

# **Cooperative Accounting & Auditing**

## **Level-I**

**Based on January 2022, Version Occupational  
standard**



**Module Title: - Awareness creation for cooperative**

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## Introduction to the module

Dear students! Welcome to the Competence “Conduct awareness creation for cooperatives”. This course has three learning outcomes such as Overview of awareness Creation, Awareness Creation process, and Monitoring and evaluation of awareness creation progress.

The **first** learning outcome of this module presents the Overview of Cooperative extension, Methods and tools of awareness creation and Awareness creation media. The **second** learning outcome deals about the Target group identification, Methods of selecting medium of communication and Implementing promotional activities. The **third** learning outcome presents Methods of collecting feedback from audience, Performance evaluation of cooperative promoters, evaluating effectiveness of medium of communication, evaluating the performance of awareness creation process and Making adjustment/improvement. At the end of the module the trainee will be able to Identify Awareness Creation Tools, Perform Awareness Creation activities and Review the progress of awareness of cooperative.

<b>LG #27</b>	<b>LO #1-Identify Awareness Creation Tools</b>
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<b>Instruction sheet</b>
<p>This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:</p> <ul style="list-style-type: none"> <li>• Overview of Cooperative extension</li> <li>• Methods and tools of awareness creation</li> <li>• Awareness creation media</li> </ul> <p>This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:</p> <ul style="list-style-type: none"> <li>• Identify overview of cooperative extension</li> <li>• Explain methods and tools of awareness creation</li> <li>• Utilize awareness creation media</li> </ul>
<b>Learning Instructions:</b>
<ol style="list-style-type: none"> <li>1. Read the specific objectives of this Learning Guide.</li> <li>2. Follow the instructions described below.</li> <li>3. Read the information written in the information Sheets</li> <li>4. Accomplish the Self-checks</li> </ol>

## Information Sheet 1

### 1.1 Overview of cooperative extension

Basically, Cooperative extension services are established for the purpose of changing the knowledge, skills, practices, and attitude of the people, in order to accelerate development.

**Extension is an educational function.** However, its responsibilities and functions may vary considerably from one country to another, but, wherever it is, it is expected to inform, advice, and educate people in a practical manner. Extension facilitates the transfer of ideas, information, skills & know-how back and forth. What is transferred, and how it is transferred, of course, in most cases are technical question and at times policy issue. Thus, the role of the national or regional agricultural extension is strategic to human resources development.

The Word Extension is derived from the LATIN roots TENSIO meaning Stretching and Ex meaning out. Thus Ex + TENSIO = EXTENSION, which means spreading out or disseminating or communicating from one person to other or one place to another place. So Extension Education means that type of education, which is spreading out the scientific knowledge and innovations etc., into the villages and other needy areas outside the formal schools and colleges. Cooperative extension education generally, is not easy to define in a short phrase because of its broad objectives. It covers areas like economics, business management, agriculture, home economics and community development. These areas interact with each other and are therefore difficult to separate. As a result of this, the term cooperative extension education may simply be referred to as the extension education in a particular field.

### 1.1.1. Characteristics of extension education

- Extension Education is not formal, which means it is flexible. It is life, environment and learner oriented.
  - It is an out of school and liberal lifelong education.
  - It is non-system or an open system. It is a collective liable covering a wide variety of organized educational activities outside the formal system which serve the leaning needs of a variety of groups like children, youth, adults, men, women, farmers, artisans, merchants, rich and poor etc., and which change as these needs change.
  - The audience is heterogeneous and has diversified goals.
  - It is not authoritarian or imposed abstract or theoretical, mechanical or routine, unrelated to the concern and interests of learners.
  - It is inter disciplinary in nature.
  - Extension Education is a two way process of knowledge and experience. It starts from a practical and develops into a theoretical or basic understanding.
  - Teaching is horizontal and mostly need based and problem oriented.
  - It also emphasis on learning, larger us of par time non-professional as teachers, absence of captive audience, emphasis on diversity, flexibility, elasticity and integration with work and development, use of non-educational institutions and processes and the need for decentralized approaches.
  - Its subject matter of teaching is factual, scientific, reliable and universal in nature and application.
- ✓ **Audience:** Extension education is intended for all age groups and sections of society children, youth and adults; working men and women; the employed and unemployed and those with leisure the illiterate, semi-literate, literate, urban and rural people.
  - ✓ **Classroom, Time and Duration:** Extension education programmes can be organized wherever it is most convenient to learners.
  - ✓ **Content and Coverage:** By its very nature and content, the extension education programme is reliable and useful ideas, techniques, values, skills, practices, successful experiences and research findings related to the specific social, cultural, economic and environmental needs of each learner group.

- ✓ **Agency:** In the implementation of this programme there is a role for variety of institutions and agencies-schools, vocational institutions of all categories, Youth Clubs, Agricultural Training Centres, Industrial Training Institutes, Institutions for health education, family planning centres, various voluntary agencies, Village Literacy Clubs, farmers clubs, local skill training facilities, social service schemes, libraries, and many other potential institutions and individuals whose contribution to such a vast and multifaceted programme is essential.
- ✓ **Method:** Unlike the formal system we can use any suitable method for teaching extension education depending upon the requirements of the learners. No single teaching method is effective under all situations. Reading materials is for those who can read, radio programme for those who have radios, meetings for those who can attend; demonstrations of recommended practices are for those who can come to the farmers where the demonstrations of recommended practices are laid. Farm and home visits for the most valuable, etc. New situations also arise where a special combination of method is necessary.

### 1.1.2. Objectives of Cooperative extension

The main objective of cooperative extension is to assist members and non-members to increase their production capacity and improve their standard of living. This, however, cannot be achieved in isolation; it has to be done in conjunction with other programmes. The broad objectives of cooperative extension service therefore are as follows.

- a) **Link between researchers and farmers and non-farmers:** Cooperative extension service serves as a link between researchers in universities or research institutes and farming communities and small business micro institutions. In achieving the objectives, cooperative extension workers bring to the notice of farmers and non-farmers all the latest development in the field of cooperative from the research institutes through the ministry of agriculture and department of cooperative. In the same way, the problems of farmers and non-farmers are also taken to the researchers for solutions. In this way, cooperative extension service tries to bridge the gap between researchers, farmers, and non-farmers.

- b) **Adoption of new innovation:** Apart from bringing research findings to members, it is the responsibility of extension service to persuade the members to adopt new innovation. Members sometimes are known for their reluctance to adopt new ideas that can bring changes; this is probably due to poverty, as well as their belief in past traditions. They don't want to take any costly risk that will adversely affect their income. Through persuasion and education about the value of the improved method, it is possible for most of them to change.
- c) **Identification of available resources:** Another important objective of cooperative extension service is to help members to identify the resources available to them. For members and non-members to adopt the new innovation, they need certain essential facilities. It is the duty of cooperative extension service to educate the members on the availability of these resources. Apart from the identification of these resources, cooperative extension services also educate the members on how to make use of the resources.
- d) **Improving living standard:** Improving the living standard of farmers/non-farmers and their family is another objective of cooperative extension service. This objective is achieved through the education of the farmers/non-farmers on the management of their income/welfare, on the general improvement of the home and the essence of cooperative movement. This objective is very important as it can affect the decision of the farmers/non-farmers with regard to the adoption of innovative ideas.
- e) **Development of local leaders:** It is the aim of cooperative extension service to develop local leaders among the rural community. Leadership development is very essential in all cooperative extension work. Cooperative extension service, most often, makes use of local leaders in executing their programmes. The leader will provide a link between members and the cooperative extension agents; all the requests and problems of the members are, formally, channeled through their leaders. Any information from the agent will first be passed to the leader, before the farmers receive them.

- f) **Development of rural youth:** Youth development is another area of concern to cooperative extension service. Cooperative extension service prepares the youths for adulthood through the formation of youth club, women's club and farm settlement scheme. This objective is aimed at making rural areas a better dwelling place for the youths. This is necessary to arrest rural-urban drift. Rural youths are known to be more positive towards the adoption of new innovation than adults. There is therefore the need to retain some of them in their areas as innovators.
- g) **Dissemination of useful, practical information:** The dissemination of useful & practical information relating to cooperative agribusiness, agriculture, fertilizers, tools, pesticides, improved cultural practices- including improved seeds, poultry, nutrition etc. The practical application of useful knowledge- here, this relates to practical application of useful knowledge to home and farm. The ultimate is to improve all aspects of the life of the rural people, within the framework of national, economic & social policies involving the population as a whole.

### 1.1.3. Cooperative extension and formal education

Cooperative extension education differs from the formal system of education in many respects; take a look at the following.

- a. Cooperative extension education, unlike formal education, is voluntary. The members can decide, at any point in time, to attend or not to attend. They cannot be forced by the cooperative extension agent to attend. In the formal school setting on the other hand, it is compulsory for the students to attend classes.
- b. Cooperative extension education can be carried out in any place. There is no specific place where teaching takes place- like schools, in the formal system. Teaching of members can take place on their farms, at the market place or in their respective houses. In the case of formal education, there is a specific place and time when students and their teachers meet for lessons.

- c. There is no age limit or sex difference in cooperative extension education. Learning is open to everybody in the community, whether old or young, male or female etc. There is, often, a limit to the number of pupil admitted yearly in the formal system of education. The number is based on age, sex and performance at qualifying examinations.
- d. In the formal system of education, there are certain subjects that pupils must study and there is also syllabus guiding the teaching of these subjects. This is not true of agricultural extension education. There is no specific subject for each day and there is no laid down regulation as to how teaching should be carried
- e. There is no award of certificate in cooperative management, cooperative economics and management, cooperative and rural development and agric cooperative extension education. Members/non-members is never tested on what they have been taught: while in the formal system, pupils are evaluated on what they have done and certificates are also awarded based on their performances.
- f. In cooperative extension education, problems of members/non- members are taken to researchers for solution; while innovations from the researchers are also brought to members for adoption. Such arrangement does not exist in formal education.
- g. Cooperative extension education is directed towards solving practical problems identified by the members themselves. The members/non-members must see the problems by themselves and must be eager to do something about it. In the formal system, courses are designed for pupils. It is the duty of the teacher to follow the course outline as laid down, without any serious consideration for the pupils' interest.

**Formal cooperative education:** Formal cooperative education is given in classrooms. This includes training in cooperative colleges, polytechnics, universities etc.; education is imparted through formal teaching.

**Informal cooperative education:** This is given to cooperators in the course of cooperative meetings- where members ask questions and the cooperative staff/officer answers the questions. It also include the education cooperators receive through workshops, conferences, radio and television programmes.

#### 1.1.4. Principles of cooperative extension education

Cooperative work is based upon some working principles, and the knowledge of these principles is necessary for a cooperative worker. Some of these principles, in relation to cooperatives and agricultural extension, are mentioned below.

**Principle of adaptability-** people differ from each other, one group differs from another group, and conditions also differ, from place to place. An extension programme should be flexible, so that necessary changes can be made- whenever needed, to meet the varying conditions.

- I. **Principle of cooperation-** a cooperative is a venture. It is a joint democratic enterprise in which rural people (for instance) cooperate with their village officials and other state officials to pursue a common course.
- II. **Principle of cultural difference-** cooperative work is based on the cultural background of the people with whom the work is done. Improvement can only begin from the level of the people where they are. This means that the extension worker has to know the level of the knowledge, & the skills of the people, methods and tools used by them, their customs, traditions, beliefs, values etc., before starting the cooperative programme.

- III. **Principle of interest and need-** cooperative work must be based on the needs and interests of the people. These needs and interests differ from individual to individual, from village to village, from block to block, and from state to state; and therefore, there cannot be one programme for all people.
- IV. **Principle of participation-** cooperative helps people to help themselves. Good cooperative work is directed towards assisting rural families to work on solving their problems, rather than giving them ready-made solutions. Actual participation and experience of people in these programmes create self-confidence; and in the process, they are able to learn more.
- V. **Principle of satisfaction-** the end-product of the effort of cooperative teaching is the satisfaction that comes to the farmer, his wife or youngsters as the result of solving a problem, meeting a need, acquiring a new skill or some other changes in behaviour. Satisfaction is the key to success in cooperative work.
- VI. **The evaluation principle-** cooperative also applies element and principles based upon the methods of social and management science; and so, there is the need for constant evaluation. The effectiveness of the work is measured in terms of the changes in knowledge, skill, attitude and adoption behaviour of the people, but not merely in terms of achievement of physical targets.
- VII. **The grassroots principle of organization-** a group of rural people in the local community should sponsor extension work. The programmes should fit into local conditions. The aim of organizing the local group is to demonstrate the value of the new practices or programmes so that more and more people will participate.

- VIII. **The leadership principle-** cooperative work is based on the full utilization of local leadership. The selection and training of local leaders to enable them to help to carry out cooperative work is essential to the success of the programme. People have more faith in local leaders and they should be used to put across a new idea so that it is accepted with the least resistance.
- IX. **The ‘whole-family’ principle-** cooperative work will have a better chance of success if extension workers have a ‘whole- family’ approach instead of piecemeal approach or separate and uninterested approach. Cooperative work is, therefore, for the whole joint effort of members- as a family (i.e. for male, female and the youth).
- X. **Principle of learning by doing:** In extension work, learners should be encouraged to learn new things by doing and by direct participation.

#### 1.1.5. The importance of cooperative education and extension

Education is very important, no doubt about this; cooperative education and extension service will help members and non-members to live a better life. Cooperative education and extension does make a remarkable impact on one’s personality. Getting proper cooperative education, and finally earning a professional degree prepares an individual to make far reaching contributions in the area of business and the society at large. Cooperative education prepares members to be able to do something constructive in near future.

