

# Less Time, More Impact

## Suggestions for Surviving in Organizations

### How to Make it Happen (part 2)

You have a great idea for a program or event. But, how do you make sure all the bases are covered to ensure success? This is the second in a two part series focusing on various aspects of planning and conducting programs or events.

#### **Component Seven: Program Support and Resources**

Invite a community resource person to teach or present a keynote address or to provide some other type of support.

#### QUESTIONS:

- 1) Are purposes for the involvement of community resource clearly understood?
- 2) Are there community resources that could provide any of the following for this activity, including?
  - a) Volunteers
  - b) Facilities
  - c) Money sponsorship
  - d) Product sponsorship
  - e) Organizational helpers
  - f) Advertising
  - g) Materials
  - h) Prize donations
- 3) Are community resources carefully matched to their best advantage and our organization?
- 4) Do the resource people understand the purpose of the organization?
- 5) Are resource people oriented and prepared for the group they will work with?
- 6) Is recognition of the contribution of community resource people, who supported this activity, being planned?

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#### **Component Eight: Fun**

Critical to the success of any group activity is getting people involved. An activity needs to create an environment that is friendly, supportive, and non-threatening...in a single word, fun. Fun infers an intention to entertain or occupy pleurably. Take a moment to consider your feelings about FUN, GAMES and PLAY. Richard Kraus, in his book, Recreation and Leisure in Modern Society states, "teaching through the use of games helps the student become aware that each of his actions has direct consequences and that he has the power to affect his own future. This is particularly important in a complex society." Encourage your activity planning committee and resource people to use a variety of teaching techniques.

#### QUESTIONS:

- 1) Are activities planned to help participants get acquainted?
- 2) Are fun activities appropriate for the age of the audience?
- 3) Do the participants have a chance to share and learn from one another?
- 4) Are new skills, information, and methods offered?
- 5) Does the activity promote teamwork or sense of belonging?
- 6) Is entertainment offered, if appropriate?

## **Component Nine: Promotion and Image**

Telling others about the purpose of an activity allows people to decide whether or not to become involved. Effective promotion selects messages targeted at the desired audience. Identify specific benefits to participants that you consider unique or especially important. Be sure these things are included in all promotion and publicity efforts. Ask someone who doesn't know much about your organization and the activity you're planning to look at your promotion and publicity material and discuss with them what they learn about the activity from looking at the materials.

### QUESTIONS:

- 1) Are goals for this activity included in the promotion?
- 2) Does promotion point out unique opportunities offered at this activity?
- 3) Have you identified specific things that create a positive image for this activity?
- 4) Has the primary audience been identified?
- 5) Have secondary audiences been identified?
- 6) Does publicity allow enough advance time to meet registration deadlines?
- 7) Do promotional efforts include:
  - a) Press or radio releases?
  - b) Posters, brochures, other written materials?
  - c) Individual mailings?
  - d) Past participant testimonials?
  - e) Telephone?
  - f) Club or group visits?
  - g) Newsletter (for internal program participation)?
- 8) Has contact been made with the media to cover the activity?
- 9) Has the media been oriented about what to look for...why the event is being held...special or unique things about the activity?

## **Component 10: Evaluation, Impact and Results**

Evaluation is admittedly complicated. It is important that impact and results be considered in relation to the original goals and expectations. Consider how you will evaluate your program before it begins.

Prepare a summary of all evaluations as soon as possible after the activity.

### QUESTIONS:

- 1) Is a method set up for evaluating this activity?
- 2) Will the evaluation and result information be shared with others beyond the planning team?
- 3) Does the evaluation include finding out:
  - a) What additional things participants would like to do?
  - b) What things were most/least useful to participants?
- 4) Is a cost and benefit comparison included in the evaluation process?
- 5) Are records kept on participation?

*Source: Guide To Successful 4-H Activities and Events, Jim Barthel. The author expresses thanks to Boyd Rossing, UW Extension Community Leadership Development and Evaluation Specialist for reviewing this fact sheet.*