

Managing Farm Personnel

An In-Service Workshop for Extension Agents and Specialists

April 23 - 25, 1990



***Kansas City
Hilton Airport Plaza Inn***

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MANAGING FARM PERSONNEL

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MANAGING FARM PERSONNEL

An In-Service Workshop for Extension Agents and Specialists

**Kansas City Hilton Airport Plaza Inn
April 23-25, 1990**

**Sponsored by
North Central Farm Management Extension Committee**

Goal

The general goal of this workshop is to improve the competency of extension personnel in conducting education programs in personnel management for managers of farm businesses.

Specific Objectives

- 1. Increase sensitivity to the importance of farm human resource planning, organizational structure, personnel management and family/business interactions**
- 2. Improve knowledge of personnel management functions, skills and tools**
- 3. Provide participants opportunity to exchange farm personnel program ideas and experiences**
- 4. Introduce participants to available personnel management teaching aids and model lesson plans**

PROGRAM

April 23 - Day 1

1:00 Welcome and introduction of the workshop

1:15 Farm Personnel Management:

In the context of farm human resources, management functions, organizational development and structure, and manager stress

As a critical factor in farm business profitability and continuity

As an extension education opportunity and responsibility

In planning farm management extension programs

**Speaker: Robert Milligan
Cornell University**

2:15 Assessing the Farm Labor Environment

External conditions including the farm economy, trends in the labor force, labor market conditions and government intervention

Internal conditions including multi-generational management teams, farm organizational structure, the nature of work, dual career farm families, job analysis and technology

**Speaker: Bernie Erven
Ohio State University**

3:15 Break

3:30 Farmers as Labor Managers and "Tone Setters"

Leadership

Theory X - Theory Y

Organizational culture

**Speaker: Al Shapley
Michigan State University**

4:15 Personnel Planning

Setting human resource objectives

The personnel planning process

The role of job analysis and descriptions

Scheduling work

**Speaker: Ken Thomas
University of Minnesota**

5:00 Interaction with afternoon speakers

5:30 Dinner on your own

8:00 Farm labor case - demonstration of a teaching tool

The case method

Farm case presentation

Discussion of the case

**Discussion Leader: Bernie Erven
Ohio State University**

April 24 - Day 2

8:00 Interpersonal Skills in Personnel Management

Communication

Listening

Conducting meetings

Family/business integration

**Speaker: Jerry Robinson
University of Illinois**

10:00 Break

10:30 Organizing the Farm Business

Organizational structure

Organizational charts

Family/business interface

**Speaker: Robert Milligan
Cornell University**

11:15 Recruitment and Hiring

Building a pool of applicants

Interviewing

Employee selection

**Speaker: Al Shapley
Michigan State University**

12:15 Lunch

1:30 Training

Content of training

Conditions that facilitate learning

Training process

**Speaker: Bernie Erven
 Ohio State University**

2:30 Motivating People

Motivation theory

Actions that motivate

**Speaker: Al Shapley
 Michigan State University**

3:00 Break

3:30 Managing Conflict

Good and bad sides of conflict

Conflict management styles

Deciding on a strategy

**Speaker: Robert Milligan
 Cornell University**

4:15 **Dealing One-On-One When Things Go Wrong**

The inevitability of things going wrong

Need for a supervisory response

Understanding implications of various responses

Speaker: Howard Rosenberg
 University of California, Berkeley

5:15 **Dinner on your own**

April 25 - Day 3

8:00 **Labor Laws and Regulations**

Extension's roles

Attitudes about laws and regulations

Key employer and employee provisions of Federal laws and regulations

Resource materials

Speaker: Al Shapley
 Michigan State University

9:00 **Plans for North Central Region Farm Labor Extension Programs**
 Discussion Leader: Ken Thomas
 University of Minnesota

11:30 **Adjourn**

A CONCEPTUAL FRAMEWORK FOR THE MANAGEMENT OF FARM BUSINESSES

Robert A. Milligan and Guy K. Hutt

Numerous articles have appeared in the agriculture economics literature formulating a conceptual framework for the marketing of agricultural products, resource economics and agricultural policy (Carman and de Janvry, French, Just, Kofi, Saliba, Vantreese, Vitaliano, Wohlgenant 1984, Wohlgenant 1989; and Wong). Similar articles have not, however, appeared to formulate a conceptual framework for the management of agricultural businesses. One possible reason for this contrast is that the development of a conceptual framework for farm management requires a broader disciplinary base than economics. In this paper we develop a conceptual framework for the management of farm and other agricultural businesses that utilize the management literature while recognizing the nature of farm businesses.

REVIEW OF MANAGEMENT LITERATURE

Records show that the desire to understand how to best organize and control trade and activities has been with us as early as ancient Rome when Diocletian implemented changes in the Roman hierarchy in an attempt to manage more effectively. Also, the Roman Catholic Church began compulsory staff service and staff independence to improve the decision making process of the Church (Mooney and Reiley) . Despite these early trials with management, the field of management did not get off the ground until the intense, production-oriented times of the industrial revolution.

The first recognized management school of thought is known as the Quantitative or Scientific Management School which arose to find the most scientific, rational principles for handling people, machines, material and money. The objective of this school was to increase output and productivity per person by making work easy to perform. Attention to the needs of workers was minimal. Workers were considered only the additions to machines that were necessary to make them run. An engineer, Frederick W. Taylor, is often considered the father of scientific management. His major contribution was to define the concept of a task as a specific set of activities that instruct a laborer what to do, how to do it and the time frame in which to accomplish it. Taylor's philosophies about consistently maximizing output led to the development of time and motion studies.

Taylor also began scientific decision-making processes and cost accounting (Taylor).

The second major school of management thought is called the process school or classical school and is based on the work of Henri Fayol, who is thought of as the father of modern management theory. Fayol first introduced the administrative operations of planning, organization, command, coordination and control. Fayol was the first to suggest that management could be taught in a scholastic setting, using a conceptual framework with principals derived from research and experience. Fayol's original fourteen principals of management included such familiar ones as division of work, authority and responsibility, unity of command, subordination of individual interests to the common good, centralization, hierarchy, and esprit de corps (Fayol).

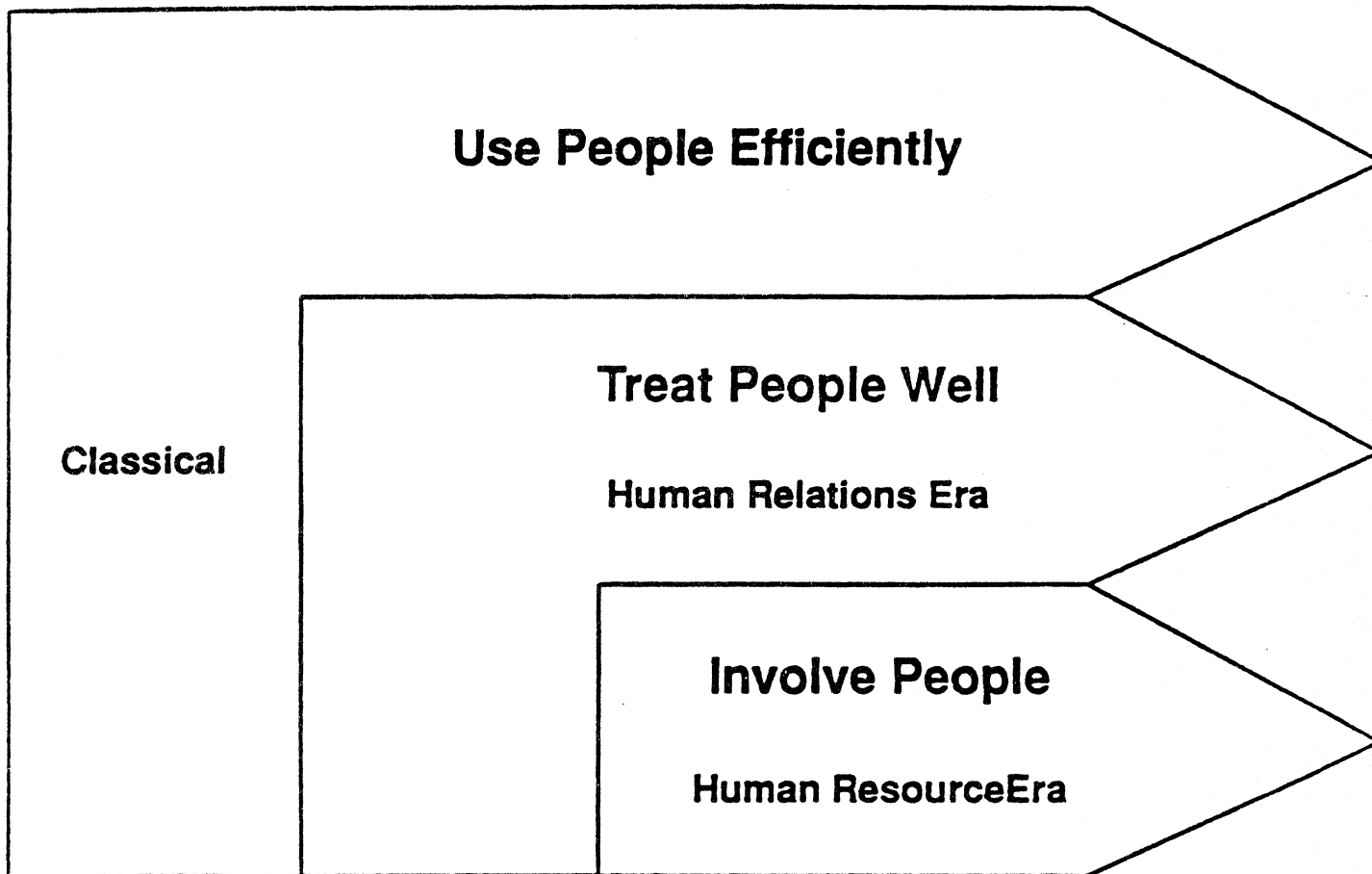
The final, major school of management is the behavioral school, which is commonly divided into two branches: 1) individual behavior or the interpersonal perspective and 2) group behavior or the social system perspective. Contributions to this school have come from the social sciences including psychology, sociology, anthropology, social psychology, and industrial psychology. The behavioral school deals with such topics as motivation, leadership, personality, style, behavior, teams, power and authority. The beginnings of this school can be traced to Elton Mayo, whose work is associated with early inquiries into the behavior of people in the work place. Mayo's Hawthorne studies were landmark studies within the field of management (Greenwood, Bolton, and Greenwood). This research showed that supervisory style effected worker output; workers changed their behavior when they were aware that they were being watched.

As the study of management progressed, not only schools of management, but philosophies of management developed. These philosophies establish relationships between technologies, material things and people. The illustrated philosophical time line (Figure 1) shows that each management philosophy is built upon the ones that have come before it. (Hodgetts).

The classical philosophy draws primarily from the quantitative school, considering people merely an input into the productive function. Therefore, it has no managerial conceptual framework. The human relations philosophy recognizes that people are a unique input and emphasizes how people are treated by an organization.

Figure 1

Management Philosophy TIME LINE



The human resource management philosophy asserts that management means full participation in delivering the organization's objectives and in the development of personnel including oneself. This philosophy began with Mayo's observations. The first significant research about human organizations was conducted by Chester I. Barnard, whose work explored the concept that the manager created and maintained an organization's complex communications system. Barnard's theory is called the acceptance theory of authority and features "zones of indifference" or that range of activities over which an employee readily grants authority (Barnard). This philosophy developed as the failure of the human relations philosophy to develop people to their capacity became apparent.

The contributions of each of these schools and philosophies can not be understated; they form the basis of modern management on which the operation of many businesses—including farms—are based. Each of these schools of thought adds to the overall understanding of management and suggests further areas for research and study. Each of the schools also has its short coming.

The quantitative school, with its emphasis on mathematical models and processes such as linear programming and games theory, leans heavily on economic effectiveness criteria and stresses the importance of goals and performance. This approach is criticized for only contributing a group of management tools, rather than a conceptual framework and also for failing to recognize the importance of people in management (Terry). This school does not provide enough emphasis on the general management of businesses, instead concentrating on narrow, operational problems.

The process school provides a model for separating and clearly defining functions and activities, a first step to evaluating newly implemented managerial techniques and to developing new principles. In this way, principles such as the primacy of planning and the exception principle can be tested and observed for validation. The process school offered structure to the study of management when management study was new and undefined. Today, the tenets of the process school are criticized for being too rigid to adapt to the unique scenarios of individuals businesses (Fayol).

The behavioral school stresses the observation of behavior on which to base understanding. This school is often criticized for not being scientific or quantitative enough in its approach (Koontz and O'Donnell).

CONCEPTUAL FRAMEWORK FOR FARM MANAGEMENT

The concepts and application of farm management to this time have drawn almost exclusively on the quantitative school. The results have been a narrow view of management with almost exclusive emphasis on record keeping and decision making. This narrow view with its emphasis on the technical has inhibited the development of human relations and human resource management philosophies in the farm community. The basis of our conceptual framework of management is the following management definition (Milligan and Hutt, p.8):

“Determining what must be done and achieving results through the efforts of oneself and other people. Management is planning, organizing, staffing, directing, and controlling the business resources toward the accomplishment of established goals.”

Three aspects of this definition are critical to an understanding of the conceptual framework. The first is that management of people is principally and dynamically linked with production, technology, and economics and, therefore, must be the focus of management. The second is that the integrated functions of management provide a structure for dealing with all aspects of management. This comprehensive view is lacking in the quantitative school alone. The dominant importance of specifying and attaining objectives and goals in the third critical aspect. A discussion of each aspect follows.

People are the focus of management in our conceptual framework. Management must first deal with people, including oneself. These people then work with animals, crops, etc. This is in contrast to focusing primary concern with the management of things (animals, crops, etc.). This can be illustrated by an example of analyzing why a herd of cows is thin. The usual answers — cows are not receiving enough feed, the ration is not balanced, forages are of poor quality — are technical. If one continues to ask “why,” answers relating to management are detected:

- No one has devised a feeding plan.
- No one is monitoring the cows intake.
- There is no one responsible for feeding.
- The individual balancing the ration is not capable.
- No one has told the feeder how often to feed the cows.

These management answers are people oriented and are more amenable to a long term solution at the root of management cause rather than the technical surface issue.

Secondly, the definition provides a structure to management by focusing on the functions involved in management. In our structure, a management diagnosis and definition of a problem always involves one of the five functions. The management solutions delineated above involve planning, controlling, organizing, staffing, and directing respectively. These functions serve as a job

description for the farm manager. As here defined, they strive to create a useful unified framework for management combining the different schools and philosophies of management into a comprehensive logical structure.

The five functions of as outlined in the management wheel (Figure 2; Milligan and Hutt, Hutt, et al) are:

Planning is the ongoing process of developing the farm business' mission, objectives, goals and detailed tactics which will clearly focus activities toward the most productive and rewarding ends. Planning also involves the process of problem solving which includes decision making.

Organizing is establishing an internal framework for the farm business. This structure clearly defines the roles and activities required of people in order to meet the objectives of the farm business. The manager must decide the positions to be filled and the duties, responsibilities, and authority attached to each one. Organizing also includes the coordination of efforts among people and enterprises.

Staffing is recruiting, hiring, training, evaluation, and compensating oneself and other people. This includes finding the right person for each job and keeping manned the positions required by the organizational framework.

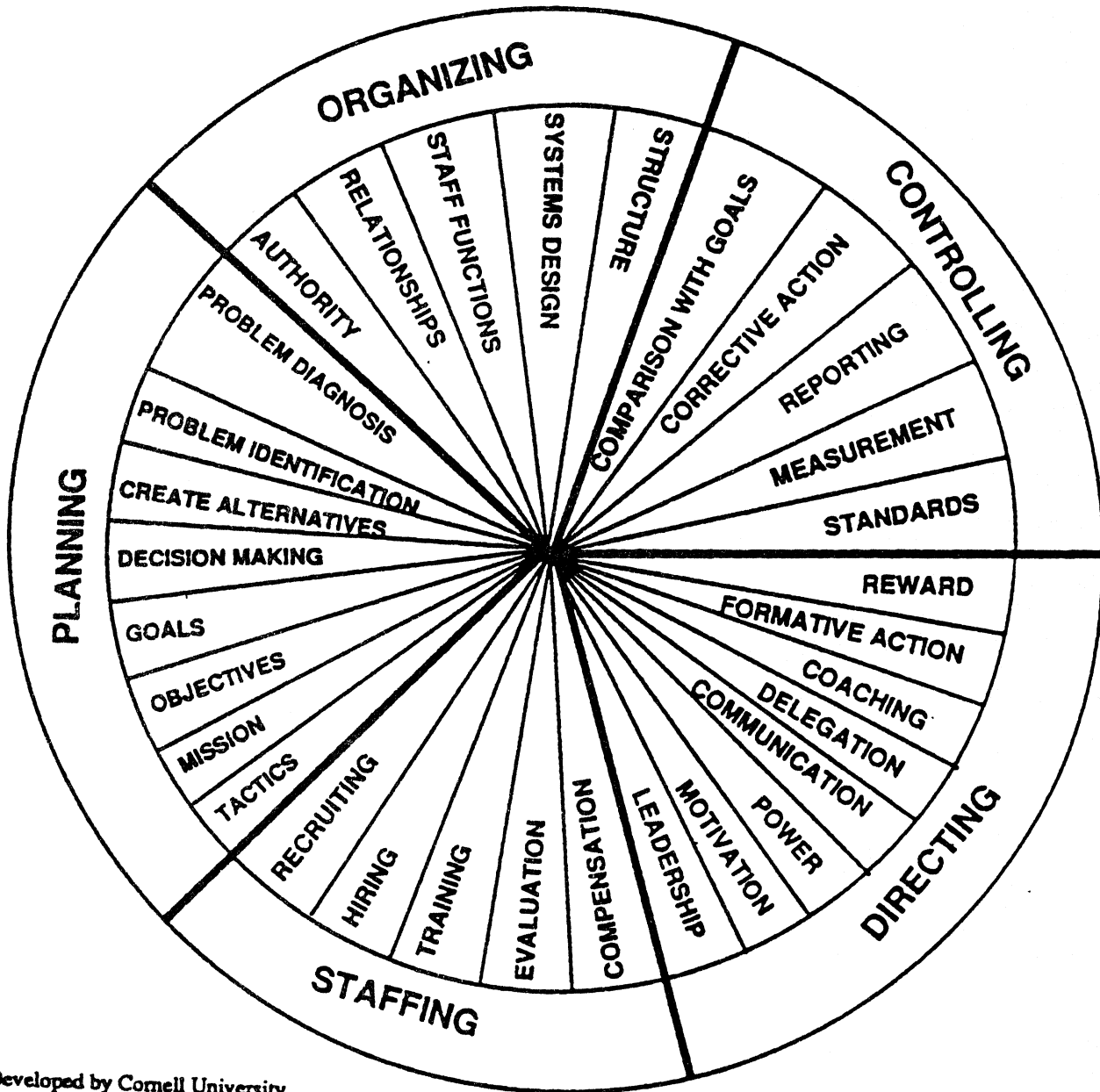
Directing is leading, coaching, delegating and motivating oneself and other people. Directing involves communicating with people enthusiastically carry out their roles in the organization.

Controlling is measuring and reporting actual performance at prescribed intervals, comparing that performance to set standards, and taking appropriate corrective actions when events are not conforming to plans.

The third important aspect of the definition is the critical importance of objectives and goals. Objectives and goals are necessary to provide direction and motivation and to provide satisfaction through accomplishment. Successful execution of the management function will result in specification of objectives and goals with each member of the business motivated to achieve the objectives and goals.

Figure 2

FUNCTIONS OF THE FARM MANAGER



Developed by Cornell University
by Guy K. Hutt
PRO-DAIRY

The conceptual framework as delineated by the management definition, the five functions, and the farm management wheel is derived primarily but not completely from the process school of management. Aspects of the quantitative school are incorporated in the planning function, and behavioral school topics predominate in the directing function.

This definition of management also facilitates an understanding of management activities. Traditionally management activities have been “not labor”; a description not conducive to conveying an understanding of management. Utilizing the above definition, a management activity is any activity involving one of the management functions; labor activities become the residual.

To complete an integrated and clear description of a farm manager’s functions and attending philosophy, it may be further instructive to illustrate how the functions relate to different aspects of the business. The two principal aspects of the business addressed are the human aspect and the technical production aspects. Nothing can be produced unless people act upon things. Both aspects of the farm must be managed together in harmony for efficiency and focused productivity to occur. Prior to this time our quantitative approach to farm management has left people out of the equation.

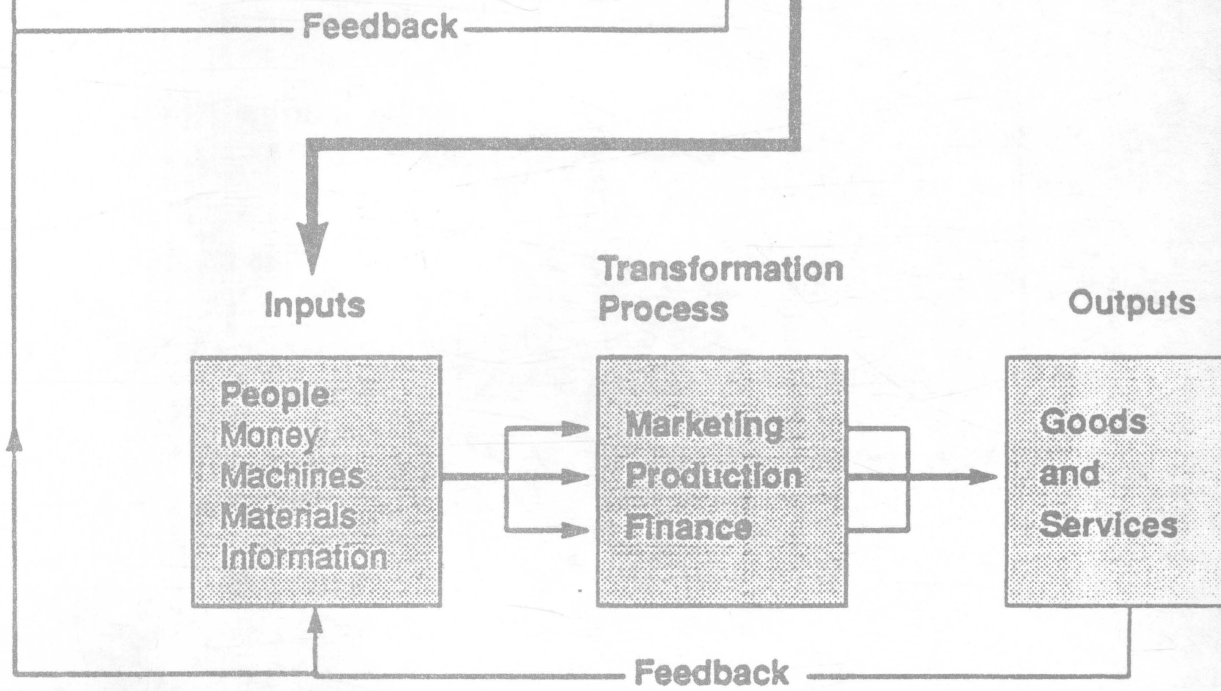
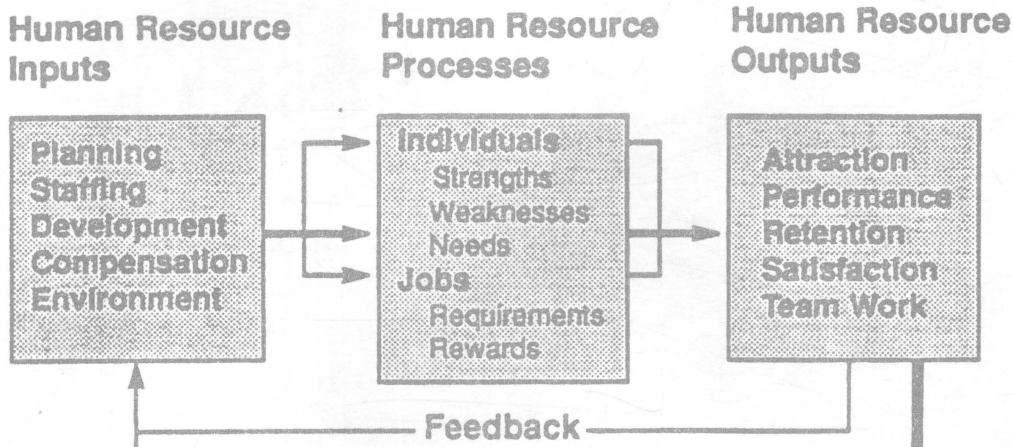
You cannot manage technology and production alone without managing the all important human resource. This warrants special consideration and attention as it is the most critical resource for any enterprise.

The lower portion of (Figure 3) depicts a simple process model of production. Our past research and extension efforts have focused almost totally on this model with our conception and understanding of management limited to a rather vague activity only defined as not labor and often confused with record keeping and accounting.

The upper portion of the figure is a process model of human resource management. The human resource inputs are subjected to human resource processes that are influenced by strengths, weaknesses, needs, etc, of the individual and requirements and rewards of the job. The results a human resource outputs are attraction, performance, retention, satisfaction, team work, etc. of farm personnel.

Figure 3

Human Resource Management Process



Operations Management Process

The complete production process model (Figure 3) then places the emphasis on the human resource as primary in meeting the objectives of production. In this conception human resource management is viewed as the application of management to the human resource process in order that the outcomes of that process would become a resource to be utilized in the marketing, production, and finance processes that produce goods and services. In practice these processes occur dynamically and are difficult to separate.

AN EXTENSION PROGRAM UTILIZING THE CONCEPTUAL FRAMEWORK

In March 1988 New York State funded an Extension program to improve the competitive position of the New York State dairy industry. The conceptual framework of management developed in this paper has been utilized to develop an eight course curriculum (Hutt and Milligan, Hutt and Telega) to teach management to dairy farm managers and agribusiness professionals.

In the two years the curriculum has been offered approximately 1800 participants have enrolled in one or more courses. The response has been very positive especially from agribusiness professionals. Most of the courses have been sponsored by one or more agribusiness professionals meaning that they recruited the participants, paid the fees, and/or provided facilities, meals, etc. Many graduates report that these courses have radically altered the way they approach the management of their farm business.

CONCLUSION

Farm management research, extension, and teaching programs have traditionally relied almost exclusively on economics as a disciplinary base. The result has been an orientation almost exclusively to record-keeping and decision-making. In management science terms, farm management has utilized the quantitative school of management. In the management literature, the quantitative school is considered to be very limiting (Hodgetts). It is the author observation that may farm managers have also recognized the limitations of the quantitative school of management.

In this paper we present a conceptual framework for farm management that recognized the breadth and power of management, and that provides definition to

management. From this framework management hypotheses can be developed and researched and extension programs developed that will dramatically increase the management capability of the farm sector. The use of this framework in an extension program for dairy farm managers in New York is illustrating this potential.

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EXTERNAL FACTORS AFFECTING FARM LABOR EMPLOYMENT

Bernard L. Erven

As the overview of human resource management and discussion of the organizing function of management have made clear, there are many things that can be directly affected by farm labor managers. These factors internal to the farm are to a large extent controllable by management. In contrast, other factors external to the farm are only indirectly or in some cases not at all controllable by management. These external factors do affect human resource decisions and the employer-employee relationship and so must be considered in the development of a human resource plan.

Economic Conditions

The profitability of a farm directly affects human resource practices of that farm but in turn, human resource practices directly affect profitability. An unprofitable farm is unlikely to implement costly benefit packages. Economic losses may even lead to lower wages and benefits.

Internal factors have great impact on but do not totally control profitability. General economic and business conditions as well as economic conditions for a particular farm sector affect profitability. Examples of external economic conditions affecting profitability include interest rates, prices paid and received, land values, and taxes.

Relatively strong economic conditions and sustained economic growth in recent years have played an important role in keeping unemployment rates relatively low. With these low unemployment rates, wage rates have steadily increased causing employers to pay more attention to labor productivity and to look for opportunities to substitute capital for labor.

Labor Markets

The term labor market covers the many factors affecting labor demand and supply. From the individual farm standpoint, the numbers and types of employees needed year-around and seasonally make up its demand for labor. This demand is further broken down through job design to necessary knowledge, skills and

abilities, part-time and full-time, time periods during the year, and levels of compensation.

What individuals offer to employers makes up labor supply. Supply is further described by the knowledge, skills and abilities people offer, periods during which people are willing and able to work, and compensation necessary to hire their services.

The relationship between demand and supply at the individual employer level determines relative difficulty in filling positions. The urgency associated with recruitment and hiring increases as labor markets become tighter, i.e., the match between demand and supply becomes less favorable from the employer's standpoint and potential employees have increasing choice.

Some recent trends in labor supply have important implications for farm employers. By the year 2000, the growth in demand for labor is expected to substantially exceed the *increase in supply*. The supply of labor will grow slowly, becoming older, more female, and more disadvantaged. Only about 15 percent of the new entrants to the labor force in the 1990s will be native white males, compared to 47 percent of the labor force in that category in 1987. (Johnston) The decline in birth rates during the 1960s and 1970s is contributing to an increasing average age of workers. The labor force participation of women has changed. They are increasingly likely to enter the labor force and more likely to remain in the labor force during childbearing years. Older workers are retiring from their full-time jobs at earlier ages. Older workers in declining occupations or industries are more likely to face unemployment and the duration of their unemployment is likely to be longer than for younger workers in growing industries or with more flexible skills. These and other trends suggest that farm employers may increasingly resort to part-time employment of housewives, teenagers, moon lighters and semi-retired persons.

The cost of labor has been increasing at about 3-4 percent per year, i.e., at about the inflation rate or less. During the next ten years, the tight labor markets are likely to cause wage rates and the cost of benefits to increase at rates above inflation.

Some other trends apparent in the 1980s and in some cases before continue into the 1990s. The number of commercial farms and number of children raised on commercial farms are decreasing. Young farm people and their parents are often

pessimistic about opportunities in agriculture. Enrollments in post-high school agricultural education programs are declining. Farm people have off-farm employment opportunities during tight labor market times. The result is farm employers being less and less likely to find new employees with strong farm backgrounds matching specific farm job descriptions, e.g., an applicant for a field foreman position on a vegetable farm who grew up on a vegetable farm or an applicant for a milker position who grew up on a dairy farm. More careful recruitment and selection, and more emphasis on training after hiring are obvious implications for farm employers.

Immigration is an important and uncertain labor supply factor. Immigration is currently accounting for as much as one-fourth or more of the annual growth of the U.S. labor force. Public policy is at the heart of the immigration unknown. Millions of people around the world seek ways to immigrate to the United States. Our public policy controls the flow. By the end of the century, labor force growth could be made up almost entirely of migrants. (Briggs) Immigration policy could prevent people entering who are qualified only for service and low skilled jobs. On the other hand, such people could immigrate and be available for farm, service and manufacturing jobs. An open borders approach to immigration would quickly remove the concern about availability of people for such jobs. It is not at all clear that such an immigration policy would be in the long-run interest of agriculture given its image of farm jobs as being undesirable and unattractive to skilled workers or potentially skilled workers. More generally, our current adult illiteracy problem suggests immigration which increases the pool of unskilled and poorly educated workers would work to the disadvantage of the existing pool of workers competing for a decreasing number of jobs available to them.

For farm employers, labor market factors are often highly localized. The U.S. unemployment rate or New York unemployment rate may be of almost no significance to a farm employer with one full-time or five part-time positions to fill. The dominant factor may be a local employer expanding a plant and advertising for 100 positions at a rate \$2.00 more per hour than what the farm employer was intending to pay.

Labor Laws and Regulations

Both federal and state governments have enacted a wide variety of laws and regulations affecting farm employers and employees. Coverage of farm employers

and employees by these laws is highly irregular. The criteria by which coverage is determined varies law to law and between federal and state laws and regulations. No single government agency is available to provide information to employers and employees. Responsibility for administration and enforcement is spread by law among many federal and state agencies.

Most of the laws and regulations are consistent with good human resource management practices and/or are consistent with important national or state human resource goals.

Historically, farmers and farm organizations have often opposed uniform coverage of farm and non-farm workers. Pleas of “we are different” and “we can not afford the higher costs coverage would bring” have been effective in gaining different laws and regulations for farm employment. Increasingly, there is recognition that the differences in coverage may be working to the long-run disadvantage rather than advantage of farm employers. Less inclusive coverage of farm employment possibly sends a message to potential employees that human resources are less valued in farm than non-farm employment.

A recent publication of Cornell Cooperative Extension entitled Farm Labor Regulations demonstrates the extent and diversity of the laws and regulations affecting farm employment. The sections of this 28 page publication listed in the table of contents are:

TAXES	Social Security Federal Income Tax State Income Tax
WAGES	Federal Wage-Hour Law New York State Minimum Wage Standards New York State’s wage Reporting System
INSURANCE	Workers’ Compensation Insurance Disability Benefits Unemployment Insurance
SAFETY AND HEALTH	Occupational Safety and Health Act Hazardous Substances

OSHA Hazard Communication Standard
 Certification of Pesticide Applicators
 Respirators and Gas Masks Approved for Pesticides

**MIGRANT
 WORKERS** Registration of Farm Labor Contractors
 Migrant Camps and Commissaries
 Minimum Wage and Wage Statements
 Employer Liability

**YOUTH
 EMPLOYMENT** Minimum Age for Employment
 Prohibited Occupations
 Workers' Compensation Insurance
 Lawn and Garden Work
 Working Papers

There have been few significant changes in farm labor laws and regulations in recent years. One change made late in 1989 increased the federal minimum wage from \$3.35 per hour to \$3.80 per hour beginning April 1, 1990. A subsequent increase effective April 1, 1991 will increase the minimum wage to \$4.25. This increase in the minimum wage illustrates the importance external factors can have on personnel practices. Even though many farm employers are already paying more than the required minimum wage, the increase in the required minimum can have a ripple effect resulting in increases for higher paid hourly workers and their supervisors.

Image of Agricultural Employment

Non-farm people usually tend to hold a positive impression of farmers and farm families but a negative impression of farms as a place to work. Farm jobs often require 60 or more hours of work per week, require work on weekends, offer few days vacation, have lower wages and benefits than non-farm jobs with similar skill and education requirements, have accident rates considerably higher than practically every non-farm job, and offer little opportunity for advancement without changing employers. Positive factors often remain unknown. The list of positive factors can be quite attractive including working with living things, working outdoors, working with complex machinery, using sophisticated technology, varied work from season to season, having responsibility and little risk of unemployment.

Individual farm employers can do little about the generally negative images of farm employment. They can show potential employees why and how a specific job on a particular farm does not fit the stereotype of farm employment.

Personnel Practices of Other Employers

The personnel practices of neighboring farms and other employers are an external factor beyond the control of an individual employer. In a tight labor market, potential employees can be expected to explore their employment alternatives. Farm employers reputed to provide excellent working conditions, a positive environment in which to work, opportunity to learn useful skills, and attractive wage and benefit packages provide stiff compensation in hiring.

Labor management practices on farms are likely to improve dramatically in the next ten years. Employers not improving will be at an increasing disadvantage in competing for new people and in keeping their best employees.

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TWO THEORIES RELATIVE TO MANAGING PEOPLE

Theory X is based on the following assumptions:

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security above all.

Theory Y is based on the following assumptions:

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under today's conditions, the intellectual potentialities of the average human being are only partially utilized.

Source: McGregor, Douglas. The Human Side of Management, McGraw-Hill Book Co., New York 1960.

DELEGATING AUTHORITY

We know that people respond positively to being given responsibility if they are confident they can handle the job. We also know that most of us enjoy the feeling of power that comes from being in charge of some aspect of a business. When an employee enjoys the work, and/or responds positively to responsibility, the quantity and quality of work are enhanced.

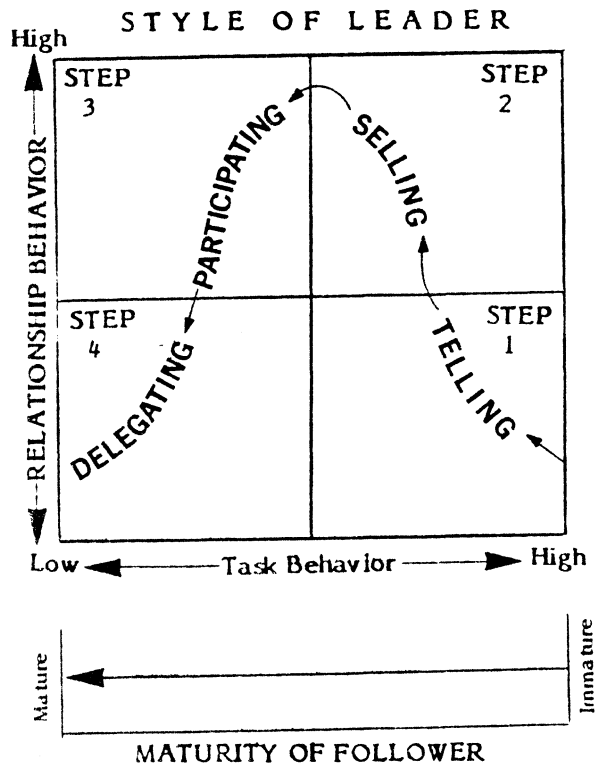
Paul Hersey and Kenneth Blanchard of the Center For Leadership Studies have developed a "Situational Leadership" model that illustrates how to effectively lead an employee or follower to a position of authority. The model is simple and straightforward. However, if any of the four steps are skipped or passed through too quickly, problems will arise. ^{1/}

Step 1-Telling - When you first begin to work an employee into a new area of responsibility, you must tell them what to do. You are very much involved in the job yourself and your relationship with the employee is one of primarily teacher-student and involves considerable one-way communication.

Step 2-Selling - As the employee or follower advances in competence and confidence, you begin to involve him or her in decisions; to "buy into" the responsibility. Now your relationship with the employee is becoming one of sharing in decisions.