Cooperative education involves gathering of knowledge in whatever aspects. It helps a person to make the best of his/her mind and spirit. Cooperative education plays a vital role in the personal growth and the social development of a member. With the sense of urgency of cooperative education and extension among all members, many nations have already come up with their ideas in maximizing literacy and awareness on self help among all. Spreading the awareness of cooperative education has become quite a challenging factor in many developing countries. In spite of that, there are a number of cases where almost all the people get the privilege to get educated. On account of the high importance of cooperative education and extension among members; steps taken by respective governing bodies have eventually led to high literacy rate in many regions. Cooperative education and extension support member with all that is needed to attain a proper lifestyle.

### 1.1.6. Benefits of cooperative education

These will be examined in relation to certain stakeholders involved in the cooperative recesses.

#### a. Benefits of cooperative education for students

- Students have the opportunity for learning useful employment skills on real jobs under actual working conditions.
- Interest in classroom work is stimulated by the application of academic and job related learning skills to job situations.
- As wage earners, students develop understanding, appreciation, and respect for work and workers.
- The ability to get and hold a job helps young people develop a mature and realistic concept of self.
- The transition from school to employment is made easier.
- The ability of the student to develop a post-high school plan for employment and continuing education is enhanced.

#### b. Benefits of cooperative education for the school

- A school that conducts cooperative on-the-job training is able to extend educational opportunities that are beyond its own physical and financial resources.
- Interaction with professionals outside the school environment is provided in the training of young people.
- Teachers, guidance counselors, and school administrators are provided with improved opportunities to keep in touch with changing employment conditions.
- Cooperative on-the-job training is a living demonstration of the concept that education is indeed a 'community- wide' partnership.

**c. Benefits of cooperative education for the community**

- The number of young people making a successful transition from school to work is increased, thereby adding to the number of economically productive members of society.
- A continuing pattern of school-community partnerships is developed.
- Training experiences through cooperative education help to improve the community's pattern of job stability by giving students employment skills and civic competence.

**d. Benefits of cooperative education for the employer/training sponsor**

- Employers are assisted in analyzing jobs and developing training outlines.
- The private sector is provided with opportunities to take an active part in the education and career preparation of students in the local community.
- Students are prepared to work in their own localities under supervision, following the methods of a specific local employer.
- Classroom instruction gives student-learners a more thorough understanding of job related theory and knowledge.

**1.1.7. Problems of Cooperative Extension**

- a. Lack of adequate training:** It is essential that cooperative and agricultural extension workers should be well equipped with modern agricultural knowledge in order to cope with the demand of the members/farmers. Most of our cooperative extension workers could not proceed further in their training especially in their specialized work. This is due to the refusal of government to grant in-service training to them. As a result of lack of in-service training, most of the cooperative extension workers find it difficult to cope with the field experience.

- b. Lack of proper coverage:** This is by far above the recommended ratio members/farming families. Other problems militating against effective coverage of cooperative extension work are lack of mobility for extension agents and deplorable conditions of our feeder roads. Despite the wide areas the cooperative extension agents are expected to cover, vehicles loan are not provided for them. Some areas are not motor able, especially during the rainy season. As a result of these problems, cooperative extension agents find it difficult to maintain close contact with their clientele.
- c. Lack of coordination with research institutes:** It has been alleged in many quarters that most of the researches conducted in Nigeria are not very useful to our members/farmers. They are either not adaptable or too complicated for the members/farmers to understand. In others the expected results are quite different from the actual results obtained in the field. One of the major reasons for this is lack of proper co-ordination between researchers and cooperative extension workers. Cooperative extension workers are supposed to play the role of middlemen between the researchers and the members/farmers; bringing to the notice of the members any new innovation from the researchers and the business and farmer's problems to the researchers. This role has not been effectively performed due to lack of proper coordination between extension workers and researchers.
- d. Political instability:** The political changes had effects on the cooperative extension programmes as each leader tended to condemn most of the work of their predecessors bring in their own ideas, which in most cases may quite differ from the former programmes. This often leads to abandonment of some cooperative extension programmes and the introduction of new ones.

- e. Lack of commitment:** Most of the cooperative extension workers serving in the rural areas are, normally, neglected at the headquarters. Most of the amenities such as vehicle loan, in-service training, payment of allowances etc., are normally reserved for those staff at the headquarters. Coupled with the fact that most of our areas lack essential amenities such as electricity and pipe borne water, it is uncommon to find most of the cooperative extension workers posted to rural areas living in the nearby urban centers. Some of them only report for work once a week. Some engage themselves in other forms of business thereby neglecting the work assigned to them. This has contributed in no small measure to the poor performance of cooperative and agricultural extension service in Nigeria.
- f. Lack of resources:** Lack of essential facilities has serious impact on the effective performance of cooperative and agricultural extension duties. Some of these resources include- sources of transport, audio visual aids, office accommodation, farm inputs and other equipment. Some of these facilities when provided are grossly inadequate. Farm inputs such as fertilizers, treated seeds, pesticides etc do not arrive at the appropriate time that the farmers are supposed to use them. Some treated seeds are brought into this country after they have expired.

All these have negative effect on the agricultural extension worker, as farmers tend to put all the blames on the cooperative extension agent in case of any failure. This can also affect future acceptance of agricultural programmes. Certain posters are supposed to be used at a specific time of the year. For instance, posters on planting of seeds are supposed to be distributed to the farmers before the planting is done. Audio visual aids are necessary to supplement the work of the cooperative extension agents.

- g. Lack of credit facilities:** With the removal of subsidy from most of the farm inputs such as fertilizers, insecticides, herbicides and farm tools, it is very difficult for peasant farmers to use these inputs. The prices of these inputs are by far beyond the reach of the peasant farmers. Commercial banks are not willing to give loan to farmers/members despite federal government directives. This is because of the lack of collateral security normally demanded by the banks in addition to the credit guarantee scheme by the Central Bank of Nigeria.
- h. Channels of communication:** The organizational structure of cooperative extension in Ethiopia follows the line type. The positions are arranged in a hierarchy, each lower office being under the control and supervision of a higher one. In this regard the cooperative extension field officer who occupies the lowest position has to report farmers' problems to the cooperative assistant who will in-turn report to the cooperative superintendent. This channel will be followed until when the information will get to the highest officer for necessary actions. This channel appears to be too long for matters demanding urgent attention, e.g. outbreak of disease, pest invasion and other natural disasters.
- i. Illiteracy of members/farmers:** The problem of illiteracy has great impact on the adoption process. Adoption of agricultural and cooperative business innovations among these illiterate members/farmers is often slow because of their attitudes towards new innovation. This problem also demands that for any cooperative extension agent to perform effectively, he must be able to speak the local, language in the area he is posted to.

**j. Lack of unified cooperative extension service:** One of the problems facing cooperative and agricultural extension in Ethiopia is lack of unified cooperative extension service. At present each state is solely responsible for organizing own cooperative extension services. This problem renders the evaluation of cooperative extension service at the national level difficult. Comparison of cooperative extension service between states is almost impossible. In some states, extension service is limited to cooperative and agricultural development only, while in others it may include community development, some states have no well defined cooperative extension service. In a case where cooperative extension agents will be under the control of two or more ministries, it will be difficult for them to perform efficiently.

## 1.2 Methods and tools of awareness creation

The term cooperative and agricultural extension means different things to people around the world, and even within specific countries. In general, extension includes transferring information, knowledge, and technologies from research systems to farmers; advising farm families in their decision-making; educating farmers; and empowering farmers to be able to clarify and realize their goals. To a large extent, most extension programs are publicly funded, supported by local, state, and national governments. During the past several decades, numerous models of agricultural extension and community outreach services have been implemented. A list of some of these models /methods/ follows:

- Farmer business schools
- Farmer field schools
- Farm science centers model of extension
- Information and communication technologies-enabled e-extension
- Nongovernmental organizations led extension
- Private extension services and consultants
- Self-help groups
- Student field schools
- Training and Visit model of extension
- Advertising
- Workshop

- Symposium
- Cooperatives day
- Exhibitions
- Experience sharing
- Using local social institutions

In addition, entrepreneurship, professional development, digital messaging, and other important components are used for implementing effective cooperative and agricultural extension systems.

### 1.2.1. Steps in cooperative education extension

The cooperative education extension worker is a trainer/ teacher. He/she is, continually, working to bring about desirable changes in human behaviour. If he /she is to achieve success in his/her efforts, he/she must understand and follow certain training/teaching steps.

1. **Getting the attention of the trainees /learners:** Most members/farmers are quite unaware of the great improvement in farming methods that have been developed by scientific research and how the use of these methods can make farming more profitable. The first duty of cooperative worker as a teacher is to direct the attention of the members/farmer to the newer methods of business/farming suggested by research source.
2. **Stimulating the trainees' /learners' interests:** When the members/farmer's attention have been directed to the newer methods, the next step is to appeal to the interest by showing him how the new method may be of value to him, how it may save labour or increase his yield and profit.
3. **Arousing the trainee's /learner's desire for information:** When the attention of the farmer has been directed to a new method and his interest aroused in a way or possibility that his new method may be of direct value in meeting his demand the farmers will want to get all possible information on how the new method may be used to his advantage.
4. **Convincing the trainee /learner/ that he should act:** cooperative teacher has directed the attention of a members/farmer to a new method, he has stimulated his interest, supplied him with all information on the new method into operation. When a

member/farmer- through the above steps, has become convinced that the new method will lead to profit and satisfaction, this is not difficult to do.

5. **Getting action by the trainee /learner:** Teaching is without value unless converted into action. The cooperative teacher must do everything possible to make action easy. If the improvement requires fertilization or an insecticide or new equipment, the cooperative worker must take the responsibility of arranging for its purchase by the members/ farmer at a convenient source and at a fair price. The members/farmer by himself cannot do this and he will not act if there are obstacles in the way of action.
6. **Making certain that the learner derives satisfaction from his action:** The cooperative worker has follow-up job. He must help the learner evaluate the progress made, measure an increase yield and strengthen the satisfaction obtained. A member/farmer that meets a want by the successful application of a new method becomes a local learner in influencing his neighbors to satisfy their wants by following the same practice and he finds prestige and satisfaction in teaching and helping them. Also, when a member/farmer has used a new method and realized profit and satisfaction from it, he gains confidence in his own ability to learn and is ready to try other new methods.

### **The four step teaching approach**

One instructional theory that is quite simple and is a tried and true model for teaching is the four-step teaching approach developed by a psychologist in the early 1800s. You can share this approach with training sponsors to help them develop instructional competence.

#### **1. Preparation**

- Prepare the learner:
  - ✓ Put learner at ease.
  - ✓ Explain the reason for instruction (motivate learner).
  - ✓ Get complete attention.
- Prepare the lesson:
  - ✓ List or decide on major points to be presented.

- ✓ Determine how you will present the material.
- ✓ Decide upon a standard of performance.
- ✓ Make available all materials learner will need.

## 2. Presentation

- Present the material to be learned.
- Teach one point at a time and do so slowly.
- Pause to allow time for questions during the presentation.
- Review the material.

## 3. Application

- Let learner demonstrate the procedure.
- Ask questions about procedure to assure learner understanding and correct any mistakes.
- Assist when necessary during the initial tryout and for the first few times the procedure comes up again.

## 4. Evaluation

- Check the learner in the actual work setting against your established standards of performance.
- Correct errors.
- Encourage questions.
- When satisfied that the learner can perform at established standard, allow him/her to assume the responsibility.
- 

### 1.2.2. Cooperative education extension methods

Cooperative education extension methods may be classified into three groups- on the basis of the number of people they are designed to reach; these are- (i) individual methods (ii) group methods and (iii) mass methods.

## **1. Individual methods**

Individual methods are used in extension teaching in recognition of the fact that learning is an individual process and that the personal influence of the cooperative extension worker is an important factor in securing people's participation in extension activities. The various methods which come under the classification of individual methods include farm and home visits, office calls, telephone calls, personal letters, informal contacts and result demonstrations. Farm and home visits are essential elements of extension education. They provide a means of personal communication between the farm family and the extension worker in an environment where they can discuss matters of common interest in privacy and without the distractions and interruptions commonly experienced in group cooperative extension activities. Societies, Farm and home visits serve the following useful purposes to:

- Acquaint cooperative extension worker with the member/farmer and farm family
- Answer specific requests for help
- Gain firsthand knowledge of problems faced by the member/farmer or villager
- Explain a recommended practice
- Follow up and observe the results of recommended practices
- Plan an activity such as demonstration, or a meeting
- Invite the member/farmer or villager to participate in a planned activity
- Discuss policies and programmes
- Recruit, train or encourage a local volunteer leader

**Individual instruction:** Trainers and teachers should design instructions according to the needs of individual trainee. For example, manuals should be left to the trainee to work at their own pace. This is because people differ in intelligence at the rate that they assimilate or comprehend.

### **Demonstration**

For any skill subject, demonstration by a skilled trainer is essential. The development of skill requires practice, but a trainee cannot secure the best result from his practice unless he knows how it is practiced. That is, he must know how he is to perform it. This he can effectively achieve by observing a competent teacher demonstrate the skill. For example, a good teacher of skill subject will show the students how to build the techniques for skill subjects

In demonstrating a skill, the trainer has to perform it in stages, but slowly, first and the entire class must see what he does. He can do this by dividing the class into smaller groups or demonstrate to individual trainees. The advantages of result demonstration are as follows.

- It provides local proof of the desirability of adopting a recommended practice
- It is an efficient method for introducing a new subject
- It appeals to the eye and reaches the “show me” individual
- Provides a good source of information for meetings, news items, pictures, radio talks
- Furnishes cost data and other basic information
- A high percentage of people will understand
- Aids in developing local leadership
- Establishes confidence in the extension worker and in extension work
- It teaches needed skill to many people at one time
- It builds confidence in extension worker if demonstration is skillfully performed
- Local leaders easily learn simple demonstrations and can repeat them with other groups
- It promotes personal acquaintance between the demonstrators and the farmers.

