,412.00
Evaluation analysis (G. Pace)	325.97
WSU Conference fee	392.96
Total Expenses	**6,334.75**

INCOME:

Oregon State	2,000.00
Idaho State	2,000.00
Washington State	2,000.00
AgSat refund/satellite time	520.00
Total Income	**6,520.00**
Net	**$185.25**

10/91 N. Sanders

"WHEN THEY DON'T AGREE HELPING GROUPS DECIDE"

May 17, 1991, Satellite Program

Locations:

13 Oregon State
11 Idaho State
20 Washington State

21 Other state sites

> Colorado State University
> University of Massachusetts
> Wyoming Cooperative Extension
> University of Illinois
> Wagnor County Extension, Oklahoma
> Auburn University
> University of Arizona
> Louisiana State University
> Cornell University, New York
> Utah State University
> University of Alaska
> Educational Telecommunications, Norfolk, VA
> University of Florida
> Penn State University
> University of Virginia
> Iowa State University
> Calhoun Co. Extension, Alabama
> Tioga Co. Extension, Owego, NY
> Marion Co. Extension, Salem, OR
> Chenango Co. Extension, Norwich, NY
> Teton Co. Extension, Jackson, WY
> Staff Education, Navel Hospital, Portsmouth, VA

Participants:

350-400   Estimated audience

Individual packets were mailed to Oregon and Washington participants.
Idaho counties received one packet each for duplication.

Additional states received a single mailing and duplicated material for participants.

"WHEN THEY DON'T AGREE
HELPING GROUPS DECIDE"

May 17, 1991, Satellite Program

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13 Oregon State
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      Utah State University
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      Educational Telecommunications, Norfolk, VA
      University of Florida
      Penn State University
      University of Virginia
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      Calhoun Co. Extension, Alabama
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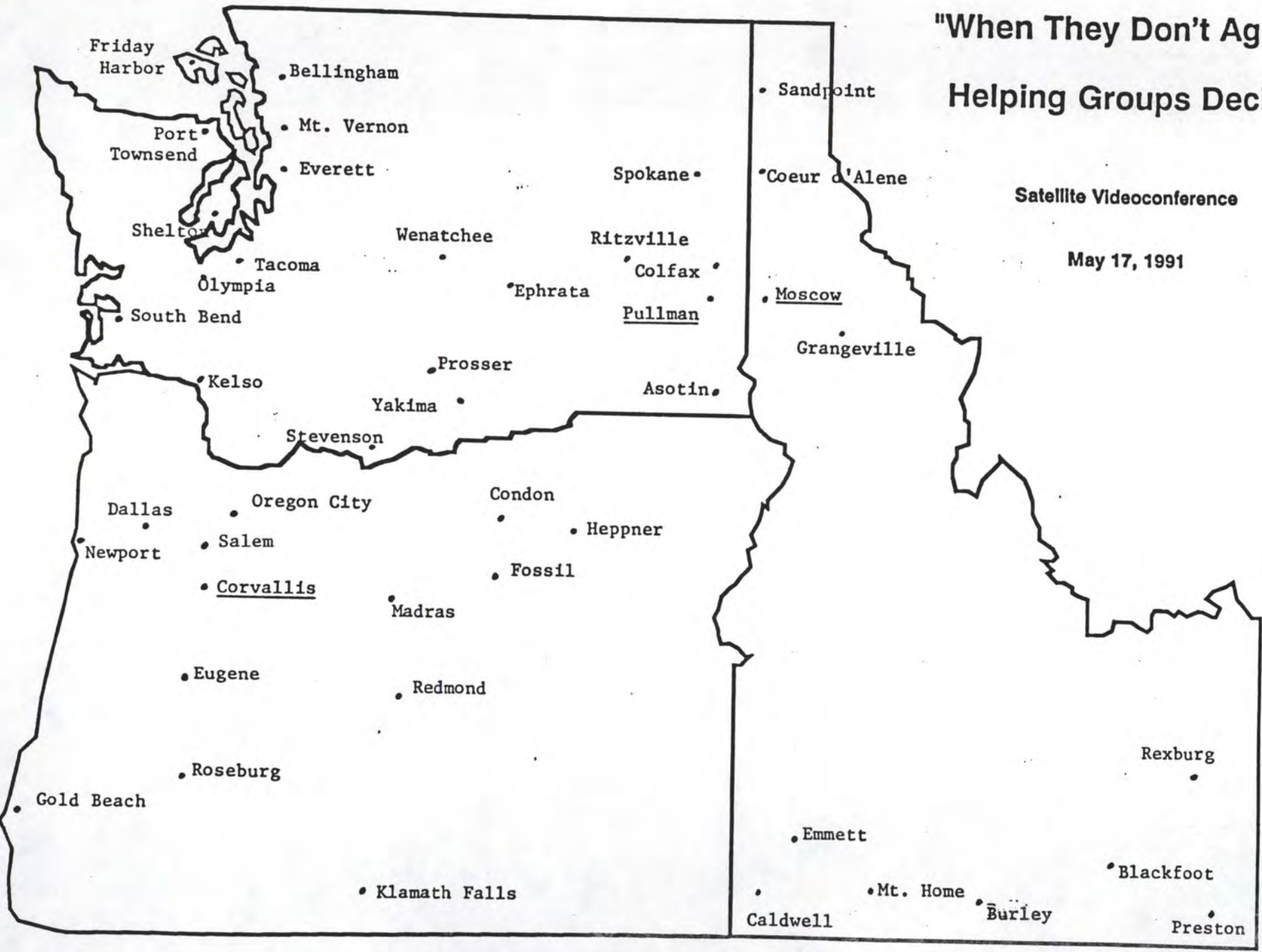   Staff Education, Navel Hospital, Portsmouth, VA

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"When They Don't Agree: Helping Groups Decide"

Satellite Videoconference

May 17, 1991

VIDEO PRODUCTION

Production Comments: John Francis, Video Producer, WSU and Erik Anderson, Video Producer, UI

       The scripts for the three dramas were done hurriedly, almost at the last moment. Likewise, actors were recruited hurriedly, and had little time for rehearsal. In the end it worked out well: the scripts were serviceable and the actors did an excellent job. However the last minute flurry of activity should not have been necessary. It points up the need for a firmer control of a preproduction schedule, with a production coordinator aggressively keeping track of deadlines and insuring participants meet them. In this case the person given the responsibility was Neil Meyer, and the handicap he worked under was his busy schedule. It is important that when a great deal has to be done on a program the people assigned to do this work have the necessary time available. If not, the work must be delegated so that it can be finished promptly.

       The script for the studio portion was also written in the last few days before the program. Again, this is uncomfortably late, although in the end it was satisfactory.

       The coordination between the UI and WSU Extension television departments in the physical production of the program worked well and both departments hope that there will be more cooperative projects like this in the future.

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