Step 3-Participating - As you progress through this stage, the employee shoulders the majority of the responsibility and you are shifting from selling the person on taking responsibility to participating as needed.

Step 4-Delegating - The employee (follower) now has the knowledge and the confidence to take on the responsibility completely. You are there to give support when needed and to evaluate performance. You have turned over the authority to the follower and, therefore, are freed to carry out other management tasks.



^{1/} **Source:** Hersey and Blanchard. "Management of Organizational Behavior: Utilizing Human Resources," 3rd Edition.

EXAMPLES OF DELEGATING AUTHORITY Using the Situational Leadership Model

From Picker To Orchard Supervisor

Marie has been picking apples on your farm for 5 years. You feel she is a natural leader and it is obvious she has the respect of the other workers. You feel you must relieve yourself of supervising in the orchard if you are to effectively manage this farm.

Step 1 TELLING - You inform Marie of your decision to promote her to orchard supervisor. She is pleased and scared at the same time. You tell her you will work with her until she feels comfortable in her new role. You then give her some tasks such as visiting with pickers about what we might do to make their jobs easier, and you offer training tips where it appears to be needed.

Step 2 SELLING - You visit with Marie about decisions you are making, how and why you handled a particular problem in a particular way. Encourage her to make suggestions and ask questions.

Step 3 PARTICIPATING - She supervises in the morning and you supervise in the afternoon or you in one orchard and she in another. Then compare notes, including feedback from the workers.

Step 4 DELEGATING - You turn the job over to her, support her if she asks for it, and check with her at staff meetings. At the end of the season, review her performance with her.

From Milker To Herdsman

Your herdsman just left to start farming on his own. You decide to promote Joe, one of the milkers that has been with you for some time, to herdsman.

Step 1 TELLING - You inform Joe of your decision. He is pleased but worried that he may not be able to handle the job. You assure him and let him know you will help him as long as he needs you. You then train him to do one of the tasks (such as keeping the breeding records) and monitor his progress.

Step 2 SELLING - You discuss with Joe how and why you make certain decisions. He may be concerned about supervising older milkers, but you assure him of your support and how he might approach such a problem (he may see fewer problems when you point out how much of supervision is supporting and affirming those supervised).

Step 3 PARTICIPATING - You and Joe share the various herdsman tasks and decisions with considerable two-way communication.

Step 4 DELEGATING - Joe takes full responsibility. You are available if and when he needs your support. You review his performance with him and discuss relevant issues at staff meetings. You are relieved of herdsman responsibilities.

DEVELOPING TRUST

High trust is essential to work effectively with people. Marriages and families that are built on mutual trust flourish. A farm partnership is apt to be more successful than a single operator with employees because the partners trust one another while the single operator does not trust anyone he or she does not know well.

Jack R. Gibb is a well-known psychologist who has consulted for many

large businesses such as GM, AT&T, Dupont and others. His book, "Trust: A New View of Personal and Organizational Development," illustrates the importance of trust in our personal lives and in the business organization.

Consider Gibb's "key factors to organizational effectiveness" below when working with your employees. Remember, "trust begets trust, fear escalates fear".

High-Productivity Focus	Low-Productivity Focus
Growth and development of the person	Role differentiation
Raising the trust level	Programmed use of fear as a management tool
Increasing the openness and flow	Use of covert strategies and management techniques
Free flow of natural communicative processes	Management and control of the communicative processes
Fostering intrinsic motivations	Manipulation of extrinsic rewards-- pay, approval, power, status
Fostering of discovering processes	Results, efficiency, and product orientation
Fostering relevant interdependencies	Use of controls, rules
Maintaining simplicity of structure and "job" itself	Manipulating structure of the organization (overorganization)
Holistic perspective on "big picture"	Segmented, linear, and "assembly line" orientation
Emergence of being, and the processes of joy in work	Use of management to control processes (management featherbedding)

Gibb, Jack R. "Trust: A New View Of Personal And Organizational Development," The Guild of Tutors Press International College, 1019 Gayley Avenue, Los Angeles, CA 90024.

Source: Shapley, A.E., et al. "Farm Employers' Handbook," Cooperative Extension Bulletin E-2152, MSU, East Lansing, MI 48824.

The Personnel (Staff) Planning Process¹

I The Setting/Outline Of Session

A. Attracting Competent Farm Employees Requires That You, the Employer:

1. Have or build or has a good reputation as an employer; who provides a good place to work
 - a. Your supervisory skills/role? ("Tone Setters") (Shapley Discussion)
 - b. Work environment/conditions
 - 1) What advantages are you offering:
 - wages, benefits, work schedule, training, job future, good fellow workers, equipment?
 - 2) Organizational structure?
 - One boss/worker?
 - Authority = responsibility; accountability?
 - c. If image is bad you will likely continue to have personnel problems
2. Offer a carefully defined position that provides a challenge and opportunity for employee growth.

B. Focus and Outline of Personnel (Staffing) Process Discussion

1. Staff planning can occur:
 - a. At overall business level
 - b. At project or enterprise level
 - c. At population or similar-worker level
2. Focus here is at the overall business level:
 - a. Having difficulty hiring/keeping employees
 - b. Making a major change in the business
 - c. Major change in business/personnel environment (Toyota moves in)
3. Outline of planning process
(See Two Models of Staff Planning Process on pages 5 and 6. The following outline uses portions of both models)
 - a. Step #1 - Estimating your personnel (staff) needs/requirements
 - b. Step #2 - Matching present workers with projected needs
 - c. Step #3 - Reconciling requirements and availability; possible adjustments to reduce gap
 - d. Step #4 - Developing job descriptions as needed
4. Some additional thoughts/topics
 - a. Staffing: some reminders when hiring
 - b. Work planning/scheduling.

¹ Prepared by Kenneth H. Thomas, University of Minnesota for the Managing Farm Personnel Workshop, Kansas City, MO April 23, 1990.

II Personnel (Staff) Planning: A Four Step Process

A. Step #1 - Estimate Your Staffing Needs

Special Note: Emphasis here will be on staffing with regular full-or part-time workers; occasional workers can best be hired on an as-needed basis

1. Estimate the amount of labor needed and when
(Use Form A, page 7, as a Starting Place)
 - a. Direct crop and livestock labor needed by periods of year
 - b. Hours of indirect or other labor needed
2. Indicate the kinds of labor needed/where
 - a. Regular hired or occasional labor
 - b. Skilled or unskilled labor
 - c. Technical or supervisory
3. Consider impact of internal and external business/labor environment when making estimates.

B. Step #2 - Match Present Work Force To Estimated Needs

1. Present workers should:
 - a. Be in on plans for major changes/adjustments
 - Workers will accept change better if part of process
 - b. Be asked to indicate their future desires/plans
 - c. Have first "dibs" on resultant jobs or packages of tasks
2. Provide an opportunity for personnel/job adjustments that will likely be good for both employer and employee
 - a. Alt #1 Worker continue in present job (least stress)
 - Alt #2 Job changed to fit worker's skills and interests (Alleviate boredom/provides further growth)
 - Alt #3 Shift worker to new job (watch learning curve/training needs/stress)
 - Alt #4 Adjust both worker and job
 - Alt #5 If justified, dismiss worker - based on past performance/job elimination, etc.
3. Delay firming up positions/job descriptions for current staff until after completing both planning/hiring phases (Keep some flexibility as long as possible as there may need to be adjustments in the overall plan.)

C. Step #3 - Reconciling Labor Requirements And Availability; Explore Adjustments To Reduce Gap

1. Group remaining tasks into "jobs" that make sense:
 - a. From a business standpoint
 - b. From a potential employee's/job market standpoint
2. Would these kinds of workers likely be available in the present job market?
 - a. If so, go to Step #4
 - b. If not:
 - 1) Would a training program fill the gap?

- 2) Can labor requirements (hours, skills, etc.) be reduced:
 - a) Use larger equipment or custom hire
 - b) Adopt labor - saving practices
 - c) Shift enterprises, reduce size of business, etc.?

D. Step #4 - Develop Proposed/Tentative Job Descriptions As Needed; Firm Up Later
(See Form B Page 8)

1. A job description should include:
 - a. Job title/duties, etc.
 - b. Specify qualifications for position
 - 1) Experience/skills/training needed
 - 2) Personal, physical characteristics, etc.
 - c. Supervision
 - d. Job advancement or promotion possibilities
 - e. Wages and benefits (see Forms C and G, pages 9 and 10)
 - f. Provision for hours, time-off, housing, etc.
2. Once the hiring process is complete firm up job descriptions of both current and new workers. Make part of employment contract (Form F, page 11).

III Staffing: Some Reminders When Hiring

1. Devote considerable time and effort to the hiring process. If you do, you will likely spend much less of your management time with troublesome employees and/or less time trying to fire them
2. Avoid the "Warm-Body" syndrome; where possible: hire a round peg for a round hole; someone you will feel comfortable with and who will fit well with other employees
3. Personal characteristics are awfully important and hard to change: attitude, work ethic, judgement, honesty, easy to get along with, etc. It's usually a lot easier to change a person's skill level than their personality
(See next section of workshop on Recruitment and Hiring.)

IV Work Planning/Scheduling: A Brief Look

A. Some General Thoughts

1. Planning the work to be done a day or week in advance leads to more efficient use of your work force
2. As the number of employees and tasks increase, the planning/scheduling function increases in importance:
 - a. Here is where the working manager comes to the fore; the managing worker is too busy "doing his/her own thing" to have time to be an organizer and helper of their employees
 - b. Toyota trains their line workers in decision-making. They believe that the closer you can get the decisions/timing/prioritizing, etc. to the task at hand the more likely the job will get done, done right, and on time.

B. A Task List Identifies What Needs to be Done Within the Next Period of Time

1. Managers/Supervisors should be encouraged to carry a note pad in their overall/jacket pocket to record tasks to be done
2. Each task listed should include a deadline and priority (See worksheet, page 12)
3. A message board in an appropriate location can be real useful in letting workers know what needs to be done.

C. Effective Work Planning/Scheduling Involves:

1. The best timing and sequencing of tasks
2. Provision for needed machinery, equipment, supplies
3. Instructions should be given so that employees know exactly what is expected of them as well as their authority and responsibility concerning the task(s) at hand
4. Continuous up-dating of schedules and instructions will likely be necessary because of weather, machinery breakdown, health and other problems of workers, etc.

Step 1—Assess Your Situation

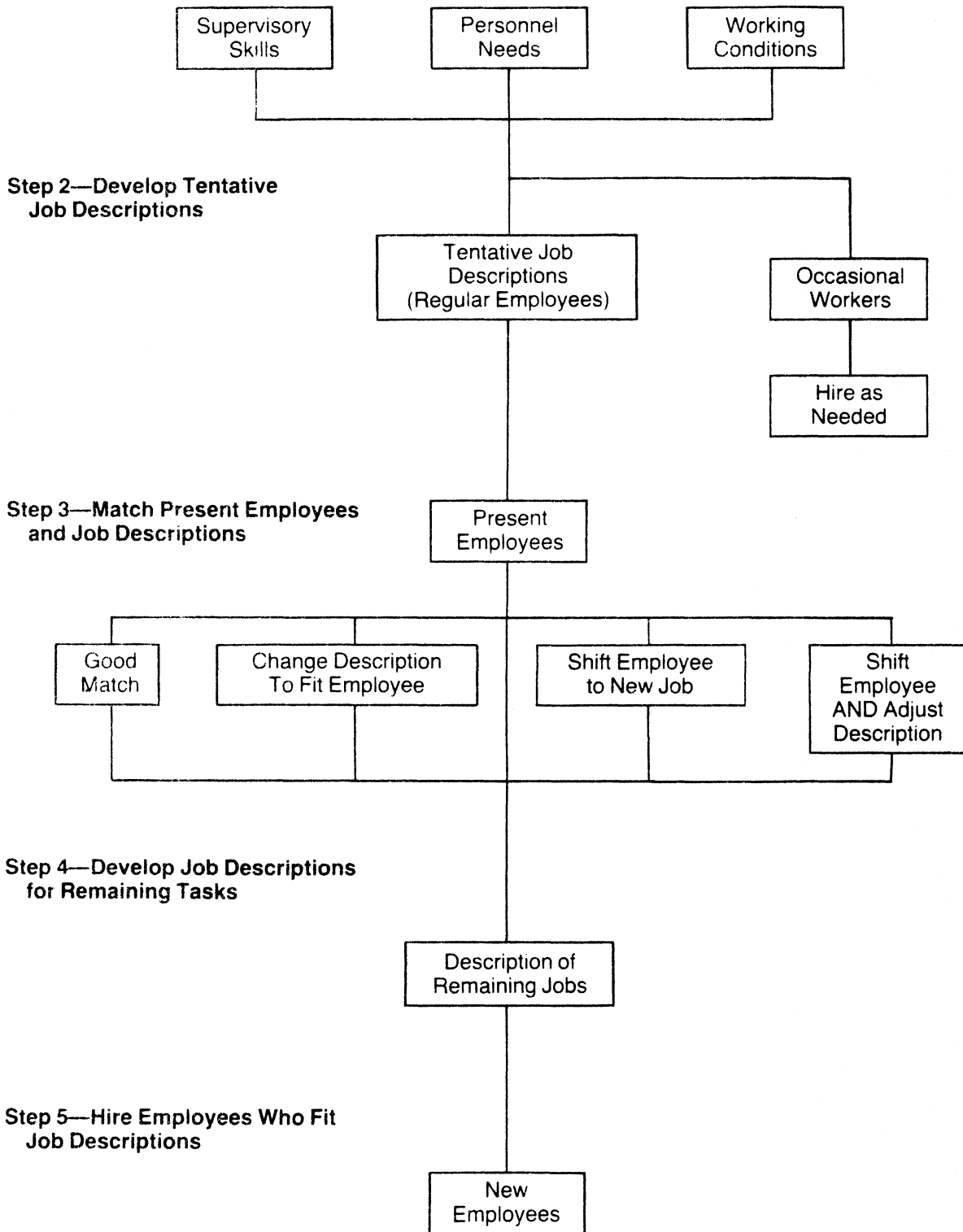
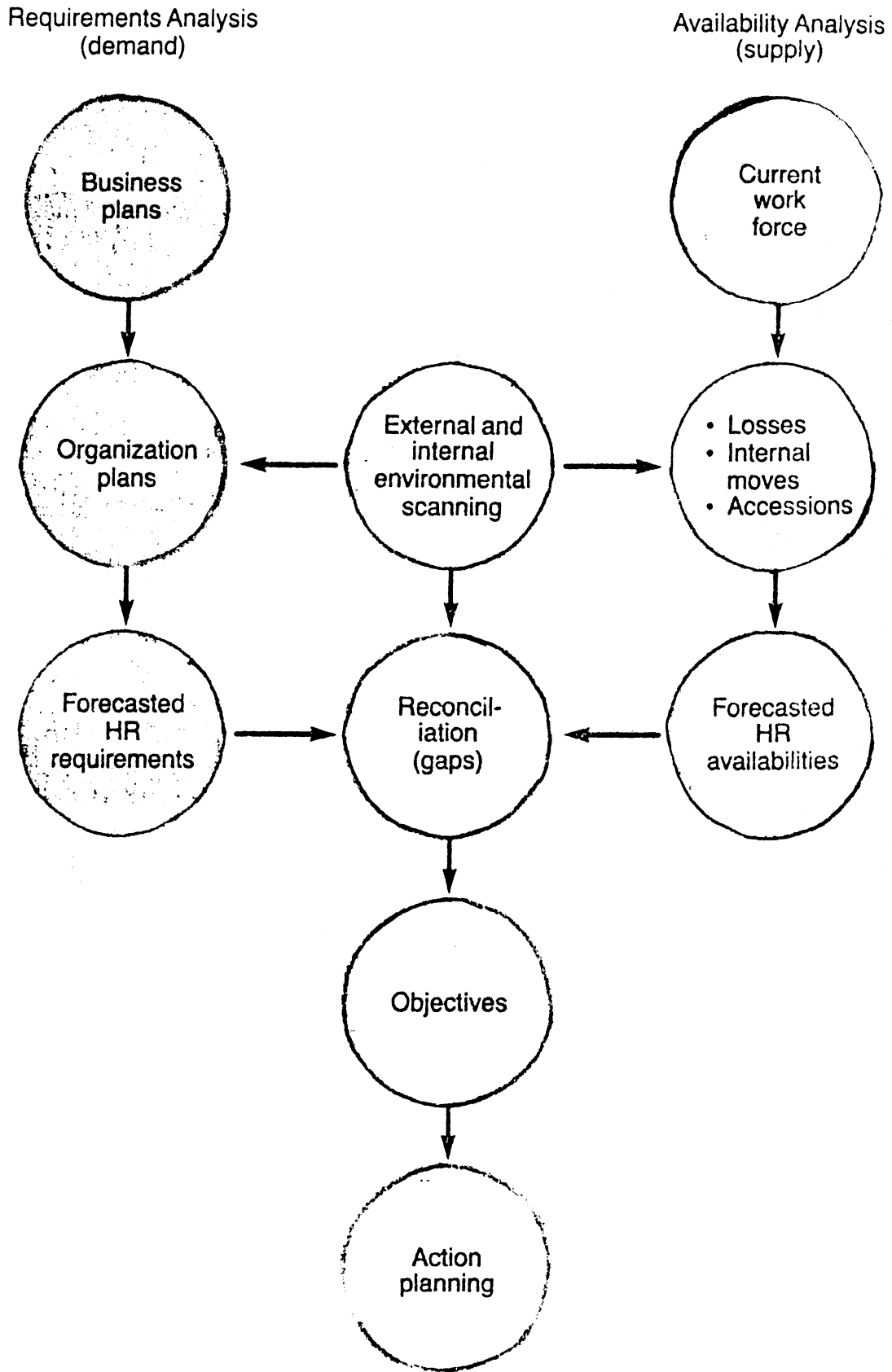


Figure 1. Flow chart of the Personnel Planning Process

FIGURE 8-1
The Staffing Planning Process



Source: Heneman, Herbert G., Personnel/Human Resource Management

LABOR ESTIMATE WORKSHEET

(Example)

		Total hours for year	Distribution of hours			
			Dec. thru March	April May June	July Aug.	Sept. Oct. Nov.
(1)		(2)	(3)	(4)	(5)	(6)
1	Suggested hours for full-time worker	2400	600	675	450	675
2	My estimate for full-time worker					
3	LABOR HOURS AVAILABLE					
4	Operator (or Partner No. 1)					
5	Partner No. 2					
6	Family labor					
7	Hired labor					
8	Custom machine operators					
9	TOTAL LABOR HOURS AVAILABLE					
10	DIRECT LABOR HOURS NEEDED BY CROP AND ANIMAL ENTERPRISES					
11	Crop enterprises	Acres	Hr./Ac.			
12						
13						
14						
15						
16						
17						
18						
19						
20	TOTAL LABOR HOURS NEEDED FOR CROPS					
21	Animal enterprises	No. Units	Hr./Un.			
22						
23						
24						
25						
26	TOTAL LABOR HOURS NEEDED FOR ANIMALS					
27	TOTAL HOURS NEEDED FOR CROPS AND ANIMALS					
28	Total Hours of Indirect Labor Needed					
29	TOTAL LABOR HOURS NEEDED (lines 27 & 28)					
30	TOTAL AVAILABLE (line 9)					
31	Additional Labor Hours Required (L. 29 minus L. 30)					
32	Excess Labor Hours Available (L. 30 minus L. 29)					

Source: Missouri Farm Planning Handbook, Manual 75; Feb. 1986. Department of Agricultural Economics, University of Missouri, Columbia, MO

JOB DESCRIPTION
(Example)

I. Job Title _____

II. Work Duties, Authority, and Responsibilities:

III. Job Qualifications:

A. Formal Training: _____

B. Special Training: _____

C. Experience: _____

D. Job Knowledge: _____

E. Personal Characteristics: _____

F. Physical Requirements: _____

G. Flexibility (Time, Tasks, etc.): _____

H. Other: _____

IV. Supervision:

A. Amount: None _____ Minimal _____ Average _____ Close _____

B. Supervisor: _____

V. Job Advancement or Promotion Possibilities:

VI. Wage Rate: Beginning \$ _____ Per _____; Range _____

VII. Bonuses, Incentives, Benefits:

VIII. Provisions for Time Off And Vacation:

Examples of Bonus/Incentive/Share Arrangements¹

The following examples of incentive programs should be used only as guides and be adapted to your situation. They should be tied to work responsibilities carried out by the employee and over which he/she has some control.

Suggested Incentives	TYPE OF EMPLOYEE STATUS		
	Semi-Skilled	Skilled	Supervisory/Management
Normal Incentive Should Equal To:	2-5% of cash wages	4-10% of cash wages	5-40% of cash wages
General Farm	End of year bonus = \$100-\$400 per year plus \$50 for each year of service	End of year bonus = \$200-\$600 per year plus \$75 for each year of service	Put emphasis on incentive plans
Small Farm	Pay 1½ times cash wage rate for each hour worked over 60 hours per week		2% of net cash income
Large Farm	Pay 1½ times cash wage rate for each hour worked over 48 hours per week		1-4% of net cash income
Crop Farm	\$1-\$2/hour tractor driven after 7:00 p.m. (paid weekly)	\$1-\$3/hour tractor and/or combine driven after 7:00 p.m. (paid weekly)	2-6 cents per bushel of corn produced over county average
	\$2-\$3/hour tractor driven after 11:00 p.m. (paid weekly)	\$2-\$5/hour tractor and/or combine driven after 11:00 p.m. (paid weekly)	5-15 cents per bushel of soybeans produced over county average
Dairy	\$1-\$3 for each cow detected in heat	<u>Calving interval</u> \$100 = 13.5 months \$200 = 13 months \$400 = 12.5 months	<u>Herd milk production avg.</u> 14,000# = \$100/year 16,000# = \$400/year 18,000# = \$800/year 20,000# = \$1600/year
	\$3-\$5 per calf weaned if death loss kept below 10% \$5-\$10 per calf weaned if death loss kept below 5%		
Hogs	\$0.50-\$0.75 for each sow detected in heat	<u>Pigs saved per litter</u> 7.5 = \$ 50 8.0 = \$150 8.5 = \$300 9.0 = \$500 9.5 = \$900	<u>Feed conversion farrow to finish</u> 400# = \$100/year 375# = \$200/year 350# = \$400/year 325# = \$700/year 300# = \$1,100/year
Beef	\$1-\$2 for each feeder detected sick, treated and recovered	<u>Calf crop sold</u> 85% = 100 90% = 200 95% = 400 100% = 700	Same as other two categories

¹These examples reflect Minnesota conditions. Contact your state Extension Services for arrangements for your area.

Date _____

Employee _____

Wage, Incentive, Benefits Agreement

Example

Your Plan

Employee's Responsibilities:

Son, John age 21, contributing only labor to the farm business. Provide labor where needed.

	Cash Received Per Year	Value Other Benefits Per Year	Cash Received Per Year	Value Other Benefits Per Year
<u>Cash Wages</u>	<u>\$7,200</u>			
<u>Bonus/Incentive Payments</u>				
Crop _____				

Livestock _____				

Other/bonus _____	<u>200</u>			

<u>Fringe Benefits</u>				
Housing, room and board		<u>\$2,400</u>		
Utilities				
Meat, milk and other produce				
Other (car, gasoline, etc.)		<u>240</u>		
Insurance (health, accident and life)		<u>700</u>		
Social security paid by employer		<u>500</u>		
Workman's compensation paid by employer				
Total Cash/Benefits Received	<u>\$7,400</u>	<u>\$3,840</u>		
Grand Total		<u>\$11,240</u>		

EMPLOYMENT AGREEMENT

(Example)

Farm Employer-Employee Agreement of Employment

I, _____, agree to employ _____ to work on my farm located: _____ beginning (date) _____ and continuing until such time as either wishes to terminate this agreement by a _____ day notice. _____, the employer, and _____, the employee, agree to comply with the following conditions and actions:

1. To pay _____ \$ _____ per _____ from which the employee's Income Tax (Yes/No) and Social Security taxes will be withheld. Wages will be paid on _____ (day) of (Week/Bi-weekly/Monthly).
2. To provide a house with utilities including heat and electricity. The maintenance is to be done by _____ and paid for by _____. Any other agreements pertaining to the employee's house will be noted on the back of this page.
3. The normal working hours are from _____ A.M. to _____ P.M. with one hour off for breakfast and one hour off for lunch. Overtime will be paid for any work done after 7:00 P.M. at the rate of 1 1/2 times the normal wage rate. Overtime will be paid after _____ hours are worked in any one week, Sunday through Saturday.
4. Time off shall be every other Sunday and holidays. The holidays for purposes of this agreement are New Year's Day, Easter, Memorial Day, Labor Day, Thanksgiving Day, and Christmas Day. On Sundays and holidays only the chore work will be done. The employer, _____, shall notify the employee, _____, at least 45 days before the holiday of what the time-off arrangements will be.
5. The employee is entitled to _____ weeks vacation with pay annually which shall be taken during the non-heavy work season and agreed upon with the employer 30 days prior to beginning of vacation.
6. The employee is entitled to _____ days sick leave with pay annually for the time off due to actual illness.
7. The employee is entitled to _____ quarts of milk per day.
8. The employee is entitled to _____ pounds of beef and _____ pounds of pork per year.
9. The employee is entitled to a 15-minute break in mid-morning and mid-afternoon.
10. The following insurance plans will be carried on the employee:

11. A bonus or incentive plan (is, is not) included. If included, the provisions are noted on Form G, attached.
12. Other provisions not included above are listed on the reverse side of this form.

Employer Signature Date _____

Employee Signature Social Security No. _____

WORKLOAD SCHEDULING	DEADLINE	ASSIGNED TO
<u>TOP PRIORITY ITEMS</u>	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
<u>MEDIUM PRIORITY ITEMS</u>	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
<u>LOWEST PRIORITY ITEMS</u>	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:
:	:	:

Howard Jacksen and Sons¹

Sam, Howard Jacksen's father, had a serious heart attack during Howard's senior year in high school. Howard immediately took over the management and work on the family dairy farm. By the fall, after Howard's graduation from high school, Sam was nearly back to full speed. Howard wanted to join the navy but his father said no. He emphasized his opposition by saying the dairy farm would be gone when Howard returned.

Howard and Sam had been farming together for 18 months when Sam had another heart attack and died. Howard's mother, the sole heir, inherited the 30-cow dairy herd, 400 acres of land, and all the machinery. Howard farmed with his mother for three years and then bought 200 acres, the dairy herd and machinery from her. She sold 200 acres to a neighbor and bought a house near her sister in Fort Wayne, Indiana.

Four years after graduating from high school, Howard married Evelyn Erickson, the most popular and dedicated teacher in the local elementary school. Howard and Evelyn had three boys, Andy, Gary and Gregory, born two years apart.

Howard was a hard worker and a perfectionist. He saw no need to take a vacation. He milked cows two times per day, seven days per week. The farm thrived and grew. Howard bought some land, added cows, and purchased machinery as needed. He borrowed only for land purchases. The farm improved from mediocre to well above average.

Andy, the oldest son, decided in the eighth grade that he wanted to go to college. During his freshman year at the state's land-grant university, Andy decided to major in general agriculture. On one of the rare weekends during his junior year when Andy had driven the 200 miles home from college, he said he had decided to return to the home farm when he graduated. "Looks like you are going to have a partner" was Andy's announcement to Howard. Howard was delighted.

The summer after Andy's junior year, he worked for Howard earning \$1,000 per month. He worked 100 hours per week all summer as had been Howard's custom for years. During that summer, Andy decided that his most important goal in life was to own the home farm and make it into an outstanding dairy farm by applying the new technology he was learning in college. He was convinced that the new technology would greatly benefit the farm even though Howard saw little need for change in what they were doing.

During his senior year, Andy met Christine, a junior majoring in education. Within six months, they had decided to marry as soon as she graduated. Andy knew he would have no time to meet girls and date after returning home to work full-time on the farm.

¹This case was written by Bernard L. Erven, Professor of Agricultural Economics, Ohio State University. The case is based on an actual farm situation. The objective is to provide students of human resource management a real-world example for discussion and analysis to improve their diagnostic and problem-solving skills.

Gary graduated from high school two years after Andy and enrolled in a small liberal arts college to major in history. He said he didn't want to study agriculture because farming seemed like a lot of work for little pay and no future.

Gregory was the only son at home during Andy's senior year and Gary's sophomore year in college. He worked very hard on the farm that year, but also did three high school sports with much success.

Immediately upon Andy's graduation from college, Howard and Andy entered into a partnership. Howard favored a partnership with Andy over hiring him because he thought employing people had far too much red tape and government regulation. Andy expected to have a long and positive working relationship with his father. Howard was 46 years old, in excellent health and anxious to be in business with Andy.

Howard specified all the conditions of the partnership. It called for a 2/3-1/3 division of net cash receipts plus room and board until Andy and Christine were married. Cash to be divided was the milk check minus all farm cash expenditures. Andy averaged \$1,000 per month cash income but some months there was no paycheck. Buying a tractor, for example, was a cash purchase decreasing his check. He owned 1/3 of all equipment purchased and got every third heifer calf born. Andy was satisfied with the arrangement because he saw that his equity in livestock and machinery would steadily increase.

At the time Howard and Andy formed the partnership, Howard owned 500 acres (250 tillable acres, 150 acres of pasture) and had built the herd to 90 cows with an 18,000-pound herd average. Howard and Andy agreed that their major goal was to increase herd size by 10 percent per year without debt. They did things the hard way. There was little mechanization. They baled hay rather than use bunker silos. Labor efficiency per man was great but horrible per hour. The herd size did in fact start increasing by 8 to 12 cows per year. Andy and Howard continued to decide things by consensus without conflict.

Andy and Christine were married in July after her graduation. She then started teaching second grade at the elementary school Andy had attended. They lived in a house owned by Howard and Evelyn. In lieu of rent, Andy and Christine paid the costs of remodeling and furnishing the house.

Gary graduated from college and followed his girl friend to Milwaukee. She had accepted an outstanding accounting position. Gary got a job delivering furniture. They were engaged three months after arriving in Milwaukee.

Gregory graduated from a two-year technical program in building construction. He was unable to get a job in construction work and moved home. Howard and Andy needed help so Gregory was employed. Howard wanted to make Gregory a partner but Andy said Gregory should come in as an employee. Gregory lived with his parents and was paid \$800 cash per month without fail. Howard and Andy both supervised him. They expected Gregory to work about 80 hours per week which resulted in Andy and Gregory having about the same cash wages per hour worked. Andy graduated to easier jobs and Gregory in addition to milking got the jobs Andy disliked most - handling 60 pound bales of hay,

feeding cows, checking cows for heat, cleaning equipment, and repairing fences and the gutter cleaner. Howard, Andy and Gregory shared the field work. Andy was very fussy about what Gregory did and how he did it.

Gregory was energetic, hard working, and short tempered with people and cows. He didn't have a girl friend or any chance of getting one because he rarely got off the farm. Gregory, Howard and Andy did not discuss anything of substance about the farm. From Gregory's gestures, scowls, and general attitude Andy knew he was often unhappy. Andy continued to be satisfied with his situation because the farm was making good progress and he could see his investment steadily growing - about 10 percent per year.

Howard and Andy were working 100 hours per week in a stanchion barn with a pipeline milker. Sometimes they worked 115 hours per week if they could stand it. They wanted to get higher milk production per cow, so were spending extra time with the cows. Several times per day they fed the cows in the stanchions more hay and fluffed up the old hay in front of them. They also removed manure from around the cows and put down fresh bedding several times a day to keep cows as clean as possible. Howard took the easiest jobs. Andy took the harder jobs Howard had done for years. Cold weather caused many problems. Sometimes it took 45 minutes in the morning to chip loose the frozen parts of the gutter cleaner to get it operating.

Kevin and Calvin, two neighbor boys 13 and 14 years old, were hired to help with evening milking and feeding, and to work full-time during the summer. They started at \$1.00 per hour with the promise of a \$.50-per-hour increase for each year they stayed. Howard often told Andy the boys' wage rate was higher than they could afford. The boys were ornery and trouble makers but their mother was very strict with them. She was delighted that they were associating with two outstanding dairy farmers. Howard and Andy shared supervision of the boys.

In the spring of Gregory's third year working for Howard and Andy, the three were trimming cows' hooves when a cow kicked Gregory. Gregory lost his temper, grabbed a fork and hit the cow over the back breaking the fork handle. Howard and Andy both shouted at Gregory that that was no way to treat a valuable cow. Gregory was furious. He said that he had to work too many hours, had no time to have fun with his friends, was being taken advantage of by Andy, and that he didn't earn enough for all the hours he worked. Gregory stormed out of the barn shouting, "Why can't I work 40 hours a week like everybody else?"

Three days later, Gregory told Howard that he was going to get a job off the farm but that he would stay one more month to help get through spring planting. Andy could understand why Gregory quit. Although Andy and Gregory had had no more than normal sibling rivalry growing up, Andy expected Gregory to follow his orders now that Gregory was an employee. Gregory didn't want anyone telling him what to do.

Calvin, one of the neighbor boys who had been working part-time, graduated from high school that same spring. Andy talked to Howard about hiring Calvin full-time to replace Gregory. They did not discuss salary or any details. Even though Howard had said for years that they could not afford a full-time employee at the rate they would have

to pay a non-family member, he was very enthusiastic about hiring Calvin. He agreed with Andy that Calvin had become a very good worker and knew the farm well. When Andy asked Calvin if he would like to work full-time as Gregory's replacement, without hesitation he responded no. He said there was no future in farm work.

Calvin and Kevin continued working part-time during the summer after Gregory quit. Howard and Andy had decreased their hours to an annual average of about 90 per week but found themselves again having to work about 100 hours per week. They started the morning milking at 5:00 a.m. and finished at 9:00 a.m. They both milked evenings with Calvin and Kevin's help starting at 5:00 p.m. and finishing at 8:30 p.m. seven days per week.

Howard and Andy did not keep good enough records to know their cost of producing milk. But according to their DHI test results, their production per cow was 18,500 pounds per cow and their return over feed cost was 50 percent better than state average.

The September following Gregory's spring departure, Gary's fiance broke their engagement. Gary was broken-hearted and moved home with his parents within two weeks. He immediately started driving tractor, helping fill silos with corn. Howard and Andy knew that Gary was better with equipment and machinery than most experienced farmers and farm workers. Andy jokingly said to Calvin one day, "Looks like we are going to lose you and get Gary."

Two weeks later, Howard told Andy that Gary wanted to work for them. Gary's conditions in offering to work were that he receive a pay check every two weeks even if Andy were not paid, have one day per week off, have one week's vacation per year and not do any milking. Gary was allergic to cows and got a skin rash when he was around them on a regular basis. Howard said, "Gary knows our farm and how we do things." Howard wanted to offer Gary \$1,200 per month plus room and board. Gregory was earning \$1,000 per month plus room and board when he left.

Andy knew Howard wanted his recommendation and that they would make a decision in a day or two. He had reservations. Gary was not very energetic. Andy recognized that Gary was docile and almost apathetic in appearance most of the time. Only on rare occasions did he blow up, and in almost all cases when he did, a contrary cow was the cause. Andy doubted that Gary had any particular interest in machinery. Given the experience with Gregory, Andy wanted all employees hired on an hourly basis. He thought Gary would chose to work an average of 60 hours per week. His inclination was to insist that Gary be hired at the rate of \$5.00 per hour plus room and board. At this rate, Andy and Gary would have about equal cash wages per week. Andy concluded that Gary was not great but he was probably better than nothing. Andy was certain they desperately needed more labor.

April 12, 1990

Questions for the Howard Jacksen and Sons Case

1. **What are the pertinent facts of this case?**
2. **Who are the key participants? What are their characteristics? What are their organizational and functional relationships?**
3. **What are Howard and Andy's most important human resource problems?**
4. **By what standards, criteria or goals should they measure improvement?**
5. **What are their viable alternative courses of action for resolution of these problems?**
6. **Which course of action would you recommend to Howard and Andy? Why?**

Appendices for Howard Jacksen and Sons Case

The first four tables are from *Wages and Benefits of Full Time Non Family Employees on Larger Than Average New York State Dairy Farms* by Thomas R. Maloney and Sue A. Woodruff, A.E. Res. 89-20, Department of Agricultural Economics, Cornell University, Ithaca, New York, October, 1989.

The remaining tables are from *Dairy Farm Management Business Summary, New York, 1988*, by Stuart F. Smith, Wayne A. Knoblauch and Linda D. Putnam, A.E.Res. 89-12, Department of Agricultural Economics, Cornell University, Ithaca, New York, August, 1989.

Table 8. HOURS WORKED PER WEEK
88 Full-Time Nonfamily Employees
59 New York Dairy Farms, 1988

<u>Hours Worked</u>	<u># of Employees</u>	<u>% of Total</u>
Less than 40 hours	1	1%
40-49 hours	3	4%
50-59 hours	23	26%
60-69 hours	45	51%
70 or more hours	<u>16</u>	<u>18%</u>
Total	88	100%

Table 10.