## **Limitations**

- Result demonstration requires a large amount of extension workers time
- The cost is high per practice changed
- Good demonstrations are hard to find
- Few people see the demonstration at a not-convincing stage
- The teaching value is frequently destroyed by unfavorable weather.

In general, smaller groups are preferred to larger groups. We also have method demonstration- this is to teach a skill. It teaches how to do certain work. It is always interesting to the farmers and especially when the demonstration is concluded by the extension worker, it increases their respect for the worker. Examples of method demonstration subjects include- (i) seed treatment (ii) pruning, and (iii) spraying. Things to note in method demonstration are as follows:

- Outline operations in logical steps
- Identify key points
- Carefully select materials and tools
- Arrange for diagrams or other teaching aids
- Rehearse demonstration until perfect
- Make sure all the audience can see and hear him
- Explain purpose and show application to local problem
- Show each operation slowly, step by step
- Emphasize key points
- Invite members of audience to repeat demonstration.

### **Use the following steps for demonstration**

- Explanation and demonstration by the trainer
- Imitation by learner
- Evaluation by you and trainee
- Imitation by the trainee
- Re-evaluation by both

### **The demonstration method may be used when:**

- Teaching psychomotor skills
- When the trainer wants to appeal to the 5 senses of the trainees
- When he wants the trainees to emulate a particular course of action
- When there is need for the trainees to know the process of an action.

### **Tips before using the demonstration method**

- a. Ensure that you have all the required materials.
- b. Know how many minutes the demonstration would last.
- c. Have a thorough knowledge of the subject matter. You should not be too fast at each point in time.
- d. Ask questions to ensure that the students are following. Erase any bias that may interfere with the learning process.
- e. Focus on specific topics to avoid building too much into the students. The students may want to divert your attention, tactfully call them to order.
- f. In using this method Ahukannah (2002), stressed that the trainees should exhibit the following qualities:
  - Confidence and poise
  - Mutual respect
  - Tolerance in controversial situations
  - Humor and Self-abasement when demanded by the situation objectivity.

## 2. Group Methods

**Group Study/Project Work:** The trainee /teacher/ should organize the situation in a manner that will make the trainees work cooperatively with one another. By encouraging joint effort the trainees will see the need to cooperate with one another and work to accept group decision. In addition, this may help the dull students to work harder. Give them different projects to carry out and let them develop the human relation skills by learning how to accommodate one another. Group methods take into account the inclination of the individual to respond to the pressures and opinions of groups in which he participates and to listen to the views of others before arriving at a decision about making changes in his farming operations. Group method include general meetings, group discussion, exhibits, tours and field trips, method demonstrations, extension schools and farmer training centre.

General meetings include all kinds of meetings held by the extension worker except demonstration meetings. The method of conducting the meetings may be lectures, discussions, showing of slides and motion pictures or any combination of these. The method of the meeting must be well thought out and the agenda carefully prepared in order to achieve objectives envisaged. During the meeting, provision should be made for use of models, charts, specimens, pictures etc., to illustrate points. Towards the end of the meeting, room should be made for questions and answers which would help clarify specific ideas. To make the meeting successful, the extension worker should enlist the help of local leaders to:

- Agree on the purpose of the meeting and to draw up tentative programme
- Decide on and secure speakers
- Arrange for social and recreational aspects of the meeting
- Agree on the place and time of the meeting
- Select the chairman and advertise the meeting.

Group discussion is a method commonly used in cooperative extension work. Generally, discussion is the process by which two or more persons pool their knowledge and feelings, and through mutual agreement clarify the issues under consideration. There are several distinct types of group discussion meetings. The newest idea is called “brain trust” in which questions are posed and the participating “brains” provide their opinions and views. Actually this is quite similar to panel and symposium discussions. The panel is, usually, a rather informal discussion by several “experts” to consider a major topic, while a symposium is characterized by having several speakers, each of whom gives a rather detailed and usually prepared presentation of his views. Sometimes the symposium speakers are given a chance to answer one or more of the others in a form of rebuttal.

**Exhibits and Displays:** Exhibits are systematic displays of specimens, models, charts, posters, etc. Their main purpose is to develop the interest of those who see them, influence their attitude, increase their knowledge and stimulate them to action. Exhibits are considered as some of the best methods of teaching illiterates. A well planned educational exhibit can present information quickly and convincingly. Exhibits have imaginative appeal, and can stimulate competitive spirit among participants; this will be, particularly, so when prizes are awarded to those who produce the best shows. An exhibit can be of any size. It can be a display of a few potted maize plants with different levels of fertilizer treatments or it can be as big as a world agricultural fair.

However, for extension purposes, they should be made simple, and should convey only one idea at a time. Tours and field trips are methods of extension teaching which appeal to man's desire to "go places and see things". It represents a teaching method whereby a group of people are taken on a study tour to observe the result of improved practices in actual situations. This means that the group will travel together for a day or more. Tours are among the best methods of teaching farm people to gain practical knowledge because people learn through seeing things in actual operation. Tours are most suited for teaching groups such as members of Young Farmers Clubs. A tour can be made to a research station, demonstration farms and similar places of educational interest.

The following suggestion will help you plan and hold a successful tour or field trip.

- Decide exactly what you wish to accomplish
- Work out a detailed plan for the tour well in advance
- Go through a rehearsal or "dry run" of the entire programme well in advance
- On the day of the tour, keep the party together and keep them moving briskly from point to point.

### **Advantages**

- It teaches needed skill to many people at one time.
- Seeing, hearing, discussing and participating stimulate action.
- It builds confidence in extension worker if demonstration is skillfully performed.
- Local leaders easily learn simple demonstrations and can repeat them with other groups.
- It promotes personal acquaintance between the demonstrators and the farmers.
- It influences changes in practice with many people at a single meeting.

## **Limitations**

- It is frequently difficult to ensure that all members of the group can see clearly.
- With certain considerable equipment must be transported to the meeting places.
- Requires a certain amount of showmanship not possessed by all extension workers.

Extension schools are designed to give the participants knowledge and skill in some specific line of subject matter such as irrigation methods, dress making or gardening. Schools involve intensive training over a specific period of time, such as one to four days. They may require pre- enrolment and an obligation to attend all sections. Schools offer an opportunity for presentation of much information in a short time to a selected group of people with special interest in the subject. They must be well organized with specific teaching objectives and employ teaching methods which will hold the interest of participants. Demonstrations, discussions and the use of visuals add much to their effectiveness. Periodic and terminal evaluations help to keep the programme realistic and provide guidance in conducting future schools.

Member/Farmer training centre have been used effectively in a number of developing countries to train member/farmers and their wives in concepts and practices of modern societies, agriculture and home making. Leadership training appears to be the most effective role of member/farmer training centers. To fulfill this role, training centreprogrammes must be integrated with cooperative extension programmes to the extent that:

- subjects of training contribute to the educational objectives included in the cooperative extension programme
- participants are selected on the basis of their leadership potential and through recommended leader recruitment processes, and
- Returned participants are utilized in planning and executing cooperative programmes.

### 3. Mass Methods

Individual and group methods cannot reach everyone who wants and needs information. Radio, television, cinema vans and public address systems, newspapers, posters and other printed materials are used to reach large numbers of people quickly. Radio is one of the fastest, most powerful and in many countries the only way of communicating with the masses of rural people. It reaches people of all cultural levels who understand the language of transmission. An advantage of radio programmes is that they can be done almost anywhere through the use of a tape recorder. Radio is useful in reporting spot news, such as an announcement of meetings, for warning about insect outbreaks, and especially as a part of campaigns. Listening habits may vary according to the society involved. Studies of listening habits will tell the extension worker when his listeners are likely to be men and women and at what hours they listen most.

Take these factors into account when planning your programme. Television adds a second dimension to radio broadcasting thus increasing the scope of methods available to the extension worker. He/she can demonstrate as well as talk. Television programmes require meticulous preparation. Every piece of equipment must be in place and the dialogue must be well thought out. In spite of the relatively high cost of receiving sets, television occupies an increasingly important role in developing countries.

**Television and radio** could be used to vary teaching methods in order to stimulate students' interest. As this is being done, the students should be asked to take down notes. The teachers should try his best to control the atmosphere. At the end of the lecture, find out how far they have followed the lesson by means of questions and demonstration.

#### Advantages of radio and television

- Radio programmes are especially fitted to handle emergency information.
- Reach people who cannot read.
- Reach people who cannot attend extension meetings.
- Build interest in other extension activities.

## Limitations

- Broadcasting facilities are not everywhere available.
- Active involvement of the audience in the teaching process is impossible.
- Frequently extension programmes are given poor time for farm listeners.
- Direct and immediate feedback from the audience to the teacher is not possible.
- Frequently extension programmes loose out in competition with entertainment.
- Specific local needs cannot be given adequate attention and there is often cultural gap (e.g. language, dialect) between the speaker and the audience.

**Poster:** A poster is a sheet of paper or cardboard with an illustration and usually a few simple words. It is designed to catch the attention of the passer by, impress on him a fact or an idea and stimulate him to support an idea, get more information or take some kind of action. Since a single glance may be all your poster will get, the message must be simple and clear. Details and wordy sentences have no place. Here are a few suggestions that will help you design more effective posters.

- Decide exactly who your audience is. Decide exactly what you want to tell them. Decide what you want them to do.
- Put down on a sheet of paper words and rough pictures that express your message simply and clearly.
- Try to put your message into a few words- a concise striking slogan. Visualize or put into picture for the most important central idea in the message.
- Cutoutyourposterinsmallscale

Other suggestions include use plain, bold lettering and lines. Use color to attract attention and for contrast. Remember however that too many colors add confusion. Allow plenty of space. Do not crowd letters, words or illustrations. Simple folders, leaflets and pamphlets can be used in many ways in extension programmes. They may be used singly for example to explain the advantage of societies. They may be used as reminders of when to societies have goods and services to offers members. Folders, leaflets and pamphlets may be used in coordination with other visuals in long-range campaigns. Due to their low cost, they can be given away at meetings and fairs and offered on radio programmes. They are useful to supplement large publications when new information is available and reprinting the whole publication is not practical. Other methods are listed below.

**Use of brochures:** Brochures are little pamphlets written by companies or institutions explaining to people their activities and what they can do. The teacher can request students to go to these companies and collect their brochures. These pamphlets can be got from libraries, firms etc. This will make the student feel more committed to learning. The teacher should go through the pamphlets with the students and then post same on the bulletin board for other students.

**Use audiovisual aids:** These include demonstration, role-play, field trip, motion picture and television. Audio-recorder, player, radio, cassette recorder, etc. Visual-textbooks, chalkboard, class bulletin board, mounted pictures, graphic materials, etc. If all these are used or applied, students will become more interested and there will be higher interest in learning at the tertiary level.

**Discussion:** Presenting real life cases and problems will enable the students to see the relevance of learning to everyday activities. A lot of knowledge should be obtained not only from textbooks but also from happenings around the environment. Develop creativity in them by asking them to give examples of such happenings. This would make them to start acquiring materials for use in the long run. Use practical examples in teaching

**Questionnaire:** Students can be taught how to develop questionnaire and questions for interviews. Ask students to go to firms, to ask questions of things you want them to know or what they want to know. The questions have to be drafted before they leave, and whatever they collect from the firm, is termed first hand information. Give them opportunity to present what they have brought while you guide them.

**Role-play:** It is a method of human interaction that involves realistic behaviour in any imaginary situation. Students can be asked to role-play, such things that come up in real life or what they have learnt in class. You have to distribute each person's function to ensure sound role-play. This will remain in their minds for a long time.

**Field trips to business offices/pilot projects:** The teacher has to plan very well before going on a field trip with the students. In short, objectives must be clearly defined. The firm must be contacted and must be there to show to the students what they have come for and help to direct them. At the end of the presentation, the teacher should find out from the students if they have any question for the firm. This is to prevent students from asking further questions when they come back to the class.

**Guest speakers:** People from different walks of life could be invited to speak to the students on different topics. They should be consulted in advance and should be told the background of the students, the objectives you have in mind i.e. what you want him to speak on, so that he can plan ahead. As he speaks, ask them to note important points and questions to be discussed.

**Question method:** Questions can be divided as shown below.

- Facts questions that are based on information presented in a text book, reports, journals or periodicals. Answering fact questions demands that students study the material and remember the facts presented.
- Thoughtful or discussion questions that require the students to reason or brainstorm. It is not the type that will recall answers. Rather, it often starts with why, explain or how do you account for..?
- Application questions that require the students to apply the original situations, rules, principles presented in the textbook. They may use a combination of the 2 classes of questions or 3 as the case may be.

### 1.2.3. Extension Communication processes paradigms in cooperative

Any particular cooperative system can be described both in terms of both how communication takes place and why it takes place. It is not the case that paternalistic systems are always persuasive, nor is it the case that participatory projects are, necessarily, educational. Instead, there are four possible combinations, each of which represent a different extension paradigm; let us consider this below.

- a. **Technology transfer (persuasive and paternalistic):** This paradigm was prevalent in colonial times, and reappeared in the 1970s and 1980s when the training and visit system was established across Asia. Technology transfer involves a top to bottom approach that delivers specific recommendations to farmers about the practices they should adopt.
- b. **Advisory work (persuasive and participatory):** This paradigm can be seen today where government organizations or private consulting companies respond to members/farmers enquiries with technical prescriptions. It also takes the form of projects managed by donor agencies and NGOs that use participatory approaches to promote pre-determined packages of technology.
- c. **Human resource development (educational and paternalistic):** This paradigm dominated the earliest days of extension in Europe and North America, when universities gave training to rural people who were too poor to attend full-time courses. It continues today in the outreach activities of colleges around the world. Top-down teaching methods are employed, but students are expected to make their own decisions about how to use the knowledge they acquire.