SUMMARY OF WAGES AND BENEFITS
88 Full-Time Nonfamily Employees
59 New York Dairy Farms, 1988

	<u>Number of Employees Receiving</u>	<u>Percent Receiving</u>	<u>Average Value per Recipient</u>	<u>Average for all 88 Employees</u>
Cash Wage	88	100%	\$ 12,812	\$ 12, 812
Social Security	87	100%	1,217	1,217
Workers' Compensation	87	100%	999	999
Farm Produce	68	77%	944	729
Housing	52	59%	3,495	2,025
Bonuses	48	55%	369	201
Utilities	41	46%	1,764	822
Health Insurance	30	34%	1,046	366
Incentives	11	13%	305	38
Retirement	6	7%	930	63
Unemployment Insurance	5	6%	200	<u>11</u>
AVERAGE VALUE OF WAGES AND BENEFITS				\$ 19,283

Table 14. ANNUAL CASH WAGES WITH AND WITHOUT HOUSING
88 Full-Time Nonfamily Employees
59 New York Dairy Farms, 1988

<u>Housing Arrangements</u>	<u>Number of Employees</u>	<u>Average Cash Wages</u>
Housing Provided	52	\$11,775
Housing Not Provided	<u>36</u>	<u>\$14,350</u>
All Employees	88	\$12,812

Table 19. FARM CHARACTERISTICS AND COMPENSATION
88 Nonfamily Employees
59 New York Dairy Farms, 1988

Farm Characteristic	Employees		Compensation Package		
	Number	Percent	Cash Wages	Benefits	Total
<u>Farm Size</u>					
Under 100 cows	32	37%	\$11,701	\$6,755	\$18,456
100-124 cows	17	19%	\$11,653	\$6,185	\$17,838
125-174 cows	16	18%	\$12,800	\$6,166	\$18,966
175-250 cows	16	18%	\$15,413	\$7,898	\$23,311
over 250	7	8%	\$14,800	\$5,517	\$20,317
<u>Barn Type</u>					
Stanchion	39	44%	\$11,198	\$7,084	\$18,282
Freestall/Parlor	40	45%	\$14,553	\$6,354	\$20,907
Combination	9	11%	\$12,078	\$6,058	\$18,136
<u>Pounds Milk Sold/Cow</u>					
<11,999	1	1%	\$10,400	\$4,800	\$15,200
12,000-14,999	20	23%	\$12,000	\$5,500	\$17,500
15,000-17,999	54	61%	\$12,538	\$6,403	\$18,946
18,000 or more	13	15%	\$15,392	\$9,546	\$24,938

Table 26. MILK SOLD PER COW AND FARM INCOME MEASURES
406 New York Dairy Farms, 1988

Pounds of Milk Sold Per Cow	Number of Farms	Average Number of Cows	Net Farm Income w/o Apprec.	Net Farm Income Per Cow	Labor & Management Income/Oper.
Under 12,000	23	80	\$14,127	\$177	\$-1,669
12,000 to 13,999	33	76	19,718	259	1,779
14,000 to 14,999	45	86	22,450	261	4,133
15,000 to 15,999	55	85	30,708	361	9,014
16,000 to 16,999	76	105	31,448	300	6,844
17,000 to 17,999	72	97	40,559	418	13,880
18,000 to 19,999	75	127	60,285	475	21,150
20,000 & over	27	145	78,831	544	36,926

Table 31. PURCHASED FEED AND CROP EXPENSE PER HUNDREDWEIGHT
OF MILK AND FARM INCOME MEASURES
406 New York Dairy Farms, 1988

Feed & Crop Exp. Per Cwt. of Milk	Number of Farms	Number of Cows	Forage Dry Matter Harvested Per Cow	Pounds Milk Per Cow	Net Farm Income Without Apprec.	Labor & Management Income Per Operator
\$6.00 or more	31	82	6.7	15,020	\$ 6,688	\$-7,653
5.50 to 5.99	31	107	6.6	16,085	31,163	7,626
5.00 to 5.49	71	114	7.5	16,646	32,180	6,405
4.50 to 4.99	88	114	7.4	17,577	44,019	15,781
4.00 to 4.49	72	104	7.9	17,075	45,604	17,478
3.50 to 3.99	66	92	7.7	16,704	39,310	11,810
3.00 to 3.49	33	83	7.0	17,470	51,088	20,441
Less than 3.00	14	77	7.6	17,129	52,833	20,211

Table 35. LABOR FORCE INVENTORY AND COST ANALYSIS
406 New York Dairy Farms, 1988

Labor Force	Months	Age	Years of Educ.	Value of Labor & Mgmt.
Operator number 1	11.66	46	13	\$19,789
Operator number 2	3.80	40	14	6,050
Operator number 3	0.76	39	13	1,171
Operator number 4	0.09	35	13	123
Family paid	4.54			Total \$27,133
Family unpaid	2.79			
Hired	14.41			
Total	37.99	÷ 12 = 3.17 Worker Equivalent 1.35 Operator/Manager Equiv.		

Average Top 10% Farms:
Total 77.18 ÷ 12 = 6.43 Worker Equivalent
Operators' 20.95 ÷ 12 = 1.74 Operator/Manager Equiv.

Labor Costs	Average 406 Farms			Average Top 10% Farms		
	Total	Per Cow	Per Til. Acre	Total	Per Cow	Per Til. Acre
Value op.s' lab. (\$1,000/mo)	\$16,298	\$160	\$ 54.03	\$ 20,950	\$ 82	\$ 33.29
Family unpd. (\$700/mo.)	1,950	19	6.46	1,645	6	2.61
Hired	25,183	247	83.49	94,323	369	149.86
Total Labor	\$43,431	\$426	\$143.98	\$116,918	\$457	\$185.76
Machinery Cost	40,620	399	134.67	90,837	355	144.32
Total Labor & Mach.	\$84,051	\$825	\$278.65	\$207,755	\$812	\$330.08

Table 36. MILK SOLD PER WORKER AND NET FARM INCOME
406 New York Dairy Farms, 1988

Pounds of Milk Sold Per Worker	No. of Farms	No. of Cows	Pounds Milk Per Cow	Net Farm Income (w/o apprec.)	Labor & Mgmt. Income Per Operator
Under 300,000	30	48	14,275	\$ 10,566	\$-3,265
300,000 to 399,999	75	60	14,876	19,280	2,217
400,000 to 499,999	108	77	16,135	28,894	6,959
500,000 to 599,999	91	108	16,841	36,667	10,208
600,000 to 699,999	62	128	17,590	50,934	18,304
700,000 & over	40	233	18,365	106,403	53,478

Table 47. FARM BUSINESS CHART FOR LARGE CONVENTIONAL STALL DAIRY FARMS
139 Conventional Stall Dairy Farms with More Than 60 Cows, New York, 1988

Size of Business			Rates of Production			Labor Efficiency	
Worker Equivalent	No. of Cows	Pounds Milk Sold	Pounds Milk Sold Per Cow	Tons Hay Crop DM/Acre	Tons Corn Silage Per Acre	Cows Per Worker	Pounds Milk Sold Per Worker
4.7	141	2,455,689	19,800	4.1	21	47	755,830
3.7	112	1,887,601	18,638	3.5	17	38	651,861
3.3	98	1,724,659	18,106	3.1	16	35	591,353
3.1	93	1,531,719	17,463	2.8	15	33	541,449
2.9	83	1,396,207	16,959	2.6	15	31	510,816

2.6	78	1,286,389	16,331	2.4	14	29	476,869
2.5	73	1,172,462	15,846	2.2	13	28	445,549
2.4	67	1,086,160	15,340	2.0	12	26	410,818
2.1	64	992,080	14,294	1.7	11	23	373,760
1.8	61	822,664	11,490	1.2	8	19	293,815

Cost Control

Grain Bought Per Cow	% Feed is of Milk Receipts	Machinery Costs Per Cow	Labor & Machinery Costs Per Cow	Feed & Crop Expenses Per Cow	Feed & Crop Expenses Per Cwt. Milk
\$272	24%	\$221	\$526	\$429	\$3.01
371	28	285	647	541	3.57
433	30	327	698	607	3.82
502	32	358	750	658	4.02
565	33	391	787	701	4.27

605	35	418	838	751	4.53
648	37	441	879	801	4.77
700	39	475	939	847	5.03
757	41	519	1,035	915	5.36
883	48	660	1,173	1,068	6.14

Value and Cost of Production

Profitability

Milk Receipts Per Cow	Oper. Cost Milk Per Cwt.	Total Cost Production Per Cwt.	Net Farm Income			
			With Apprec.	Without Apprec.	Labor & Mgmt. Income Per Farm	Income Per Oper.
\$2,590	\$ 6.33	\$11.06	\$113,623	\$69,808	\$45,158	\$40,726
2,425	7.33	12.27	79,373	54,563	33,225	23,975
2,339	7.95	12.97	67,707	46,491	26,185	19,075
2,256	8.42	13.28	59,750	41,639	20,956	15,497
2,174	8.91	13.58	51,694	35,314	16,765	11,634

2,120	9.27	14.05	46,333	31,497	11,988	8,446
2,024	9.76	14.55	40,463	26,457	6,807	4,985
1,940	10.27	15.13	34,299	21,668	-1,047	-585
1,820	10.94	16.09	24,116	11,595	-9,842	-7,205
1,480	12.89	18.79	2,703	-10,487	-30,954	-21,750

Table 50.

SELECTED BUSINESS FACTORS BY MILKING SYSTEMS
403 New York Dairy Farms, 1988

Item	Dumping Station	Pipeline	Herringbone Parlor	Other Parlors
Number of farms	22	224	142	15
Percent of farms	5%	56%	35%	4%
<u>Cropping Program Analysis</u>				
Total Tillable acres	240	225	422	430
Tillable acres rented*	72	76	148	161
Hay crop acres*	129	135	191	202
Corn silage acres*	31	43	127	108
Hay crop, tons DM/acre	1.7	2.5	2.8	2.3
Corn silage, tons/acre	11.1	13.8	14.3	14.7
Oats, bushels/acre	28.3	52.3	42.3	34.0
Forage DM per cow, tons	6.7	7.7	7.3	7.0
Tillable acres/cow	4.8	3.2	2.7	3.0
Fert. & lime exp./tillable acre	\$13.95	\$25.31	\$33.14	\$30.25
Total machinery costs	\$17,891	\$28,892	\$61,796	\$54,195
Machinery cost/tillable acre	\$74	\$128	\$146	\$126
<u>Dairy Analysis</u>				
Number of cows	51	70	157	143
Number of heifers	41	57	126	107
Milk sold, lbs.	702,513	1,163,653	2,711,904	2,368,126
Milk sold/cow, lbs.	13,874	16,603	17,257	16,615
Oper. cost of prod. milk/cwt.	\$9.66	\$9.33	\$9.54	\$9.69
Total cost of prod. milk/cwt.	\$15.71	\$14.38	\$13.12	\$13.55
Price/cwt. milk sold	\$12.59	\$12.91	\$13.13	\$12.97
Purchased dairy feed/cow	\$495	\$604	\$650	\$615
Purchased dairy feed/cwt. milk	\$3.57	\$3.64	\$3.77	\$3.70
Purc. grain & conc. as % milk receipts	26%	27%	28%	27%
Purc. feed & crop expense/cwt. milk	\$4.33	\$4.51	\$4.70	\$4.68
<u>Capital Efficiency</u>				
Farm capital/worker	\$154,585	\$182,241	\$214,819	\$190,389
Farm capital/cow	\$6,349	\$6,542	\$5,844	\$5,989
Farm capital/tillable acre owned	\$1,913	\$3,057	\$3,352	\$3,161
Real estate/cow	\$3,548	\$3,210	\$2,640	\$3,010
Machinery investment/cow	\$987	\$1,217	\$1,012	\$864
Capital turnover, years	2.92	2.41	2.05	2.16
<u>Labor Efficiency</u>				
Worker equivalent	2.08	2.52	4.28	4.48
Operator/manager equivalent	1.20	1.34	1.40	1.41
Milk sold/worker, lbs.	337,820	462,502	634,329	528,207
Cows/worker	24	28	37	32
Work units/worker	267	302	378	332
Labor cost/cow	\$471	\$428	\$416	\$499
Labor cost/tillable acre	\$99	\$133	\$155	\$165
<u>Profitability & Balance Sheet Analysis</u>				
Net farm income (w/o apprec.)	\$10,962	\$25,925	\$62,092	\$47,923
Labor & mgmt. income/operator	\$-1,515	\$6,346	\$22,009	\$12,306
Farm debt/cow	\$2,454	\$2,109	\$2,044	\$1,964
Percent equity	62%	68%	65%	67%

*Average of all farms, not only those reporting data.



Cooperative Extension Service

College of Agriculture

University of Illinois at Urbana-Champaign

Outline and Handouts for

**"Session III Interpersonal Skills in Personnel Management:
Communication and Conflict Management"**

in

**"Managing Farm Personnel:
An In-Service Workshop of Extension Agents
and Specialists"**

by

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April 24, 1990
Kansas City, Missouri

8:00 - 10:00 A.M.

**Session III. Interpersonal Skills in Personnel Management:
Communication and Conflict Management**

Introduction: Teaching/Learning Procedures

Lecturettes, demonstrations, group exercises, discussion

Communication: It's generic to all interpersonal relationships.

Principles of Communication in Relation to Change and Conflict

1. Productive change and conflict grows from open communication.
2. You can communicate with me now or fight with me later.
3. Honest, frank and open communication builds credibility.
4. The responsibility for effective communication is with the speaker or manager, not the receiver of the message.
5. Keep initial communications as informal as possible.
6. Frontloading communication develops relationships which help manage change and conflict because it helps people anticipate problems before they arise. Also, it creates opportunities for people to work together.
7. Backloading communication prevents trusting relationships from forming because people must meet for the first time in an atmosphere of uncertainty and stress. It is reactive and it makes the manager appear insensitive to the concerns of others.
8. A manager can gently guide an employee to deal intellectually with an idea or position they oppose by using effective attentive (questioning and listening) behaviors.
9. The feelings of an employee regarding an issue are always real, even though they may be based on incorrect information. Feelings must be dealt with through effective interpersonal communications before solutions to disagreements can be developed.

Communication and Indirect Persuasion: Video-guided Instruction

See pages 3-10 in Jerry Robinson, Jr. and Anne Heinze Silvis, *Interpersonal Communications in the Family and Farm Business: Student Text and Workbook and Video. Module 1 in Farming on Friendly Terms.* Cooperative Extension Service, University of Illinois, 1989. Approved for a NCR Publication, 1990.

Lecturette, video demonstration 1, author's critique, demonstration 2, workshop group critique.

Attentive Listening: Questions, Feelings and Feedback

See pages 11-21, Robinson and Silvis, cited above.

Communication and Conflict Management

Activity 1. Attitudes Toward Conflict in the Farm Business, page 2, attached

Activity 1. Attitudes Toward Conflict in the Farm Business

Step 1. Part of Conflict Management is to analyze your attitudes in conflict situations. Why? Because attitudes influence behavior. Working alone, please respond to each item below by circling the code which most nearly describes your attitude toward conflict.

1. Conflict is inevitable in a family and farm business.

Strongly Agree Agree Undecided Disagree Strongly Disagree

- | | | | | | | |
|-----|--|----|---|---|---|----|
| 2. | Conflict in a farm business organization is a sign that things aren't functioning well. | SA | A | U | D | SD |
| 3. | When conflict occurs over a business policy, some change in that policy is necessary. | SA | A | U | D | SD |
| 4. | Once a conflict emerges and all the parties to it become evident, only professional mediators can help resolve the conflict. | SA | A | U | D | SD |
| 5. | Most people know very little about how to manage a serious farm family conflict. | SA | A | U | D | SD |
| 6. | One should never instigate social conflict to bring about change in a farm family business. | SA | A | U | D | SD |
| 7. | In today's complex business world farmers must get involved in issues related to conflict. | SA | A | U | D | SD |
| 8. | An effective mediator will be the center of all communications in a conflict management situation. | SA | A | U | D | SD |
| 9. | Conflict gives farm managers and employees a legitimate way to talk about their dissatisfactions and frustrations. | SA | A | U | D | SD |
| 10. | Farm managers can learn conflict management skills. | SA | A | U | D | SD |
| 11. | An effective farm manager will encourage employees to discuss conflicts openly. | SA | A | U | D | SD |
| 12. | Farm managers should avoid conflicts between employees and let them work out their own solutions. | SA | A | U | D | SD |
| 13. | In the long run most conflicts are usually destructive. | SA | A | U | D | SD |
| 14. | Conflict can be a healthy way to solve interpersonal differences in a farm business. | SA | A | U | D | SD |
| 15. | You will help a person in conflict more if you try first to understand their feelings about a conflict, instead of trying to first find out all the facts. | SA | A | U | D | SD |

Step 2. After completing your individual response to each item, develop a group or family response. Each member of your group should share their response before you develop a group "solution." You may change wording of a statement to help you reach consensus.

See Jerry Robinson, Jr. and Roy Clifford, *Conflict Management in Community Groups*. NCR 36:5, Cooperative Extension Service, University of Illinois, 1975.

Conflict defined

Conflict cycle

Adjustments to conflict

Identifying your behavior styles when in conflicts.

Activity 2. Behavior Styles of Persons in Conflict, page 4, attached.

Activity 3. Guidelines for Analysis of a Real Life Conflict, page 6.

Communicating Your Way Through Disagreements

See Robinson and Silvis, pp. 22-33.

Communication Ground Rules When Discussing the Issues in a Dispute

1. Everyone has a right and a specific time to talk, to express their true feelings, to be heard and not to be interrupted. When others are talking, keep your mouth shut and listen, no matter how ridiculous their comments appear.

2. A discussion leader should record what is being said. If your group is large, use newsprint to be certain oral comments are recorded accurately. Ask the speaker if the recorded statements are accurate.

3. Agree to discuss one problem at a time.

4. Discuss present problems only. You have no control over the past.

5. Require everyone to use common courtesy--no name calling, yelling or profanity allowed. Keep "weapons" out of reach!

6. Make certain everyone agrees to follow the ground rules, then enforce.

7. Be sure all of the issues are on the table before negotiating begins.

8. Call a time out after issues are identified before you begin negotiating.

9. When you negotiate, avoid judgmental behavior. Follow the guidelines for giving feedback on pages 22-23, Robinson and Silvis.

Video demonstration of Farm Family Dispute, Participants use the "Observers Form for Managing Disagreement," page 29.

Follow up: After this workshop complete--

Activity 7. Communication Demonstration, Robinson and Silvis, pp. 30-31.

Activity 4. The Dilemma: A Conflict Demonstration, page 8, attached.

Activity 8. Develop and Implement a Family and Farm Business Communication Program

Activity 2. Behavior Styles of Persons in Conflict

Step 1. Check the actions you have taken in a real-life farm business conflict.

1. Name of Your Conflict Situation: _____
2. Analyze Your Behavior. Review the behavior examples or descriptions listed below for each conflict management behavior style. Check all the behaviors you have used in your real-life conflict listed above.

Dominator

Confronted actors

Imposed solutions

Used authority

Used power

Told people what to do

Made threats

Manipulator

Appealed for help

Used guilt, pity or duty

Accepted blame

Emphasized values

Offered bribes, rewards

Overworked myself

Mediator

Established ground rules

Confronted communication process

Developed trust

Used involvement

Kept communications open and flowing

Used questioning and listening behavior

Compromiser

Argued some, but not forcefully

Avoided judging or ridicule

Used ego needs

Diverted action to other problems

Gave in to others

Used humor

Avoider

Withdrew - missed work meetings

Turned leadership over to someone else

Used delaying tactics to avoid having to assume risk

Pretended to be ill or took

Assumed no responsibility for leadership during crises

Simply ignored the problem

3. Tabulate your totals for each style.
 - a. Which style did you use most frequently? _____
 - b. Which style is second, or your back-up style? _____
 - c. Which style did you use least? _____

Step 3. Analysis of changing behavior with persons of different social rank in conflict situations.

1. Do you use the same behavior styles in conflict situations with:
 - a. Your boss (___ yes ___ no) that you use with others?
 - b. Your parents (___ yes ___ no) that you use with others?
 - c. Your spouse (___ yes ___ no) that you use with others?
 - d. Your peers (___ yes ___ no) that you use with others?
 - e. Your employees (___ yes ___ no) that you use with others?
 - f. Your children (___ yes ___ no) that you use with others?
 - g. Your customers/clients (___ yes ___ no) that you use with others?
2. Why do you think your style may change as the social rank of the other persons changes?

3. With whom are you:
 - a. Direct? _____
 - b. Indirect? _____
 - c. Rigid? _____
 - d. Flexible? _____
4. Can you be more consistent with your behavior in conflict situations? How?

5. Describe situations where:
 - a. the dominator style won't work _____

 - b. a manipulator's style won't work _____

 - c. a compromiser's style won't work _____

 - d. the avoider's tactics won't work _____

**Activity 3. Guidelines for Analyzing A Real Life Conflict Situation:
A Review of Your Learnings**

You are to analyze a real-life conflict situation. Select a conflict situation of sufficient significance to challenge your talent and resources. It can be a current situation or a situation you anticipate.

The conflict situation selected should clearly relate to your farm business operation. It may have as its setting a single incident between you and one family member, or it could be a conflict between a large group of employees and the management of your business. Just be sure the conflict is real.

One of the first steps in coping with conflict is to analyze the situation. Following is an outline for analyzing the conflict you have selected. Write your answers on this form. Be prepared to share your responses with your classmates if you are in a workshop. (This problem can be used as a case study in workshops.)

Your name _____

Title of your conflict case _____

1. What are the major issues in the conflict?

2. What threats have been made, and by whom? _____

3. List the parties (major stakeholders) involved in the conflict.

4. Identifying stakes: What are the values which underlie the positions of each party? Be as specific as possible.

5. Identifying stakes: What goals underlie the positions of each party?

6. Identifying stakes: What policies are being challenged?

7. Identifying stakes: What power and resources does each party control in the situation?

8. Describe the stage or stages of the conflict cycle which have occurred so far.

9. Identify the behavior styles of the primary stakeholders:

	<u>Stakeholder 1</u>	<u>Stakeholder 2</u>	<u>Stake holder 3</u>
Dominator	<hr/>	<hr/>	<hr/>
Manipulator	<hr/>	<hr/>	<hr/>
Mediator	<hr/>	<hr/>	<hr/>
Compromiser	<hr/>	<hr/>	<hr/>
Avoider	<hr/>	<hr/>	<hr/>

10. What adjustments have occurred? Explain group and individual responses.

11. Has the conflict caused the competing groups to become further apart or closer together?

12. Discuss the outcome in terms of win-win, win-lose, lose-lose results.

Activity 4. The Dilemma: A Conflict Demonstration

OBJECTIVES: After working through this activity, you should be able to:

1. Study a conflict to identify its source.
2. Describe threats and challenges to territory and how those behaviors contribute to the conflict.
3. Evaluate the benefits and liabilities of various outcomes to a conflict.
4. Identify four stages of the conflict cycle, including:
 - tension development
 - role dilemma
 - injustice collecting
 - confrontation
5. Develop a strategy for resolving the conflict in this demonstration.

INSTRUCTIONS:

Step 1. Divide into groups of four people.

Step 2. Assign each role to one member of the group. The roles are:

- Betty Rodgers
- Richard Rodgers
- Pat Rodgers (Betty and Richard's son or daughter)
- Observer

Step 3. Allow several minutes for each person to read the scenario and his or her role description that follows.

Step 4. Complete Part I and Part II.

Betty Rodgers: You are 58 years old, co-owner of Green County Implement Sales and Service. Your responsibilities at the business include supervising the sales and office staff, and managing the financial records. Although you are glad to have your son (or daughter) return to the business, you have been torn between his (her) ideas and your husband's ideas. Both complain to you about the situation--Pat complains that Richard won't adjust to take advantage of new markets, and Richard complains that Pat wants to take unnecessary risks. Somehow, you must resolve these differences and develop a plan for the business.

Richard Rodgers: You are 56 years old, and own and operate the implement business with your wife and partner, Betty. Since you purchased the business 24 years ago, you have upgraded the showroom, the service center, and expanded the line of tillage tools, tractors and other farm implements and supplies. As other dealers in the area have gone out of business, you have gained customers, and now have customers from across the county. Your responsibilities include managing the parts and service center, supervising the mechanics, and selling large farm machinery.

Even with more customers, fewer are buying machinery, and profits from the business have declined since 1980. You were somewhat apprehensive when Pat decided to join the business, and are still unsure of why Pat wanted to return to this town. You admit that some changes in the business are necessary, since it must now support another person. But the best way to expand is to proceed cautiously--and slowly. If Pat needs to be convinced that caution is the best policy, you can wait him (her) out--this business took many hard, lean years to build. Now is not the time to risk it all.

Pat Rodgers: After one year working in your parents' implement business, you feel ready to make some changes. It has been a good year, both personally and professionally. The career change, from regional sales manager in a high-powered consumer products company to the family business has allowed you some time to recover from a divorce. Now, you feel ready to take on the world!

During the past year, you've been able to streamline the inventory system for the business, and now you're developing a computerized bookkeeping system, too. At year-end, you had enough financial information from the business to prepare most of the books yourself. When you went to meet the accountant, the books required only a review. Even though the books were in good shape, you noticed your father, Richard, was nervous at the meeting, and reluctant to discuss plans for the future of the business. Maybe Richard is concerned about losing control, but if you can manage it better and save money, too, he shouldn't complain. In fact, you used the opportunity to tease him, saying, "Now that you've let me get this far, Dad, you couldn't get along without me!"

You are convinced that consumer products are a growth area--an opportunity to make the kind of money that used to be available in the farm equipment business. If only your folks would agree to reallocate some of the money currently tied up in parts inventory, you could open up a new store or showroom near the shopping mall. The showroom would feature riding lawn mowers, garden equipment, and possibly a whole garden center. Of course, the showroom must be staffed seven days a week, but you are willing to work long hours to get this project going. Your mother listens to your ideas, but won't promise that she's on your side, or that she'll try to influence Richard. One way or another, this business will have to make some money, even if the parts customers have to wait a week or so for an order. You don't think you can cater to those few customers, considering the expense of owning inventory.

Part I. Discussion Questions

Discuss each of the following questions. If you are working as a team, select a team reporter to record notes and report on your discussion to the entire group. If you are working alone, write a brief answer.

1. What are the major sources of this conflict? _____

2. Identify all the threats made. _____

3. What territories (stakes) are challenged? _____

4. Assume you are Betty. How will you manage this conflict? _____

Part II. Demonstration on Conflict Management

Assume that Betty has called a meeting of Richard, Pat and herself. She will try to negotiate the conflict between Pat and Richard. For 5 minutes act out this meeting. Then discuss the following questions.

1. What benefits could come from this conflict? _____

2. What liabilities (negative outcomes) could result form this conflict?

3. Identify each of the following stages of the conflict cycle by listing behavior which describes it.
 - a. Tension development _____
 - b. Role dilemma _____
 - c. Injustice collecting _____
 - d. Confrontation _____
4. What adjustments would you propose? _____
5. What would you do if you were:
 - a. Betty? _____
 - b. Richard? _____
 - c. Pat? _____
 - d. A County Agent who was asked to help? _____
 - e. A business associate, such as their accountant? _____
6. Have you had any experiences similar to this one? If so, what did you do and what was the outcome?

Appendix

Additional Module Titles in the "Farming On Friendly Terms" Series*

Module 2--*Management Styles in the Family and Farm Business*

Module 3--*Team Building in the Family and Farm Business*

Moudle 4--*Managing Conflicts in the Family and Farm Business*

Module 5--*Managing Stressors: Strenghtening Family and Farm Business Support Systems*

*Text material and participant materials are in final draft format, ready for critiques by specialists in farm management and family relations. Application for funding to develop program into video-guided, group study format is under review. Modules will be reviewed and produced if additional funding is obtained.

ORGANIZATIONAL STRUCTURE: DOES IT HINDER OR PROMOTE MANAGEMENT DECISIONS

Robert A. Milligan*
Guy K. Hutt

In the article in this proceedings on management (“Dairy Management Skills Needed to Prosper in the Future”) we provide a job description for the manager as executing the management functions of planning, organizing, staffing, directing, and controlling. Successful management of the organizing function occurs where the established structure clearly defines the roles and activities required of people in order to meet objectives of the farm business. The answer to the question “does organizational structure promote management decisions?” is, therefore, a clear yes. If the organizational structure is hindering management decisions, the organizing function is not “under management” and requires attention.

In establishing the internal framework for the farm business (organizing), management must decide the positions to be filled and the duties, responsibilities, and authority attached to each one. The objectives of this paper are to present key concepts required to effectively execute the organizing function and to provide suggestions for the use of these concepts in the dairy farm business. In meeting these objectives we will discuss business development, organizational structure, and the organizational chart.

Business Development

Like managers, organizations grow and develop over time and problems often arise when the organization and the manager are “out of sync” with one another. Farm managers often find it easier to think of changing something physical than to think of changing the very manner in which things are approached or the attitude that is expected or needed in order to affect positive change. A good manager must, however, take the reins of the enterprise and guide it using the management tools of Planning, Organizing, Directing, Motivating, and Controlling.

An excellent example is seen in the case of the Apple Computer Company. The company was founded in a garage by an entrepreneur who was full of good ideas and technology. As the business expanded and more people were hired, it became apparent that the founder was not evolving into a corporation manager and had no desire to do so. As a result, he hired a business manager who knew a little

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about computing but a great deal about management and organizations. The founder of Apple Computer eventually left the company and has begun another new venture where his strengths are maximized (Gentile, 1987). In contrast, the founder of the world's largest abrasive firm, Bay State Abrasive, began with the entrepreneur hand mixing and kiln firing individual grinding stones in a small brick oven. As the company expanded, the owner continued to change management roles and develop new areas of management expertise while delegating the other spheres of activity to employees and eventually to partners.

Figure 1 divides the continuum of the evolution of a farm business into three stages for nine concepts of organizational and management evolution. This continuum is designed to enable the farm manager to better know him or herself and the characteristics of the business that is being managed. The user must understand that the differences found among these components are not meant to have a value judgement attached. One end of a continuum is not considered better or worse than the other, merely different. It is of greater importance that a business work effectively than if it be on a particular place on a continuum. One might better look at each continuum and ask if their business or management is struggling with problems or crises caused by moving too soon or too late from one phase to another. In addition, blocks to growth can be spotted if a particular component is lagging in its development in contrast to the rest of the farm. As farm businesses grow they will tend to evolve through these stages. The development of extension programs to assist farm managers in managing business development has great potential. Each of the eight concepts are discussed below:

Top management style: This continuum begins with the doer or hands-on, individualistic/entrepreneurial type who is personally making everything happen (Greiner, 1972). Primarily, this individual uses help as an extension of his/her own hand (Figure 1). From this point the next traits in the continuum would describe the manager who is making decisions and carrying them out through the efforts of others. This manager is characterized as the director of an operation that is beyond his/her ability to carry out alone. Following this would be the executive type using delegation as a primary tool for the narrowing of one's span of control. In this case, more time is spent in the planning functions of management. This can be further developed to an administrator as the director of management teams working under his strategic design (Jackson, et al., 1986). The administrator participates with middle manager to lend support, perspective, and clarity to the efforts of other managers under his charge.

Top management focus: Another series of traits can be observed in the orientation of managers. This begins with an orientation to physical things like cows,

equipment, and land. It then evolves into a more data oriented perspective, observing the business by the use of quantifiable results such as costs per unit of production, etc. The final phase in this continuum is the people orientation. This is punctuated with a concentration on the human resource in the organization, its recruitment, development, and leveraging toward the goals of the organization (Jackson, et al., 1986).

Business Development

Figure 1.

	Stage 1	Stage 2	Stage 3
Top Management Style	Entrepreneur Doer	Directive Manager	Situational/Participative Executive/Administrator
Management Focus	Things Production	Inputs/Outputs Expansion	Human Resources Problem Solving
Employee Function	Extra Hand Unskilled	Operational Management Tightly Supervised	General and Operational Management Skilled
Management Delegation	None	Specific Responsibilities	Authority Participation
Goals	Simple Undeveloped	Informal Tactical	Formal (Written) Strategic & Tactical
Communication	Casual Top Down Commands	Informal Top Down Requests	Often Formal May Be Written Two Way
Decision Making Process	Intuitive Informal	Qualitative	Quantitative Written Participative
Frame of View	Narrow Milk/Cows	Limited Scope Farm	Broad Develop Human Resources
Organizational Structure	Simple Informal	Centralized	Decentralized

Employee functions: As the structure changes, the role of the business personnel must change and the concept of employees must change. The process takes place as the one man operation develops to a network of teams comprised of specialists and middle manager working toward the objectives set by top management (Kotter, et al., 1986). Many farm businesses are struggling with this transition as middle managers are brought into the business.

Management delegation: Delegation begins when you ask someone to hand you a wrench and it matures into the sharing responsibilities and finally results in giving the subordinate the authority to carry out those responsibilities fully.

Goals: Another progression that can be observed is found in the area of planning and goal setting. Most farms indicate that they do not have any written goals. This however, is not the case in a few farms where written goals serve to inform employees at all levels of the important priorities of the farm organization. The more output and production are stressed, the more likely goals are to be found. Clear goals are also more abundant where planning and analysis are done with pen in hand.

Communications: How and what is communicated between employees and management goes through a metamorphosis beginning with informal occasional talks about any topic which may arise to formal written reports on specific deviations from clearly laid plans (Killen, 1977). Clearly established controls permit clear communication and may also improve the motivation of an employee because the individual knows exactly how he or she will be evaluated. This permits employees to work with less direct supervision, which in turn creates a feeling of autonomy and self direction.

Decision making process: The decision making process is the process of selecting the best course of action in a given situation. This process of decision making emerges in isolation at first and is usually very intuitive and qualitative. The fully matured process may involve many people and quantitative data processed with an eye toward employee acceptance and implementation criteria (Killen, 1977). Top managers indicated that they spend half of their management time in problem solving and decision making.

Frame of view: The frame, or perspective, that is used to conceptualize the farm business tends to be another factor as the farm business matures. A manager may

look at his business as that of making milk or that of caring for cows. Another sees the business as converting energy and protein to a different form. Still another manager may look on the farm as an enterprise using a collection of resources to their greatest economic advantage. Employees may be seen as a necessary evil to be used sparingly or as a potentially limitless resource to make the greatest contribution to the success of a plan. These perspectives have many implications for how one views other parts of the business system. The frame of view we have on any aspect of our business can be limiting and can prohibit progress or can be expanding and promote positive growth. A conscious effort must be undertaken to widen our frame of reference wherever possible (Russo & Shoemaker, 1987).

Organizational Structure and the Organizational Chart

Organizational structure is how the business is organized to perform the function of the business. Most farm businesses progress from the informal family patriarchy to a fully developed, functionally specialized, and decentralized hierarchy (Jackson, et al, 1986) (Figure 1). The type of structure employed on a farm is a function of management philosophy, the ability and availability of middle management and the size of the organization (Killen, 1977). Structure in its highest form becomes a tool in the hands of the manager to influence all other aspects of the business, employee performance, and productivity.

In this section we consider several principals key to developing an effective organizational structure, we delineate the conditions necessary for effective business operation, and we consider alternative organizational structure.

Principals of Organizational Structure

While no farms organizations are exactly alike, there are certain fundamental characteristics common to all and, therefore, some basic procedures which, when adhered to, can help insure total organizational effectiveness. The following list of principles is not complete, but it does represent some of the more important factors which must be given consideration when structuring the farm organization.

Principle of Objectives: Prerequisite to the starting of any organization or to carrying on any activity is a clear and complete statement of the objectives in view. Only after this can the operation be built and molded to foster the attainment of those objectives with the least amount of effort and cost. Objectives can also serve

to give the farm a sense of direction and purpose on a continuing basis. Conversely, without objectives there is a greater possibility that the farm will drift and not respond adequately to its environment.

Principle of Coordination: The organizational framework on the farm must provide for the integration and blending of both human and technical resources. Coordination results when the systems and procedures which are established facilitate the accomplishment of results and when each unit of the organization thoroughly understands the role and the function of every other unit. Another aspect of coordination concerns the establishment of effective channels of communication as well as the creation of a total team climate.

Principle of Parity of Authority, Responsibility, and Accountability: When an individual is held responsible for a task, he must also be given the authority necessary to perform it. If the assigned responsibility is greater than the authority which is granted, then responsibility will tend to shrink within the limits of the authority. If the opposite is true, that is, more authority is granted than is needed to meet a given responsibility, then there will be a tendency for responsibility to expand. In any case, accountability can only be expected within the limits of the authority extended.

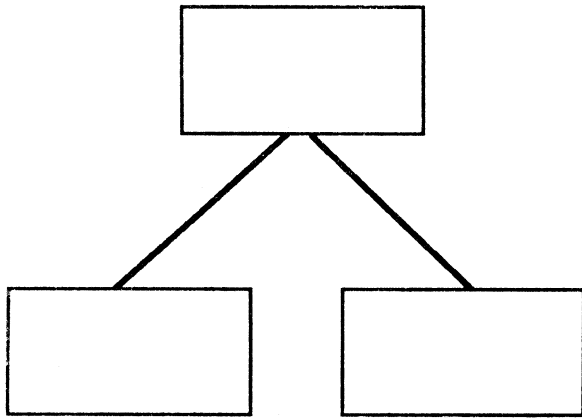
Principle of Unity of Command: Each employee should be held accountable and answerable to only one supervisor (Figure 2). If an employee is receiving directions from more than one supervisor, there is a strong possibility that confusion will arise. This is particularly true when what he is being told is not the same. He will find himself stuck in the middle. The result is usually either halfway action or no action at all.

Principle of Delegation: The need for organization arises when one man cannot do a job alone. Thus, other people are employed and some type of organizational structure appears. If, however, the people who are brought in are to make a meaningful contribution and be productive, the true managerial delegation must take place. Delegation is the process by which a manager assigns responsibility, grants authority, and creates accountability. Without delegation, the manager will defeat his own purpose of bringing others into the operation. He will end up doing everything himself.