- d. **Facilitation for empowerment (educational and participatory):** This paradigm involves methods such as experiential learning and member/farmer-to-member/farmer exchanges. Knowledge is gained through interactive processes and the participants are encouraged to make their own decisions. The best known examples in Asia are projects that use Member/Farmer Field Schools (MFFS) or Participatory Technology Development (PTD).

#### 1.2.4. Market Information Needs of Cooperative Members/Farmers

Market information needs of cooperative members/farmers include the following.

- a. **Information on product planning:** This is information on what crop and variety to grow at a given season with marketability of such a crop as an important deciding factor. Information on current prices, information on forecast of market trends. This type of information assists farmers in planning their market products.
- b. **Information on sales timing:** This assists members/farmers in ensuring that they do not cause a market glut. It enables them to stagger harvesting and quantity for marketing. Information on improved marketing practices. It includes information on improved harvesting methods. This information is disseminated by field level cooperative extension workers by demonstration on farmer's fields, at local and wholesale markets.
- c. **Information on group marketing:** This enables small scale to have organized sales of marketable surplus and bulk transport of produce. In Nigeria, agricultural market information to small scale farmers and cooperative patronage is provided by the Ministry of Agriculture through the field level cooperative extension workers and by the broadcasting media. A lot still has to be done in this area. Some of those in charge of market information are not trained for the job.

- d. **Agricultural information dissemination:** Within the past two decades there has been a burst of research activities in the area of agriculture in Nigerian universities and agricultural research centre located around the country. Far reaching innovations that are capable of boosting small scale agricultural production and Nigeria's economic development have been discovered. The yam mini-set technique, protein rich soya-bean production and utilization techniques, production and use of animal vaccines and drugs and labor saving devices are some of the many improved agricultural innovations not properly diffused. Prominent among the agricultural centers are the International Institute for Tropical Agriculture (IITA), the National Root Crops Research Institute, the National Veterinary Research Institute and the three universities of agriculture. Unfortunately, most of these innovations do not reach the farmer's field. This is because the medium for information dissemination in use are not quite effective.

### 1.3 Medias of awareness creation

The cooperative movement faces a big challenge to attract the youth to the cooperative concept through effective role of media. The ICA blue-print for cooperative decade talks of cooperatives being the preferred model by the people.

Effective media strategy for popularizing cooperative model amongst the youth can build up a 'cooperative youth brand' which can strengthen the identity of the cooperative sector. The model-strategy for popularizing cooperative model amongst youth

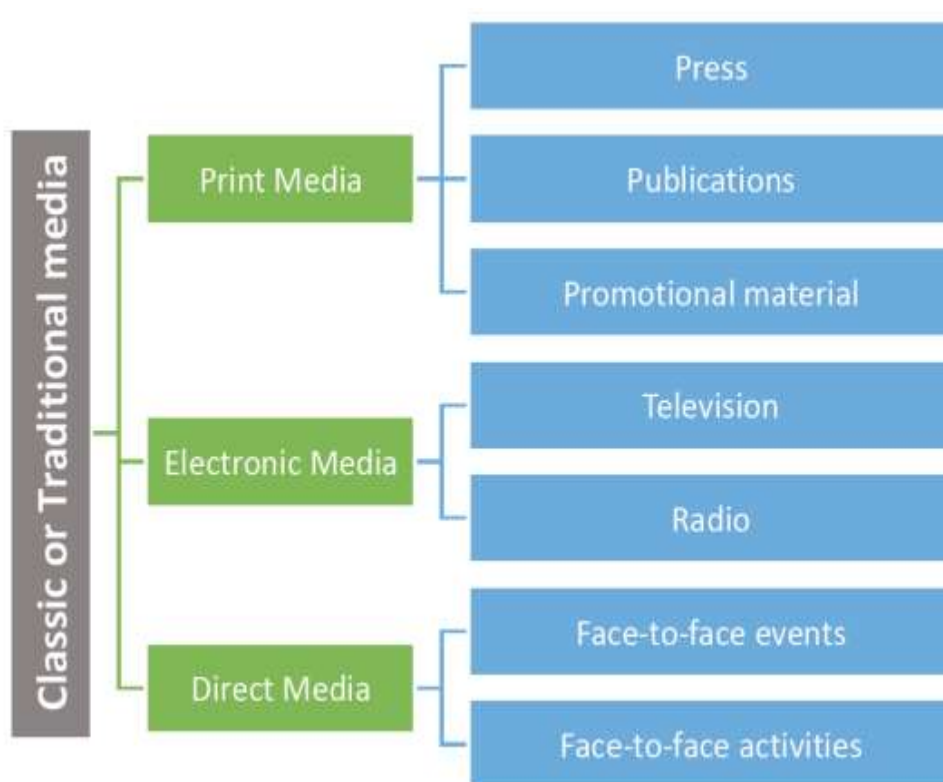
- A. All cooperative organizations considering the importance of reaching to the youth must strengthen public relation and media wings through making proper planning, recruiting professionals/consultants for this job, and increasing budgetary outlay for this important function.

- B. A magazine for youth related to basic aspects of functioning of cooperatives, success stories of youth who have started cooperative ventures, etc must be started and it should be widely distributed.
- C. Films on cooperatives can have a huge appeal to the youth. Films on various aspects of cooperative development highlighting success stories must be made in large numbers and distributed to all the educational/youth institutions. Today is the age of short videos which are very popular amongst the youth.
- D. Social media strategy should be given due importance in media strategy for popularizing cooperative concept amongst the youth. Creating face book/LinkedIn page, sending whatsapp messages, creating blogs, websites on this aspect would be a smart way to attract youth towards the cooperative movement.
- E. Start of cooperative **news paper or a cooperative TV channel, radios, mass media and website etc...**can also be a good strategy to popularize cooperative model amongst the youth.

### 1.3.1. Steps of the awareness raising campaign

The central message of an awareness raising campaign is communicated to its intended audience or audiences using a range of different techniques and approaches. It includes newsletters, social media and events, meetings with stakeholders and representatives of the target group to create a general awareness on the topic. Summarizing the goal of the first steps of the awareness campaign should be dissemination activities to create conditions for the following steps.

- **Identification of the target groups:** The group of community for whom the message contained in an awareness raising campaign is intended. Key stakeholders are those which can significantly influence, or are important to the success of the project
- **Dissemination actions:** Awareness campaign strategy will include, among others, non-digital channels of communication.



**Figure 2.1 Methods of promotion**

**Print media** - These will definitely help cooperative partners/stakeholders reaching a general public and decision makers (local newspapers and press releases) along with more specific subjects categories (specialized magazines). Promotional materials will help in keeping up the attention on the project and keeping updated those interested in the events.

- Press – newspaper, magazines, press releases
- Promotional materials – advertising boards, posters, flyers

**Direct media** - As extensively seen in the previous section, the face-to-face events will constitute a very powerful resource in transferring information about the project and relevant knowledge, and on top of that in creating meeting and interactive opportunities for different subjects to interact with each other

- Face-to-face events & activities: meeting, training, conferences, info-point, word of mouth

**Electronic media** - Social media is a broad term which refers to a collective of online communication channels built on community-based input, interaction, content-sharing and collaboration. Crucial point is they all are based on building a relation with the viewer/follower/contact, and thus can be time-consuming.

**Facebook**- Facebook comprises of the largest blend of demographics of any social platform. It provides an extraordinary medium to reach target group worldwide. Facebook advertise can be used (paid) to have the campaign messages delivered to all Facebook having the characteristics we expect the target group has (the personas the message is addressed to).

**Twitter**- It is based on constant updates, news, articles and on the use of hash tags. Hash tags contribute to attract followers and are constantly changing according to the period's trending.

**Linked-In**- It is the most suitable social media network for business/job networking. It allows to reach groups of professionals in any field. One of the best features for businesses is LinkedIn Groups where professional can exchange regarding common issues.

**Instagram**- It is a popular photo-sharing platform. It is really suitable to reach Millennials and for those campaigning having good quality visual materials. Communication on Instagram must be focused on fostering people to share or post new photos using hash tag.

**Youtube**- Youtube could represent an extremely useful resource in creating promotional material to be shared on social media pages like Facebook..

**Info graphics**-Info graphics are very appreciated by users, they are graphic representations of information, data or knowledge in an attractive and colorful way so that they can be easily understood at a glance.

**Questions and surveys**- Asking questions is the better way to bring users to interact. Unlike comprehensive articles, questions and surveys give space to external intervention. They have to

be related to the campaign topic and users' expectations, or they can be creative, using a hot topic or news to get attention and creating a dialogue.

**Events-** In conjunction with a certain celebration or event (International Day for Monuments and Sites, Earth Day...), it is useful to produce a related content. The more the event is popular, the more difficult it is to stand out, so creativity and originality are always needed.

**User-generated contents-** In the era of social media, users desire to be at the centre of attention, as a desire of popularity or to share something: users can be asked to create and share contents related to the campaign. Of course, they need to be motivated in this sense, so it is necessary to create stories, peculiar occasion, creativity contests related to the campaign to give a strong reason to get involved and bring them to share about themselves and their personal situations.

Self-check 1	Written test
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Name..... ID..... Date.....

**Directions:** Answer all the questions listed below. Time allowed: 10 Mnt.

**Part II: Choose the best answer from the given alternative (6 point)**

- Which one **is not included** in the concept of extension?
  - Transferring information
  - Knowledge, and technologies from research systems to farmers
  - Advising farm families in their decision-making
  - Educating farmers; and empowering farmers to clarify and realize their goals.
  - None of the above
- Which one is/are the models of cooperative extension?
 

A. Farmer field schools	C. Student field schools
B. Information and communication technologies	D. Cooperatives day
	E. All of the above
- The medias used for cooperative extension is\_\_\_\_\_
 

A. TV channel	C. Mass media
B. Radios	D. All of the above

**Part II: Matching (6 point)**

Answer	Column “A”		Column “B”	
	S/NO.		S/NO.	
	1	Television and Radio	A	Print media
	2	Face-to-face events & activities	B	Direct media
	3	Advertising boards, posters, flyers	C	Electronic media
			D	Face-book
			E	Twitter
			F	Instagram

**Note:** Satisfactory rating - 12 points

Unsatisfactory - below 12 points

You can ask your teacher for the copy of the correct answers.

<b>LG #28</b>	<b>LO #2- Perform Awareness Creation activities</b>
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<b>Instruction sheet</b>
<p>This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:</p> <ul style="list-style-type: none"> <li>• Target group identification</li> <li>• Methods of selecting medium of communication</li> <li>• Implementing promotional activities</li> </ul> <p>This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:</p> <ul style="list-style-type: none"> <li>• Identify target group</li> <li>• Identify methods of selecting medium of communication</li> <li>• Implement promotional activities</li> </ul>
<b>Learning Instructions:</b>
<ol style="list-style-type: none"> <li>1. Read the specific objectives of this Learning Guide.</li> <li>2. Follow the instructions described below.</li> <li>3. Read the information written in the information Sheets</li> <li>4. Accomplish the Self-checks</li> </ol>

## Information Sheet 2

### 2.1. Target group identification

A target group /audiences are the specific group of people that you want to reach. Creating a target audience is essential for knowing where to focus your sales and marketing efforts. This helps you to understand who your target customer (surrounding community, institutions, groups of people, individuals and families) is and what they care about. This can include:

- Where they hang out on and offline?
- How do they like to communicate?
- What is their demographic information (ex: age range, expertise, location, job title, hobbies, etc.)
- What are their psychographic information (i.e., behaviors, attitudes, lifestyle preferences, personality types, etc.)
- What pain points your product or service solves?

### 2.2. Tactics to identify your target audience

Now that you have a better understanding of what target audience means. If you're not incredibly clear on who your target audience is for your branding in general, for a specific marketing channel, or for a certain campaign you need to take a step back to identify it. You can determine who your target audience is by looking at who is engaging with your product, your brand, and your marketing. Here are tactics to help you find your target audience.

- Start with your current customers
- Collect demographic data on your target audience
- Send out customer surveys
- Look for trends in online customer feedback
- Go niche
- Create a market positioning map

- Interview your customers
- Audit your social following
- Review your marketing performance metrics
- Take notes on your competition

## 2.3.Methods of selecting medium of communication

There are several methods used in extension communication work. Some of these include:

- Individual/household extension methods
- Group methods
- Mass media.

None of these methods can be singled out as the best one because all of them have their advantages and disadvantages.

### 2.3.1. The Individual/Household extension

An extension worker, interacting on one-to-one basis with the people, is utilizing an individual method. Through working individually with the clientele, the extension worker learns about the people of the area, how they think, what their needs are, and how they carry on their work. In addition, it provides the opportunity for the local citizens to get to know the extension worker so that the personal bond between the extension worker & the community can be established. It also provides the opportunity for mutual discussion (dialogue) between the extension workers and the farmers.

#### 2.3.1.1.Different models of individual extension method.

**Diagnosis-prescription model:** Extension agents examine crops or animals and give solutions. More information is available who have had only a technical training often are inclined to use this model by asking a farmer a series of questions and diagnosing the cause of the problem based on the farmer's and by giving a solution.

**The Counseling model:** This model works to people who are prone to psychiatric problems if their self image doesn't fit the way others react to them. These people have difficulty in using factual information that they already have, they know where to get it, and they are provided by an extensionist. The main role of the extension worker by this model is helping those farmers to accept information which is essential for them to revise their self image; Such a good result is achieved through use of non-directive discussion techniques to develop a good confidential relationship and hence convince them, & Supply of factual information to the farmers.

**The Participation Model:** Preference often is given in extension discussion to the participation model in which decisions are made as much as possible by the farmers. Although the extension agent may contribute expertise if the farmer appears to need it. Decisions are made on identifying problems, developing alternative solutions, choosing from those alternatives, and adapting the goals that have been set to the possibilities in the case of impossibility to reach them.

#### 2.3.1.2.Types of an individual extension method

**A) Farm and home visit:** It involves meeting individually with the farmer or farm worker at farm or home. Even though it is a costly exercise, it has got some benefits that make it very recommendable. The extension worker should visit many different farms and homes, and care should be exercised to visit both men and women farmers as well as other members of the farm family. Careful planning and preparation is important in this method.

**B) Office calls and inquiries:** The clientele make personal visit to the extension office, to seek information and assistance. To encourage office visits, extension workers should consider the following

- Place the office in a convenient place.
- Keep regular office hours.
- Keep the office neat orderly, and attractive.
- Maintain an up-to-date bulletin board and have information materials readily available.
- Make a special effort to put the visitor at ease.

**C. Informal contacts:** These are unstructured and/or unplanned meetings with clientele in an informal setting. Such meetings provide the extension worker with an opportunity to meet clientele in an informal situation. This facilitates the establishment of a personal bond, discussion of problems, and the recommendation of solution. These could take place on the street, in the market place and at local celebration. As their meetings take place usually by chance, the effective extension worker should skillfully handle in utilizing such informal teaching situation.

**D. Model Farmer:** This method involves the identification of a farmer whose farming methods and personal attitude are superior. His or her operation can serve as a model for others to follow. The purpose of selecting a model farmer is to demonstrate good farming practices by emphasizing an outstanding local example, to pursue the clientele to adopt better farming practice and to create learning situation.

### 2.3.1.3. Disadvantages of individual extension method

- Costs are very high in terms of travel resource, etc.
- Small proportion of a target group could be reached.
- It is seldom a solution for promotion of collective interests.

### 2.3.2. Group extension method

Group extension Method is on the basis interaction of individual with a group. These groups are usually formed around a common interest. It is a method which involves a face-to-face contact with the people and provides an opportunity for the exchange of ideas, for discussions on problems and technical recommendation.

#### 2.3.2.1. Arguments for focusing extension on groups

- Efficiency:** It is assumed that an extension worker can contact & influence more clients by meeting people in-groups than by contacting them individually. This will improve cost effectiveness to the extent that it achieves more with the same resources or the same with fewer resources.

**b. Effectiveness for learning & action:** Theories of group dynamics & of social psychology of small groups suggest that group setting (whether permanent or temporary) can speed up learning, attitude change and acceptance of new ideas. The interaction between individual members reinforces the direct influence of the extension worker. Similarly problem identification diagnosis and screening of possible solution will benefit from exchange of several points of view in a group environment where consensus can be reached. When action should be taken collectively rather than on individual basis, group method is effective. E.g. community forestry, soil conservation, rodent control, etc.

**c. Equity:** It is widely known that rural people's access to extension services varies considerably. By encouraging the formation of homogeneous groups of different categories of clients or by working with existing groups with different memberships, extension workers can serve a wider spectrum of clients more equitably.

e. **Demand-orientation:** Farmers groups can provide a structure for ensuring extension demand-driven (responding to the needs, problems & potentials of farmers as articulated by them within their groups) rather than supply- driven (delivering pre-packaged technology).

e. **Empowerment:** Giving power-economically, socially & politically, i.e. Poverty and being disadvantageous are the consequence of lack of economic, social & political power. Through their organizations & groups disadvantaged categories of rural people can find a voice & economic power with which to confront the structures & processes that sustain their disadvantaged position.

### 2.3.2.2.Types of group extension method

- a. Method demonstration:** This is done to show how something is done step by step for the purpose of teaching new teachings & practices.
- b. Result demonstration:** Result demonstration shows why a practice should be adopted by physically showing how a new or different practice compares with a commonly used local practice.
- c. Field day:** It is a day or days in which an area containing successful farming is open for people to visit.
- d. Excursions:** Farmers are shown farms & experimental fields outside their own areas. Its function is to make participants aware of innovations away from their home.
- e. Lecture:** It is a formal verbal presentation by a single speaker to a group of listeners. Its purpose is to provide an organized body of information to an audience. So it should deal with one or two central themes and keep the attention of the audience.
- f.Panel:** It is a moderate meeting in which a limited number of experts or specialists give short presentation on the same subject.It provides a group with a series of informal opinions on a given topic and an opportunity to have a deep insight for the audience as the panelists give different opinions on the same topic and by having the opportunity to ask them.
- g.Symposium:** It is a meeting in which 2-5 resource people give short papers on a given topic.Interaction with audience is not expected. This method is used mostly for information gathering at professional level.
- h. Seminar:** It is normally identified with training institutions. The numbers of participants are small, perhaps not more than fifty. Its purpose is often study of problem, subjects, situations, programs and developments in an area of operation. Usually open discussion follows a formal presentation on the study materials.
- i. Conference:** A group of people, each of whom has experience in connection with the job or problem at hand, come together to discuss situations they are facing. It provides an opportunity for constructive thinking under the stimulus of contribution offered by other participants.

**j. Workshop:** It is a co-operative gathering of individuals who discuss, learn and apply practical skills. Participants are trained in a skill, procedure or practice which can be immediately utilized. Normally it involves 15-30 people spending one or more days working intensively on a specific product.

**k. Brain-storming:** It is a type of small group interaction designed to encourage the free introduction of ideas on unrestricted basis and without any limitation. It is possible for a group to consider alternative to problems unhampered by organizational, institutional or financial restrictions or by limitations of skills or abilities. Its purpose is to promote group creativity so that all aspects of a problem are considered

**l. Buzz- Sessions:** It is an alternative method of breaking a large group in to small segments to facilitate discussion. A buzz-session is expected to produce a product such as a list of ideas, an opinion, etc. within a short period and to give an oral report to all groups involved.

**m. Role playing:** It is the dramatization of a problem or situation in the general area of human relations. Usually two or more persons act out a brief human relations scene from a hypothetical situation, performing their roles as they think as a real situation would develop. Its purpose is to involve participants in real life situations, to stimulate thought and learning and to encourage discussion about factors involved in the drama.

### 2.3.3. Mass extension method

This is the system (a communication system) in which identical message is originated by an institutional organization and sent to a large number of receivers through public channels. Receivers are diversified. Mass communication uses mass media. Mass media are communication channels which can expose a large number of people to the same message at the same time.

#### 2.3.4. Function of media

**a. Setting agenda of important discussion:** Media can have important influence on what we think and talk about, even though they may not decide what we must think. They can stimulate farmers to discuss points with extension workers. E.g. media can draw attention to problems faced by a population during famine, etc...

**b. Transferring knowledge:** We learn only part of what we know about the world through our observations & direct experiences, or from hearing about other people's experiences & observations. We gain much of what we know about the world from the media. Knowledge is more likely to be transferred successfully if it meets a need or fills a vacuum. New ideas diffused through media are more acceptable if they link-up with existing knowledge than when they attempt to modify it.

**c. Forming and changing opinions:** Mass media play an important role in developing opinion when members of the public do not have strong views about particular issues. Media also have important effects in changing opinions when the position they advocate differs only slightly from one's own opinion. Opinions expressed in the media on what always unanimous which makes it very difficult for members of the public to make up their own minds. E.g. Some medical authorities have proposed a relationship between the use of herbicides & the incidence of genetic disorders among newly born children while others disagree with this view.

**d. Changing behavior:** Mass media can be used to change patterns of behaviors, especially where these changes are small and relatively unimportant or where they help us to fulfill an existing wish. We tend to assume that receivers are resistant when media fail to achieve behavioral change, although logically the source of the message may also be responsible. Source credibility, reliability & relevance are very important. Credibility will generally be higher if the source is considered to be an expert, if he agrees with the receivers on important points. We must choose a communication strategy which links up with the knowledge, language use and attitudes of a target group and with members' desire for information. e.g. Adverts draw consumers attention to products they felt a need but didn't know existed.

#### 2.3.4.1.Types of mass communication media

It is the Channels of communication that are often used in agricultural extension are:

**a. Radio:** Radio is one of the fastest, most powerful and in many countries the only effective way of communicating with the majority of rural people.

##### **Purposes of radio programs;**

- To create awareness or interest in agriculture,
- To give early warning to the public of possible problems,
- To inform the public about on-going agricultural extension activities,
- To stimulate the people to contact and seek advice of extension staff, etc

##### **Features of radio program;**

##### **Advantages:**

- The message reaches the people more quickly,
- It teaches people of all cultural levels,
- It is not a costly communication method, &
- It is an extremely useful & effective method.

##### **b. Television.**

- Television adds vision, movement and color to broad casting.
- These qualities greatly increase its value as an agricultural extension technique.

##### **Uses of TV in extension:**

- For training extension staff,
- For supporting awareness and interest phase of extension campaign,
- For promoting extension work,
- For extension staff to monitor their own performance,
- To study critically the reactions of the audience,
- To show result or method demonstrations as short programs, &
- Entertainment value.

### **c. Video**

- Video messages can be developed and shown in every locality having an electric power of any source.
- This channel plays a very useful role in extension works
- It is locally manageable in contrary to television that is operated only centrally, and since it uses picture, movement and color in addition to the voice broad casting.

### **d. Leaflets**

- These materials are simple publications used to present agricultural information about a single idea;
- Leaflets can often be produced locally, quickly and cheaply.
- They are prepared using simple language, briefly and concisely, with good illustration, in simple and attractive design and a manner of stimulating action.
- Producers should follow a logical sequence; e.g., nature of liver fluke, benefits of controlling it, its causes, how it gets to animals, its symptoms and control measures.
- e.g., a new maize variety, for the purpose of extension education and advertising.

### **e. Slides**

- These are small individually framed photographic positives, which are projected into a screen.
- They may be used alone or in combination with a spoken script or documentary tape.

### **f. Posters**

- A poster is usually a large sheet of paper with an illustration and usually a few simple words.
- Posters are intended to catch the eyes of passers-by, to impress on them a fact or an idea, and encourage them to support an idea.
- Posters, hence, should be designed in a manner that the message on them must be simple, clear and direct by:
- Visualizing and putting into picture form the central idea of the message, and
- Putting the message into a very few words, as a concise, striking slogans

#### **g. News paper**

It is a bunch of loose printed papers properly folded, which contains news views, advertisement, vacancy announcements, etc...

##### **Functions;**

- To create awareness and interest in a new topic,
- To give advance warning or advice on important problems,
- To increase people's knowledge and understanding of new agricultural techniques,
- To create more favorable attitudes towards extension,
- To publicize extension meeting and demonstrations, and
- To inform the people ways of saving resources by adopting new and better methods.

##### **Advantages;**

- Can reach to people who might not contact extension staff,
- It is an inexpensive method, &
- They reinforce other programs like radio.

##### **Disadvantages;**

- The people don't have easy access,
- Editors often shorten stories for their own reasons, &
- Editors may omit to print a story at an important time.

#### **h. Magazines;**

- Magazines are periodicals containing information related to various topics interest not only for the farmers but also to the extension worker.
- It has a fixed periodicity of publication.
- Farm magazines are prepared by the extension agency.

#### **i. Computer/Internet;**

- Internet with in a computer is electronic infrastructure, which opens a way to have intense communication.
- It provides cheap and universal access to all kinds of information available on the latest technology in the field.

### 2.3.5. Selection of extension methods

- A. Consider the nature of the message
  - B. Consider the nature of the audience
  - C. Consider the infrastructural facilities
  - D. The purpose of the program
- For scattered farmers individual contact method is not effective but mass contact method
  - For illiterate farmers print media doesn't work.
  - For creating awareness mass media is better.
  - If the nature of the message is new individual contact method helps a lot.
  - But, in general using **a combination of extension methods is the best approach.**

### 2.3.6. Principles of selecting extension method

- **No single extension (teaching) method is better than another:** The extension worker should choose those technique (s) best cited to the situation. None technique is considered superior to another
- **Use a number of teaching methods:** Experience in extension work has shown that the more the number of ways new information is presented the faster an individual learns.
- **Methods will overlap:** For instance, if a demonstration stimulates group discussion, two methods are utilized which will reinforce the information considered in the demonstration.
- **Use visual aids and written materials when possible:** Teaching can be reinforced and supported by use of visual aids and written materials because they facilitate understanding.

### 2.3.7. Factors to be considered in the selection and combination of extension methods

#### 1. The audience

- **Individual and collective differences:** people vary greatly in their knowledge, attitudes, skills, their position in the “diffusion process”, and in the “adoption categories”, their educational training, sex, age, income level, motives, social status, religious beliefs etc. Some are progressively seeking change and others are slow to change. Some are “Eye minded” while others are “Ear minded”. This individual and collective difference influences the teaching approach.
- **Size of Audience** is also a factor influencing the choice of extension methods. For instance, group discussion cannot be used effectively when the number of participants exceeds thirty; method demonstration can be used for a relatively small audience, while lecture meetings can be used for large audience.

**2. The Teaching Objective (or nature of change aimed at).** Do you want to bring about a change (i) in thinking or knowledge? (ii) in attitude or feeling? (iii) in action or skill? If you want merely to inform or influence a large number of people slightly, you should use mass media. If you want to influence a relatively small number of people to make maximum improvements, resort to individual contact methods. If you want to change attitudes, or arrive at a consensus of opinion, arrange group discussion or work through village leaders. If you want to teach a skill, use the method demonstration.

**3. The Subject Matter:** Where the new practices simple or familiar (i.e, similar to those already being followed) the news article, radio or circular letter will be effective, whereas complex or unfamiliar practices will require face-to-face contacts, written materials and audio visual aids.

**4. The State of Development of Extension Organization:** In the initial states of extension, result demonstrations will be necessary to gain confidence of learners. But if extension work is already well established and the learners have confidence in extension services, result demonstrations may not be necessary and local illustrations of adoption by village leaders will suffice.