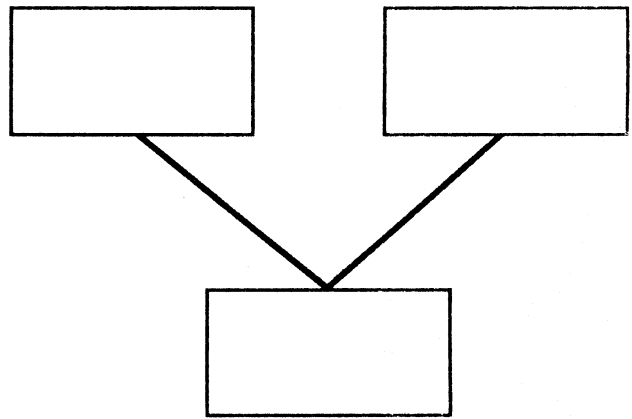
These principles are not presented as hard and fast rules which always reflect the reality of organizational life. They do, however, present the manager with some

Figure 2

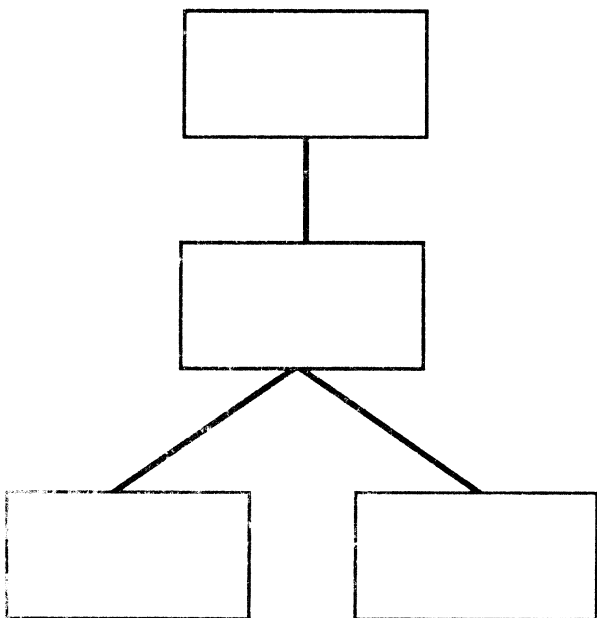
**Correct and Incorrect Chain of Command Structures
for One and Two Levels of Management**



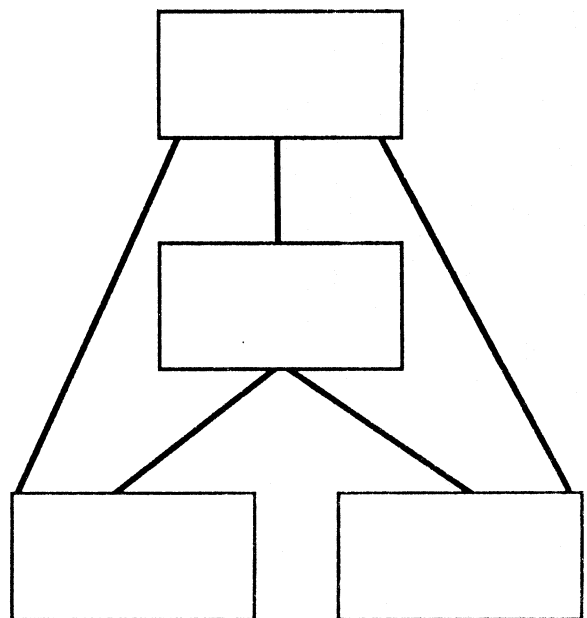
Correct Unity of Command



Incorrect



Correct Unity of Command



Incorrect

Diagrammatic Representation of Organizational Structures

Figure 3a

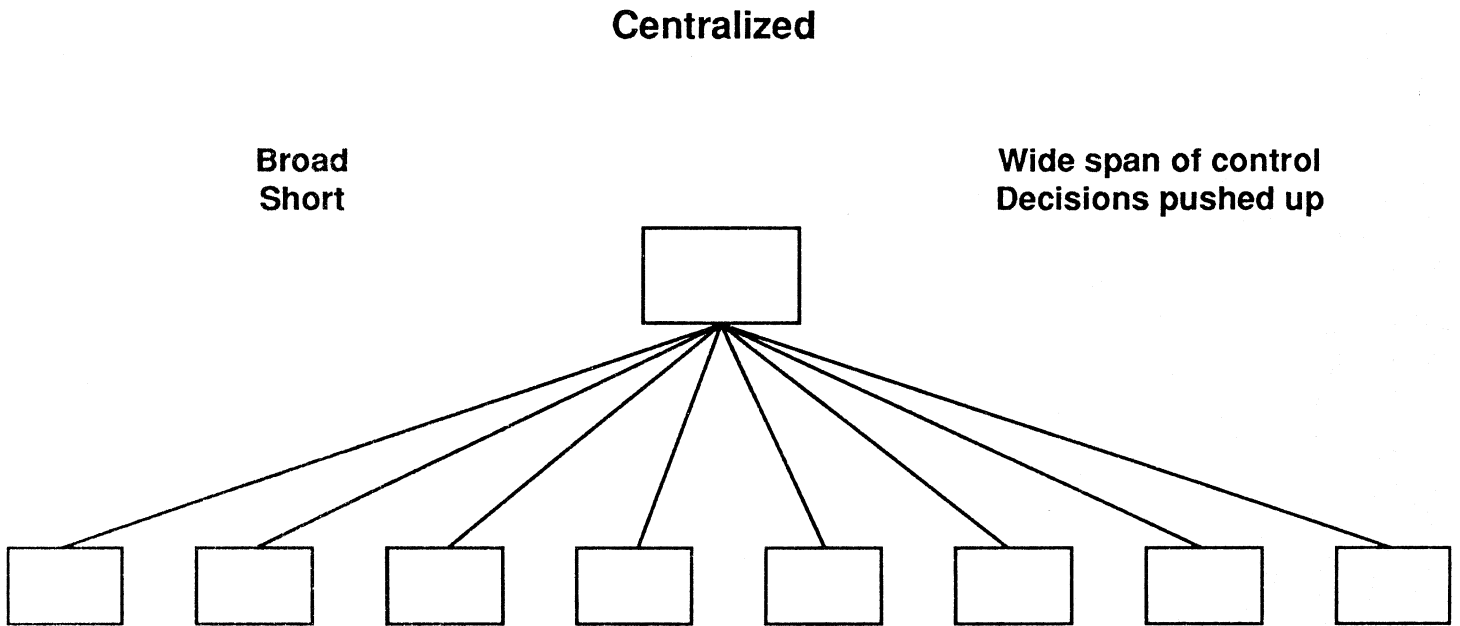
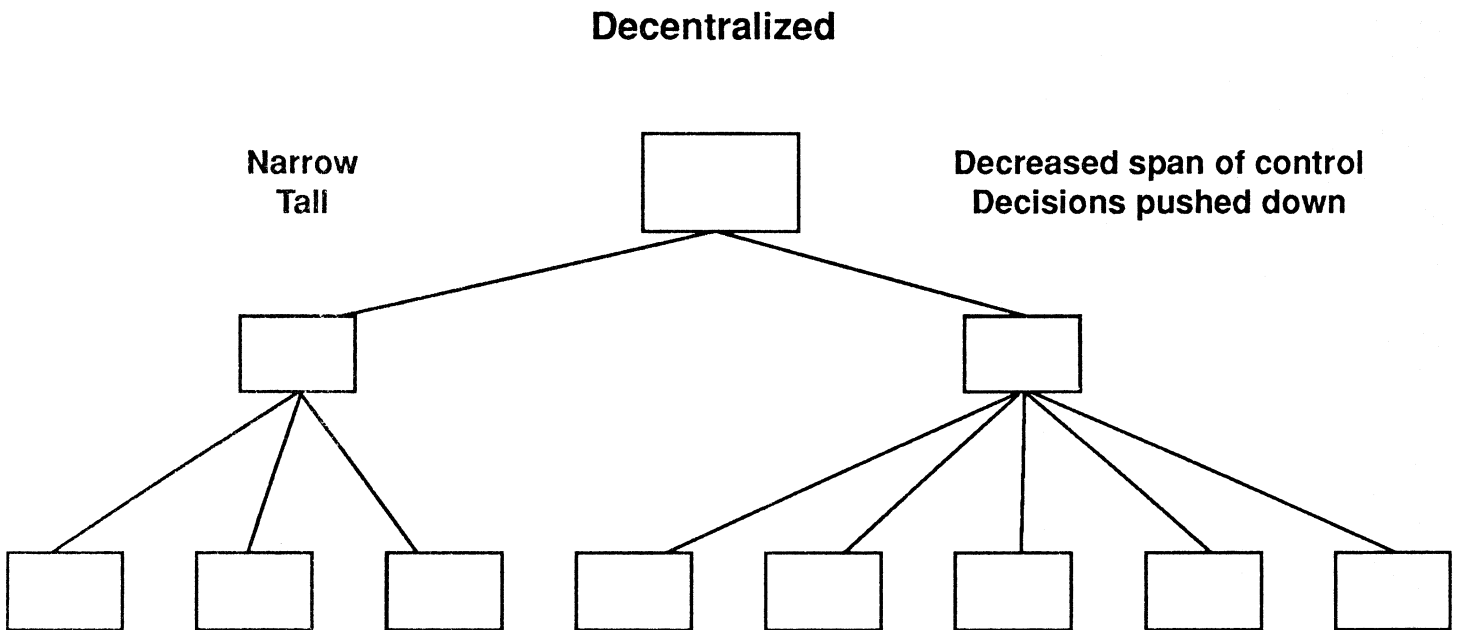


Figure 3b



Diagrammatic Representation of Organizational Structures

Figure 3c

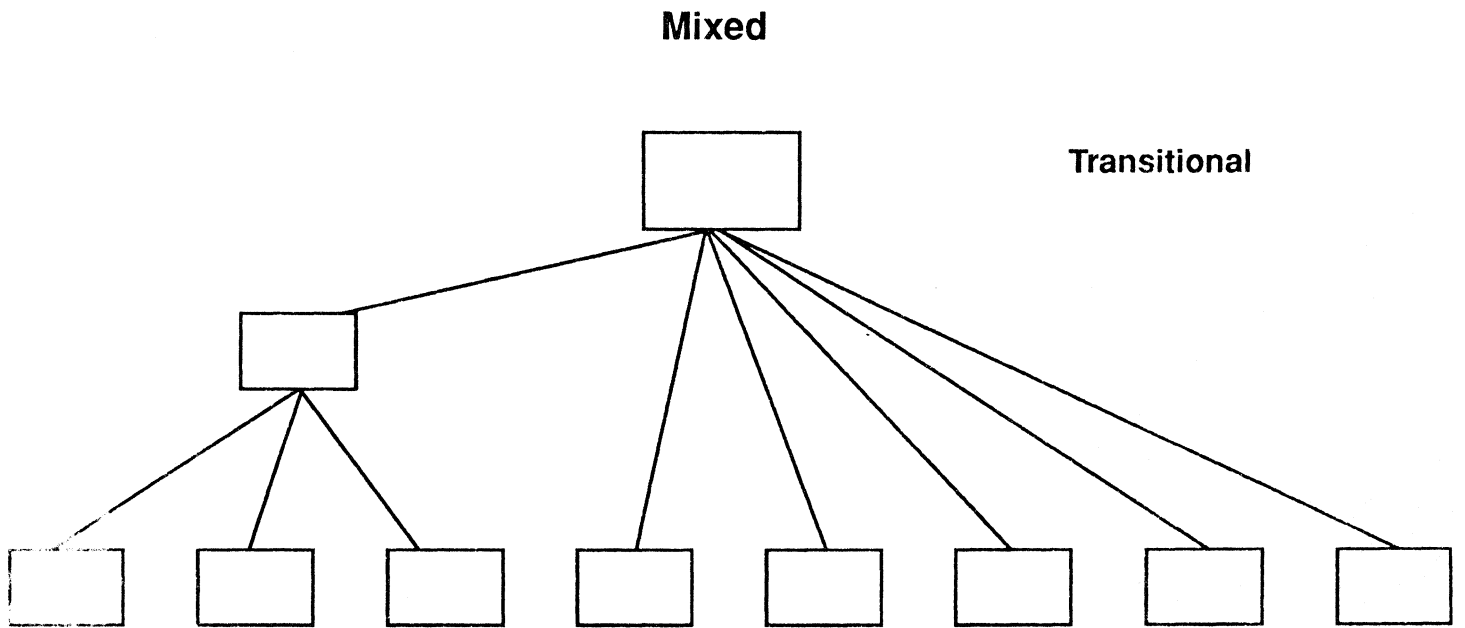
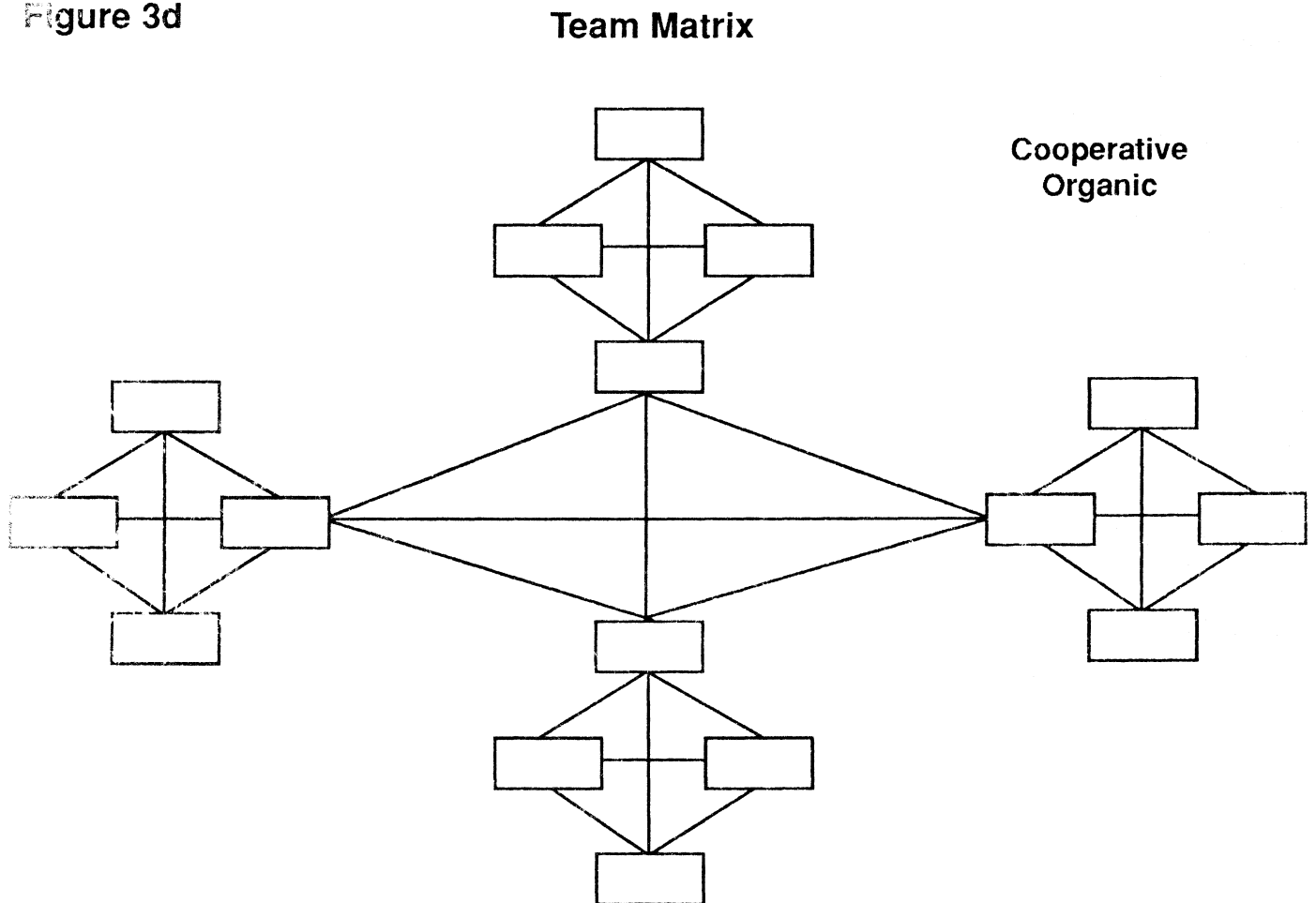


Figure 3d



fundamental guidelines which are of value when analyzing how effectively the organization is functioning on a day-to-day basis.

Alternative Organizational Structure

Farm operations run most efficiently and people integrate their efforts best when the following conditions are present:

- When each person is aware of the overall objectives and specific goals.
- When each person has played an active role in determining what the objectives are, or at a minimum, in planning how they can best be achieved. When each person is thoroughly briefed on the role and function of other members of the team and has a clear understanding of the purpose or rationale behind the various functions.
- When the method is built into the organization structure for people to come together and interact in a climate conducive to open communication and problem solving as opposed to defensive behavior.
- When lines of responsibility, accountability, and authority have been clearly established and are understood by all the people.
- When an atmosphere of “team effort” prevails and each member of the team is committed to the task at hand, as well as to understanding and appreciating others.

The attainment of these conditions is an important objective of the organizing function of management. The management must develop an organizational structure that will attain these conditions.

Most farms can be categorized into five types of organizational structures: informal (family) (Molnar, 1979); centralized with a broad span of control at the top; mixed, usually in transition; decentralized and tall with a broad base; and an integrated management team (Kilmann, 1984).

In farm businesses with an informal structure, the family structure usually provides definition to the farm organization rather than a formal business

structure. In these cases, decision making either revolves around a patriarch or can be described as a participative process where each member gives input and decisions are made by consensus or deferred to the family member with the most knowledge in a particular area (Molnar, 1979).

The **second** type of structure, centralized management, is much more prevalent. Power and authority are retained at the top of the organization, requiring that almost all decisions be made or approved by the general manager. Managers of this type of organization indicated that they are extremely vital to the daily running of their operations and that their business would not stay intact long without them on sight (Jackson, et al., 1986) (Figure 3a).

A **third** type of structure is mixed, having elements of more than one classical structure. Often, an organization has evolved as bits and pieces rather than as a structure designed with plan and purpose (Molnar, 1979). This is often the situation present when a new, progressive management idea cannot be actualized in the confines of an old organizational structure. Similarly, the employees on farms seem to demand that the organization conform to their level rather than the organization determining the clear expectations of its employees. This mixed configuration is often observed in farms under transition and during rapid expansion (Figure 3c).

The **fourth** type of structure observed can be characterized as decentralized, having delegated increased authority and responsibilities to middle management. Decisions in this type of organization are pushed down to the lowest level possible and everyone in the organization is well aware of the goals they are corporately trying to achieve (Kotter, et al, 1986) (Figure 3b).

A **fifth** type of structure is the integrated team matrix. In this configuration participative management is pervasive and organizational commitment is very high. This type of structure is also observed in a mixed form (Figure 3d).

It is evident that the type of structure employed on a farm is a function of management philosophy, the ability and availability of middle management, and the size of the organization (Killen, 1977). A list can be made of the advantages and disadvantages of each type of structure in an attempt to answer the question of which style is best. The answer is perhaps, that the truly astute farm manager use the advantages of all centralized, decentralized, and team structures where necessary

and appropriate and is able to clearly choose through reason rather than be dictated by the past or by personal preference (Killen, 1977). Structure in its highest form becomes a tool in the hands of the strategic manager to influence all other aspects of the business which influence employee performance and productivity (Figure 2).

The Organization Chart

Organization charts come in various sizes, colors and even textures. Most are black and white and printed on paper. Some are affixed to barn walls and made of materials that are easily changed. Some charts are highly detailed; some are very sketchy. Some are in the desks and others are broadly distributed and easily available.

The organization chart of most farm businesses shows:

1. Separation of work into components. These components may be enterprises or individuals. Boxes on the conventional chart represent these work components .
2. Who is (supposed to be) whose superior. The solid lines on the chart represent this employer-employee or family business relationship with its implied flow of delegated responsibility, authority and attendant accountability (Figure 2).

Implicit in these two points are several other things.

- The chart is designed to show the nature of the work performed by each person. Depending on the descriptive title placed in the box, what this shows may be specific and technical (forage crops), or management (planning), or special projects (barn building).
- Levels of management in terms of successive layers of supervisors and workers. All persons or units that report to the same supervisor are on one level. The fact that they may be charted on different horizontal planes does not, of course, change the level.

Beyond these, it becomes difficult to pinpoint anything specific about the organization. Therefore, what the chart does not show is very often more interesting than what it does show

All organization charts have at least one thing in common; they do not always show how the organization works. Or, as some people say, they do not show real organization. Even the most current chart is somewhat inadequate as a diagram of an organization and as an explanation of how an organization works.

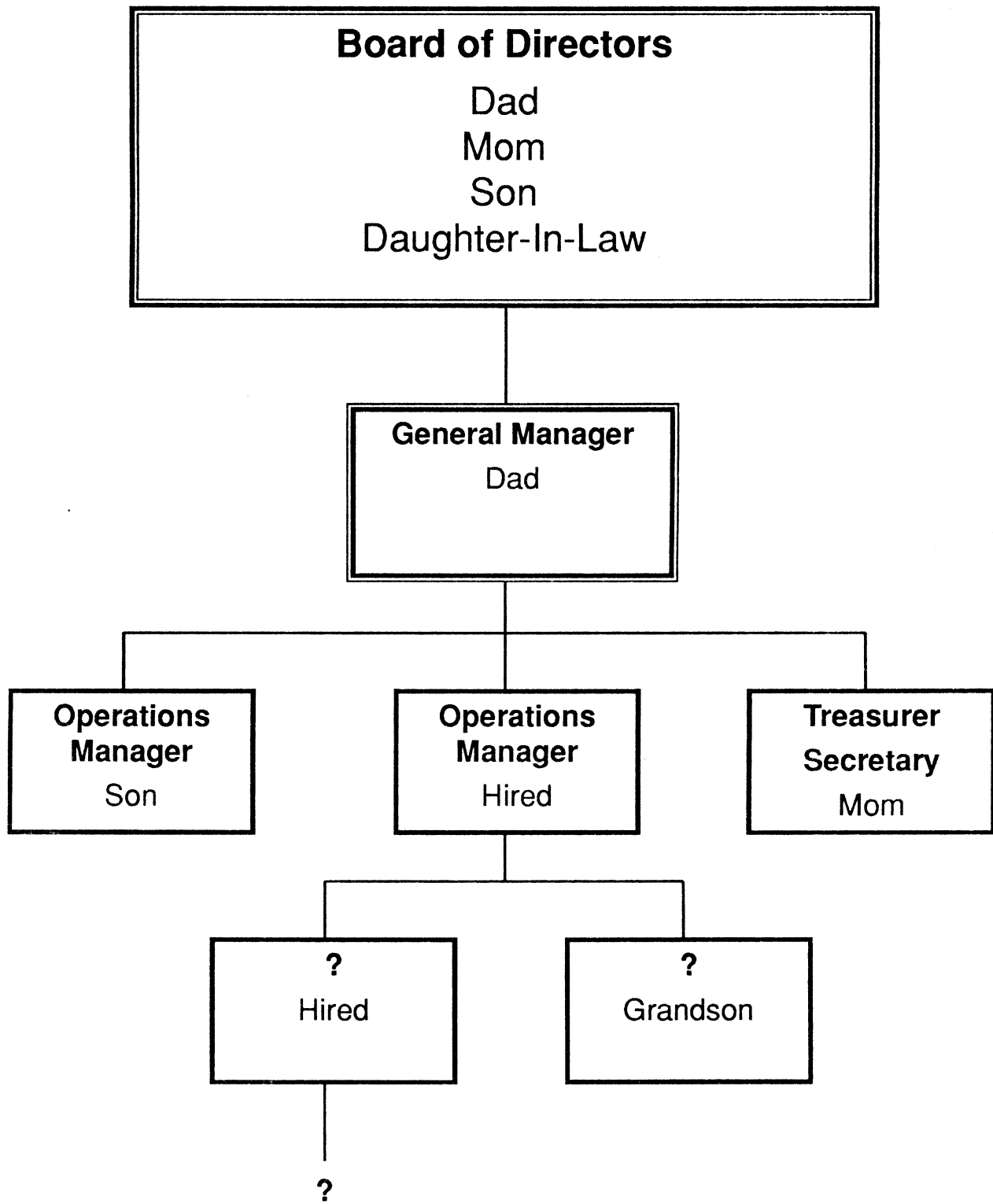
The Chart Does Not Show:

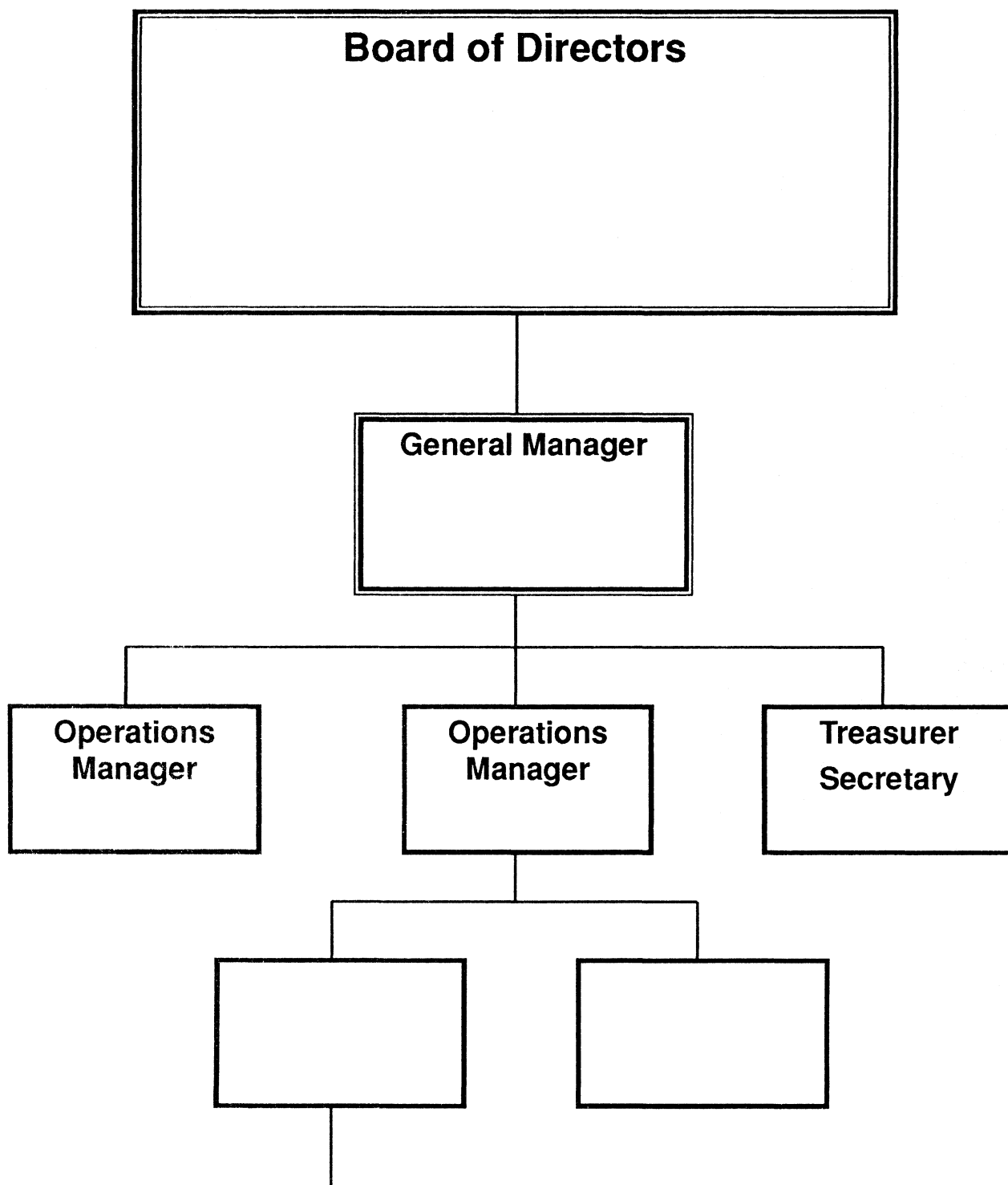
1. The chart does not show the degree of authority and responsibility of the various people. As noted previously, the chart does depict supervisor-employee and family business relationships and the attendant process of delegation of authority, but it does not give any indication of differences in authority and influence between two people who appear on the same plane of the chart. For example, a chart may show the Crops manager and the Dairy manager both reporting to the Owner and general manager; this might seem to imply that both (with respect to their functional areas) have equal authority and, influence within the organization. In actual practice, however, one of the managers may have only very minimal influence.
2. The chart does not show all the lines of communication. It does indicate a few of the major channels of contact, but if the organization sticks to only these, nothing will get done. It is a truism of organization that no one enterprise or individual operates in isolation from all the others. All are linked by an intricate network of communication. Proper organization performance relies on this network and on each enterprise unit and individual becoming a party to it. To chart the total communications network is practically impossible. To attempt to chart it and thus introduce certain rigidities into it might easily frustrate its workings.
3. The chart does not show is the informal organization. This encompasses all the informal relationships, communication channels, and influences or power centers that develop over time as people interact with one another. The informal organization is an extension of the formal and arises to facilitate the accomplishment of tasks. According to some, the informal organization gets work done “in spite of” the formal structure. The manager who knows the informal structure and how to use it has a distinct advantage in that he can may times cut through the “red tape” and thereby get much faster results.

Including a Board of Directors in Your Business Organization

Many times it is useful to formalize the decision making role in the organization that actually goes on at the top. This can be accomplished by adding an organizational structure we will call a “Board of Directors”.

The function of this board is to make major decisions affecting the farm. The board can be comprised of those people having a vital interest in the overall organization while still serving in an operative capacity lower in the hierarchy. For an example, see the illustrations that follow. It could be that people share the responsibility on the Board for major policy decisions equally. However, in daily operations they are accountable to the General Manager. This type of an organizational structure helps to develop future managers and is quite helpful in clarifying when and over what and who people have authority.





Conclusion

As the title of this paper implies, we in agriculture view organizational structure as bureaucracy, unwanted and unnecessary. This view emanates from our emphasis on managing cows and crops while ignoring the human resource. This view is also very narrow and limiting.

A far more powerful view is to consider people as the most important resource of the business. With this view the development of structure that facilitates the maximization of business and personal objectives become paramount. We challenge you to use the material in this paper to become aware of and utilize the informal organization and to bring the formal organizational structure of your business “under management”.

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WRITING AN AD

What

Use the job description already written as the basis for writing an effective ad.

When

Start early. As soon as an opening in the business is anticipated, start advertising. It is far more effective to have qualified applicants waiting to hear from you than it is to have an opening and no applicants. Also, if you are not rushed, you will tend to be more effective in hiring the best applicant.

How

An ad for an employee(s) has three functions: to inform, to screen, and to promote.

● Inform

The ad should include a job title and/or brief description of major responsibilities. For many jobs the job summary can be taken directly from the job description on file. Of course, the ad must include information about how and when the applicant is to contact you. You may also wish to include wages, hours, etc.

● Screen

The job title, summary, hours, etc., will screen out many unqualified people. Further screening can be accomplished by listing some specific job requirements, such as education or experience requirements, physical requirements such as heavy lifting, 20/20 vision, or working from ladders.

When writing the ad, take care to avoid violating someone's civil rights. You may advertise on the basis of the requirements of the job only as it

relates to screening (for details look under State Civil Rights Law in the bulletin, "Labor Laws and Michigan Agriculture: 1988" found in the Legal Matters section of this handbook).

● Promote

Besides attempting to screen out the unqualified persons, the ad should attract those that are qualified. This is accomplished by including those items that would spark greater interest in the applicant. Such items as work environment, flexible work schedules, benefit programs, and housing opportunity will appeal to certain readers. The rule is if you offer it and are proud of it, put it in the ad.

Where

Where do the best potential applicants live. What do they read. If you are looking for a career person, consider a national farm magazine and employment agencies at colleges. If you are looking for local seasonal help, consider bulletin boards in high schools and laundromats.

Being creative in writing and placing an ad with a fair wage will bring in better applicants than one with a higher wage where no creativity in writing and placement are evident.

NOTES

Source: Shapley, A.E., et al. "Farm Employers' Handbook," Cooperative Extension Bulletin E-2152, MSU, East Lansing, MI 48824.

THREE ADS FOR THE SAME JOB

Wanted: Hired man
Phone: 000-000-0000

Wanted: Person for general farm work, full-time, on a beef and crop farm. Requires two years farm experience or equivalent and/or two years ag education beyond high school. Good wage and benefit package. Call: 000-000-0000

Maple Grove Farms has an opening for a person to assist the owner/operator in management and production of beef and crops. The position offers considerable variety and opportunity for growth. At least two years farm experience or equivalent and/or ag education beyond high school required. Pay and benefit package based on applicants experience and training. Write for application to Maple Grove Farms (address.)

Which One Would You Apply For?

NOTES

APPLICATION FORM

(Please Print)

LAST NAME	FIRST NAME	MIDDLE NAME	DATE	
PHONE ()	ALTERNATE PHONE (OPTIONAL)		SOCIAL SECURITY NUMBER	
PRESENT ADDRESS	CITY	STATE	ZIP	HOW LONG?
PREVIOUS ADDRESS	CITY	STATE	ZIP	HOW LONG?
PREVIOUS ADDRESS	CITY	STATE	ZIP	HOW LONG?
POSITION APPLIED FOR: (BE SPECIFIC)				
INSTRUCTIONS				
<p>This form provides information which helps us determine if additional consideration of your application is appropriate. In most cases, a preliminary interview is not possible, therefore, the conscientious completion of this form is necessary to supply much of the information covered in a preliminary session. Please print in ink and use your own handwriting. Your application must list the position for which you are applying; stating that you will do "Anything" is too indefinite and will result in your application not being considered by our firm.</p> <p>Your application will be placed in the firm's inactive file 180 calendar days from the date of application. To keep your application current, it will be necessary for you to inform us in writing prior to the expiration of the 180 day period that you wish to remain an active applicant. Should you contact us after the 180 day period has expired, you must fill out a new application. After you have read these instructions, and prior to leaving, please ask any questions you may have. We will be happy to answer them for you. Thank you.</p> <p style="text-align: center;">(Your Company Name/Logo Or Letterhead)</p> <p>In accordance with Federal and State Fair Employment Laws, a qualified applicant is considered for each position he/she applies for without regard to race, color, religion, sex, national origin, age, height, weight, marital status, veteran status, or the presence of a non-job related medical condition or handicap.</p>				

Source: Shapley, A.E., et al. "Farm Employers' Handbook," Cooperative Extension Bulletin E-2152, MSU, East Lansing, MI 48824.

*** PERSONAL DATA ***

Are you at least 18 years old?	Yes___	No___
Do you have the right to remain permanently in the U.S.?	Yes___	No___
If no, specify resident status _____		
What led you apply for employment?		
Advertisement___	Employee___	Private Empl. Agency___ State Empl. Agency___
Other___specify_____		
State salary figure desired:_____		
Have you ever been convicted of a violation of the law, other than a traffic related violation? Yes___ No___ If yes, explain: Date:_____		
Nature:*_____ City & State_____		
Did you ever serve in the U.S. armed forces or in a state militia? Yes___ No___		
From:_____	To:_____	Branch/Rank:_____
Dishonorable Discharge? Yes___ No___ Describe military experience and skills obtained that are applicable to the position applied for:		
*		

*** HEALTH BACKGROUND ***

Do you have any physical or mental condition that would limit your ability to perform the job, or that might cause risk or injury to yourself or others?		
Yes___	No___	If yes, describe:*
Have you ever collected worker's compensation? Yes___ No___ If so, explain:		
Date:_____	Nature:*_____	City & State:_____
Date:_____	Nature:*_____	City & State:_____

*** JOB OBLIGATIONS ***

Have you ever been employed by this firm? Yes___ No___ From:_____ To:_____		
Separation: Voluntary___ Involuntary___ Position:_____		
Are you aware of any circumstances that would prevent you from:		
Traveling on company business? Yes___ No___	Relocating? Yes___ No___	
Working Overtime? Yes___ No___	Working Weekends? Yes___ No___	
If yes, explain:*		

*Use additional sheets, if necessary.

***** EDUCATION AND TRAINING *****

Education (circle highest grade completed) 1 2 3 4 5 6 7 8 9 10 11 12 GED				
Name and Address of Last High School Attended: _____				
SCHOOL	NAME/CITY & STATE	LENGTH OF ATTENDANCE	DEGREE	FIELD OF STUDY
Vocational			Yes ___ No ___	
College			Yes ___ No ___	
Other			Yes ___ No ___	

***** EMPLOYMENT EXPERIENCE *****

(Please list all employment starting with the most recent.
Use additional sheets, if necessary)

COMPANY NAME	JOB TITLE	FROM: mo/yr	TO: mo/yr
STREET ADDRESS	CITY/STATE/ZIP	PHONE ()	
SALARY	HOURS WORKED/WEEK	REASON FOR LEAVING	MAY WE CONTACT? ___Yes ___No
JOB RESPONSIBILITIES			

COMPANY NAME	JOB TITLE	FROM: mo/yr	TO: mo/yr
STREET ADDRESS	CITY/STATE/ZIP	PHONE ()	
SALARY	HOURS WORKED/WEEK	REASON FOR LEAVING	MAY WE CONTACT? ___Yes ___No
JOB RESPONSIBILITIES			

***** SKILLS AND EXPERIENCE *****

List academic honors, school offices held, scholarships, awards, seminars, workshops, work-related hobbies, on-the-job training, special aptitudes, etc.