5. **The Length of Time the program has been under** way in the area and its past impact among the audience.
6. **General Local Conditions**, such as seasonal work, weather conditions, available meeting places, local organizations and leadership.
7. **Size of Extension Staff in relation to the size of extension clientele:-** The larger the number of extension workers, the greater is scope for direct or personal contact method.
8. **The Availability of certain Communication Media** such as newspaper, telephone, radio, T.V., etc will also have direct bearing on the extent to which these methods can be used.
9. **The relative cost of the method** is also an important consideration in their selection and use.
10. **An extension worker's personality and familiarity** with, and skill in the use of the several extension methods will also influence his choice and use of the methods.

## 2.4.Implementing promotional activities

Some of the most common promotional activities that businesses use to drive conversion and increase sales:

**Social media advertising:** Social media advertising is becoming one of the most popular types of promotional activities for businesses in all sectors. It allows companies to promote their products directly to potential customers and track engagement with their materials using metrics. You can consider creating a series of ads for your social media profiles and employing user data to target people who show an interest in similar posts. It may also be helpful to create a hash tag or virtual social media event to generate excitement around an upcoming release. Different social media sites often have distinct user profiles, so consider using multiple platforms.

**Email and SMS campaigns:** Many businesses now use targeted email or SMS campaigns to promote their products and services directly to current or potential customers. These methods often have a high return on investment and can include calls to action to encourage engagement or purchases. Email and SMS marketing are often especially effective for reminding past customers of your brand and increasing retention. You can consider using social media posts or a website landing page to collect email addresses and phone numbers. You can then create automated campaigns that send messages to people on your mailing lists.

**Content creation:** Content creation is an increasingly popular form of online promotion that companies use to increase awareness of their brand and familiarize the public with their products. Content can refer to a wide range of materials, including:

- Product or company blogs
- Introductory videos
- Podcasts
- Product videos or unboxing videos
- Social media posts and infographics
- Guest posts on industry sites or blogs
- Guest appearances on industry podcasts and shows
- Online or print magazine articles
- Customer videos

**Paid advertising:** Paid advertising involves paying a domain owner for the opportunity to promote a product or service. Companies can pay to have their products advertised on popular websites or search engines and May also create paid social media advertising campaigns. There are three primary styles of online paid advertising:

- **Display ads:** Display ads are usually visual advertisements that appear on websites or social media platforms, rather than in search results. When users click these ads, they usually go to a landing page where they receive a call to action.
- **Pay-per-click ads:** Pay-per-click ads are paid text advertisements that usually appear in search results. In this model of advertising, a company pays the host every time a user clicks the ad and proceeds to their page.
- **Pay-per-impression ads:** Pay per impression ads are another type of paid promotion that charges a company every time an ad is displayed to a customer. This method can be effective for raising awareness of your brand.

**Sponsorships:** Sponsorships are a form of promotion in which a company provides funding or hosting for an event in return for advertising opportunities. If your company works in a competitive market, sponsorships may be a good way to increase awareness of your brand and distinguish it from other companies in the space. Even a small event can provide many promotional opportunities. Consider sponsoring an event that is important in your industry or popular with your target customer base.

**Promotional merchandise:** Some companies use branded merchandise to raise awareness of their brand and create a visual identity. Merchandise can include clothing, phone cases, tote bags, cups or mugs, pens and office supplies or specialty items that relate to your brand. You can

consider handing merchandise out at events or sending it to current customers with their orders. Distributing merchandise can give your customers something tangible to remind them of your brand and can help them raise awareness of your company among their friends and acquaintances.

**Personal selling:** Personal selling is a common sales and promotional strategy that companies have used for decades. It involves salespeople directly contacting or meeting current or potential customers to give them information on their company and encourage them to make purchases. This method can add an element of human connection to your customer interactions and can help you build strong relationships with clients. Since personal selling requires trained and salaried salespeople, it can be more expensive than other forms of marketing.

**Outdoor marketing:** Outdoor marketing is a traditional form of advertising that uses public displays to promote a product or service. This can include billboards, banners and other displays posted in busy public areas. Although often more expensive and less targeted than other promotional methods, it has the potential to reach a large number of consumers with exciting graphics and messaging. This can make it a good way to establish a strong visual identity for your brand.

**Public relations:** Public relations are the process of creating and managing a brand's public image. It has many purposes, including providing publicity. Public relations strategies include ensuring positive coverage in media, creating press releases, increasing customer engagement, organizing public events and communicating company values. These strategies can help you increase public awareness of your brand while ensuring that customers have a positive image of your company and products.

**Influencer marketing:** Influencer marketing is a recent marketing development that allows companies to promote their products and services in collaboration with well-known internet personalities. Companies often identify social media profiles with large followings among their target demographic. They can then ask the profile owner or administrator to post pictures with their products, provide positive reviews, offer discount codes and post links to their websites. This can be an effective way to reach more social media users in your target market and build a brand that customers identify with.

**Guerilla marketing:** Guerilla marketing refers to surprising and unorthodox interactions that brands organize with the public. It is often less expensive than other forms of marketing and

relies on creativity to make an impression on potential customers. Guerilla marketing usually uses everyday environments as a setting for customer interactions. Outdoor guerilla marketing may involve setting up advertisements in public spaces or interacting with potential customers on the street. Indoor guerilla marketing uses the same techniques in indoor spaces, such as transportation stations, college campus buildings or shopping centers. Companies may also make surprise appearances during events, like sports games or concerts.

**Reward and loyalty programs:** Many businesses use reward or loyalty programs to retain existing customers and create a positive brand image. These techniques can help create a loyal customer base that is more likely to promote a brand to their friends and families. These programs can include:

- Rewards after a certain number of purchases
- Discounts for repeat customers
- Contest entries
- Free samples

**Partnerships and joint promotion:** Businesses often use joint promotion to increase the visibility of their products. This involves partnering with another business whose customer demographic overlaps with your own and promoting your products together. This can reduce marketing costs and can be a good way to expand your market share by converting the other company's existing customers. Companies may also enter into partnerships with campaigns and initiatives that align with their values. This can be a good way to introduce your brand to new customers and to demonstrate the values that your company holds. This can help create a positive public image by associating your company with good causes.

**Personal Selling:** It is the most important, the most effective and the most costly form of promotion. It is the best means of oral or face to face or direct communication. Personal presentation has the prospect of effecting sales. Its effect is to push the product through the distribution channel.

**Advertising:** It is an impersonal method of communication as well as an impersonal salesmanship for mass selling and it is a means of mass communication. Advertising is also an important form of promotion and it costs less than personal selling.

**Sales Promotion:** The marketing activities other than advertising, publicity and personal selling are known as sales promotion. It serves as a bridge between personal selling and advertising. It is an aggressive method of a selling.

**Publicity:** It is a non-personal stimulation of demand as advertising. It stimulates demand for a product or service or a business unit by making publicity in radio, television or stage.

**Public Relation:** It is a form of promotion. It creates, develops and maintains a bright image of an organization on the public. Thus the goodwill of the seller increases and leads to good selling and promotes the sale of goods. Under competition and consumer-oriented marketing it is very effective.

**Point of Purchase Display:** It is the silent salesman that attracts the buyers' attention to the product and makes them decide to buy. Promotion at the point of purchase is more effective. Proper display of products is done by manufacturers or distributors. It varies widely. Automobile show-room with promotional literature and pricing information helps the buyers to test the products. Display serves to examine the product and make buying decision. With the combination of personal selling and advertising, display gives the maximum effectiveness.

**Packaging:** It differentiates and protects a product. It plays two critical promotional roles. First it calls the attention of the customer to the product in retail stores. Secondly it carries the selling messages and other information to make buying decision. Package provides product protection, ease of handling, selling ability, convenience and information. It attracts the customers.

**Direct Mail:** Newspaper advertisement reaches lakhs of people, while direct mail is sent to the selective customers. It will attract the customers to buy the goods. It is more effective than advertisement, because it gives information directly. It is a supplement to other forms of promotion. It helps the product awareness or acceptance. It increases purchase probabilities, when buyers are contacted directly or when they see displays.'

**Other Forms of Promotion:** Sampling is one form of special promotion. Sampling of new food products, and other consumer products, especially sample medicines to doctors are to introduce the new products to the consumers. Couponing is yet another form of promotion. Coupon offers a price reduction to stimulate purchase of new products. It is inserted as "Tear out" in magazines or newspapers. Trading stamp is a powerful incentive to develop strong customer store or brand preferences. Special premiums are also offered for the same reasons. Though these special forms

of promotion are not so important, they play key role in the overall marketing strategies of companies.

Marketing promotional activities must revolve around the AIDA model in marketing. Here's a brief definition of each step:

**Step 1: Awareness:** The first step is to introduce your offers to your target audience. Identifying your target audience's demographics and psychographics is vital for tailor-fit strategies. This way, you can craft messages and marketing graphics that hook them in the initial interaction. For instance, you can create PR campaigns to promote brand awareness before launching a product or service.

**Step 2: Interest:** After customers know of your brand, you can now pique their interest through well-designed marketing promotional activities. For example, you can publish content that revolves around your product or service. Better yet, show some social proof such as testimonials or statistics relevant to your brand journey.

**Step 3: Desire:** After you create buzz online and offline, you can then establish desire within your target audience. Make your products or services more desirable by uploading tutorials or unboxing videos about your product. Or you may also offer limited discounts to prospects who are likely interested in your offers.

**Step 4: Action:** The last step of the AIDA model is the most crucial as it can make or break your ROI. This is where you integrate calls to action in your promotional strategies to make prospects subscribe, download, or purchase. Entice prospects to take action to drive more conversions. You can invest in paid banner ads, landing pages, personalized sales emails, retargeting ads, or even cold calls. Once you have every step figured out, all your advertising promotional activities must coincide with achieving the bigger marketing scheme. The most important thing is that you achieve the goal, making leads take action. When you reach and accomplish this step, give yourself a pat on the back for a job well done.

Self-Check – 2	Written test
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Name..... ID..... Date.....

**Directions:** Answer all the questions listed below. Time allowed: 15mnt.

**Part II: Choose the best answer from the given alternative (17.5 points)**

- \_\_\_\_\_ are the specific group of people that you want to reach.
  - A target group /audiences
  - Organizational customers
  - Suppliers
  - All of the above
- Which one of the following is the tactics to identify the target audience?
  - Start with your current customers
  - Interview your customers
  - Audit your social following
  - All of the above
- Which **is not** the method used to extension communication?
  - Individual/household extension methods
  - Group methods
  - Mass media.
  - None of the above
- Which one are the different models of individual extension methods?
  - Diagnosis-prescription model
  - The Counseling model
  - The Participation Model
  - All of the above
- Which **are not** the types of an individual extension method?
  - Farm and home visit
  - Office calls and inquiries
  - Informal contacts
  - Model Farmer
  - Field day
- This is the system (a communication system) in which identical message is originated by an institutional organization and sent to a large number of receivers through public channels.
  - Mass extension method
  - Individual extension methods
  - Group extension methods
  - None of the above
- Which one **is the mass communication** method?
  - Radio
  - Television
  - Cooperatives day
  - “A” and ‘B’
  - None of the above

**Note:** Satisfactory rating - 15 points

Unsatisfactory - below 15 points

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You can ask you teacher for the copy of the correct answers.

## Operation sheet – 1

### 1.1 Techniques, procedures, principles and methods to create awareness about cooperatives

#### A. Tools and equipments

- I. Pen
- II. Not pad
- III. Flip chart
- IV. White board Marker
- V. Computer
- VI. LCD projector
- VII. Sound Amplifier

#### B. Principles

- I. Principle of cooperation
- II. Principle of cultural difference
- III. Principle of interest and need
- IV. Principle of participation
- V. Principle of satisfaction
- VI. Principle of evaluation
- VII. Principle of leadership
- VIII. Principle of learning by doing
- IX. The whole family principle

#### C. Procedures/Steps/Techniques

##### I. Procedures/steps

- ✓ Know the audience (on the base of language and their educational background)
- ✓ Prepare the materials content and audience
- ✓ Presentation
- ✓ Application of the procedure

✓ Evaluation

## II. Methods/techniques

✓ Individual Extension

✓ Group Extension

✓ Mass Methods

LAP TEST-1	Performance Test
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Name: \_\_\_\_\_ ID: \_\_\_\_\_

Date: \_\_\_\_\_

Time started: \_\_\_\_\_ Time finished: \_\_\_\_\_

**Instructions:** Given necessary templates, tools and materials you are required to perform the following tasks within 2hour. The project is expected from each student to do it.

Task-1 Assume you are Woreda/Kebele cooperative promotion office expert, conduct awareness about cooperatives based on the given operation sheet above by making simulation with your classmate.

<b>LG #29</b>	<b>LO #3- Review the progress of awareness of cooperative.</b>
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<b>Instruction sheet</b>
<p>This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:</p> <ul style="list-style-type: none"> <li>• Methods of collecting feedback from audience</li> <li>• Performance evaluation of cooperative promoters</li> <li>• Evaluating effectiveness of medium of communication</li> <li>• Evaluating the performance of awareness creation process</li> <li>• Making adjustment/improvement</li> </ul> <p>This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:</p> <ul style="list-style-type: none"> <li>• Identify methods of collecting feedback from audience</li> <li>• Promoter performance evaluation of cooperative</li> <li>• Evaluate effectiveness of medium of communication</li> <li>• Evaluate the performance of awareness creation process</li> <li>• Making adjustment/improvement</li> </ul>
<b>Learning Instructions:</b>
<ol style="list-style-type: none"> <li>1. Read the specific objectives of this Learning Guide.</li> <li>2. Follow the instructions described below.</li> <li>3. Read the information written in the information Sheets</li> <li>4. Accomplish the Self-checks</li> </ol>

### Information Sheet 3

#### 3.1. Methods of collecting feedback from audience

An **audience** is a collection of people (surrounding community, institution, group of people , individual ,customer ,family) watching or observing something such as a television program, live speaker, or theater performance. **Feedback** is the verbal or written communication from your business' customers expressing how they feel about your brand, your products, and/or the service they received from your team.

Meaningful feedback is central to performance management. Feedback guides, motivates, and reinforces effective behaviors and reduces or stops ineffective behaviors. However, although feedback is an important management tool, many people feel uncomfortable giving and receiving feedback. Feedback is the information people receive about their performance. It conveys an evaluation about the quality of their performance behaviors. Giving feedback is “the activity of providing information to staff members about their performance on job expectations”

Customer feedback is information provided by customers about their experience with a product or service. Collecting customer feedback can help product, customer success, customer support, and marketing teams understand where there is room for improvement. Feedback can be collected proactively by polling and surveying customers, interviewing them, asking for reviews, or implementing the right tools that collect implicit feedback. Customer/audience feedback is any kind of information your customers offer regarding their experience with your organization. This could be opinions, feelings, expectations, etc. It can be positive, negative, or neutral. Customer feedback comes in many different forms, but it can be organized into two main categories:

**Direct Feedback:** This is feedback that you ask your customers for. You are more in control as you get to decide the format and themes. Examples include surveys, focus groups, and interviews

**Indirect Feedback:** This is feedback that you haven't explicitly asked for, though in many cases you need to actively go looking for this kind of feedback. Examples include social media activity, online reviews, and referrals. How do you ask for feedback from customers? When you ask customers for feedback, meet them where they are. Offer them multiple methods of leaving feedback so that they can choose the method that works best for them at the time when it's most convenient. Here are five methods of obtaining feedback from customers:

**Customer feedback through emails:** One popular and easy method for getting customer feedback is through follow-up emails. While you can easily automate this, having a person reach out is even better.

**Customer feedback through surveys:** Customer surveys can come in all shapes and sizes. One of the most commonly used survey types is customer satisfaction surveys. These surveys use a Likert rating scale to get a sense of whether or not you're meeting customer expectations.

**Customer feedback through focus groups:** A focus group is a qualitative method of getting customer feedback that involves a small group of people who are guided through a discussion by a moderator. Focus groups are used to explore the needs, preferences, and priorities of a group of people. Often used to complement quantitative research studies to get more context, focus group responses are typically open-ended and help get personal experiences or stories that can't be found in data alone.

**Customer feedback through digital channels:** In some cases, customer feedback isn't solicited. Digital channels like your social media accounts, websites, videos, and more are all great places to find feedback about your products and services. Typically, customer reviews and comments on social media are meant to help other prospective customers navigate their decision-making process; however, they're equally useful for understanding customer perspectives.

**Customer feedback through user testing:** User testing offers the human insight platform get actionable, qualitative feedback through remote methods in just a few hours via:

- **Un - moderated testing:** Automate getting customer feedback with unmoderated tests. You can test using your customers or leverage UserTesting's Contributor Network. Your customers will get a list of tasks to perform on their own while their screen and voice are being recorded. When they're done, you receive the results in the form of a video with

access to accurate transcripts, more intelligent insights, and machine-powered visualizations.

- **Live interviews:** Conduct in-depth conversations with a customer or UserTesting Contributor Network using zoom. Live interviews allow you to connect in real-time and enjoy two-way interactive video conversations that allow you to easily observe nonverbal cues and ask follow-up questions as you would in person. Afterward, enjoy the same intelligent insights and machine powers visualizations as with un-moderated tests.

### 3.2. Performance evaluation of cooperative promoters

#### 3.2.1. Qualities of a Good Cooperative Extension Worker

Certain criteria are very essential in the selection of the cooperative extension worker. Any person lacking in any of these qualities should not be chosen as a cooperative extension agent. The basic qualities that a good cooperative extension worker should possess are as follows.

- Educational qualification-** it is essential that a cooperative extension worker must have a basic knowledge of the subject matter. The qualification required will depend on the level of entry into the profession. At the administrative level, the Cooperative Extension Officer (CEO) normally, must have, at least, a first degree in cooperative or related courses. Close to him is the Cooperative Superintended (CS) who is, normally, an HND holder in cooperative or related courses. At the community level are the Cooperative Assistants (CA), who are normally OND holders in cooperative or related courses. The last set of the people are the Field Officers (FO), who may be school certificate holders or an experienced primary school holder. Field officers should undergo some training before they are allowed into the profession.
- Ability to speak the local language-** this quality is very essential for cooperative extension worker at the community level. About 90 percent of the local farmers/non farmers are illiterates. They cannot read, write or speak English language; now, to communicate effectively

lywiththefarmers/non-farmers,the cooperative extension worker must be able to speak their

dialects.However,thisqualityisnotimportantfortheadministrativeofficerastheyarenotdirectlylinkedwiththefarmers.

- c. **Experience of the cooperative extension worker-** experience, people say, is the best teacher. The experience acquired on the job will, largely, depend on the age and years of service of the cooperative extension worker. Through experience, the cooperative extension worker will be able to find solution to some of the farmers' problems without necessarily referring the case to the highest authority. He will also be able to tackle most of the farmers' problems in the ways that will satisfy them.
- d. **Passion for the job-** a cooperative extension worker must be highly interested in the job before he can perform efficiently. Some extension agents take the job, probably, because there is no other opportunity opened to them. This group of cooperative extension workers may not be committed to the job as expected of them.
- e. **Attitude towards the job-** the cooperative extension worker must show positive attitude towards this job. He must be punctual and prepared to stay in the rural area. It is common to find cooperative extension agent posted to rural areas living in urban centers in order to enjoy electricity and pipe-borne water. As a result of this, some may absent themselves from duty for up to two or three days in a week.
- f. **Attitude towards members-** the cooperative extension agent must not place himself too high above the members. He should feel free to mix and eat with them. He should not be ashamed to associate with the members of their families. He must also be ready to abide by the norms and values of the people. It is only when this is done that the members will be prepared to receive his message. The members will, equally, be happy to narrate their problems to him.
- g. **Personal character-** generally, the cooperative extension worker must be somebody of good behaviour. He must be respectful and obedient. He must always have patience so as to be able to cope with illiterate members. He must be hardworking,

tolerant and be prepared to work for 24 hours, every day.

### 3.2.2. The Role of Cooperative Extension Worker

- a. **As an educator-** the cooperative extension agent plays a vital role in the education of the members and their families. The members rely on the cooperative extension agent for solution to all their educational problems. This is why it is essential for cooperative extension workers to have some basic educational qualification to be able to cope with the demand of the members. He teaches the members, generally, on how to raise their standard of living through their own efforts.
- b. **As a link between researchers and the members-** cooperative extension workers are largely responsible for the transmission of research findings to cooperative members. All research findings, especially, in the field of agriculture, cooperative and agribusiness are simplified by the cooperative extension workers for the members. In the same process all the problems of the members regarding production and co operative activities are taken to the researchers. Without the help of cooperative extension workers, there will be communication gap between the researchers and the members.
- c. **As a change agent-** prior to the introduction of intensive cooperative extension service in Nigeria, Members were known to be reluctant to change from their traditional system of business activities. Nowadays, through the help of cooperative extension workers, most members realized that before they can progress in life it is inevitable for them to change to the modern techniques. The success is largely attributed to the role played by cooperative extension workers. As a result of this, the members have been able to, substantially; improve on their standard of living through increased productivity.

- d. **As a supervisor-** cooperative extension agents do not, merely, pass information to members; they also make sure that the information is carried out to the letter. This is possible through direct supervision of the members. The members are guided by the cooperative extension workers at all stages of the project. The projects are never carried out, directly, by the cooperative extension worker, what they normally do is to guide the members on how it should be done especially through demonstration or pilot projects.
- e. **As a programme planner-** this role is being performed mainly at the administrative level. It is the duty of the cooperative extension officer to plan all the projects to be carried out each year and how it should be done. The plan is based on the needs and aspirations of the people concerned.

Whenever the cooperative assistant is well equipped to carry out the educational duties, effectively, he must channel the educational activities along the following lines.

#### **a. Education of Members**

The cooperative assistant must teach members of the societies allocated to him to be able to read and understand the bye-laws of the society. They must also learn to use the bye-laws to run their society. The members must be educated on how to run the society effectively, by utilizing business principles. They must be taught what their rights and duties in the society are. He must teach the members how to hold meetings, how to discuss effectively in meetings, how to take decisions in meetings and the importance of meetings. They must also be taught how to choose their officers and committee members. They should understand that they must choose capable officers who are ready to work for the society selflessly and in line with the aims and objectives of the members. The members of the society should also be taught to be able to discuss and evaluate reports on their society's business. They should be able to formulate policies which will eventually lead them to making good decisions for the betterment of their organization.

#### **b. Officers of the society**

The officers of the society-the president, secretary, treasurer, vice president, members of committees should know what their duties and responsibilities to the society are and how to

carry out these duties, effectively. This is necessary since they run the society according to the mandate given to them by them by the members of the society. It is important for them to be well educated since any mistake made by these officers will be detrimental to the success of the society.

### **c. Employees of the society**

The employees of the society are not members; nevertheless, since they work for the society, they need to receive education on the organization and members of the society they are working with. The employees should know what the organization is all about, the characteristics differentiate it from other business organizations; they should also know the principles of cooperation, the cooperative law and the bye-laws of the society. They should know also how the organization operates and how they can perform their duties, effectively, in such an environment. The employees should not be selected on the basis of their social relationship with any of the members but on their qualifications, experience and their foreseen ability to perform the duties that will be assigned to them diligently. Apart from making the right selection, they should be trained and retrained from time to time. It is also important that the employees should be well remunerated so that they can decide to work with the organization for a long time. The idea of losing experienced employees as a result of low remuneration will be minimized if members are well remunerated. This will reduce the urge to defraud the society.

### **d. The members of the public**

The cooperative assistant needs to educate members of the public on what a cooperative society is all about and the benefits people can derive from it, how to form a cooperative society, how to run and administer it etc. This action will give more enlightenment about cooperation to the members of the public and as a result they will embrace it and there will be tremendous increase in the number of societies that will be formed in the area which the officer is supervising.

### **e. Teaching the officers their duties**

The secretary should be taught his/her duties. This is more pronounced where a qualified secretary has not been employed. He should be taught how to write minutes of meetings, how to post transactions of the society into the appropriate books of accounts and records, how to prepare the final accounts of the society etc. The president and the treasurer must also be taught how to perform their duties; they have to know the penalties they will face if they do not carry out their duties as laid down in the byelaws. It should be noted that the secretary is the pivot on which the society rotates; also the secretary must be up and doing, efficient and hardworking.

#### **f. Free training programmes**

Members of registered cooperative societies enjoy free training programmes from the government or its agencies in the past. They are, usually, given handouts, writing materials free. At times they are given free food and accommodation in expensive hotels. However, if the economic situation in the country is bad, free training programmes for members will reduce drastically or even stop. The field, in some cases, had been taken over by non- governmental cooperative consultants who offer training to members at a fee. In some areas where this does not happen at all, members lack substantial cooperative training. Even when some cooperative departments organize training programmes for members, these days, trainees are charged some training fees.

### **3.2.3. Keys to an Effective Evaluation**

The board should establish a routine process for the appraisal. The process should be one that both the board and manager can understand and accept. A board that is implementing an appraisal for the first time should start with a simple system.

**Plan Ahead:** Manager evaluation should not begin when the manager walks in the boardroom. The board should accumulate available facts that will be included in the appraisal. This may include sales volumes, market share estimates, adherence to budgets and financial ratios, and objectives developed during the strategic planning process.

**The Job Description:** The job description can also provide criterion on which the manager will be appraised. Leadership, responsibility, knowledge, member relations, and employee relations are just some of the areas that the job description can cover. These areas may also be useful in helping the board establish a procedure for manager evaluation.

**Performance Standards:** The most important and most difficult step in evaluating performance is deciding what to measure. Whatever is measured will influence the manager's behavior. The performance standard answers the question, "What will be the measurable outcomes or activities that constitute a job well done?" It is therefore important that the performance appraisal measures the most important dimensions of performance.

Performance standards should follow the duties and functions of the manager as well as personal responsibility and relationships with others. However, they should avoid personal traits and characteristics individual to that person.

Performance standards can involve outcomes (example: return on equity) or actions (example: regularly holds employee meetings). Outcome based measures are preferred when the outcome can be clearly measured. The operational and financial aspects of the manager's job are usually best measured with outcome-based standards. Action based standards are preferred in areas in which the outcome is too difficult or general to measure. For example, it would be preferable to measure the number of newsletter articles written or customer meetings conducted than to subjectively measure how well the manager communicates with members.

Standards can be positive (state the goal to be achieved) or negative (state the situation to be avoided). For example the board may state that grain shrinkage should be kept below 2%. This accomplished the board's goal while giving the manager freedom to manage the grain operations as long as excess shrinkage is avoided.

**Preparing the evaluation instrument:** Many alternate forms of evaluation questionnaires have been developed. There is no single format that is superior. Most evaluation instruments use a rating scale for the majority of the questions. These are often supplemented with open-ended questions that identify areas where the manager excels and areas for improvement.

Some cooperatives attempt to design weighing schemes so that the scores from the individual measures can be summarized into an overall rating. Because this can be a difficult process most

boards use a summary question that provides the overall rating for the manager. A good compromise is to provide summary ratings for each area (marketing, financial, performance, etc.) as well as an overall rating. This helps to avoid situations where the ratings to the individual questions do not appear to correspond to the overall rating.

**The appraisal process :**Most boards use a “sandwich approach” to the appraisal meeting. Under this format the board chair begins by highlighting areas where the manager excels before discussing potential areas for improvement. The interview ends with a discussion of goals for the coming year and areas where the board can assist the manager. This format assures that the process starts and ends on a positive note. Regardless of the format the discussions should cover the following points:

- What is the manager doing well?
- What are the priorities for improvement?
- Why were standards not met? Are these factors under the manager’s control?
- What are the alternatives to correct deficiencies or further improve performance?
- Does there need to be changes in the process or standards for the coming year?