(Use separate sheet. For farm-related skills use the
"Farm Skills Inventory" attached)

*** FARM SKILLS INVENTORY ***

Farm duties I have performed:

- Plowing
- Tilling
- Planting
- Cultivating
- Spraying
- Baling
- A. Insemination
- Feeding
- Combining (what crops)
- Animal health care
- Milking (type of set up) _____
- Record keeping (type) _____
- Hand harvesting
- Packing
- Irrigation
- Supervising

Farm equipment I have used:

- Tractors:
- Two-wheel or front wheel assist drive
 - Four-wheel drive (articulated)
 - Loader tractor
 - Bulldozer
 - Skid loader
 - Forklift
 - Other _____

Field Equipment: _____
 (List) _____

Harvest Equipment: _____
 (List) _____

Milking Equipment: _____
 (List) _____

What type of repairs can you perform (N-none; S-some; L-lots of experience)

- Field equipment conversion
- Engine overhaul
- Carpentry
- Plumbing
- Electrical
- Hydraulics
- Welding (type) _____
- Other special skills that could be valuable to this job _____

What licenses do you hold: ___Drivers ___Pesticide ___Labor Contracts ___Other

List crops you have worked with: _____

List animals you have worked with: _____

*** REFERENCES ***

(List at least one personal reference and two business references)

1	NAME	PHONE ()
ADDRESS		CITY/STATE YEARS KNOWN
OCCUPATION		FIRM
2	NAME	PHONE ()
ADDRESS		CITY/STATE YEARS KNOWN
OCCUPATION		FIRM
3	NAME	PHONE ()
ADDRESS		CITY/STATE YEARS KNOWN
OCCUPATION		FIRM
<p>I certify that all of the information furnished on this application is true, complete and correct. I understand and agree that any falsification, misrepresentation, misleading statement, or omission of fact on either this application or during the pre-hire process will be sufficient reason for (1) my not being offered employment; or (2) dismissal at any time from the service of the company if employed. I also understand and agree that employment is subject to my taking a physical examination directly related to the job requirements from a physician, and that in his/her opinion I must be physically and mentally able to perform the work for which I am being considered.</p> <p>I authorize my former employers to provide the employer any information regarding my employment and medical records, including and in addition to the above, and I release all parties from any liability for any damages which may result from furnishing such information. I also agree to permit the employer to conduct any other background investigative procedures it deems appropriate with respect to my application and, in the event of hire, while employed. I also understand and agree that my employment, compensation and hours of work are for no definite period and may, regardless of the time and manner of payment of my wages and salary, be terminated at any time by me or the employer, with or without cause, and without any previous notice. I also understand and agree that the employer has the right to unilaterally modify and/or terminate any policies, practices, procedures, and standards it has adopted or implemented, to the extent not limited by law. I acknowledge that no representative, other than the employer, has either the power or authority to enter into any agreement for employment for any specified period of time, or to make any representations or agreements contrary to any of the foregoing, unless that agreement is in writing and signed by the employer.</p>		
APPLICANT SIGNATURE _____		DATE _____

TIPS ON THE APPLICATION PROCESS

Hiring And Public Relations

Consideration of an applicant's feelings during the hiring process is more than good manners--it's good public relations. If, because of your hiring practices, your business develops an image of fairness and courtesy, you will continue to attract well-qualified candidates.

- Treat each applicant with respect and courtesy.
- Keep current on recent interpretations of the Civil Rights Law and your state's employment legislation. Be sure that older applicants, women, minorities and handicappers are treated the same way you treat other applicants.
- Take care to see that identical steps are followed when reviewing every candidate for employment. Know and follow standard hiring procedures. By doing this you will have all the information you need to know, and have a legal right to know when hiring a new employee. Deviation from the procedure may result in, at best, an angry phone call or, at worst, serious legal and labor disputes.
- Be sure to provide the applicant with a private, uncluttered work space and a telephone directory to help the applicant prepare an accurate employment history.
- Don't make vague commitments to an applicant when there is no foreseeable job opening just because you hesitate to say "no".

Accepting

- If you are not able or willing to take calls at all times, state the times you are available for calls in the ad.
- If you want applicants to come to the farm, but only at certain times, state the address in your ad and what days and times you will accept applications. A sign near the farm office or near the mail box also advertises and controls the flow of applicants. (Example: "Applications for bookkeeper are being accepted from 8:00 a.m. till noon Monday through Friday.")
- Only accept applications filled out by the applicant. Do not allow the applicant to take the form home and drop it off later.

Processing

- Review applications and set aside all those that fail to meet the performance requirements of the job.
- If it appears that the applicant has skills necessary for some other job in the organization, but no opening is presently available, put the application on file for 6 months.
- Prior to or during the interview:
 - Check all gaps in employment history
 - Find out why applicant is changing jobs
 - Verify references and former employers.
- Conduct an interview (see following pages).

Source: Shapley, A.E., et al. "Farm Employers' Handbook," Cooperative Extension Bulletin E-2152, MSU, East Lansing, MI 48824.

INTERVIEWING

After you evaluate the applicant's job qualifications, you are ready to conduct the interview. Prepare yourself by making a general plan for the session. Don't rely on your memory to give the interview focus or direction.

Resolve any questions you may have formulated during your reading of the application. You will also have the opportunity to develop an impression of the applicant's personal qualities and to determine if those qualities suit the requirements of the position. Remember, you want to select an employee who not only can do the job because of aptitude, experience, and training; but who will do the job well, and is one who wants to work.

Record the highlights of the interview to help you make your final decision. This is especially helpful if there are several qualified candidates interviewing for the opening.

Also, don't forget that you and your business are being interviewed, too. The prospective employee will be evaluating the business and the position just as carefully as you are considering him/her. Present the facts about the job honestly. Don't glorify the work situation, but don't presume that you won't need to sell your business and the position to a well-qualified candidate.

Finally, thank the applicant and present a tentative date by which a decision will be made.

Initial Screening Interview

An initial screening interview is used to reduce the number of applicants vying for a particular position. A brief discussion with the applicant may sometimes reveal that he/she is obviously unsuited to the position or work environment. Use this time-saving

screening device if your earlier reading of the application indicated that the candidate probably does not meet your standards for employment. Below are some possible disqualifying factors which the screening interview may reveal.

- Unwillingness to work the shift or hours required.
- Excessive salary demands.
- Unsatisfactory or unexplained episodes in work history.
- Unwillingness to work overtime, relocate or to travel, if necessary.
- Little education and/or experience in area of position (if experience is required).
- Unwillingness to submit to a physical examination except for bona fide religious reasons.

What To Look For During The Interview

Many personal characteristics affect an employee's behavior and productivity on the job. A candidate who really wants the job is probably on his/her best behavior during the interview. A belligerent, defensive or uncommunicative applicant will undoubtedly exhibit those tendencies on the job. Below are some questions which might reveal clues about the applicant's character and work performance.

- Stability
 - Has the applicant remained on the job for reasonable periods of time?
 - Do the reasons for changing jobs seem valid?
 - Does the applicant volunteer information about past employment readily?
 - Have all past positions been in the same field, or demanded similar skills?

Source: Shapley, A.E., et al. "Farm Employers' Handbook," Cooperative Extension Bulletin E-2152, MSU, East Lansing, MI 48824.

INTERVIEWING (Con't)

The work record is an excellent guide to the candidate's stability. Examine the length of time spent on each job. Instability is often displayed by a chronic desire to explore other lines of work or other work situations.

- Dependability
 - Has the applicant worked steadily on either a paid or a volunteer basis?
 - Have there been promotions and regular pay increases?
 - Has the applicant chosen challenging positions whenever possible?
 - Was educational achievement consistent with ability, financial situation and available time?
 - Did the applicant "stick it out" on unpleasant or difficult jobs?
 - Has the applicant continued to pursue educational possibilities?

A conscientious employee takes responsibilities seriously, even if they require personal sacrifices, and can be counted on to work overtime in order to get the work done on schedule. Check to see if the applicant's work record indicates a mature attitude towards job responsibilities.

- Ability to get along with others
 - Does the candidate speak well of former employers and educational institutions?
 - Has the candidate been successful at (and enjoyed) jobs which required teamwork?
 - Have past positions required cooperative or solitary work?
 - Does the applicant appear relaxed, spontaneous, and attentive during the interview?
 - Is the applicant poised? Can he/she participate in a give-and-take conversation?

Statements made by the applicant concerning likes, dislikes, and reasons for leaving past positions provide excellent indicators for determining ability to get along with others. A cooperative attitude includes more than just the capacity to be pleasant and friendly. It also includes the ability to take criticism easily, to recognize the validity of other points of view and to accept informed authority. Watch for signs of defensiveness, extreme aggressiveness or timidity.

Interviewing Techniques

- It is to your advantage to make the candidate feel as comfortable as possible. When people are not relaxed, they typically find it difficult to speak candidly.
- Be careful not to be overly influenced by first impressions. Don't assume that the candidate is "just right" or "all wrong" until you have covered all aspects of the employment history.
- Let the candidate do most of the talking. The more he/she talks, the clearer your impressions will be.
- Avoid leading questions which can only be responded to by "yes" or "no" answers. An open-ended question such as, "Why did you quit your job at that time?" will get a more revealing response than, "Did you quit to make more money?"
- Try to keep your personal feelings about the topics of conversation hidden. If the applicant feels you are not critical, he/she will speak more honestly.

KEEPING INTERVIEW QUESTIONS PROPER

To protect against the possibility of a complaint of discrimination, take care when wording pre-employment interview questions.

The following guide contains a list of sensitive subject areas, along with related improper and proper inquiries. This guide does not contain all the appropriate questions which may be asked, and it is not recommended that all questions listed be used in every interview for each type of job. Only ask questions that are related to the specific job for which the interview is being conducted.

The purpose of the list is to present questions which help the interviewer avoid potential legal liability. Following are general rules to observe when deciding whether a specific question is proper:

- Relate the question to valid job requirements.
- Do not ask questions that reveal the fact that the applicant is a member of a particular minority, gender, or class.
- Ask only those questions that you would ask all applicants and which you would evaluate in the same way with respect to all groups.

NAME

Improper: "If your name has legally changed, what was your former name?"

Proper: "Are you identified by another name in your high school or college records? (Name change inquiry can only be asked relative to academic credentials search).

* * *

AGE

Improper: Any question which tends to identify applicants over 18 years of age.

Proper: "Are you at least 18 years of age."

* * *

CITIZENSHIP

Improper: "Are you a citizen of the United States?"

"Are your parents or spouse citizens of the U.S.?"

"On what dates did you, your parents, or your spouse acquire U.S. citizenship?"

"Are you, your parents, or spouse naturalized or native-born United States citizens?"

Proper: "If you are not a U.S. citizen, do you have the legal right to reside and work permanently in the U.S.?"

"What is your visa status?" (if NO to above) "Do you intend to remain permanently in the U.S.?"

Statement that employment is subject to verification of applicant's eligibility for employment under laws related to immigration and naturalization.

Source: Shapley, A.E., et al. "Farm Employers' Handbook," Cooperative Extension Bulletin E-2152, MSU, East Lansing, MI 48824.

NATIONAL ORIGIN OR ANCESTRY

Improper: "What is your nationality/lineage/ancestry national origin/descent or parentage?"

"How did you acquire the familiarity with a foreign country?"

"What language is spoken in your home?"

"What is your mother tongue?"

Proper: "What languages do you speak, read or write fluently?"

* * *

RACE OR COLOR

Improper: Any questions which directly or indirectly relate to race or color.

Proper: None.

* * *

RELIGION

Improper: "Do you attend religious services or a house of worship?"

"What is your religious denomination or affiliation, church, parish, or pastor?"

"What religious holidays do you observe?"

Proper: "Do you have religious practices which may require accommodation?"

* * *

SEX, MARITAL STATUS

Improper: Any inquiry as to sex or marital status.

"Do you wish to be addressed as Mrs., Miss, or Ms.?"

Proper: None.

* * *

RELATIVES

Improper: (If 18 or over) "What is the name or address of relatives/spouse/children with whom do you reside?"

"Do you live with your parents?"

"What are the ages of your children?"

Proper: None.

* * *

PHYSICAL/MENTAL CONDITION

Improper: "Do you have physical or mental disabilities?"

"What is your handicap?"

"What caused your handicap?"

"Have you had any recent serious illness?"

Proper: "Do you have any physical or mental condition which may limit your ability to perform the job applied for?"

"Do you need any special accommodations to perform the job applied for?"

Statement that employment offer be contingent upon passing a medical evaluation is only valid if that evaluation is directly related to the job to be performed.

EDUCATION

Improper: Any question asking specifically the nationality, racial character, or religious affiliation of a school.

Proper: Questions related to academic, vocational or professional education of an applicant, including schools attended, degrees/diplomas received, dates of graduation and courses of study.

* * *

MILITARY EXPERIENCE

Improper: Questions related to military experience in general.

Proper: The applicant's work experience while in military service.
"Did you receive a dishonorable discharge from the U.S. armed forces or a U.S. state militia?"

* * *

ORGANIZATIONS

Improper: "To what organizations, clubs, societies and lodges do you belong?"

Proper: "To what professional organizations except those which indicate race, religion, color or national origin do you belong?"

* * *

ARREST/CONVICTION RECORD

Improper: "Have you ever been arrested?"

Proper: "Have you ever been convicted of any crime?"
"If so, when, where and disposition of case?"

* * *

WORK SCHEDULE, TRAVELING

Improper: Any questions related to child care, ages of children, or other subject which is likely to be perceived by minorities, women or handicappers as discriminatory.

Proper: "Are you able to work consistently, work overtime, and travel?"

* * *

RELOCATION

Improper: "Would your spouse be willing to relocate?"

Proper: "Would you be willing to relocate?"

TRAINING FARM EMPLOYEES

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Introduction

No matter how carefully farm employers recruit and select employees, they will not come to their new jobs with all the necessary knowledge, skills and abilities. For an existing group of employees, training provides the employer an important avenue for improving labor productivity. Better technology, equipment and facilities improve labor productivity. Likewise, the organizational structure of the farm business, and employee motivation and morale are important. But without trained employees, the potential from improved technology, equipment, facilities, organizational structure and morale remains unrealized.

Training includes all that an employer does to help employees learn to do their work the way the employer wants them to do it. Training is an investment in people benefiting both the employer and employee. In an ideal employer-employee situation, the investment stems from teaching, which leads to learning, which provides an employee the opportunity for doing tasks better, which in turn helps the farm business and creates opportunities for enhancement of the employee's career

Training makes the complex seem simple. The need for training is obvious while one is learning to ride a bike but riding seems so simple after one has learned. All experienced computer users know there is not an "any key" on a computer keyboard. Yet many new owners of computers have searched in vain for such a key so that they could follow the direction in the computer manual which said, "Press any key and continue." Finding pneumonia in the dictionary happens only after one knows that it begins with a "p" rather than an "n". Trainers (teachers) are continuously challenged to be empathetic to what the trainee (employee) knows and does not know from previous training and experience.

The importance of training programs on farms will increase dramatically in the 90's. Given the labor supply realities, people who already have all the necessary skills cannot be hired. Given the continuing changes in technology and increasing complexity of farm work, trained workers are essential for business success. Without training programs, labor can easily become the weakest link in the plan to maintain or build resource productivity to a competitive level.

Training is part of the management function of staffing. In staffing, management puts the people in place to implement the plans from the planning function and the organization from the organizing function. Staffing then is a key function of management. Not to train is to play the management game with important cards missing. Where a farm's labor problems are due to deficiency of knowledge and skill, staffing must be

addressed if the problems are to be resolved. In the absence of training, the only staffing solution is to get new, more highly qualified people.

Content of Training

Training farm employees encompasses more than learning to do a job. Four kinds of learning are included: knowing, doing, and combinations of knowing and doing. To illustrate:

- 1. Knowing something intellectually or conceptually one never knew before. Two examples of this kind of learning are: (a) Apples bruised during harvest will be unmarketable coming out of storage. (b) Calves can be born on a dairy farm that does not have a bull.**
- 2. Being able to do something one couldn't do before. Two examples are: (a) Train a new employee to mow hay on a dangerous hillside. (b) Change the oil in a tractor.**
- 3. Combining two knowns into a new understanding of a skill, piece of knowledge, concept, or behavior. Examples are: (a) Knowledge of the anatomy of a heifer and knowledge of the birthing process in heifers being combined to know what to do to assist in the birth of a calf. (b) Knowledge of which chemicals can damage eyes and knowledge of what can happen to liquid under pressure combined for the behavior of always wearing protective goggles.**
- 4. Being able to use or apply a new combination of skills, knowledge, concepts, or behaviors. Examples are: (a) Combining the skill of being able to back a forage harvester with a tractor and the knowledge of the gears in a new semi-tractor to be able to back a semi-trailer up to a hog loading chute. (b) Combining mechanical skill, attention to detail, and superior hearing to recognize when a belt needs tightening.**

The Farm Environment for Training

The characteristics of farm work, trainers and workers affect the training environment. Farm work tends to vary with season. Few workers do the same task such as milking, planting or harvesting the entire year. Workers tend to be generalists able to do many tasks satisfactorily but few tasks as expertly as if they were specialists in them. Many tasks have been learned by experience rather than formal training. The same task can be done in quite individualized ways by three or four different workers each having adapted the work to his or her own preferences, skills and experiences. To illustrate, one person may move pigs by slapping, bullying and using brute force, another may use quick whistles through his or her teeth, urgent pleadings to move along, patience and gentle nudging, while a third must have three people helping knowing that it is a job that can not

be done by one person. Each is convinced by trial and error that he or she has discovered the best method.

Farms rarely have personnel departments. How best to do a job and how best to train a person to do the job may have received little attention. A confused or vague organizational structure may mean no one has the responsibility for planning and conducting training nor even the authority to address training problems.

Characteristics and methods of those doing the training can limit their effectiveness. They may consider themselves too busy to be spending much time training new employees or people with new responsibilities. Busy people are more likely to be impatient in teaching and critical of the workers for not knowing how to do the job or not being able to learn quickly. Jobs not well designed, details of the job not understood, and lack of a systematic training program further frustrate both trainers and workers. Most limiting in many cases is the labor manager's lack of training in how to train.

Trainee factors also inhibit learning. The rate at which workers learn is certainly affected by any deficiencies they may have in basic skills such as reading, writing, oral communication, listening, language, arithmetic, problem solving, interpersonal skills, and self-discipline. Lack of motivation to learn because of little apparent pay-off or reward to the employee often plagues farm worker training. Lack of motivation to learn may be reinforced by a circle of peers in which there is no tradition of progress through education and learning. Personal problems of learners including family strains and illness as well as substance abuse also affect both motivation to learn and attention to what is being taught.

Conditions that Facilitate Learning

A training program for an individual farm reflects the farm's organizational culture, and teacher and learner traits. But regardless of the specific situation, the training program should provide a positive environment for learning. Such an environment is in part a function of the following conditions.

Acceptance that all human beings can learn. Individuals motivated to learn and teachers motivated to teach. Learning made an active rather than a passive process. Learners provided guidance. Learning designed to be sequential. Learners provided time to practice the learning. Learning methods varied to avoid boredom. Learners gaining satisfaction from their learning. Correct learner behavior reinforced. Well understood standards of performance provided the learner.

Both the trainer and learner recognize different levels of learning and the need for different lengths of learning times and methods. Learning does not occur at a steady rate. As illustrated in Appendix 1, an atypical learning curve shows progress at a constant rate followed by a plateau. A typical learning curve, in contrast, shows varied rates of learning, false plateaus and periods when frustration for trainer and learner are likely.

Training Process

A six-step process helps develop a training program. Each step is important and has the potential of being the bottleneck to effective training. The six steps are:

- 1. Determine training needs**
- 2. Set training objectives**
- 3. Select the training methods**
- 4. Train the trainers**
- 5. Train using the Prepare-Tell-Show-Do-Review approach**
- 6. Evaluate the training**

Step 1. Determine Training Needs

Farms with a well developed human resource plan will already have identified their training needs. For such farms, planning short-run and long-run training programs accompanies overall planning of human and capital resource allocations

A more hit and miss approach to determination of training needs includes employee performance appraisals where deficiencies in performance can be tied to lack of training, and occurrence of critical incidents such as accidents, employee injuries, disease outbreak among animals, and damage to equipment.

Failure to meet labor productivity, yield and other efficiency goals may also suggest need for training. Finally, employees may ask for training so that they are able to assume more responsibility or compete for higher level positions as they become available.

Step 2. Determine Training Objectives

All training should be guided by objectives. What the training is intended to accomplish should be stated in specific terms, e.g., the specific objective of being able to identify a cow in heat after one hour of instruction, rather than the general objective of learning to take care of cows; and the specific objective of being able to tuck cucumber vines as part of hand harvesting, rather than the general objective of learning to pick cucumbers.

An employee training program should have three distinct phases: (a) orientation, (b) developing proficiency in immediate tasks, and (c) preparation for future tasks and responsibilities. Each phase needs specific objectives.

Orientation can be limited to answering immediate questions and providing essential information for a new employee to get off to a good start on the job. Some of the orientation will have been done during the application and interviewing process. Written job descriptions, an employee handbook and a written employer-employee agreement also aid orientation. Sensitivity to immediate information needs and postponing the non-essential information to the second phase of training are the keys to accomplishing orientation objectives. Where to park the car, what to wear to work, location of the bathroom, names of co-workers and that part of the organizational structure directly affecting the employee are essential to orientation. Postpone discussing the details of a retirement program and procedures for arranging which week to take vacation.

Developing proficiency in immediate tasks logically follows the orientation. Preparation for future tasks and responsibilities is a continuous process based on the employee's skills and aspirations, and changes in the business.

The relative amount of time devoted to each of the phases and the detailed objectives for each phase vary with the type of employee. Temporary workers in seasonal jobs need only orientation and training focused on immediate tasks, e.g., harvesting and loading apples. Training for long-term key employees continues for as long as the employment lasts.

Step 3. Determine Training Methods

The most common on-the-farm methods for training are job instruction, job rotation, coaching, mentoring and videos. Job instruction is the teaching of a specific task, set of tasks or job by a trainer. The trainer may be the employer, supervisor or a co-worker. Job rotation is on-the-job training with learning occurring through experience in a number of different jobs. Some job instruction may accompany job rotation but often learning comes by "doing it." Coaching is having the employer, supervisors or co-workers available over a long period of time to answer questions, make suggestions and generally be available to assist the learner. Mentoring comes through a formally established relationship between an employer, supervisor, or co-worker and the employee where the employee is taken "under the wing" of the trainer. The mentor assumes an individual responsibility for the learner even to the extent of identifying personally with the learner's progress. Videos provide the learner opportunity to see over and over how a job is done. Videos may be produced on the farm, borrowed from Cooperative Extension or other sources, or be purchased. As yet the supply of training videos is limited but the video method offers great promise for improving training of farm workers.

Most training of farm workers is done on the farm. Few off-farm courses are available for instruction in specific skills. Note Appendix 2 for a comparison of the number of training courses per employee by industry. The most common off-the-farm training alternatives are conferences, workshops and meetings sponsored by Cooperative Extension and vendors of commercial products, and formal courses at vocational schools and land-grant universities. Unfortunately, most of the available off-the-farm training

options focus on farm owners, farm managers and middle managers rather than on first-line managers and workers.

Appendix 3 provides a general guide for selecting a training method appropriate for a particular type of employee.

Step 4. Train the Trainers

Teaching skills can be learned. Supervised practice in training with constructive suggestions for change leads to improvement in instruction. Some teaching techniques are known to be effective while others almost certainly lead to failure. Knowing which is which can be most useful to a trainer. Investment in people in a farm business should include training the people who will in turn have training as part of their responsibilities. An attitude that says, "I have been doing it for 20 years so I know how," can be naive and limiting.

Accepting the need for training trainers may be easier than doing it. Getting the training is difficult because the need is generally unrecognized. Very few Extension meetings and even fewer commercial vendor meetings include training guidelines let alone detailed how-to-do-it materials. Farm human resource managers need to make their need for courses in training known and seek the training in wherever it can be found.

Applying the principles of job instruction can markedly improve training. Job instruction can be divided into getting ready to instruct and the actual instruction. Farm trainers often have so much experience in what they are teaching that empathy for the learner is difficult. Even more difficult is attention to detail while preparing to train. "I don't have time to prepare" may be a foolish attitude because poor instruction likely increases necessary instructor and learner time in getting performance up to an acceptable level.

What is the objective of the training? Define specifically what the learner is to know or be able to do at the conclusion of each training session. An acceptable level of performance and timetable for the training should be established.

What are the principal steps and what is their sequence in performing the job satisfactorily? Task analysis answers this question. Included are tips on how the job can be made easier, done more quickly, and with the least frustration to the trainee.

Having answered these two questions, the trainer is ready to prepare equipment, materials, learning aids and the workplace for the actual training. A trainer stopping in the middle of a training session to fetch equipment or supplies easily causes the learner to lose concentration on what is being taught.

A step-by-step teaching method guides the trainer and increases learning. The five steps are:

1. **PREPARE** the learner. Prepared learners appear at ease, understand why they need to learn the task, want to learn, and have the confidence that they can learn and the trainer can teach. Creating a need to know or desire to learn challenges even the best trainers. Among the techniques a trainer can use are showing enthusiasm for the task, relating the task to what the learner already knows, helping the learner envision himself or herself being an expert in the task, having the learner explain how the task will relate to success in his or her position, add fun and prestige to the task, and associate the task with respected co-workers.
2. **TELL** the learner about each step or part of the task.
3. **SHOW** the learner how to do each step or part of the task. In demonstrating the task, explain each step emphasizing the key points and more difficult parts. Remember the little and seemingly simple parts of the task. Get the learner involved by asking for questions about what is being shown.
4. Have the learner **DO** each step of the task while being observed by the trainer and then without the trainer observing. Ask the learner to explain each step as it is performed. If steps or parts of the task are omitted, re-explain the steps and have the learner repeat them.
5. **REVIEW** each step or part of the task, offering encouragement, constructive criticism and additional pointers on how to do the job. Be frank in the appraisal. Encourage the learner toward self-appraisal.

See Appendix 4 for an example of training using the Prepare-Tell-Show-Do-Review steps. The task involves putting seven colored sheets of paper in correct order, arranging the sheets so that the cut corners are together at the bottom right of the stack and then properly clipping the seven sheets together with a paper clip.

Step 5. Train Using the Prepare-Tell-Show-Do-Review Approach

The five-step method of training works because it creates conditions proven to facilitate learning. Trainers need the self-discipline and patience which comes with use of Prepare-Tell-Show-Do-Review. Employees appreciate trainers who care enough about their learning to do the five steps.

Step 6. Evaluation of Training

Training like all other management activities and performance should be regularly evaluated. The objectives identified in Step 2 provide the basis for evaluating training programs.

General questions to include in evaluation of training are: Were training objectives accomplished? Were appropriate training methods used? Were the Prepare-Tell-Show-Do-Review steps followed? Was the training cost-effective? What changes in the training program need to be made?

Appendix 5 shows a guide for evaluation of a training experience. The items scored neutral, disagree or strongly disagree suggest areas for trainer improvement.

Take Home Ideas for Farm Trainers

Getting started can be the most difficult step for farm trainers wanting to implement the training principles outlined in this paper. They should be encouraged to answer the question, "What am I going to do as a result of this discussion of training?" Their response to the following possibilities can be yes, no or maybe:

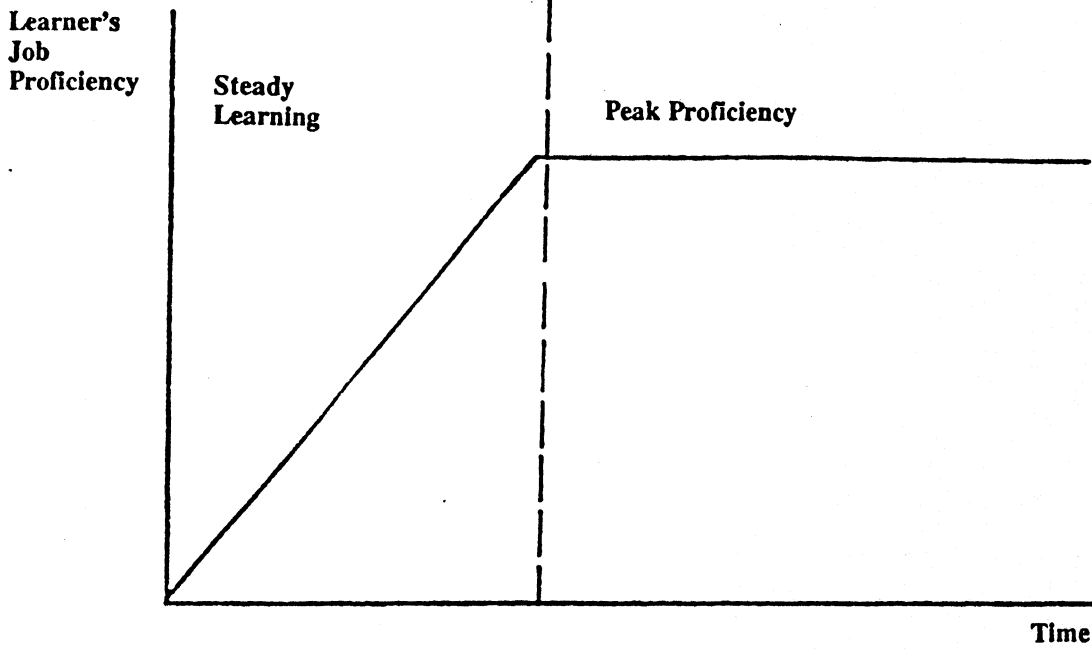
1. Plan a training program for my farm business.
2. Apply the Prepare-Tell-Show-Do-Review process in my own teaching.
3. Instruct each of the trainers in my business on the use of the Prepare-Tell-Show-Do-Review process.
4. Develop a training plan for at least the three tasks I most often teach.
5. Ask an expert in training to evaluate my teaching plans for these three tasks.
6. Strive each day to remember:

**The things we know
are simple
only after we know them!**

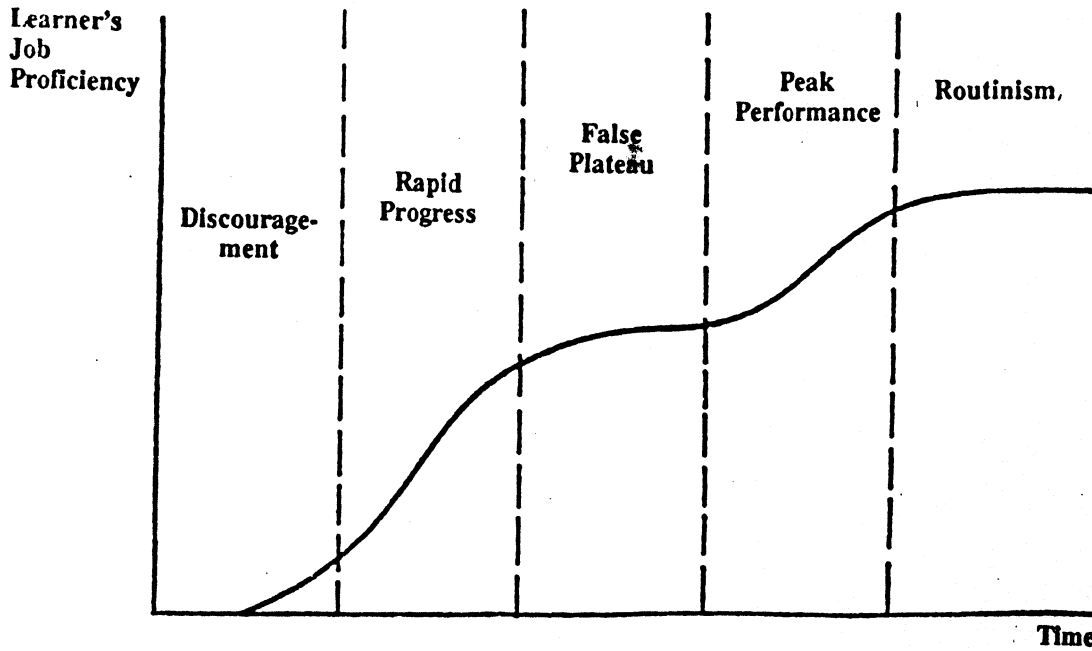
Appendix 1

Atypical and Typical Learning Patterns

Atypical Learning Pattern



Typical Learning Pattern



Appendix 2

Comparison of Training Methods by Type of Trainee

Training Method	Type of Trainee				
	Laborer		Independent Worker	Working Manager	Children of Owner/Operator
	Short-Term	Long-Term			
On-the-farm					
Job Instruction	X	X	X	/	/
Job Rotation		/	/	/	X
Coaching	/	/	X	/	X
Mentoring		/	X	X	X
Videos	/	/	/	/	/
Off-the-farm					
Conferences & Workshops			/	X	/
Courses			/		X

/ = method is appropriate

X = method is especially appropriate

Appendix 3

TABLE 4
FORMAL EMPLOYER-
BASED TRAINING BY
INDUSTRY, 1984

TOP 16

INDUSTRIES
 IN TRAINING
 INTENSITY
 (COURSES/EMPLOYEE)

Industry	Share of total training (%)	Training Intensity (courses/employee)	1	2	3
Agriculture	0.7	0.2			
Mining	1.6	1.8			
Construction	2.2	0.4			
Manufacturing	18.7	0.9			
Lumber	0.3	0.4			
Furniture	0.2	0.3			
Stone, clay, glass products	0.4	0.6			
Primary metals	0.5	0.6			
Fabricated metal products	0.9	0.7			
Machinery, except electrical	4.2	1.7			
Electrical machinery	3.2	1.5			
Motor vehicles	1.4	1.3			
Aircraft	0.8	1.4			
Other transportation	0.9	0.4			
Instruments, toys	1.0	0.9			
Food	0.9	0.6			
Tobacco	0.1	1.0			
Textiles	0.2	0.2			
Apparel	0.1	0.04			
Paper	0.3	0.6			
Printing	0.7	0.4			
Chemicals	1.7	1.6			
Petroleum	0.2	1.3			
Rubber, plastics, leather	0.7	0.7			
Transportation, communications, utilities	7.8	1.1			
Transportation	2.4	0.7			
Communications	2.6	1.8			
Utilities	2.8	2.0			
Trade	8.5	0.4			
Wholesale	2.9	0.7			
Retail	5.6	0.3			
Finance, insurance, real estate	9.4	1.5			
Banking, finance	5.2	1.8			
Insurance, real estate	4.2	1.2			
Private household services	0.1	0.1			
Services (miscellaneous)	41.3	1.4			
Business	2.7	0.7			
Repair	0.7	0.5			
Personal	1.1	0.4			
Entertainment, recreational	0.4	0.4			
Medical, except hospital	6.7	1.8			
Hospital	10.9	2.7			
Welfare, religious	2.8	1.3			
Educational	10.8	1.4			
Other professional	8.0	2.1			
Forestry, fishery	0.2	1.5			
Public administration	9.7	2.1			

Appendix 4

Training Plan for Ordering Colored Paper

- PREPARE** I have a rather silly job I would like to teach you. You don't need to worry about my embarrassing you in front of these people or asking you to do something that you can't do. There is no apparent reason to learn this job other than that I needed some way of demonstrating how to teach someone to do something. This is a job you can do. I don't want to look bad in front of all these people so I hope you will help me out.
- TELL** Your job is to put these seven sheets of paper in correct order, arranged so that the cut corners are together at the bottom right of the stack, and then clip them together with a paper clip on the upper left side of the paper. The clip is one clip length down from the top of the paper with the long side of the clip on top. The tough part of the job is getting the seven sheets in correct order. You can remember with: Grandma's BOY Wants Ripe Pumpkins - Green, Blue, Orange, Yellow, White, Red and Pink.
- SHOW** I will show you how to do this job. Why don't you mix up the seven sheets for me. [Show each step and carefully explain as work on each step is in progress.]
- DO** Do you think you are ready to try? Is there anything you would like me to explain again before you begin? I will help you this first time through. Also, I have a card here to help you remember the order of the seven colors. I will mix them up before you start. [Watch and offer assistance as needed.] Good work! Are you ready to try it alone? Good! [Mix up the seven sheets] [Walk to the back of the room and wait for the learner to finish.]
- REVIEW** How did you do? Let us take a look. Good job! [Make necessary corrections and continue practicing as necessary.] Is there anything you would like me to go over again? You are now ready to do this job on your own. I will check with you from time to time in case you have some questions or want to review any of the steps.

Appendix 5

Evaluation of a Recent Training Experience

Identify a recent training experience. The experience could be, for example, teaching an employee how to do a particular task on your farm, orienting a new employee, or training someone for a new responsibility.

Respond to each of the following statements using a scale of:

- 1 = strongly agree
- 2 = agree
- 3 = neutral
- 4 = disagree
- 5 = strongly disagree

Substitute the name of your employee for N and the task you taught for X.

- ___ 1. I had no doubt that N could learn to X .
- ___ 2. N was motivated to learn.
- ___ 3. My teaching was primarily telling and/or showing N what to do.
- ___ 4. I provided guidance throughout the learning experience.
- ___ 5. I used a series of steps to teach.
- ___ 6. I provided ample time for practicing the learning.
- ___ 7. I used a variety of learning and teaching methods.
- ___ 8. N showed satisfaction from the learning.
- ___ 9. I complemented, encouraged and provided recognition as N made progress.
- ___ 10. I made clear to N the standards of performance I expected.

March, 1990

MOTIVATING PEOPLE

Behavioral scientists say everything we do, we do in an attempt to fulfill needs. Some go on to categorize these needs into "maintenance" and "motivational". The maintenance needs can be fulfilled by such things as a paycheck or an action such as a social event. (See "Maintaining Employees/Wage and Benefit Package" earlier in this subsection.)

The motivational needs include such things as the need to grow; the need to achieve; the need to have responsibility and power; and the need to be recognized. Some scientists group these all together and call them self-actualization needs.

A manager cannot make someone grow or achieve, but he or she can provide opportunities to do so. When such opportunities are provided most employees will respond, and only then will production per worker rise above the minimum required. Only then will workers take a real personal interest in the job and the business, and then they will be self-actualized.

Actions That Motivate

Below are some opportunities that farmers can provide to motivate workers. These opportunities work equally well for employees and family members.

- In response to the need to GROW.

Send the employee to a short course in a field related to the job. Encourage the employee to attend formal training programs, extension meetings and trade shows.

- In response to the need to ACHIEVE.

Set short-term and long-term goals that are reachable but challenging such as finishing the plowing today;

finishing the harvest by October 15; or cutting calf mortality to less than 5 percent.

- In response to the need for RESPONSIBILITY and POWER.

Delegate authority whenever and wherever possible (see "Delegating Authority" in the Communication subsection). For responsibility to be an effective motivator, the employee must:

- Have the ability to carry out the responsibility.
- Have the authority to make relevant decisions.
- Be held accountable for his or her actions.

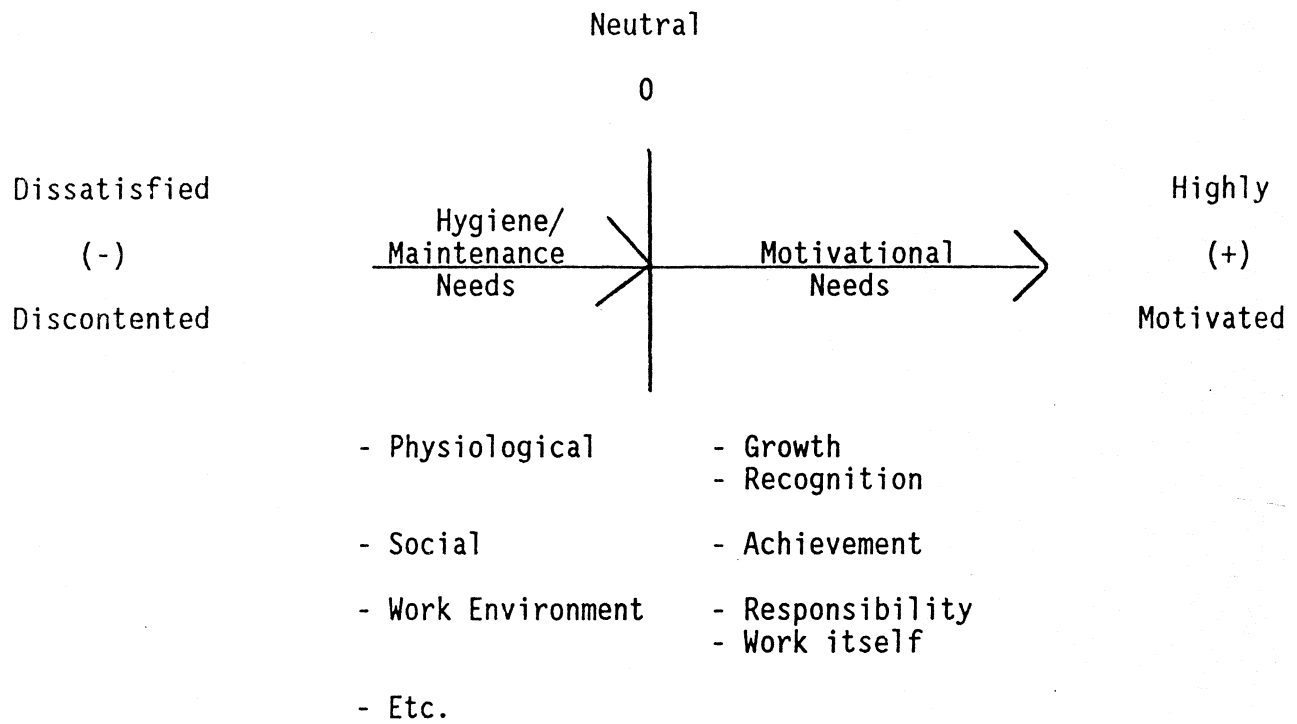
When allowed to make our own decisions, we gain a sense of power and freedom. We become turned on to the situation.

- In response to the need for RECOGNITION.

Compliment the employee. There is always an opportunity to recognize the worker for something. We all respond to honest compliments. Words and/or actions of recognition motivate a person to do even better next time.

It is accepted that the most effective way to achieve high quality, high volume productivity is to INVOLVE THE WORKER. The responses to needs listed above involve the worker, a properly run staff meeting involves the worker, and a participatory management style involves the worker. Make your workers feel important to the business, and the business will become important to them.

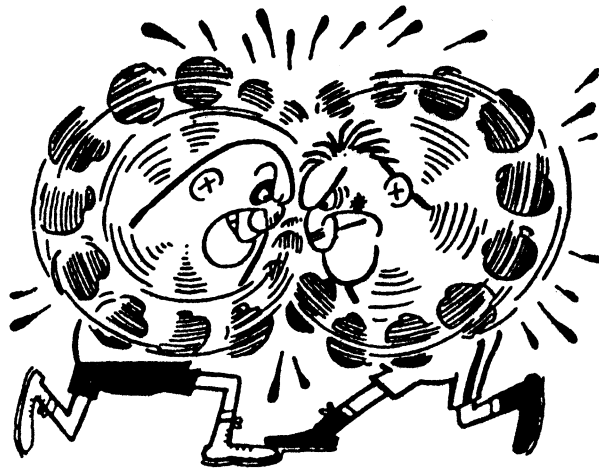
A THEORY OF MOTIVATION



Source: Herzberg, Fredrick. The Motivation To Work, John Wiley & Sons, New York, 1959.

Managing Conflict

by Guy K. Hutt
Robert A. Milligan



Managing Conflict on the Farm

by
Guy K. Hutt
Robert A. Milligan

Conflict is a daily reality for everyone. Whether at home or at work, an individual's needs, goals, objectives and values constantly and invariably come into opposition with those of other people. Some conflicts are relatively minor, easy to handle, or capable of being overlooked. Others of greater magnitude, however, require a strategy for successful resolution if they are not to create constant tension or lasting enmity in home or on the farm.

Conflicts left unresolved and festering at the expense of people's well being are an all too common occurrence on the farm or in any small business. The ability to resolve conflict successfully is probably one of the most important social skills that an individual can possess. In spite of this fact there are few formal opportunities in our society to learn it. This is partly because we do not understand conflict due to its complex nature. This is also partly because even if we understood conflict, and had a good inner working model of what is happening in a conflict situation, that is still only one portion of the problem that is necessary to master in order to manage conflict. The next step in the resolution of the problem is the development and use of interpersonal conflict skills in communication that will allow us to accelerate or decelerate conflicts to resolution.

Like any other human skills conflict resolution can be taught; like other skills, it consists of a number of important subskills, each separate and yet interdependent. These skills need to be assimilated at both the cognitive and the behavioral levels (i.e., Do I understand how conflict can be resolved? Can I resolve specific conflicts?). To the end of learning how to manage conflict we will in this paper first build working definitions of the conflict terminology and working models for thinking about and ultimately managing conflict. With these models in place we will move to a discussion of some specific interpersonal conflict resolution skills.

Small group conflict definition warm up exercise.

On the flip chart
what is conflict Brain-storm ideas.
name some conflict situations
sources of conflict on the farm

other words for conflict

contention	clash
controversy	confrontation
dissension	contest
friction	struggle
strife	tussle

verbs

contend	disagree
differ	oppose

other

incompatibility
variance
irreconcilability, opposition

Conflict-- to strike together, clash-competition or mutual interference,of opposing or incompatible forces or qualities (as ideas, interests,goals,objectives, wills etc.)

The terminology we will use in the discussion of conflict follows

Conflict	- a type of problem involving the collision or opposition of objectives / goals
Interpersonal	- Any activity between people
Content	- Related to matters of substance, content, formal task, or procedure
Content Conflict	- A difference of opinion or clashing objectives/goals on substantive, content, formal task or procedural matters.
Interpersonal Conflict	-Content disagreement plus negatively charged conflicting interpersonal relationship issues. May occur in dependent, formal interpersonal relations, or independent, informal interpersonal relationships.
Conflict Resolution	- a conclusion to conflict that is acceptable to all parties concerned both on personal and content issues. The issues involved and the development of the people will determine the process necessary for conflict resolution

Conflict is not necessarily good or bad. Usually conflict holds the potential to go either way and thus must be carefully managed in order to assure the desired outcome. The following lists outline both potential outcomes of conflict.

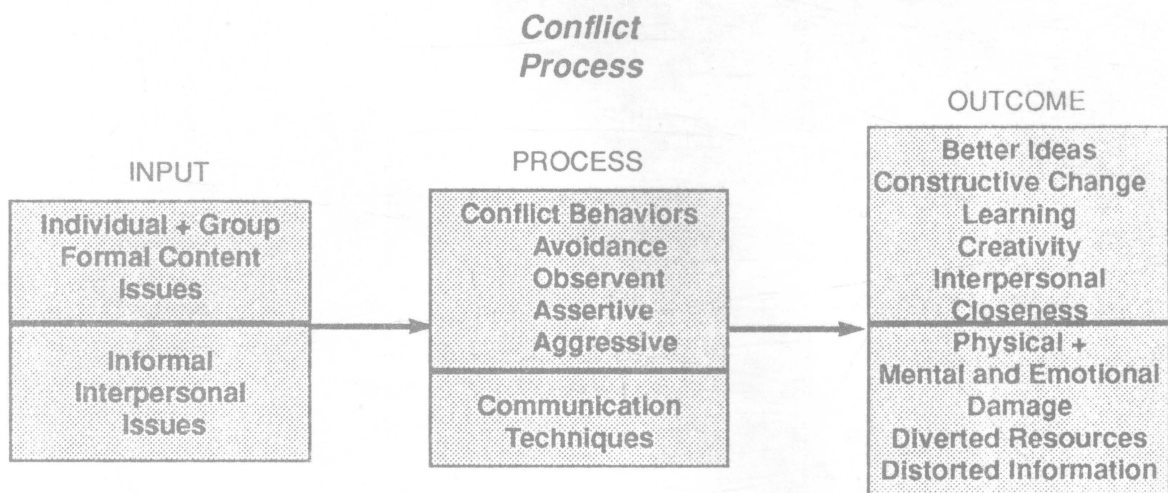
GOOD AND BAD SIDE OF CONFLICT

- Properly managed, moderate doses of conflict can be beneficial
- Conflict is the root of change
- People learn and grow as a result of conflict
- Conflict stimulates curiosity and imagination
- Conflict helps to relieve monotony and boredom
- Conflict can provide diagnostic information about problem areas in a department
- After conflict, closer unity may be reestablished

-
- Prolonged conflict can be injurious to your physical and mental health
 - Conflict diverts time, energy and money away from reaching important goals
 - Conflict often results in self interest at the expense of the organization
 - Intensive conflict may result in lies and distorted information

Conflict Process

The process of having or being involved in a conflict usually involves some activities or events that clarify that there is indeed a conflict present. This event may be as simple as a person observing the dress of another or the event may be very complex involving a series of smaller events. These events are usually followed by our default conflict behavior patterns and thought process which will yield some outcome or product from the conflict. This product then becomes an asset or liability to the organization. The model that follows shows the process of conflict.



Managing Conflict

In management we have defined problems as unmet, unset or conflicting objectives. Conflict is therefore just one type of problem that we recognize in our management framework. The process for problem solving is therefore applicable to managing conflicts. A review of this process is appropriate before exploring some of the particular technical aspects of conflict problems.

MANAGED CONFLICT PROBLEM SOLVING AND DECISION MAKING STEPS TO IMPROVEMENT

These steps are the managerial steps in problem solving and decision making which are a part of the management function of planning as seen in the functions of the management model on page 5.

- Step I. Problem identification**
Identify Conflict Situations (conflicting objectives)
- Step II. Problem diagnosis**
Diagnose the conflicts component Factors (context)

Diagnose Managements or other First person (person)
factors make a style analysis

Diagnose Second person Factors (person)
make a style analysis
- Step III. Generate alternatives**
Generate some strategic ideas (process)
to improve or change Conflict
behaviors and style in the situation.
- Step IV. Decision making**
Make a decision by comparing the alternative styles with the criteria
which in this case are the context and person factors
Make a decision on the best alternative style
- Step V. Tactical planning**
Brainstorm some tactics or specific behaviors
- Step VI.** Make a specific tactical action plan repeating steps III (Brainstorm some
tactics or specific behaviors including communication) and IV, as
necessary, on a tactical level. Then carry out the plan with controls.

The Technical Components People, Process and Content

Before we can implement these steps we must look in more depth at some technical issues involved in conflicts and establish some models for understanding conflict. All conflict situations differ, therefore we can never assume that all of them can be resolved in a reasonably constructive manner nor should we always see conflict as a life and death - win - lose struggle. Each situation should be seen on its own terms. As we look at conflict from the point of view of resolution, we will consider the following issues:

PEOPLE

1. Characteristics of the parties involved

- values, motivations, aspirations, objectives
- physical, intellectual, social, emotional development
- their beliefs about conflict, conceptions of strategy and tactics
- default conflict behavior patterns

2. Prior relationships to one another

- attitudes, beliefs, expectations about one another
- beliefs about other's view of oneself
- degree of polarization (How far apart are they?)

3. Consequences of conflict to each participant

- gains and losses (wins and losses)
- precedents set for the future
- changes as a result of conflict

CONTEXT

4. Nature of issue giving rise to conflict

- scope, rigidity, significance frequency
- formal - task - content
- informal - interpersonal

5. Social Environment (within which conflict occur)

- restraints, encouragements, deterrents and social norms concerning strategy and tactics

6. Interested audiences to conflict

- relationships to the individuals involved

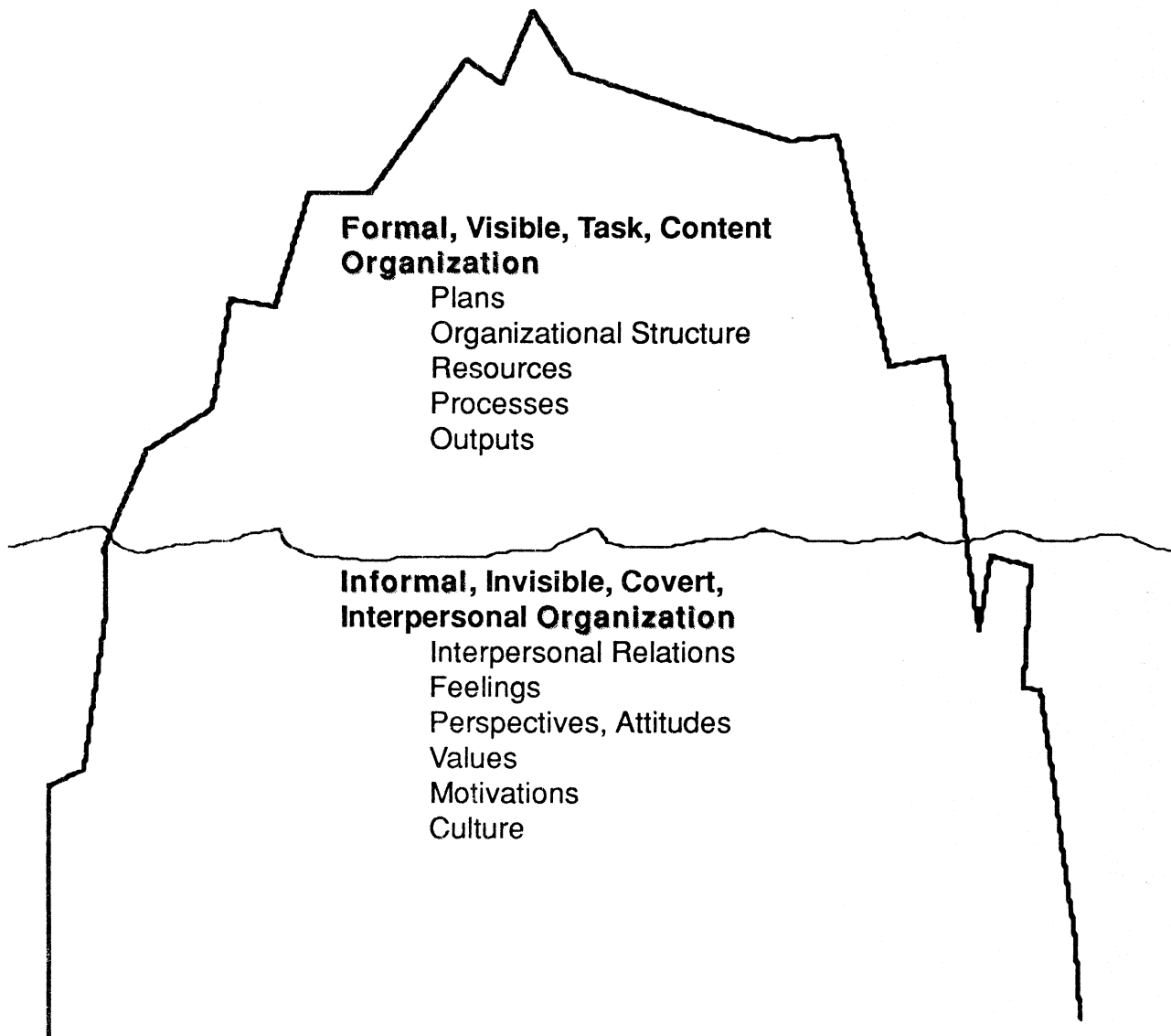
PROCESS

7. Strategy and tactics employed by parties involved (extent of use)

- promises and rewards
- threats and punishments
- freedom of choice/coercion
- openness of communication and sharing of information
- avoidance
- approach

Issues In More Depth

The first issue we will explore in depth is that of context in particular the content issues that arise in the formal and informal spheres of the organization

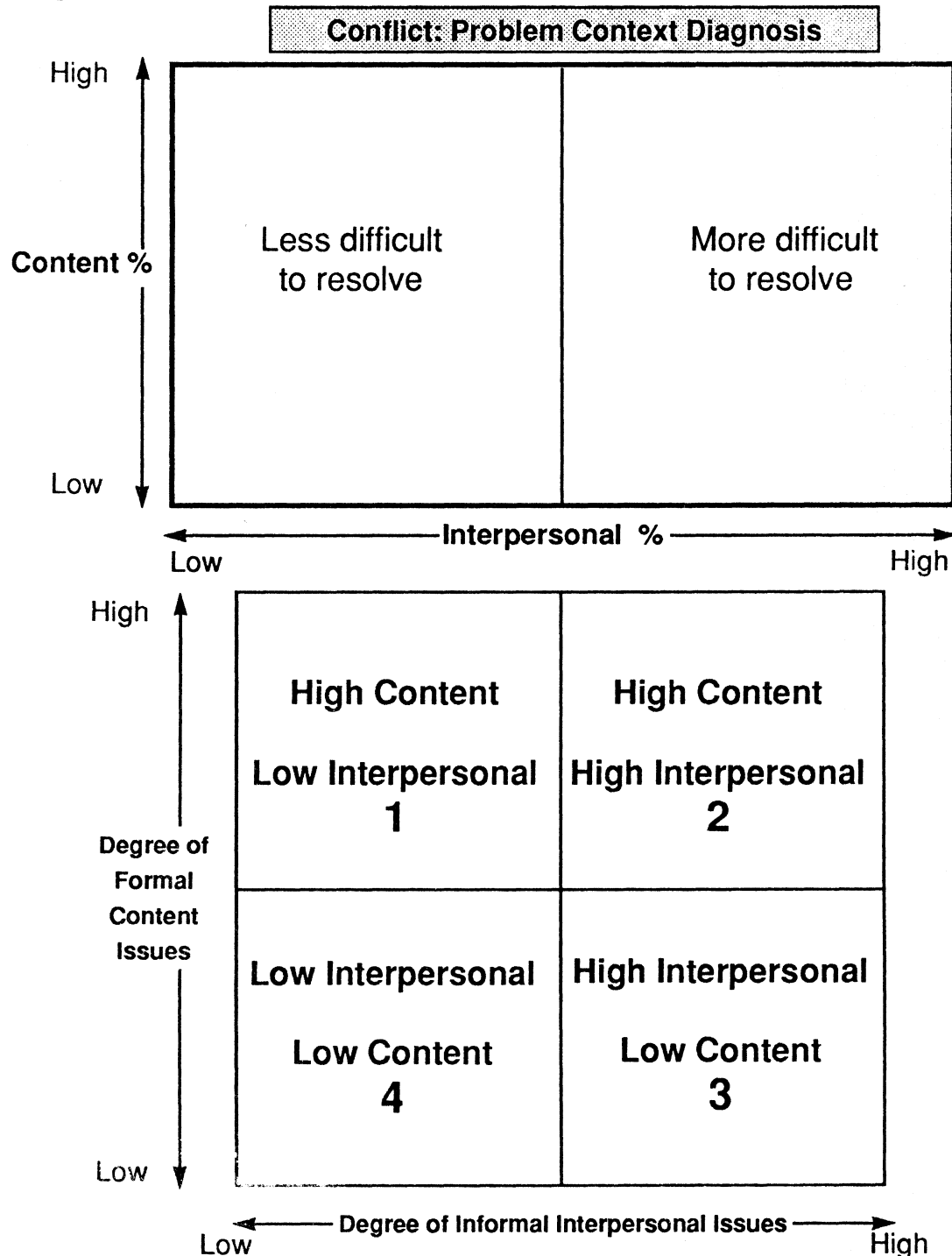


The Formal and Informal Organization

Organizations like plants and icebergs cannot be totally seen or understood from the surface. We will briefly describe two dimensions of organizations one above and one below the surface in order to facilitate our understanding of leadership and conflict. A manager must be aware of and able to operate in both components of the organization if effective interpersonal conflict management is to occur. Note carefully the distinction made in the model.

Content Diagnosis

Diagnosing the context of a conflict is the starting point in any attempt at resolution. The most important issue which must be decided is whether the conflict is an informal, interpersonal ideological (value) conflict or a formal, content, (tangible) conflict-or a combination of both. The distinction between issues of content and those of an interpersonal nature is a most useful and important one to make in order to then be able to rationally decide the best strategy and tactics to use in order to come to resolution. The following models are useful in determining the extent to which a conflict is content and or interpersonally comprised.



Power Diagnosis

The next issue to discuss in light of conflict is the issue of power or the lack of it. Careful diagnosis of balance of power in a conflict will aid us in determining a resolution strategy. This discussion of the sources of power and authority is imperative if we are to understand organizational and interpersonal dynamics and be able to resolve conflicts. Power is described as influence potential: it is this resource that enables one person to gain compliance from or influence over others. Given this integral power relationship that exists between people, managers must examine their possession and use of power in conflict situations. One can imagine that if a fight were to break out you would put your money on the largest person or the one you thought had the most power and would be most likely to win the conflict. In the case of interpersonal conflicts win loose situations are not always appropriate and so the use of power or the equalization of power must become a management decision depending on the desired result. Sources of power may come from both the formal organization and from the informal sides of organizations just as do conflict issues. Let me review several basis of power and authority.

Coercive power is based on fear. A leader high in coercive power often uses punishment, reprimands, or dismissal.

Connection power is based on the leader's connections with influential or important persons inside or outside the organization. A leader high in connection power induces compliance from others because they aim at gaining the favor or avoiding the disfavor of the powerful connection.

Expert power is based on the leader's possession of expertise, skill, and knowledge, which, through respect, influences others. A leader high in expert power is seen as possessing the expertise to facilitate the work behavior of others. This respect leads to compliance with the leader's wishes.

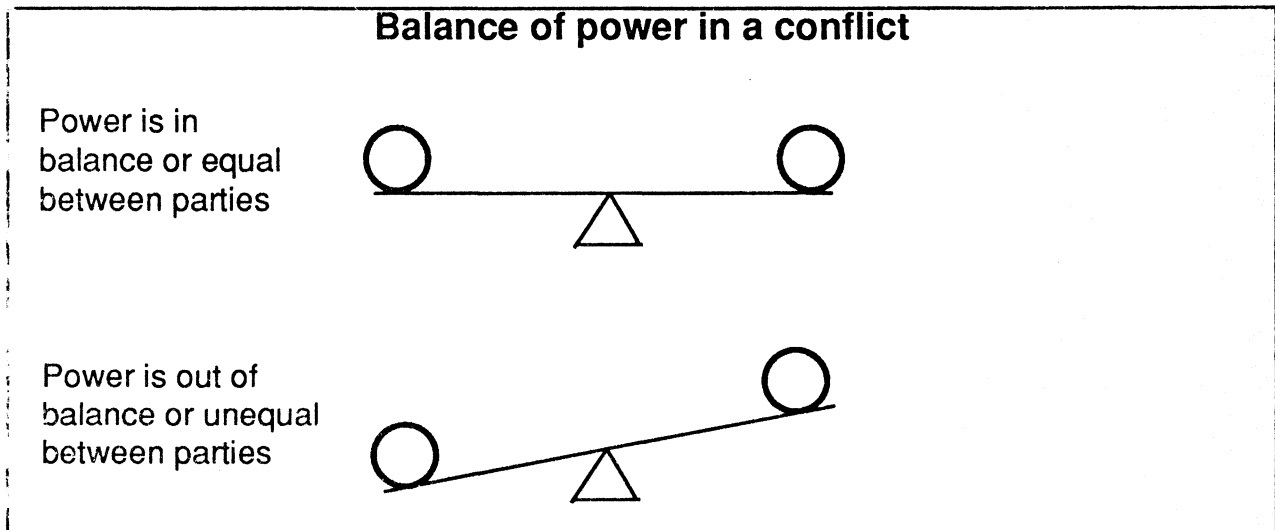
Information power is based on the leader's position of, or access to, information that is perceived as valuable to others. This power base influences others because they need this information or want to let "in on things."

Formal power is based on the formal position held by the leader. Normally, the higher the position the higher the legitimate power tends to be. A leader high in legitimate power induces compliance from or influences others because they feel that this person has the right, by virtue of position in the organization, to expect that suggestions will be followed.

Personal power is based on the leader's personal traits. A leader high in referent power is generally liked and admired by others because of personality. This liking for, admiration for, and identification with the leader influences others.

Reward power is based on the person's ability to provide rewards for other people. They believe that their compliance will lead to gaining positive incentives such as promotions or recognition.

These basis of power are important to understand in order to consciously decide to use or put aside power in a given situation. The possession of power or the lack of it may profoundly effect a persons behavioral response to a conflict situation. People must be empowered if your goal is to utilize collaboration or a negotiation as a means of resolution.



Diagnose the context of the conflict and determine who has the power in a conflict situation and from what source does that power come. Further, ask if the power is in balance or is the power out of balance. This is not to say that the power should always be equalized in order to reach resolution, that will depend upon how you decide to handle the conflict. It may be that in a given situation you decide to increase the imbalance of power.

TYPES OF INTERPERSONAL CONFLICT IN ORGANIZATIONS

First read each of the issues then evaluate and mark each as being primarily interpersonal mark **I** or primarily a content issue mark **C**. Then rank order those items which you feel cause the greatest amount of conflict in your organization. Use "1" and "2" for the items which you feel cause most conflict in your organization. Then rank the two categories which you feel are least responsible for conflict in your organization. Use "7" for the lowest category and "6" for the second lowest.

I/C	1-7

Divergent Goals: Conflict occurs when there are differences between the needs of an individual and his organization.

Role Conflicts: Some conflict is built into the very nature of certain kinds of work. This is especially true where part of the job requires "policing" or monitoring of other people -- i.e., Herdsman over a part time milker.

Value Differences: Conflict based on differences in lifestyle, beliefs, values among individuals.

Personality Differences: Some individuals with similar backgrounds, values and complementary roles simply do not get along due to emotional, psychological needs, or personality differences.

Perceptual Differences: People may disagree because they perceive situations or phenomena differently.

Status Differences: Conflict may occur if a lower status person attempts to originate activity for a higher status person -- for example, a subordinate tells his boss how a project should be handled.

Scarcity of Resources: Not every enterprise can get all the money, material and human resources it wants. Most enterprise workers believe their part of the operation is most essential.

ACTION PLAN FOR MANAGING CONFLICT

PART 2: For each of the situations you described in part 1 above determine as close as possible the context diagnosis and write this below: Then use the diagnosis model to guide you in determining the quadrant that best fits the issue.

A Content issues _____

B Interpersonal issues _____

C Mix of issues and quaderent number _____

D Determin the sources and balance of power in the situation _____

Process

We have explored some of the elements of context issues involved in conflict now we will turn our attention the processes or different approaches that may be taken in a conflict situation. We will do this by first exploring our own favored or default methods for dealing with conflict.

This Conflict-Management Style Survey was designed to help people assess their default responses to everyday situations that involve conflict.¹ Your frame of reference must be clear and answers must be consistent with the type of conflict situations you wish to work on.

The real value of taking this instrument is in the interpretation and discussion of results. The survey is meant to heighten awareness and to provide an incentive to change unproductive behavior. You can compare scores and discuss differences, similarities, and possible trouble spots in relating to one another. The instrument can also be given to friend or co-workers or be completed as the person thinks the coworker would complete it. This yields insight for the you about how he or she is seen to handle conflict.

¹Some other helpful instruments for measuring style of managing conflict include the Strength Deployment Inventory (Porter, 1973) and the Conflict Mode Instrument (Thomas & Kilmann, 1974).

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Trainers, and Consultants

J. William Pfeiffer and Leonard D. Goodstein, Editors
San Diego, California: University Associates, 1982

University Associates
CONFLICT-MANAGEMENT STYLE SURVEY
Marc Robert

Name _____

Date _____

Instructions: Choose a single frame of reference for answering all fifteen items (e.g., world related conflicts, family conflicts, or social conflicts) and keep that frame of reference in mind when answering the items.

Allocate 10 points among the four alternative answers given for each of the fifteen items below.

Example: When the people I supervise become involved in a personal conflicts,
I usually

Intervene to
settle the dispute.

Call a meeting
to talk over
the problem.

Offer to help
if I can.

Ignore the
problem.

3

6

1

0

Be certain that your answers add up to 10.

1. When someone I care about is actively hostile toward me, i.e., yelling, threatening, abusive, etc., I tend to:

Respond in a hostile manner.

Try to persuade the person to give up his/her actively hostile behavior.

Stay and listen as long as possible.

Walk away

2. When someone who is relatively unimportant to me is actively hostile toward me, i.e. yelling, threatening, abusive, etc., I tend to:

Respond in a hostile manner.

Try to persuade the person to give up his/her actively hostile behavior.

Stay and listen as long as possible.

Walk away

3. When I observe people in conflicts in which anger, threats, hostility, and strong opinions are present, I tend to:

Become involved and take a position.

Attempt to mediate.

Observe to see what happens.

Leave as quickly as possible.

4. When I perceive another person as meeting his/her needs at my expense, I am apt to:

Work to do anything I can to change that person.

Rely on persuasion and "facts" when attempting to have that person change.

Work hard at changing how I relate to that person.

Accept the situation as it is.

5. When involved in an interpersonal dispute, my general pattern is to:

Draw the other person into seeing the problem as I do.

Examine the issues between us as logically as possible.

Look hard for a workable compromise.

Let time take its course and let the problem work itself out.

6. The quality that I value the most in dealing with conflict would be:

Emotional strength and security.

Intelligence.

Love and openness.

Patience.

7. Following a serious altercation with someone I care for deeply, I:

Strongly desire to go back and settle things my way.

Want to go back and work it out whatever give-and-take is necessary.

Worry about it a lot but not plan to initiate further contact.

Let it lie and not plan to initiate further contact.

8. When I see a serious conflict developing between two people I care about, I tend to:

Express my disappointment that this had to happen.

Attempt to persuade them to resolve their differences.

Watch to see what develops.

Leave the scene.

9. When I see a serious conflict developing between two people who are relatively unimportant to me, I tend to:

Express my disappointment that this had to happen.

Attempt to persuade them to resolve their differences.

Watch to see what develops.

Leave the scene.

10. The feedback that I received from most people about how I behave when faced with conflict and opposition indicates that I:

Try hard to get my way.

Try to work out differences cooperatively.

Am easygoing and take a soft or conciliatory position.

Usually avoid the conflict.

11. When communicating with someone with whom I am having a serious conflict, I:

Try to overpower the other person with my speech.

Talk a little bit more than I listen.

Am an active listener (feeding back words and feelings).

Am a passive listener (agreeing and apologizing).

12. When involved in an unpleasant conflict, I:

Use humor with the other party.

Make an occasional quip or joke about the situation or the relationship.

Relate humor only to myself.

Suppress all attempts at humor.

13. When someone does something that irritates me (e.g., smokes in a nonsmoking area or crowds in line in front of me), my tendency in communicating with the offending person is to:

Insist that the person look me in the eye.

Look the person directly in the eye and maintain eye contact.

Maintain intermittent eye contact.

Avoid looking directly at the person.

14.

Stand close and make physical contact.

Use my hands and body to illustrate my points.

Stand close to the person without touching him or her.

Stand back and keep my hands to myself.

15.

Use strong, direct language and tell the person to stop.

Try to persuade the person to stop.

Talk gently and tell the person what my feelings are.

Say and do nothing.

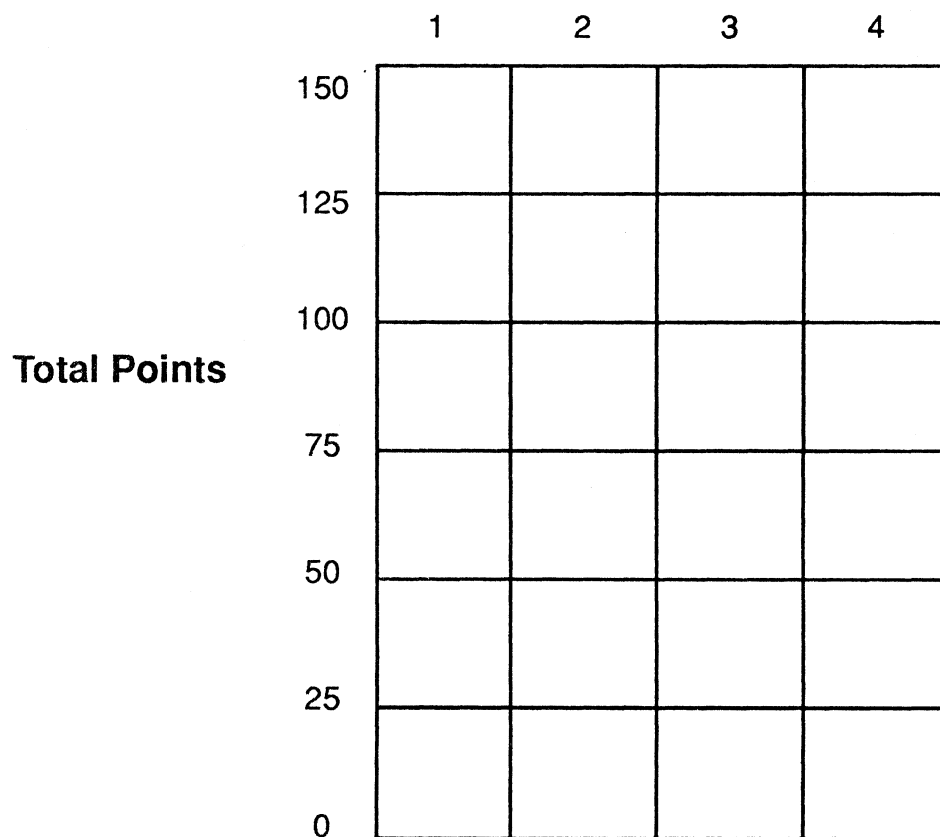
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CONFLICT-MANAGEMENT STYLE SURVEY SCORING AND INTERPRETATION SHEET

Instructions: When you have completed all fifteen items, add your scores vertically, resulting in four column totals. Put these on the blanks below.

Totals: _____
 Column 1 Column 2 Column 3 Column 4

Using your total scores in each column, fill in the bar graph below.



Column 1.

Competing/Aggressive/Confrontive. High scores indicate a tendency toward "taking the bull by the horns" and a strong need to control situations and/or people. Those who use this style are often directive and judgmental.
(win - loose)

Column 2.

Collaborating/Assertive/Persuasive. High scores indicated a tendency to stand up for oneself without being pushy, a proactive approach to conflict, and a willingness to collaborate. People who use this style depend heavily on their verbal skills. (Win --Win)

Column 3.

Accomodating/Observant/Introspective. High scores indicate a tendency to observe others and examine oneself analytically in response to conflict situations as well as a need to adopt counseling and listening modes of behavior. Those who use this type are likely to be cooperative, even conciliatory.
(loose -win)

Column 4.

Avoiding/Reactive. High scores indicate a tendency toward passivity or withdrawal in conflicts situations and a need to avoid confrontation. Those who use this style are usually accepting and patient, often suppressing their strong feelings.(loose -loose)

Now total your scores for Columns 1 and 2 and Columns 3 and 4.

Column 1 + Column 2 = _____^{Score}A Column 3 + Column 4 = _____^{Score}B

If Score A is significantly higher than Score B (25 points or more), it may indicate a tendency toward aggressive/assertive conflict management. A significantly higher B score signals a more conciliatory approach.

Adapted form The 1982 Annual for Facilitators, Trainers, and Consultants

ACTION PLAN FOR MANAGING CONFLICT

PART III

A: Think about your behavior in the conflict you described in Part 1. Describe below your behavior what do you do and feelings how do you feel in the situation.