### **3.3. Evaluating effectiveness of medium of communication**

Effective communication is the process of exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose. When we communicate effectively, both the sender and receiver feel satisfied. The appropriate media used selected based on environmental condition like climate, geographic area, transportation, proximity, culture, political, security.

#### **3.3.1. Characteristics of effective communication**

When we talk about the characteristics of effective communication, there are a few mainstay concepts to know:

**Clarity:** If your writing is clear, your reader is much more likely to understand and act on your message. Consider this the ultimate characteristic of effective communication. If, on the other hand, your reader has to wade through irrelevant information or unnecessary jargon, they're probably going to struggle to get through your message. Start with a clear communication goal and use concrete, precise language to get your point across.

**Conciseness:** As George Orwell wrote in his essay "Politics and the English Language," if it is possible to cut a word out, always cut it out. Your goal is to communicate your message as quickly and directly as possible. By doing this, you'll save your reader time and trouble.

**Correctness:** Proper grammar and syntax increase the effectiveness and credibility of your message. Mistakes might affect clarity, create ambiguity, and raise doubts. In addition, the message's information needs to be accurate. Misinformation can derail productivity in the workplace and compound disorganization.

**Completeness:** Effective communication requires the whole picture. Leaving information out can lead to unnecessary guesswork for readers. Comprehensive yet concise messages reduce follow-up questions and prevent delays.

**Coherence:** Coherent communication is logical. Your points should be relevant to your thesis, and the text's tone and flow should be smooth. To make your writing coherent, stick to the topic by keeping each point connected with transition words and phrases. Staying organized will prevent any confusion or misunderstandings. If you need to touch on multiple points in a single message, compartmentalize each one.

**Consideration:** Empathy is a critical pillar of good workplace communication. Before you speak, consider your words and their potential effects on your listener.

**Courtesy:** Being courteous is as much a necessity in a corporate setting as anywhere. Your team is working together to achieve the same goals of success and growth. Inside jokes, insults, or an aggressive tone work against teamwork.

**Concreteness:** A concrete message is tangible, supported by facts for enhanced credibility, and helps your audience better understand what's being conveyed. It also mitigates the risk of misunderstanding, a common struggle in the workplace. Try to include specific examples or explanations.

**Consistency:** Following the tips above will ensure that your communication is effective. Once you’ve improved, however, don’t let your quality slip. Your teams and operations are valuable and should always be treated as such. Effective communication depends on a steady and efficient workflow from everyone.

### 3.3.2. The importance of evaluate communications

- a. **Evaluation improves the effectiveness of your communications:** Developing a smart communication plan is an essential first step. But without a thoughtful evaluation strategy, you have no way of knowing if your plan is working or whether you need to make adjustments. Knowing the effect of your communication activities and fine-tuning those areas that need improvement will help you reach the outcomes you seek.
- b. **Evaluation can help you effectively engage with your audience:** How do you identify and connect with your audiences and ensure that your messages are resonating with them? Evaluation is key. Baseline research conducted at the beginning will help you understand your audiences' priorities and values. Throughout implementation, evaluation can help you find ways to gather feedback from your audiences and learn how they are responding to your messages.
- c. **Situations change – strategies and tactics may need to change as well :** In working to generate social change, you will inevitably face unexpected events, opportunities and threats that affect your work. Evaluation helps you collect valuable information at these critical moments so that you can make tactical and strategic adjustments. It can also help you determine whether your changes are putting you back on the path to success.
- d. **Evaluation helps you allocate resources wisely:** All foundations and nonprofits work with limited human and financial resources. Evaluation can help determine whether your communication investments could be redistributed more effectively to achieve the desired results.

### 3.4. Evaluating the performance of awareness creation process

There are most five critical performance evaluation methods. Using only one of these performance evaluation methods might help an organization merely gain one-sided information while using multiple of these methods to help in obtaining insights from various perspectives, which will be instrumental in forming an unbiased and performance-centric decision.

**1. Self-evaluation:** This is an amazing method to get started with employee reviews. Self-evaluation is when an employee is expected to rate themselves using multiple-choice or open-ended questions by keeping in mind some evaluation criteria. After conducting self-evaluation, the management has an opportunity to fairly assess an employee by considering his/her thoughts about their performance. An organization's management can compare every employee's self-evaluation with the rating his/her manager provides, which makes the performance evaluation process exhaustive and effective. The gap between self-evaluated ratings and the supervisor's ratings can be discussed to maintain a certain level of transparency.

**2. 360-degree employee evaluation:** In this performance evaluation method, an employee is rated in terms of the advancements made by him/her within the team as well as with external teams. Inputs from supervisors of different departments are considered along with evaluation done by direct supervisors and immediate peers too. Thus, in 360-degree feedback, each employee is rated for the job done according to their job description as well as the work done by them in association with other teams.

**3. Graphics rating scale:** This is one of the most widely used performance evaluation methods by supervisors. Numeric or text values corresponding to values from poor to excellent can be used in this scale, and parallel evaluation of multiple team members can be conducted using this graphical scale. Employee skills, expertise, conduct, and other qualities, in comparison to others in a team, can be evaluated. It is important to make each employee understand the value of each entity of the scale in terms of success and failure. This scale should ideally be the same for each employee.

**4. Developmental checklists:** Every organization has a certain roadmap for each employee for their developments as well as exhibited behaviour. This method of maintaining a checklist for development is one of the most straightforward performance evaluation methods. This checklist has several dichotomous questions, answers of which need to be positive. If not, then the employee requires some developmental training in the areas where he/she needs improvement.

**5. Demanding events checklist:** There are events in each employee's career with an organization where he/she has to exhibit immense skill and expertise. An intelligent manager

always tends to keep a demanding events list where employees show good or bad qualities. **The three performance evaluation process is:**

**Step 1:** In most organizations, a performance evaluation process states that an employee's performance is tracked every three and six months, provided, the employee has worked with the organization continually for that tenure. The HR department can send across an online survey for the employees to fill out regarding their satisfaction and engagement levels.

**Step 2:** The employee's immediate manager will decide his/her performance quality after evaluating the yearly performance, conducting an employee engagement survey, and eventually having a face-to-face meeting.

**Step 3:** The feedback received from the online employee satisfaction survey can be kept anonymous. This feedback can be analyzed in real-time from a centralized dashboard. On the basis of the analysis, the manager can prepare further questions for the face-to-face performance evaluation meeting.

### 3.5. Making adjustment/improvement

**1. Improve your problem solving skills:** This concept may seem so simple and easy that many breeze over it. Additionally, when an individual is stressed or in-the-moment, they may not fully consider what it actually means to problem solve. Take a breath, set aside some time to commit to this process, and follow these steps to improve your problem solving ability:

1. Analyze the problem and your goals
2. Generate possible solutions
3. Identify pros and cons of each solution
4. Choose the best solution and create an action plan
5. Implement the solution and review the problem-solving process (make the required changes)

Consider writing the process down and discussing alternative solutions with others. This will offer you a variety of solutions and perspectives on how you can adjust and adapt to meet your goals.

**2. Focus on your values:** Ask yourself what it is that you value – family, friends, religion, creative expression, learning, etc. If we can recognize what we value, we can see that one challenge won't change our identity, and it may give us a better perspective to say that it is okay to embrace the change to come.

**3. Don't forget about self-care:** Self-care does not solely mean some dimly lit candles around a bubble bath. Self-care also includes things we do to improve our mental, emotional and physical health. Practicing self-care can help reduce stress and help us deal with everyday issues. For example, going for a run outside, nature walks, yoga, journaling, or reading.

**4. Celebrate the small wins:** When we are bombarded with change, it can be easy to focus on the negative things. However, we need to give ourselves some compassion and recognize the positives in these experiences. Start a gratitude journal or a “done list” to track all the small wins to remind you of what's been going right. Show some self-compassion because we know that change isn't easy, and we need to celebrate when things are going well – even if it's saying that you tried something different today.

**5. Remember that we are better together:** Try involving others into your process of adjusting and adapting. Although connecting with someone may look different now, we can still help support one another in this journey. **Here are the ways to improve change within your organization**

**1. Remember the why:** Always remind yourself why the change you're making is necessary. What value does it add? If you understand the why, you'll be able to communicate the change clearly to others.

**2. Empathize:** Put yourself in the shoes of those impacted by the change. Talk to them, understand their feelings, thoughts, worries. Put them first and really listen.

**3. Involve everyone from the get-go.** Give people a voice and allow them to have a say before final decisions are made.

**4. Be open and transparent:** Make sure the communications you send are not boring, process driven ‘business speak’. If you're open, honest and transparent, you'll gain the trust of all those involved.

**5. Hold open discussions:** Don't just focus on the what, help people understand the why of change. With a greater understanding and space for discussions and feedback, you'll connect with people on a more human level.

**6. Keep your door open:** Don't send out communications with phrases like 'we've an open-door policy' and 'our door is always open'—OPEN IT! Invite people in for discussions. Let them know they have a voice and can influence the outcome.

**7. Provide useful information:** Before sending out communications, ask yourself, "is it useful... relevant... accurate... up-to-date?" Provide a clear viewpoint. Keep asking yourself what you really want to communicate.

**8. Remember, actions speak louder than words:** Don't just say it, actually make things happen, show you've listened by putting people's suggestions into actions.

**9. Celebrate small victories along the way:** Celebrating small victories along the way will help your team stay motivated, and it will remind them of the overall goal.

**10. Mistakes are good, it means you're human:** Just ensure you're taking note of where things went wrong. This will help you improve going forward.

### **Principles of improvement:-**

**Principle1:** Improvements are based on small changes rather than major paradigm shifts or new inventions

This concept is essential because significant changes often feel frightening and destabilizing to organizations. By approaching change in small, incremental steps, the continuous improvement model reduces the fear factor and increases speed to improvement. When following this principle, the organization does not need to wait for a strategic shift or a new product release to begin to advance.

Any idea that eliminates waste speeds production times, reduces defects, or allows employees to develop new skills, is worth exploring. In addition, this approach opens the door to consider small-scale proposals to improve processes and enable employees to do their best work.

The continuous improvement model relies greatly on employees, not only top management, to identify opportunities for improvement. This bottom-up improvement is effective because employees are closest to the problems and thus better equipped to solve them.

**Principle 1** - Employee ideas are valuable: The continuous improvement model relies greatly on employees, not only top management, to identify opportunities for improvement. This bottom-up improvement is effective because employees are closest to the problems and thus better equipped to solve them.

**Principle 4** - Employees take ownership and are involved in improvement: Getting people to change the way they've always done things is hard. Do you know what makes it easier? Rolling out changes that originated from the front lines. When people come up with ideas to improve their own work, they intrinsically see the value of the changes. Knowing that improvements come from their peers inspires faith in the necessity of the changes.

**Principle 3** - Incremental improvements are typically inexpensive to implement: Employees tend to focus on small changes that can be accomplished without a lot of expense. In fact, many ideas from employees involve eliminating process steps rather than adding them, which is an excellent way to ensure that every activity adds some value to the customer and reduces wasted effort.

**Principle 5** -Improvement is reflective: Constant feedback is an essential aspect of the continuous improvement model. During every phase of executing an improvement, open communication is critical to both the final results of the improvement and the maintenance of employee engagement.

**Principle 6** - Improvement is measurable and potentially repeatable: It is not enough to simply make a change and call it an improvement. To achieve real success, the impact of change must be measured. This makes it possible to determine if the change can be applied successfully to other problems. Proving positive ROI also helps keep the organization aligned around improvement.

Self-Check – 2	Written test
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Name..... ID..... Date.....

**Directions:** Answer all the questions listed below. Time allowed: 15mnt.

Part I: Choose the best answer from the given alternatives (25 point)

- Which one of the following is correct statement about constructive feedback?
  - It will guide, motivates, and reinforces effective behaviors
  - It will reduce or stops ineffective behaviors.
  - It will increase or go on with ineffective behaviors
  - Constructive behaviour is the opposite of destructive behaviours
- Which one of these methods is the fastest way to collect feedback data?
  - Online
  - Personal
  - Phone
  - Postal
- Which one of these methods is the most expensive way to collect data per respondent?
  - Online
  - Personal
  - Phone
  - Postal
- Which one of these methods has the highest response rate?
  - Online
  - Personal
  - Phone
  - Postal
- In circular communication, the encoder becomes a decoder when there is \_\_\_\_
  - Noise
  - Audience
  - Criticality
  - Feedback
- In the class room, the teacher sends the message either word or images. The student really \_\_\_\_
  - Encoders
  - Decoders
  - Agitators
  - Propagators

7. \_\_\_\_\_ is not one of the 7 C's of communication:
- A. Conciseness** **C. Clarity**  
**B. Character** **D. Correctness**
8. Which **one is not** the keys to an effective evaluation
- A. Plan Ahead** **D. Preparing the Evaluation Instrument**  
**B. The Job Description** **E. None of the above**  
**C. Performance Standards**
9. Which **one is not** the effective characteristic of communication?
- A. Conciseness** **D. Courtesy**  
**B. Coherence** **E. None of the above**  
**C. Concreteness**

Part II: Matching

Answer	Column "A"		Column "B"	
	S/NO.		S/NO.	
	1	Feedback through emails	A	Feedback through surveys
	2	Feedback through surveys	B	A qualitative method of getting customer feedback
	3	Feedback through focus groups	C	Feedbacks on social media accounts, websites, videos
	4	Feedback through digital channels	D	Feedback <b>through follow-up emails</b>
			E	Feedback through user testing
			F	Feedback through Live interviews
			G	Feedback on un - moderated testing

**Note: Satisfactory rating - 20 points      Unsatisfactory - below 20 points**

You can ask you teacher for the copy of the correct answers.

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