B: Identify what conflict management style is most common to you in these situations and what style is most common to other parties involved:

your style	other party's style
A _____	A _____
B _____	B _____
C _____	C _____

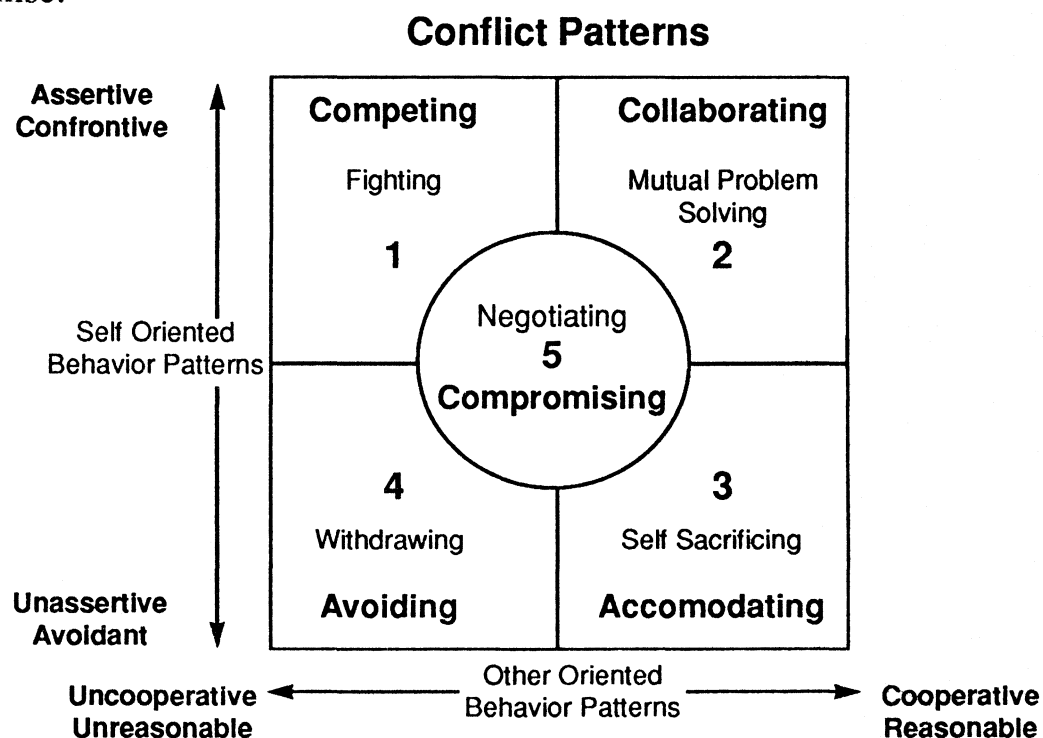
C: Given the context of the conflicts you listed in part 1 and the people involved, is there a different conflict reaction style which might be better in the case? If so, note it here and suggest what you might do differently if you used these.

CONFLICT-MANAGEMENT STYLES

Adapted by Guy K. Hutt from Martin B. Ross 1982 annual for facilitators, trainers, and Consultants

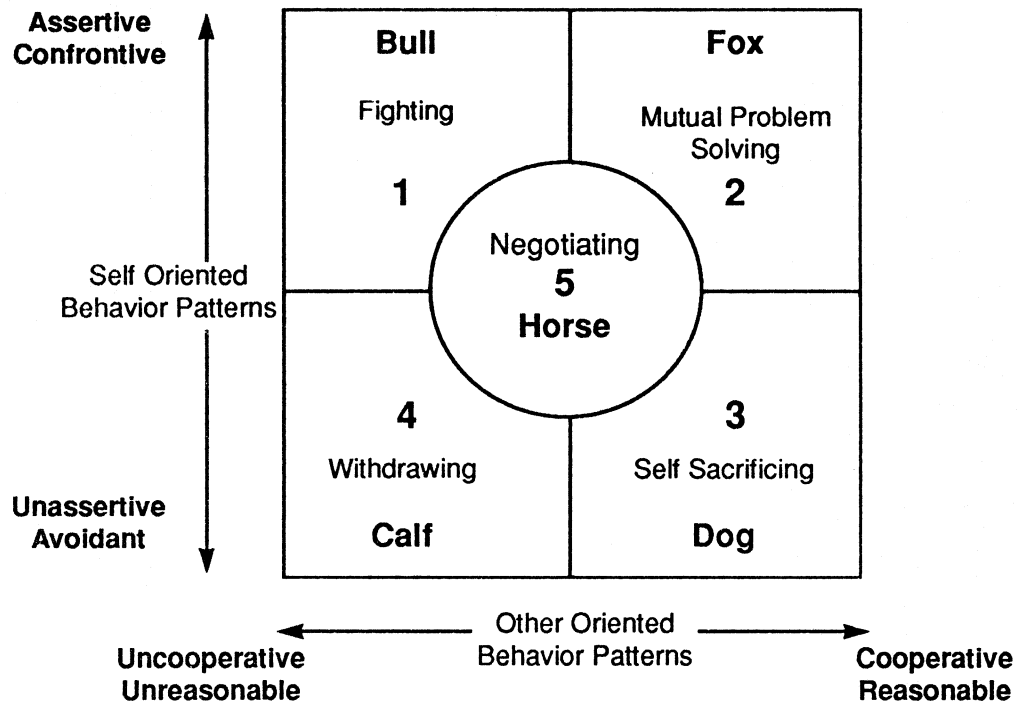
The ability to cope successfully with conflict is among the most important social skills one can acquire. As people mature they usually develop behaviors for coping with conflict; there is even some evidence that they develop certain preferred styles (Thomas & Kilmann, 1974). Almost invariably conflict-management skills are acquired without formal education or guidance. Usually behaviors are modeled after the behavior of others. If one is fortunate enough to have good models, and if one is lucky enough to be in situations in which the modeled style is effective, one is usually successful. If not, one may learn an effective style too late. The best way to minimize failure is to learn what styles are available, in what situations they are most effectively employed, and how to use them.

The model of conflict patterns developed for this paper based on the earlier work of Thomas (1976), provides an excellent framework for learning various conflict-management behaviors, their situation-specific assets and liabilities, and the consequences of using a particular style too much or too little. As shown in the model, two basic variables are plotted against one another (1) assertiveness, the extent to which the individual attempts to satisfy his or her own concerns, and (2) cooperativeness, the extent to which the individual attempts to satisfy the other persons' concerns. These two dimensions define five distinct styles for coping with conflict: competition, collaboration, avoidance, accommodation and compromise.



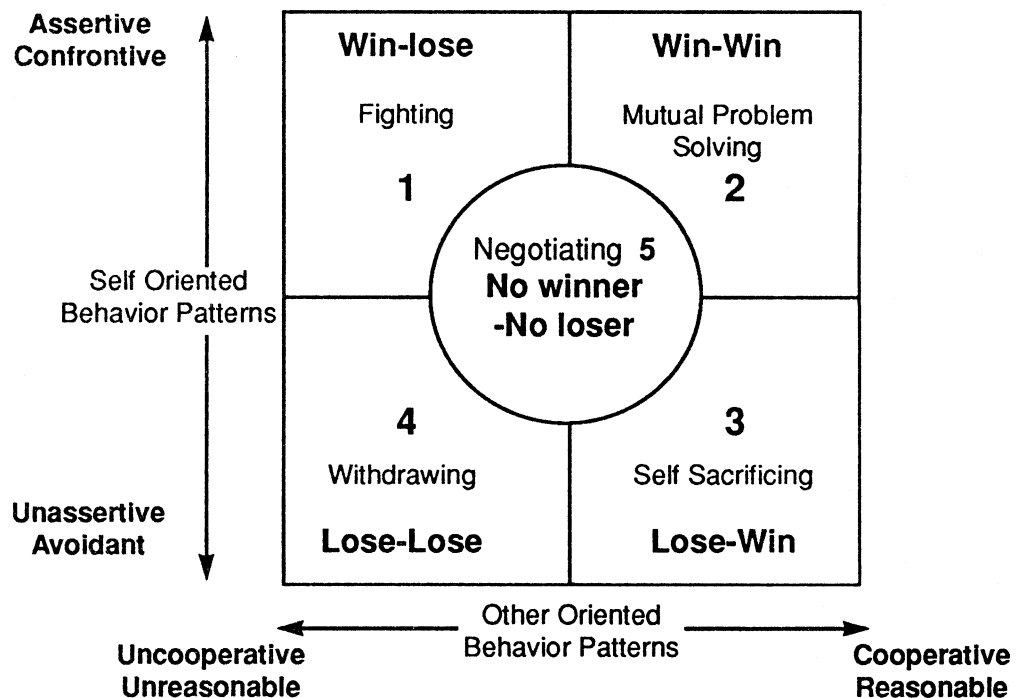
A second view of the model provides a projection of the conflict styles onto some familiar barnyard animals we may associate with these behaviors. This makes the different styles hopefully easier to remember.

Conflict Patterns:Barn Yard Translation



One final look at the model will help to associate the different conflict patterns with the win-lose **Power** perspective on outcomes of conflict.

Conflict Pattern Outcomes



Much of the following discussion is based on Thomas and Kilmann (1974). It serves to elaborate on the different patterns of conflict response or styles.

CONFLICT-STRATEGIES or PROCESSES

COMPETITION -1-

Competition reflects a desire to meet one's own needs and concerns at the expense of the other parties. As the model illustrates, the most assertive and least cooperative people use the competitive style. To achieve the desired outcome, the competitor uses whatever power is available and acceptable, e.g., position or rank, information, expertise, persuasive ability economic sanction, or coercion. If the stakes are high enough, a very competitive person's use of power may well be limited only by some greater external power such as the law or social taboos.

Some advocate the use of the competitive style in all actual or potential conflict situations, which is not surprising given the endless models and reward systems that foster and support competition in our society. Others condemn the competitive style as a win/lose strategy. Competing (or any other style) is neither good nor bad, but one of many styles that may be appropriate and effective, depending on the situation.

Life-threatening situations requiring quick, decisive action may require a **power-oriented** competitive style. Generals in battle or parents in certain circumstances might choose to control soldiers or children without considering their needs and concerns. A competitive style may also be necessary at times to protect oneself from others who tend to take advantage of noncompetitive behavior.

Power tactics include the use of physical force (a punch in the nose, war); bribery (money, favors); and punishment (withholding love, money). Such tactics are often very effective from the point of view of the "successful" party in the conflict: He wins, the other person loses. Unfortunately, however, for the loser the real conflict may have only just begun. Hostility, anxiety, and actual physical damage are usual byproducts of these win-lose power tactics.

COLLABORATION -2-

Collaboration involves the maximum use of both cooperation and assertion. Those using a collaborative style aim to satisfy the needs and concerns of both parties. Collaborating means (1) acknowledging that there is a conflict; (2) identifying and acknowledging each other's needs, concerns, and goals; (3) identifying alternative resolutions and their consequences for each person; (4) selecting the alternative that meets the needs and concerns and accomplishes the goals of each party; and (5) implementing the alternative selected and evaluating the results.

Collaborating requires more commitment than the other styles and takes more time and energy. It follows that such commitment must be warranted by situations in which the needs and concerns of the parties are extremely important and cannot be ignored. Collaboration is also the best style to use when it is essential that the parties to a conflict be committed to the resolution because an outcome that meets the needs of both parties is more likely to have the required support and commitment. Going through the collaboration process can also lead to personal growth as the parties involved explore and test their values, assumptions and potential solutions.

ACCOMMODATION -3 -

Accommodation is characterized by cooperative and unassertive behavior. Accommodation means placing the other party's needs and concerns above one's own, even if one has very strong needs and concerns in the situation (which produces the conflict).

Accommodating is appropriate and effective if one party is not as concerned as the others. Accommodating the needs of the first party builds good will and leads to cooperative relationships. Accommodation is also effective when preserving harmony and avoiding disruption are especially important, or when one person has a great deal more power than the other.

AVOIDANCE - 4 -

Avoidance is characterized by both uncooperative and unassertive behavior by both parties. Those employing this style simply do not address the conflict and are indifferent to each others needs and concerns. They evade the issue, withdraw from the discussion, or may not even stay for the resolution.

Avoidance can be employed effectively as either an interim or a pennant strategy. For example, if discussion is heated, it may be useful to allow the other person to cool down. At times, avoiding a situation until more information is available or an analysis of the problem has been made is the most productive approach. Temporarily avoiding a situation is also helpful if the issue is relatively unimportant, if there is not enough time available to come to a resolution, or if the issue is thought to be only a symptom of a more extensive problem that must be dealt with later.

As a permanent strategy, avoidance of the situation is indicated if the probability of satisfying one's needs and concerns is exceedingly low and there is no concern for the other party's needs and concerns. Total avoidance is also called for if others can resolve the conflict more easily.

Some people attempt to avoid conflict situations altogether or to avoid certain types of conflict. These people tend to repress emotional reactions, look the other way, or leave the situation entirely (for example, quit a job, leave school, get divorces). Either they cannot face up to such situations effectively, or they do not have the skills to negotiate them effectively.

Although avoidance strategies do have survival value in those instance where escape is possible, they usually do not provide the individual with a high level of satisfaction. They tend to leave doubts and fears about meeting the same type of situation in the future, and about such valued traits as courage or persistence.

COMPROMISE -5 -

Compromise is midway between competition and collaboration and avoidance and accommodation. Moderate amounts of cooperativeness and assertiveness are required to effect a compromise. The person compromising expects that the outcome will be partial fulfillment of the needs, concerns, and goals of both

people. Both search for a mutually acceptable, partially satisfying solution. Compromise results in more aggregate needs being met than would be met through competition and fewer met than would be met by collaboration. Through compromise, more issues are confronted than would be confronted through avoidance, but issues are confronted less thoroughly than they would be through collaboration. Although the solution to a compromise is mutually acceptable, it only partially satisfies each person's needs and wants. Therefore, competition is second to collaboration in the degree of satisfaction produced.

Compromise is also appropriate when the goals of the parties are moderately important but not worth the effort and time required for collaboration. Compromise is preferred when the parties are strongly committed to mutually exclusive goals and it is unlikely that either party has the power to dominate the other. Compromise also may be considered an effective strategy in case an effort to collaborate fails.

WHICH PATTERN or STYLE TO USE

Whether a particular conflict-management pattern or style is appropriate is specific to the people and context of the conflict situation. To be effective at managing conflict, one should be able to use any of the styles and know when each style is appropriate. However, people tend to develop one preferred style and use it in most situations. As a consequence, people may neglect styles that could be more effective. Brief descriptions of the potential adverse consequences of over-or under use of the styles of coping with conflict discussed earlier follow.

Competition - 1 -

Someone who uses a competitive style to the exclusion of the other styles, may find that other people object to being forced into win/lose situations. Competitors do not yield their positions and often express anger and frustration openly and aggressively toward those who disagree. Other people learn that confronting a competitor brings negative consequences, so consistent competitors may not receive important information and feedback from others. Consistent competitors may be seen as belligerent and they may ultimately be cut off from interaction with others.

People who never use the competitive style may also suffer adverse consequences. They may feel powerless against competitors especially. In addition, the individual may be ineffective from lack of practice if he or she elects to use the style.

Collaboration -2 -

Collaboration requires a substantially greater commitment than do the other conflict-management styles. Many issues simply do not warrant the time and energy required to seek optimal solutions, and not all conflicts are worth resolving or even lend themselves to resolution. Collaboration is being over employed if seeking resolution to conflict is tapping energy needed for other activities.

One-sided commitment to collaboration can also result in advantage being taken of the person who attempts to reach a mutually satisfying resolution. Because collaboration requires openness and trust, if only one of the parties to the conflict is willing to be open and trusting, that party will be at a disadvantage.

Creative ideas and solutions to complex problems are more likely to emerge through collaboration. A person who never uses the collaborative style risks loss of truly innovative ideas and resolutions to the conflict.

Accommodation - 3 -

Those who use accommodation to excess may feel that their own ideas, needs, and concerns are not receiving the attention they deserve. Accommodators generally are “quiet” and are perceived that way to the extent that they are often not heard when they do make a contribution. Their influence, respect, and recognition may erode.

On the other had, those who rarely use accommodation may be seen as unreasonable, and they may fail to maintain good relations with others because they do not acquire the good values that accommodation can bring.

Avoidance - 4 -

Many people assume that there are no adverse consequences associated with avoiding conflict. They assume that if they withdraw they have no responsibility and, therefore, there can be no negative consequences. On the contrary, too much avoidance of conflict can create problems for both parties. Participation in decision making fosters commitment to and subsequent implementation of the decision. If one person withdraws, decisions will be made and goals will be set with or without that person's input, resulting in poor implementation of the decision and low levels of commitment to it.

The person who rarely avoids conflict may also encounter adverse consequences. Selectively avoiding conflict can be a good tactic to employ. Those who confront every conflict head on can hurt other's feelings and stir up their hostilities. Selective avoidance is also the best way to keep from becoming overwhelmed by conflict, a distinct possibility in our society. The importance of every potential conflict needs to be weighed and a determination must be made about whether to avoid the situation.

Compromise -5 -

Those who always compromise risk losing sight of what it would be like to have their needs met. People become caught up in the tactics and strategies of compromise and lose sight of important values and principles and the myriad possibilities.

On the other hand, people who never compromise may never develop the skills needed to bargain or negotiate when necessary. They may be unable to make concessions and may not be able to extricate themselves from potentially no-win confrontations.

SUMMARY

Nothing is inherently right or wrong about any of the conflict-management styles; each may be more or less appropriate and effective, depending on the situation and the parties involved.

Each of us has access to a variety of conflict-management behaviors but we tend to perceive certain ones and to use them to the exclusion of other styles that could be more effective in a given situation--with adverse consequences. We must develop the skills to execute any of the styles. Then we can diagnose conflict situations and choose the appropriate way to deal with whatever comes up, depending on our needs at the time and the importance of coming to a resolution within a prescribed time frame.

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PERSONNEL MANAGEMENT WORKSHOP

Nine Ways of Dealing with Personnel Problems on the Spot

Howard R. Rosenberg

UC Cooperative Extension, Berkeley

1. **Penalty Imposition**: Unilateral administration of punishment. Supervisor lays it on worker.

Ex.: "You are suspended for 3 working days."

"I'm taking you off of the forklift for good."

(and the ever popular . . .) "You're fired!"

NOTES:

2. **Specific Warning**: Advance notification of punishment to be administered, usually conditioned on recurrence or continuance of forbidden behavior. When delivered in written form it may itself be construed as a penalty imposed.

Ex.: "Here is a written notice that I will not tolerate your persistent lateness anymore. The next time you don't show up without calling in advance, you will be suspended."

"If I see you harassing Jose again, I'm going to have you fired."

"If you can't keep up with the other pruners, I will put you on the rock moving crew."

NOTES:

3. **Vague Threat**: Expression of intent to inflict punishment of unspecified nature, usually conditioned on recurrence of unwanted behavior or absence of desired behavior, which also may be imprecisely described.

Ex.: "If you can't do any better than that, you'll have lots of trouble around here."

"If you keep butchering these trees and leaving such a mess, I'll assume that you don't like piecerate."

"If you don't do something about those cartons, I'm going to do something about you."

NOTES:

4. **Emphasis of Authority:** Statement or restatement of a rule or command as legitimate under an organizational framework. Implication is that failure to obey constitutes violation of the whole system. It often carries an implied warning.

Ex: "As you know, company policy regards theft of tools as cause for immediate firing and even criminal prosecution."

"I don't care if you don't want to work in the clean-up crew today. I am the boss and I assign the work."

"What do you mean 'It's not in my job description'? 'Other duties as assigned' are, and I just assigned one to you."

"I am supposed to suspend you for coming back to work in this condition. Remember the rules, Hector."

NOTES:

5. **Avoidance:** Disconnection from an event so as to be unaffected and unencumbered by it. Usual forms include pretending ignorance, seeking distraction, and simply not acting on the stimulus.

Ex.: "Hmphff."

"Gee, what time is it, anyway?"

"....."

NOTES:

6. **Humoring/Cajoling:** Coaxing with amusement, flattery, sarcasm, obvious exaggeration or insincerity, or ludicrous talk. If taken literally, it resembles many of the other types.

Ex.: "Gee, I'm awfully sorry. You never sprayed before today, and I forgot to remind you that we usually **measure** the stuff that we mix in the tank. My mistake, old buddy."

"Why worry about how fast he is working? Are you an industrial engineer or something? If you grab his shears and toss them away, I might throw yours, then Tony will throw Ramon's, and on and on. Pretty soon it'll be raining shears and we'll all get in trouble."

"Surely an hombre of your good looks and genius can figure out a way to get along with Maria."

NOTES:

7. Explanation: Provision of information that clarifies what the supervisor wants or why. The information may consist of facts, reasoning, or know-how. The "irrational" variant resembles, at best, humoring or, at worst, deceit.

Ex.: "If you don't show up on time, it makes life tougher on me and the rest of the crew. We are faced with either sitting on our hands until you come or going out there one picker short."

"I put her in this crew with you so that she can learn right away how fast she'll have to work. Give her a few days to break in."

"You have to prune above the second node to optimize vine vigor as well as next year's growth. And if you leave too much, we'll get lousy production."

NOTES:

8. Appeal to Values: Justification of desired behavior as consistent with worker's own beliefs or interest. Offering of reward, material or spiritual, contingent on performance constitutes the "quid pro quo" variant.

Ex.: "Everybody here has had such high respect for you. It will become a distant memory if you come back from lunch in this condition again."

"By shouldering this extra work you are proving your superior ability and commitment. The company is going to need a couple of new supervisors in the spring."

"The better quality job we do, the more demand there will be for our fruit and the more hours of work you will have in the long run."

NOTES:

9. Problem Solving: Presentation of an undesirable behavior or condition (not person) as a problem to be jointly solved. Usually by opening with a question, supervisor engages worker in discussion of problem and search for a solution. It often includes or leads to some explanation.

Ex.: "If we keep up this pace it will take us 6 days to pack and ship what the boss has budgeted only 4 for. What can we do about it?"

"That spray rig has to get cleaned, so that we can use it tomorrow morning. Why is it that you won't give me a hand?"

"I know that it's hot and that you can still pull more than your load with three cans of beer in you. But if I let you drink on break, others would badger me for the same privilege. How can we quench your thirst without inciting a riot?"

NOTES:

EXAMPLE DISCIPLINE POLICIES
(from Company Handbooks)

1. Employees shall be subject to discipline, including suspension or discharge, by the Company for insubordination, theft, intoxication, violation of the terms of this Agreement, or failure to observe safety rules and regulations and the Company's house rules, which shall be conspicuously posted.

2. An employee may be suspended without pay or discharged by a department head only for reasonable cause. Reasonable cause may include, but shall not necessarily be limited to, one or more of the following situations:

- a. Unsatisfactory performance
- b. Insubordination
- c. Persistent disrespect to superiors and to the public
- d. Persistent failure to get along with other employees
- e. Unauthorized absence from duty
- f. Inability to do satisfactory work because of ill health
- g. Fraudulent application for employment
- h. False or fraudulent report of sick leave

3. To insure a safe, productive place to work, it's necessary that all of our employees follow a few common-sense rules. Your company appreciates your efforts to abide by them. If, however, an employee is unable to do so, he/she may be subject to discipline up to and including discharge. The following are some examples of situations which may subject an employee to disciplinary action or termination:

- a. Theft of company or employee property.
- b. Altering or falsifying company applications.
- c. Fighting within the working premises.
- d. Reporting to work or working under the influence of drugs, alcoholic beverages or introduction or possession of the same (including beer) within the work area.
- e. Possession of illegal weapons.
- f. Maliciously destroying, damaging, or misusing company property, equipment, or property of another employee.
- g. Falsification of Time Sheets.
- h. Direct insubordination.
- i. Driving a vehicle into a work area at excessive speeds.
- j. Violation of standard safety rules.
- k. Use of abusive or profane language with intent of degrading or intimidating.
- l. Stopping, leaving, or being away from your work without

- the permission of your supervisor.
- m. Distribution of written matter in working area of during working time, or solicitations of any kind during working time.
- n. Horseplay or disorderly conduct during working hours.
- o. Repeated performance of poor or careless work after attention has been called to it by a supervisor.
- p. Sleeping during working hours.
- q. Posting, removal, or tampering with bulletin board notices without authority.
- r. Violation of common sense health and sanitation rules, such as littering work area.
- s. Failure to report industrial injuries.
- t. Repeated tardiness and/or absenteeism.
- u. Falsifying production records.
- v. Refusal to obey orders of any supervisor during working hours.
- w. Personal conduct at work that is dangerous to self or others.
- x. Willful violation of any other company rules or policies.

4. Whenever people are required to work together for any purpose, they need certain guidelines to govern their personal conduct and relations. Every person is entitled to know what is expected of him/her because we all resent criticism for innocently violating some rule of which we had no knowledge. To prevent such occurrences, you are asked to read over the following paragraphs carefully.

- a. The company considers work rules to be an important responsibility. They are a necessary part of the job of managing our business so that employees can be treated fairly and work safely and effectively.
- b. As you will appreciate, our rules apply only to actions which interfere with fellow employees, the safe, proper operation of the Company or the performance of your job. These rules are reasonable and apply to everyone.
- c. Violation of these rules may call for some form of disciplinary action. In some cases, the action may result in either verbal or written warning followed by suspension and discharge if repeated. In serious cases, violation could result in immediate discharge.
- d. There is no mechanical formula for establishing disciplinary action, but four important factors will be considered in all cases:
 - (1) The seriousness of the offense;
 - (2) The employee's past record;

- (3) The circumstances surrounding the particular case;
and
- (4) Company practice in past cases.

In the event disciplinary action is necessary, the following rules will apply:

First violation - oral or written notice;

Second violation (within six months of first violation) - written warning and a possible suspension; and

Third violation (within six months of Second Violation) - Termination.

- e. We urge you to remember that our disciplinary procedures have been designed to correct improper conduct. They were not designed for punishment.
- f. The following examples illustrate types of conduct that are not in the interest of either the Company or its employees and, therefore, are not permitted and may result in disciplinary action:
 - (1) Obtaining employment on the basis of false or misleading information;
 - (2) Falsifying any time card or timekeeping records;
 - (3) Violation of safety or sanitation rules;
 - (4) Habitual lateness or absence;
 - (5) Performing work of a personal nature during working hours;
 - (6) Possession of any type of weapon in work areas;
 - (7) Leaving premises during working hours without permission;
 - (8) Refusal to follow supervisor's directions without cause; and
 - (9) Unsatisfactory work or work habits.
- g. The following rules regard very serious infractions and are dealt with differently than the minor rules. In the event they are violated, the employee will be suspended until the charge is thoroughly investigated. If the investigation reveals that the employee did violate the rules, he/she will be terminated. The following are major work rule violations:

- (1) Use, possession or sale of illegal drugs anywhere on the company property;
- (2) Fighting or belligerency on the job;
- (3) Willful or malicious misuse of Company property;
- (4) Intentional unsafe working practices that may endanger you or your fellow worker; any amount of intoxication causes an extreme risk in some job categories. This is intolerable for the Company, as well as our Worker's Compensation insurance carrier.

h. Employee termination will be for just cause. Where termination is based on work performance, an employee will be given proper instruction concerning his/her performance and a fair trial period before such termination.

DISCIPLINE POLICY GUIDE

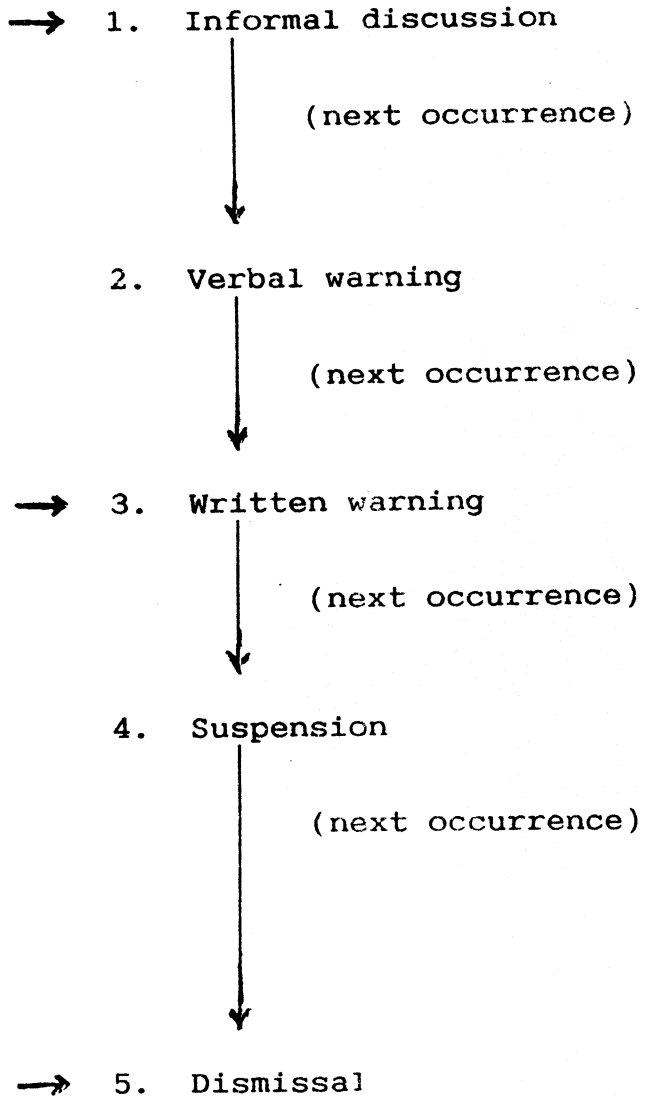
"Offenses" or
Unacceptable Performance

Disciplinary Action

MINOR
Uncivil conduct
Lateness
Unauthorized absence
Disputes with co-workers
Wasting materials
Smoking in unauth. areas
Failure to submit time
sheet or other records
Foul or abusive language
Inefficiency or negligence

MODERATE
Gambling
Careless use of property
Improper use of leave
Failure to report
Releasing confidential info.
Sleeping on the job
Failure to comply with rules
and regulations

Major
Intoxication or use of drugs
on job
Fighting on job
Theft or willful destruction
of property
Gross insubordination or
misconduct
Conviction of job-related
felony
Falsifying time cards or
other records
Abuse of authority
Falsification in job
application
Failure to report, 3 days
Inability to complete re-
quired training



TIPS ON TERMINATION

Types Of Termination

Sooner or later every employee leaves the organization. The most pleasant type of termination is when a long-time trusted employee retires. Such a termination is usually based on concurrence of the employer and employee. Another type of termination is one that is employee initiated. When this is due to a better opportunity for the employee, it usually results in excitement for the employee and disappointment for the employer. On the other hand, if the employee initiated termination is due to his/her dissatisfaction with the job, the employee leaves angry and the employer is angry. Finally, there is the employer initiated termination where the employee is fired or at least laid off. Usually when an employee is fired both parties harbor strong feelings of anger.

Regardless of the type of termination or the feelings of the parties involved, there are three activities an effective employer will do: perform an exit interview, document the performance, and complete the government reporting requirements.

The Exit Interview

The properly conducted exit interview accomplishes a number of important management tasks.

- It provides information about how the job can be carried out more effectively. An employee usually has good ideas about task improvement.
- It provides suggestions for employee relations. An employee that is leaving is more apt to be willing to share problems he/she perceives concerning employee relations and make suggestions for improvement.

- It clears up misconceptions. Regardless of whether the termination is voluntary or forced, it is important that both parties clearly understand why the termination is taking place.
- It reduces antagonism. An employee who is highly antagonistic toward the previous employer can be very costly to the business. First, there is the chance of the relatively mild cost of bad mouthing the firm's reputation to customers, potential employees, and present employees. Second, there is the chance of legal action based on an alleged wrongful termination or labor law violation. Third, there is the chance of vandalism of the business property. Try to learn the source of the antagonism and reduce it if possible.

Performance Documentation

A number of employers are sued each year for "wrongful termination." For this purpose as well as use in future management, it is important that the employee's performance be documented and kept on file. For example, if an employee is dismissed, there should be a record of how, when, and by whom the employee was warned, how many times, and what corrective action was taken. (See "Dismissal Guidelines".)

Reporting Requirements

Federal and State law require that the employer keep a record of hours worked and wages paid of every employee and that the records be kept on file for three years. In many cases when there are repercussions from an ex-employee, such records help all parties find a fair solution.

Source: Shapley, A.E., et al. "Farm Employers' Handbook," Cooperative Extension Bulletin E-2152, MSU, East Lansing, MI 48824.

DISMISSAL GUIDELINES

Dismissal is the "capital punishment" of labor relations. It is the highest level of corrective action and/or punishment a company can impose on an employee and it must be approached carefully. Proper planning, documentation of instances, and progressive discipline are essential for proper personnel management in your operation. The following checklist offers guidelines to follow and is not a substitute for expert legal council.

The checklist forms a basis to determine if you are complying with proper dismissal procedures. A "no" answer to any question may mean you have not followed proper personnel procedures. Remember, the burden of proof is on the employer.

	<u>YES</u>	<u>NO</u>
<ul style="list-style-type: none"> ● Is the reason for dismissal <u>work related</u>? <u>Note:</u> If not, it may be considered arbitrary. 	_____	_____
<ul style="list-style-type: none"> ● Is there a <u>policy</u> or <u>management order</u> which sets standards of performance and behavior? <u>Note:</u> Even if employees feel the standard is unreasonable, they must comply unless it would harm their safety or integrity. 	_____	_____
<ul style="list-style-type: none"> ● Did the employee have <u>knowledge</u> of the policy and consequences? <u>Note:</u> The employer must be able to prove policies were communicated to employees, preferably in writing and personally acknowledged by the employee. 	_____	_____
<ul style="list-style-type: none"> ● Was the investigation of the infraction done <u>fairly</u> and <u>impartially</u>? <u>Note:</u> The supervisor may be both "prosecutor" and "judge" but not also the "witness" against the employee. 	_____	_____
<ul style="list-style-type: none"> ● Is there <u>substantial evidence</u> or <u>proof</u> of wrong doing against the employee? <u>Note:</u> Performance evaluation records, witnesses to wrong doing, etc., are important. 	_____	_____
<ul style="list-style-type: none"> ● Has the farm applied its policies <u>uniformly</u> to all employees? <u>Note:</u> If not, there is room for discrimination. 	_____	_____
<ul style="list-style-type: none"> ● Was the corrective action related to the seriousness of the offense? <u>Note:</u> The employee spinning tires in the driveway is not cause for dismissal. 	_____	_____

Source: Shapley, A.E., et al. " Farm Employers' Handbook," Cooperative Extension Bulletin E-2152, MSU, East Lansing, MI 48824.

AGRICULTURAL LABOR LAWS IN ILLINOIS*

This article provides an overview of many federal and state laws affecting agricultural labor. It is designed to answer some of the questions often asked by Illinois farmers about agricultural labor law; it is not designed as a substitute for legal counsel.

THE EMPLOYER-EMPLOYEE RELATIONSHIP

Most agricultural labor laws apply only to an employer-employee relationship. It is important, therefore, to understand the meaning of an employer-employee relationship and to contrast the farm employee with the independent contractor.

The right to control the method of doing a job is the prime test of whether the worker is a farm laborer or an independent contractor. An employee is subject to the direction and control of his or her employer. An independent contractor, on the other hand, contracts to do work according to his own methods without being subject to the control of the farmer except as to the result of the work.

Other factors which suggest the worker is an independent contractor are: a temporary employment relationship; specialized skills are required for the job; the equipment used is provided by the worker; and the worker is not economically dependent upon the farmer. A custom spray operator and a custom sheller are typical examples of the independent contractor.

Note that under the Federal Fair Labor Standards Act (FLSA), the farmer may be responsible for the work crew if the farmer and the farm labor contractor are considered joint employers of the crew. The applicability of this joint employer doctrine depends upon the degree to which the farm labor recruiter is independent of the farmer's control.

THE FARMER'S LIABILITY FOR PROPERTY DAMAGE OR INJURY CAUSED BY AN EMPLOYEE

When a farm worker causes property damage or personal injury to others, the farm employer may be held liable for the negligence of the worker. In effect, the law holds the farmer responsible for the negligent acts of his employee if the employee was acting within the scope of his employment when the negligent act occurred. Courts have defined scope of employment broadly. Generally, if an employee is acting for the benefit of his employer, his or her actions while on the job are deemed to be within the scope of employment.

***C. Allen Bock, Professor of Agricultural Law, Department of Agricultural Economics, University of Illinois, Urbana. This publication is based in part on Cooperative Extension Service Circular No. 1139, "Agricultural Labor Laws in Illinois," by Donald L. Uchtmann, former Professor of Agricultural Law, and Margaret R. Grossman, Associate Professor of Agricultural Law, Department of Agricultural Economics, University of Illinois, Urbana (1983). April 1990.**

THE FARMER'S LIABILITY FOR AN EMPLOYEE'S INJURY

Suppose an employee is injured while working for a farmer. Under what circumstances will the farmer be held liable for the worker's injury? The answer will depend on whether judicially developed principles of liability apply or whether workers' compensation rules apply.

Judicially Developed Liability

The Illinois Supreme Court has adopted the principle of comparative negligence. Under this principle the total liability for personal injuries or property damage is divided among the negligent persons who caused the accident or injury, in proportion to the relative negligence of each person. For example, suppose a farm worker was injured while hauling grain to an elevator. The injury resulted from an accident caused by the worker's speeding (worker's negligence) and an improper mounting of a truck tire (farm owner's negligence). If the worker sued the farm owner to recover damages for personal injury, the jury would have to determine the relative, or comparative, negligence of the parties. If the jury found that the worker was 40 percent responsible for the accident and the farm owner 60 percent responsible, then the farm owner would be liable for 60 percent of the worker's medical expenses and other damages.

Under Illinois law, if the employee is found to be more than 50 percent negligent, then the employee cannot recover damages from the employer.

The preceding example ignores a farmer's insurance coverage, which could bring about a different result. Many comprehensive insurance policies contain provisions requiring the insurance company to pay all medical expenses of a farm worker injured on the job, regardless of who was at fault. Under such a policy the insurance company would be liable for 100 percent of the medical expenses in the above example. On the other hand, if the insurance policy required the insurance company to pay only the medical expenses that the farm owner was legally obligated to pay, the company would be required to pay only 60 percent of the worker's medical expenses.

Statutory Liability: Workers' Compensation Laws

Accidental Injury. Judicially created principles of liability used in the late 1800s and early 1900s often made it impossible for an injured worker to recover damages for on-the-job injuries. The public became increasingly dissatisfied with these judicially created principles, and in 1911 the first Illinois workers' compensation act was passed. Much of the impetus for this law came from the hardships experienced by mining families after several disastrous underground mining accidents left many families with no compensation.

The current Workers' Compensation Act provides for automatic compensation, regardless of fault, when a worker is injured or killed as a result of a work-related accident. Thus, when the Workers' Compensation Act applies, the judicially created principles such as negligence and comparative negligence are not relevant.

Agricultural employment was initially exempt from the provisions of the Illinois workers' compensation law. However, in 1971 some employers of migrant workers and other farm employers with many employees came within the scope of the Act. The size of the agricultural exemption has been debated often in the Illinois legislature since 1971 and has undergone several changes. Currently, only those farm operations employing fewer than 400 worker-days of agricultural labor during each calendar quarter of the preceding calendar year are exempt

from the Act. The definition of worker-day does not include work performed by the farmer or members of his immediate family residing with him.

Farm employers not exempt from the Act must either purchase a special workers' compensation insurance policy or be approved as a self-insurer by the Illinois Industrial Commission. Failure to take one step or the other is unlawful and subjects the farmer to possible fine. Most farmers not exempt from the Act have purchased workers' compensation insurance policies.

Farm employers who are exempt from the mandatory coverage of the Act may still elect to provide workers' compensation benefits. Although it is somewhat costly, the purchase of workers' compensation insurance will guarantee injured workers prompt and dependable compensation for work-related injuries. Furthermore, such a purchase will remove any uncertainty as to whether the farmer would be exempt from the Act in the eyes of a court examining a particular accidental injury. Thus, the farmer who voluntarily purchases workers' compensation insurance removes some additional risk from his farming operation.

Generally, workers' compensation acts represent a complete departure from judicially developed principles and substitute a new system of rights, remedies, and procedure when work-related injury or death occurs. The primary purpose of these laws is to give improved financial protection to workers and their families by providing prompt, certain, and definite compensation. A further purpose is to require that the cost of such injuries or deaths be borne by the industry itself.

The amount of compensation is based on medical expenses, the salary of the worker, and the nature of the injury. Such often-litigated matters as pain and suffering are not included in the statutory formula. Workers' compensation acts, where applicable, are the exclusive remedy of an injured worker against his employer.

Occupational Diseases. Workers' compensation laws did much to improve the plight of workers who became disabled because of work-related accidents. Other legislation was needed, however, to extend the same protection to workers to cover the hardships of work-related diseases. This additional protection came in the form of occupational diseases laws, which generally provide for automatic compensation to a worker who contracts a disease from and in the course of his employment or who has an existing disease aggravated because of his employment. The compensation generally is based on the formulas in the workers' compensation laws; that is, base salary is an important variable.

In Illinois the first occupational diseases law was passed in 1911 - the year of the first Illinois workers' compensation law. The public policy underlying those laws was the same, and agriculture was initially exempt from both. In 1975, however, amendments were made so that agricultural employment within the scope of the current Workers' Compensation Act also came within the scope of the Occupational Diseases Act.

It is difficult to determine the kinds of claims that might arise from agricultural employees under the Act. Some diseases can be transmitted from livestock to man. Other diseases might be caused by frequent exposure to dust conditions or chemicals often found in agriculture. One example of a valid claim is the case where an employee who serviced and installed poultry equipment in chicken houses suffered a loss of vision after developing an allergy to organisms in his bloodstream. He contracted these organisms from the soil in the chicken houses. The 1975 amendments to the Illinois Occupational Diseases Act extended the

benefits of the Act to include compensation for aggravation of diseases. The relevant section now reads:

As used in this Act the term "occupational disease" means a disease arising out of and in the course of the employment or which has become aggravated and rendered disabling as a result of the exposure of the employment. Such aggravation shall arise out of a risk peculiar to or increased by the employment and not common to the general public.

The Cost of Workers' Compensation Insurance Compared to General Liability Insurance

There are several arguments for carrying workers' compensation insurance even though the employer is exempt from the statutory requirement. First, the farm employer will be covered in the situation where there is a determination that the employment was not in the nature of agricultural labor. Second, the employee can recover medical costs and an amount based on the nature and kind of his or her injury even if the employee is more than 50 percent negligent in causing the injury. Third, Illinois law provides that if the employer is carrying workers' compensation insurance, the employer is also covered for any claims made under the Occupational Disease Act (discussed earlier in this paper).

An employer who does not carry workers' compensation insurance should carefully examine his or her general liability policy to determine the extent to which it covers occupational diseases. Some policies have a clause which substantially limits the insurance company's liability for claims for injuries or illnesses that are related to pollution or environmentally related illnesses.

A comparison of cost between an Illinois workers' compensation policy and a general liability policy is shown in the chart below. The figures are approximates and may vary from company to company and also as a result of special coverage provisions and/or exclusions.

<u>Workers' Compensation(2)(3)(4)</u>	<u>Estimated Cost (1)</u>
Vegetable growing employees	\$4 per \$100 of compensation
Livestock raising employees	\$9 per \$100 of compensation
Field crop & driver employees	\$7.50 per \$100 of compensation
Orchard employees	\$10.50 per \$100 of compensation

- (1) The dollar amount paid per \$100 of wages paid up to \$20,000 of wages per worker.
- (2) A farmer with workers' compensation coverage also has coverage for claims under the Illinois Occupational Diseases Act.
- (3) A self-employed farmer is covered personally under workers' compensation if he provides coverage for his or her employees unless he or she signs a written waiver of personal coverage.
- (4) Approximately 90% of Illinois farmers do not carry workers' compensation insurance.

Farm Liability

\$1,000,000 coverage assumed

- (1) Covers up to \$1,000,000 of claims against employer by third parties injured as a result of employee's negligence.

- (2) Covers up to \$1,000,000 of claims by employee against employer because of employer's negligence and \$25,000 of medical cost of employee without regard to the fault of the employee. Otherwise, the right of recovery by the employee is determined by the comparative negligence standard discussed earlier. The cost of this kind of policy is estimated to be \$220 per year.

EMPLOYMENT OF MINORS - CHILD LABOR LAWS

Agricultural employment of minors is regulated by legislation at both the state and federal levels. The Illinois legislation is contained in the Child Labor Law. The federal legislation is contained in the Federal Fair Labor Standards Act. Some highlights of these child labor laws follow.

Work by Family Members

Members of a farmer's immediate family who live with the farmer are exempt from virtually all state and federal child labor regulations while employed by the farmer. The usual definition of the immediate family includes the farmer's spouse, children, parents, brothers and sisters.

Nonfamily Minors 16 Years of Age and Older

Minors 16 years of age or older can be employed in any agricultural occupation at any time.

Nonfamily Minors Under 16 Years of Age

Hazardous Occupation. Minors under 16 may not be employed at any time in an agricultural occupation declared hazardous by the Secretary of Labor. The Secretary has declared the following activities to be hazardous agricultural occupations:

1. Operating a tractor of over 20 pto horsepower, or connecting or disconnecting an implement or any of its parts to or from such a tractor.
2. Operating or helping operate (including starting, stopping, adjusting, feeding, or any other activity involving physical contact with the operation of) any of the following machines:
 - (a) Corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger, or mobile pea viner;
 - (b) Feed grinder, crop dryer, forage blower, auger conveyer, or the self-unloading wagon or trailer; or
 - (c) Power post-hole digger, power post drive, or nonwalking-type rotary tiller.
3. Operating or helping operate (including starting, stopping, adjusting, feeding, or any other activity involving physical contact associated with the operation of) any of the following machines:
 - (a) Trencher or earthmoving equipment;
 - (b) Fork lift;

- (c) Potato combine; or
- (d) Power-driven circular, band, or chain saw.

4. Working on a farm in a yard, pen, or stall occupied by any of the following animals:
 - (a) A bull, boar, or stud horse maintained for breeding purposes; or
 - (b) A sow with suckling pigs, or a cow with newborn calf (with umbilical cord present).
5. Felling, buckling, skidding, loading, or unloading timber with a butt diameter of more than 6 inches.
6. Working from a ladder or scaffold (painting, repairing, or building structures, pruning trees, picking fruit, etc.) at a height of over 20 feet.
7. Driving a bus, truck, or automobile when transporting passengers, or riding on a tractor as a passenger or helper.
8. Working inside the following structures:
 - (a) A fruit, forage, or grain storage facility designed to retain an oxygen-deficient or toxic atmosphere;
 - (b) An upright silo within two weeks after silage has been added or when a top-loading device is in operating position;
 - (c) A manure pit; or
 - (d) A horizontal silo while operating a tractor for packing purposes.
9. Handling or applying (including cleaning or decontaminating equipment, disposing of or returning empty containers, or serving as a flagman for aircraft applying) agricultural chemicals classified under the Federal Insecticide, Fungicide, and Rodenticide Act as Category I of toxicity, identified by the word "poison" and by the skull and crossbones on the label, or Category II of toxicity, identified by the word "warning" on the label.
10. Handling or using a blasting agent, including but not limited to dynamite, black powder, sensitized ammonium nitrate, blasting caps, and primer cord.
11. Transporting, transferring, or applying anhydrous ammonia.

Persons age 14 or older who have completed the applicable training programs can obtain approval for employment in occupations 1 or 2 above. Such special training programs include the 4-H tractor operation program, the 4-H machine operation program, or a tractor and machine operation program. Vocational agriculture student-learners can obtain approval for employment in occupations 1 through 6 above. County extension advisers have additional information on these training programs.

Nonhazardous Occupations. A minor under 16 years of age cannot be employed even in nonhazardous agricultural occupations during normal school hours for the school district in which the child lives. Therefore, the employment of minors under 16 is normally lawful only before or after school hours, on the weekends, on other school holidays, and during summer

vacation. If the child is under 14, parental consent is usually required. If the child is under 12, he cannot work on a farm employing 500 worker-days of labor or more per quarter. Further, under Illinois law, no minor under 10 years of age - other than members of the farmer's immediate family residing with him - can be employed in agriculture at any time.

OTHER LABOR LAWS AFFECTING AGRICULTURE

Occupational Safety and Health Act (OSHA)

There are actually two laws pertaining to the health and safety of the work place. At the state level, the Illinois Health and Safety Act generally requires employers to provide reasonable protection for the lives, health, and safety of employees and to provide them with a place of employment free from recognized hazards likely to cause death or serious harm.

At the national level, the Federal Occupational Safety and Health Act provides for standards designed to reduce the number of work-related injuries occurring in the United States. Any nonexempt farmer employing labor must comply with applicable standards. Initially, these standards concerned temporary labor camps, storage and handling of anhydrous ammonia, pulpwood logging, slow-moving vehicles, roll-over protective structures (ROPS) for agricultural tractors, and safety shields for farm equipment.

As an example of OSHA regulations, a nonexempt farmer is required to give operating instructions to his tractor-driving employees as follows:

1. Securely fasten your seat belt if the tractor has a ROPS.
2. Where possible, avoid operating the tractor near ditches, embankments, and holes.
3. Reduce speed when turning, crossing slopes, and operating on rough, slick, or muddy surfaces.
4. Stay off slopes that are too steep for safe operation.
5. Watch where you are going, especially at row ends, on roads, and around trees.
6. Do not permit riders.
7. Operate the tractor smoothly - avoid jerky turns, starts, or stops.
8. Hitch only to the drawbar and hitch points recommended by tractor manufacturers.
9. When the tractor is stopped, set the brakes securely and use a park lock if available.

Such information is to be provided at the time of the initial assignment and at least annually thereafter. Nonexempt farmers are also required to provide safety instruction regarding electrical equipment and safety shields.

A new and important OSHA standard is the Hazard Communication Standard. Under this standard, employers must determine which materials in the work place are hazardous, file a data sheet for each hazardous substance, implement a written hazard communication program in the work place, and ensure that the warnings used on containers of hazardous materials

meet the requirements. The federal standard is only applicable to farmers that employ 11 or more nonfamily employees. However, Illinois also has a right-to-know statute which is applicable to farmers who employ 5 or more full-time employees.

MIGRANT LABOR

Numerous federal and state laws affect farmers who employ migrant labor. In 1983, the Migrant and Seasonal Agricultural Worker Protection Act (MSPA) was enacted which repealed the Federal Farm Labor Contractor Act. It places housing, motor vehicle safety, registration, and recordkeeping requirements on farmers employing migrant or seasonal agricultural workers. MSPA attempts to ensure worker protection but it does contain several exemptions which relieve certain persons from all liability under the act. Violators may be criminally prosecuted or aggrieved workers may sue them for actual and liquidated damages.

The Immigration Reform and Control Act (IRCA) makes it unlawful for any person to "knowingly" hire or recruit an illegal alien. Employers must check documentation which verifies the employee's identity and authorization to work. However, certain agricultural workers may be considered legalized if they meet the seasonal agricultural worker requirements.

Note that migrant workers residing on the farms of their employers may have a right to receive visitors at their farm residences.

The Illinois Migrant Labor Camp Law, one of the most important, requires that all migrant labor camps be licensed by the Department of Health and that certain health standards be met. These standards deal with occupancy, structural soundness, lighting, water supply, sewage disposal, sanitation in general, food handling, refuse disposal, fire protection, and other health factors.

Other laws affecting migrant laborers include the Illinois Farm Labor Contractor Certification Act, the Illinois provision for day-care facilities, Illinois laws relating to employment officers and agencies, the Federal Farm Labor Contractor Registration Act, certain OSHA regulations, and certain U.S. Department of Labor housing regulations.

Exploratory Survey

Extension Educational Efforts in Farm Personnel Management ¹

- A Final Report -

Prepared by

Kenneth H. Thomas

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Summary of Findings

- o Thirty nine states responded to the survey. The names and addresses of the contact persons responding are listed on pages 7, 8 and 9.
- o Nine states reported having State Specialist FTE's assigned to farm personnel management. Four states - Florida, Michigan, New York and North Carolina - had 0.5 FTE or more. Three states reported having district or area persons assigned time to the area, while two states had county staff involved (see page 2).
- o Of the 171 educational program activities reported for 1988-89, 87 were parts of other program efforts; 42 were 1-3 hour sessions on personnel management; 20 were all day workshops and 21 were multi-day workshops. These program efforts were heavily concentrated in five states: Alaska, Michigan, New York, Ohio and Texas. Seventy-seven news and radio releases were reported (see page 3).
- o A listing of educational materials developed since July 1988 can be found on page 4.
- o In rating the importance of selected personnel management topics (1 being very important; 5 being not important) most received an "important" or about a "2" rating. Motivation, compensation and laws and regulations received the highest ratings; labor planning; work scheduling and discipline the lowest ratings. Differences among all topics was relatively small, ranging from a high of 1.7 and a low of 2.7 (see page 5).
- o In terms of future plans, two states (Indiana and Ohio) plan to increase substantially the staff and program time devoted to farm personnel management. Five states plan a modest increase; 25 states said more effort was justified but they lacked resources; while seven thought their staffing and program efforts were about right (see page 6).

¹ A preliminary report was presented at the Farm Human Resource Management Symposium, AAEA Annual Meeting, Baton Rouge, LA, Aug. 1, 1989. Special thanks go to Bernard Erven, Ohio State University, for his assistance in developing the survey form.

Staffing/Responsibilities

State	State Specialist			District/Area			County Agents			Other Extension Sta		
	No	Yes	No. FTE	No	Yes	No. FTE	No	Yes	No. FTE	No	Yes	No. FTE
Alabama	X			X			X			X		
Alaska	X			X			X			X		
Colorado	X			X			X			X		
Delaware	X			X			X			X		
Florida		X	0.5	X				X	1.0	X		
Georgia	X			X			X			X		
Idaho	X			X			X			X		
Illinois	X			X			X			X		
Indiana	X			X			X			X		
Iowa	X			X			X			X		
Kansas	X			X			X			X		
Kentucky	X			X			X			X		
Louisiana	X			X			X			X		
Maine	X			X				X		X		
Massachusetts	X			X			X			X		
Michigan		X	0.5	X			X			X		
Minnesota		X	0.25		X	0.25	X			X		
Missouri	X			X			X			X		
Montana	X			X			X			X		
Nebraska	X			X			X			X		
New Hampshire		X	0.2		X	0.1	X				X	0.2
New Jersey	X			X			X			X		
New Mexico	X			X			X			X		
New York		X	1.8		X	1		X	1	X		
North Carolina		X	0.8	X			X			X		
North Dakota	X			X			X			X		
Ohio		X	0.4	X			X			X		
Oklahoma	X			X			X			X		
Oregon	X			X			X			X		
Pennsylvania	X			X			X			X		
Rhode Island	X			X			X			X		
South Carolina	X			X			X			X		
South Dakota	X			X			X			X		
Texas		X	0.1	X			X			X		
Utah	X			X			X			X		
Virginia	X			X			X			X		
Vermont		X	0.1	X			X				X	0.5
Washington	X			X			X			X		
Wyo	X			X			X			X		

Educational Program Efforts - Since July 1, 1988

State	Part of other Program	1-3 hrs Personnel Management	All Day Workshop			Multi Day Workshop	Corres- pondence Course	Releases News/Radio
			Multi Co	District	State			
Alabama	0	0	0	0	0	0	0	0
Alaska	8	0	0	0	0	0	0	10
Colorado	1	1	0	0	0	0	0	2
Delaware	0	0	0	0	0	0	0	0
Florida	0	2	1	0	0	0	0	0
Georgia	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	1
Illinois	0	0	0	0	0	0	0	0
Indiana	0	0	0	0	0	0	0	0
Iowa	2	0	0	0	0	0	0	0
Kansas	0	0	0	0	0	0	0	5
Kentucky	1	0	0	0	0	0	0	0
Louisiana	0	0	0	0	0	0	0	0
Maine	0	2	0	0	0	0	0	0
Massachusetts	3	0	0	0	0	0	0	0
Michigan	10	10	0	0	0	15	0	12
Minnesota	1	0	2	0	0	0	0	0
Missouri	5	0	0	0	0	0	0	0
Montana	0	0	0	0	0	0	0	0
Nebraska	0	0	0	0	0	1	0	0
New Hampshire	3	0	0	0	0	0	0	2
New Jersey	0	0	0	0	0	0	0	0
New Mexico	0	0	0	0	0	0	0	0
New York	12	6	5	1	0	5	1	6
North Carolina	0	1	0	0	0	0	0	2
North Dakota	0	0	0	0	0	0	0	5
Ohio	20	10	3	0	0	0	0	2
Oklahoma	0	0	0	0	0	0	0	0
Oregon	0	0	0	0	0	0	0	0
Pennsylvania	0	5	0	0	0	0	0	0
Rhode Island	0	0	0	0	0	0	0	0
South Carolina	2	0	0	0	0	0	0	4
South Dakota	0	0	0	0	0	0	0	0
Texas	15	5	0	5	0	0	0	15
Utah	0	0	0	0	0	0	0	0
Virginia	0	0	0	0	0	0	0	0
Vermont	1	0	0	3	0	0	0	11
Washington	3	0	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	0	0
Totals	87	42	11	9	0	21	1	77

Other

Alabama Farm Analysis Associations - Extension Economist responds to individuals needs - one on one
Louisiana 1 Circular letter on migrant workers
Minnesota Training session for cluster Farm Management Agents
Montana Releases from state office to County Agriculture Agents on immigration reform & employers of seasonal workers
New Jersey Information on labor legal issues supplied by a consultant to agents
Oklahoma Discussion of withholding at tax schools

Educational Materials Developed Since July 1, 1988

Wage/Labor Surveys

<u>State</u>	<u>Title of Publication</u>
Alabama	1987 Employed Labor Cost For Alabama Farms, TI 12/88 1988 Employed Labor Cost For Alabama farms, TI 4/89 (Data obtained from the actual farm records from the farms participating in the Alabama Farm Analysis Associations during 1987 and 1988)
Illinois	Two Farm Management Associations have conducted informal surveys.
Iowa	Average Monthly and Hourly Farm Wage Rates (part of Custom Rate Survey)
Kansas	State Bulletin of Agriculture data
Minnesota	Monthly Cash Wages and Benefits Paid Full Time Farm Employees, Southwest Minnesota Farm Management Association - Weness
New York	Dairy Farm Employee Wage and Benefit Study
Oregon	Survey by Robert Mason, Survey Research Center, Oregon State University

Bulletins On Farm Personnel Management

<u>State</u>	<u>Bulletin Name</u>
Florida	1988 Handbook of Regulations Affecting Florida Farm Employers and Employees, Circular 801 - C. D. Covey
Massachusetts	Handbook on Employment Regulations and 3 Extension Newsletters on labor management topics
Michigan	Farm Employer's Handbook E-2152 for Employers of Full Time Labor Farm Employer's Handbook E-2153 for Employers of Migrants
Minnesota	North Central Regional Bulletin 329 Farm Personnel Management
New York	Human Resource Management on the Farm: A Management Letter
Ohio	North Central Regional Bulletin 329 Farm Personnel Management
Texas	Farm Labor Handbook - A Summary of all State and Federal Laws That Affect Farm Labor

Other Educational Materials

<u>State</u>	<u>Title of Publication</u>
Alaska	12 Items for Newsletters
Maine	Overhead Presentations
Massachusetts	3 Extension Newsletters on labor management topics
Minnesota	Farm Labor Laws and Regulations, Minnesota, 1989, FM300
Montana	Letter to County Agents to point out reporting requirements for special agricultural workers announced in <u>Federal Registrar</u> July 19, 1988
New Hampshire	Series by John Porter, Dairy Scientist
New York	Recruitment Workshop Notebook, Leadership Workshop Notebook
Oregon	Currently preparing a series of fact sheets on farm labor regulations
South Carolina	Newsletter regarding Labor Regulations
Vermont	Materials for a 3 hour workshop: Practicing Good Labor Management

Importance of Selected Topics*

<u>State</u>	<u>Labor Plan</u>	<u>Recruit</u>	<u>Hiring</u>	<u>Train -ing</u>	<u>Work Schedule</u>	<u>Moti- vation</u>	<u>Safety</u>	<u>Compen -sation</u>	<u>Discipline Discharge</u>	<u>Effective Labor Use</u>	<u>Labor Records</u>	<u>Laws Regulations</u>
Alabama	2	2	2	2	2	2	2	2	2	1	1	1
Alaska	2	2	2	3	2	3	2	3	3	2	3	3
Colorado	2	1	1	1	2	1	1	1	2	2	1	1
Florida	3	3	2	3	3	2	2	3	3	5	2	1
Georgia	2	2	3	2	2	1	2	2	3	3	2	2
Idaho	3	2	3	4	3	3	2	2	3	2	2	1
Illinois	2	1	1	1	3	1	2	1	2	3	3	2
Indiana	2	1	1	2	2	1	2	1	1	1	3	3
Iowa	2	4	3	3	4	3	4	2	4	2	4	4
Kansas	1	2	1	1	1	1	2	2	3	2	1	1
Kentucky	2	2	3	3	4	4	3	2	4	1	1	1
Louisiana	2	2	2	2	2	2	2	2	2	2	2	2
Maine	3	3	4	2	4	2	2	3	4	2	3	3
Massachusetts	2	2	1	1	2	1	2	1	3	3	2	1
Michigan	4	2	2	3	3	1	2	1	2	4	1	1
Minnesota	2	2	1	1	2	1	1	2	2	1	2	1
Missouri	3	3	2	4	4	1	3	1	3	2	2	2
Montana	1	2	2	2	2	2	2	1	3	1	2	1
Nebraska	3	1	1	1	2	1	3	1	3	1	3	2
New Hampshire	3	2	2	1	3	3	3	2	4	3	3	4
New Jersey	2	1	1	2	3	2	2	2	3	1	1	1
New Mexico	2	2	1	2	2	1	2	1	1	1	1	1
New York	2	1	2	1	2	1	1	1	2	1	1	2
North Carolina	3	2	3	3	3	2	2	0	2	3	1	1
North Dakota	4	3	2	2	3	2	2	2	3	2	3	2
Ohio	1	1	1	1	2	2	2	2	2	2	2	2
Oregon	3	1	2	2	2	1	3	3	3	1	3	2
Pennsylvania	2	2	2	2	2	2	2	2	2	2	2	2
South Carolina	3	3	3	3	2	2	1	3	3	3	1	1
South Dakota	1	3	2	3	1	2	1	2	2	2	2	2
Texas	3	3	3	3	3	3	2	2	2	3	1	1
Vermont	3	1	1	2	2	2	3	1	3	2	3	3
Virginia	4	4	2	2	4	4	3	4	4	4	2	1
Washington	3	3	3	3	3	2	4	2	3	2	3	1
Wyoming	2	2	3	3	4	3	3	2	3	2	1	2
Totals	84	73	70	76	90	67	77	64	94	74	70	61
Mean	2.4	2.1	2.0	2.2	2.6	1.9	2.2	1.8	2.7	2.1	2.0	1.7

* Ranking Procedure

- 1 = Very important
- 2 = Important
- 3 = Neutral
- 4 = Unimportant
- 5 = Very unimportant

Future Plans

<u>State</u>	<u>Increase Substantially</u>	<u>Modest Increase</u>	<u>Justified Lack Resources</u>	<u>About Right</u>	<u>Decrease Time</u>
Alabama			X		
Alaska			X		
Colorado				X	
Delaware				X	
Florida			X		
Georgia			X		
Idaho			X		
Illinois			X		
Indiana	X				
Iowa			X		
Kansas			X		
Kentucky			X		
Louisiana			X		
Maine				X	
Massachusetts		X			
Michigan			X		
Minnesota			X		
Missouri			X		
Montana				X	
Nebraska			X		
New Hampshire		X			
New Jersey			X		
New Mexico			X		
New York		X			
North Carolina			X		
North Dakota			X		
Ohio	X				
Oklahoma				X	
Oregon			X		
Pennsylvania			X		
Rhode Island			X		
South Carolina			X		
South Dakota			X		
Texas				X	
Utah				X	
Virginia			X		
Vermont		X			
Washington			X		
Wyoming		X			
Total	<u>2</u>	<u>5</u>	<u>25</u>	<u>7</u>	<u>0</u>

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Labor Standards For Forward Planning

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The following livestock and crop labor standards were developed to provide labor information for use in farm budgets, enterprise studies, forward planning, and comparative studies. As one example, these labor usage values have been incorporated into all K-MAR-105 computer programs, including financial plus and Year-End Whole-Farm and Enterprise Systems.

The Kansas Farm Management Associations utilize these crops and livestock labor standards for use in farm typing studies, enterprise budgets, and expense alloca-

tions. In addition, the KSU Farm Management Guide Cost-Return budgets developed for livestock and crop enterprises use these labor usage values.

It should be emphasized that these standards represent "average" time requirements for specific crop and livestock enterprises. Actual labor usage will vary by enterprise size, type of operation, facilities available, management, machinery, etc. See MF-802 to obtain labor standards by size of operation.

Table 1. LABOR STANDARDS FOR CROP ENTERPRISES¹

Crops	Hours Per Acre			
	East	Central	West	Irrigated
Wheat, Barley, Rye	2.40	1.80	1.00	2.50
Oats	2.15	1.50	1.00	2.50
Corn	3.70	2.75	1.85	3.45
Grain Sorghum	2.50	2.30	1.55	3.05
Soybeans	2.85	2.20	1.50	2.95
Sugar Beets	—	—	—	5.00
Other Cash Crops	—	—	—	2.90
Alfalfa	9.00	6.55	2.80	4.30
Brome, Bermuda, Prairie	3.25	2.15	1.70	3.00
Silage	6.00	5.40	4.70	5.20
Temporary Pasture	1.80	1.15	.90	1.55
Summer Fallow	—	.25	.25	—

¹Source: Orlan H. Buller and Larry N. Langemeier, "Labor Requirements for Eastern, Central, and Western Kansas Crops." Contribution Numbers 582, 587, and 591, Agricultural Experiment Station, Kansas State University, Manhattan, Kansas.

Table 2. LABOR STANDARDS FOR LIVESTOCK ENTERPRISES

Livestock	Unit	Hours¹	Hours²
Beef Cows	Cow	8.00	8.70
Dairy Cows	Cow	60.00	53.70
Swine (Farrow-Wean)	Litter	9.00	7.30
Feeder Pigs	Head	.50	.50
Ewes	Ewe	4.00	4.00
Feeder Lambs	Head	.75	.75
Laying Hens	Hen	.20	.20
		Hours Per Month	Hours Per Month
Cattle Feeding			
Winter Graze, Summer Graze	Head	.15	1.35
Background Drylot, Winter Calf	Head	.70	.25
Beef Finish, Background-Finish	Head	.70	.10
Custom Finishing	Head	.10	.10

¹Labor standards for livestock enterprises utilized currently by the Kansas Farm Management and K-MAR-105 Associations. ²Source: Orlan H. Buller, Larry N. Langemeier, and Steven Schobert, "Labor Requirements for Livestock Enterprises on Kansas Farms," Contr. Number 82-93-D, Agricultural Experiment Station, Kansas State University, Manhattan, Kansas.



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File Code: Farm Management—6



Department of
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Crop and Livestock Labor Standards by Size of Operation

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Crops

The following crop labor standards, by size of machinery, were derived to provide labor information for use in enterprise studies, farm budgets, forward planning, and comparative studies. The Kansas Farm Management and K-MAR-105 Associations utilize an "average" of these crop labor standards for use in farm typing studies, enterprise budgets, and expense allocations. In addition, the KSU Farm Management Guide Cost-Return Budgets developed for crop and livestock enterprises use an "average" labor standard value.

Farm Size

Farm size represents the size of machinery and equipment utilized in a given farm operation, and *not* the number of acres. For example, the "Large Size Farm" represents typical labor usage for farm operations using machinery which can be classified as large.

Table 1. LABOR STANDARDS FOR DRYLAND CROP ENTERPRISES IN EASTERN KANSAS, BY MACHINERY SIZE¹

Crops	Hours Per Acre	
	Average Size Farm	Large Size Farm
Wheat, Barley, Rye	2.45	1.85
Oats	2.20	1.75
Corn	3.80	2.70
Grain Sorghum	2.60	2.00
Soybeans	2.90	2.35
Alfalfa	9.50	9.45
Brome, Bermuda, Prairie	3.25	3.20
Silage	6.05	5.55

¹Source: Larry N. Langemeier, Orlan H. Buller, and John L. Kasper, "Labor Requirements for Eastern Kansas Crops," Contribution Number 582, Agricultural Experiment Station, Kansas State University, Manhattan, Kansas.

**Table 2. LABOR STANDARDS FOR DRYLAND CROP ENTERPRISES IN CENTRAL KANSAS,
BY MACHINERY SIZE¹**

Crops	Hours Per Acre		
	Small Size Farm	Average Size Farm	Large Size Farm
Wheat, Barley, Rye	2.30	1.85	1.40
Oats	1.95	1.55	1.15
Corn	4.30	2.80	1.90
Grain Sorghum	3.60	2.30	1.60
Soybeans	2.95	2.25	1.65
Alfalfa	9.85	6.50	5.40
Brome, Bermuda, Prairie	3.20	2.10	1.80
Silage	6.50	5.40	4.90

¹Source: John L. Kasper, Larry N. Langemeier, and Orlan H. Buller, "Labor Requirements of Central Kansas Crops," Contribution Number 587, Agricultural Experiment Station, Kansas State University, Manhattan, Kansas.

**Table 3. LABOR STANDARDS FOR DRYLAND CROP ENTERPRISES IN WESTERN KANSAS,
BY MACHINERY SIZE¹**

Crops	Hours Per Acre		
	Small Size Farm	Average Size Farm	Large Size Farm
Wheat, Barley, Rye	1.70	1.25	1.10
Grain Sorghum	2.20	1.80	1.50
Alfalfa	2.90	2.85	2.45
Brome, Bermuda, Prairie	1.75	1.70	1.50

¹Source: Orlan H. Buller, Larry N. Langemeier, and John L. Kasper, "Labor Requirements of Western Kansas Crops," Contribution Number 591, Agricultural Experiment Station, Kansas State University, Manhattan, Kansas.

**Table 4. LABOR STANDARDS FOR IRRIGATED (SPRINKLER) CROP ENTERPRISES,
BY MACHINERY SIZE¹**

Crops	Hours Per Acre		
	Small Size Farm	Average Size Farm	Large Size Farm
Wheat, Barley, Rye	2.45	2.10	1.90
Corn	3.40	2.85	2.45
Grain Sorghum	3.00	2.60	2.20
Soybeans	2.95	2.50	2.00
Alfalfa	3.85	3.80	3.40
Brome, Bermuda, Prairie	2.55	2.50	2.25
Silage	5.05	4.75	4.40

¹Source: Orlan H. Buller, Larry N. Langemeier, and John L. Kasper, "Labor Requirements of Western Kansas Crops," Contribution Number 591, Agricultural Experiment Station, Kansas State University, Manhattan, Kansas.

**Table 5. LABOR STANDARDS FOR IRRIGATED (FLOOD) CROP ENTERPRISES,
BY MACHINERY SIZE¹**

Crops	Hours Per Acre		
	Small Size Farm	Average Size Farm	Large Size Farm
Wheat, Barley, Rye	3.00	2.60	2.35
Corn	4.25	3.60	3.15
Grain Sorghum	3.70	3.25	2.75
Soybeans	3.65	3.15	2.55
Alfalfa	4.65	4.55	4.10
Brome, Bermuda, Prairie	3.30	3.25	2.95
Silage	5.75	5.40	4.95

¹Source: Orlan H. Buller, Larry N. Langemeier, and John L. Kasper, "Labor Requirements of Western Kansas Crops," Contribution Number 591, Agricultural Experiment Station, Kansas State University, Manhattan, Kansas.

Livestock

The following livestock labor standards, by size of operation, provide the in-depth labor information needed for use in enterprise studies, farm budgets, forward planning, and comparative studies. In addition, these standards can be used for a specific farm business.

The Kansas Farm Management and K-MAR-105 Associations utilize an "average" of these livestock labor standards for use in farm typing studies, enterprise budgets, and expense allocations. The KSU Farm Manage-

ment Guide Cost-Return Budgets developed for livestock enterprises also use labor usage values.

Enterprise Size

Labor usage values, by size of operation, are provided for dairy and beef cows based on the number of cows handled. Size of operation for swine, farrow to weaning, is the number of litters. Average labor standards are also given for swine and cattle feeding enterprises.

Table 6. LABOR STANDARDS FOR LIVESTOCK ENTERPRISES, BY SIZE OF OPERATION¹

Livestock Type	Enterprise Size	Hour Per Unit
DAIRY:		
	Number of Cows	
	1 - 50	68.40
	51 - 100	49.50
	Over 100	46.80
BEEF COWS:		
	Number of Cows	
	1 - 50	13.10
	51 - 100	7.20
	101 - 150	5.30
	Over 150	4.40
SWINE (FARROW TO WEAN):		
	Number of Litters	
	1 - 100	10.50
	101 - 200	5.90
	Over 200	2.60
SWINE (FEEDER PIG):		
	Unit	
	Pig	.50
Hours Per Month		
CATTLE FEEDING:		
	Unit	
Summer Grazing	Head	1.00
Winter Grazing	Head	1.70
Backgrounding, Drylot	Head	.25
Finishing	Head	.10
Custom Finishing	Head	.10

¹Source: Orlan Buller, Larry N. Langemeier, and Steven Schobert, "Labor Requirements for Livestock Enterprises," Contribution Number 82-93-D, Agricultural Experiment Station, Kansas State University, Manhattan, Kansas.



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9-87-2M

File Code: Farm Management 3-1

Farm Personnel Management

- A Discussion Outline -

by

Kenneth H. Thomas¹
University of Minnesota

I Introduction

A. Personnel Management: An Emerging Area of Farm Management

1. The Setting
 - a. Fewer but larger, multi-management farms
 - 1) By year 2000: 75,000 farms will produce 50% of gross farm income; 300,000 will produce 90%
 - 2) Most of these businesses will require management of family and hired workers
 - b. With rapidly changing technology farm job requirements will likely require more skills
 - c. Labor will be scarce/fewer with farm background or training
 - d. Managing human resources is often more complex and less predictable than other management tasks
2. Farming Industry in This Setting
 - a. Often has poor image as place of work/as an occupation
 - b. Many farmers are not good people managers - haven't had experience or training
 - c. But those who are, usually don't have problems hiring and keeping good personnel
3. Importance of Good Personnel Management:
 - a. "Your farm business is as good as your workers; your workers are as good as you are" - Bob Milligan, Cornell
 - b. "Hire good key people; know when to get the hell out of their way" - Pres. of Tenneco

B. Approach Here

1. "Tree-Top" View of Personnel Management
 - a. Will present a fairly ideal approach
 - b. Will focus on personnel planning and staffing; managing people; laws and regulations
2. Other Sources
 - a. NCR bulletin 329, Farm Personnel Management - 1989
 - b. Farm Labor Laws and Regulations - Minnesota, 1990, FM300
 - c. Swim With the Sharks Without Being Eaten Alive - Harvey Mackay, Ivy Books, 1988
 - d. Shirt-Sleeves Management - James Evered, AMACOM, 1981

¹ The author wishes to thank Mervin Freeman, Area Agent: Farm Management for his help in developing this outline

II Personnel Planning And Staffing

A. Personnel Planning

1. **Attracting Competent Farm Labor Involves:**
 - a. **Building a good reputation of fair treatment of your workers**
 - b. **Offering a well defined position that provides a challenge and opportunity for growth**
2. **Step #1 - Assessing You and Your Work Environment; Your Personnel Needs**
 - a. **You and your work environment (Do you have an image problem?)**
 - 1) **Your supervisory skills/role**
 - a) **Working manager or managing worker? (Role change often needed)**
 - b) **Entrepreneur or manager?**
 - **Entrepreneur-type gets bored easily**
 - **Manager-type good at details**
 - c) **What is your management style?**
 - **"My way"**
 - **"Free reign"**
 - **"Doing it together"**
 - d) **Hire workers that will be productive under your type of supervision or be able to alter your supervision to fit worker/situation**
 - 2) **Work environment/conditions**
 - a) **What advantages are you offering?**
 - **Wages, benefits, work schedule, training, job future, good people/equipment?**
 - b) **Organizational structure?**
 - 1) **One boss/worker**
 - 2) **Authority = responsibility of employee**
 - b. **Your Labor Needs**
 - 1) **How much and when?**

(During 1990's will likely have labor shortages; may have to substitute more capital for labor)
 - 2) **Kind of workers needed?**
 - a) **Regular or occasional?**
 - b) **Skilled or unskilled?**
 - c) **Technical or supervisory?**
3. **Step #2 - Match Current Workers to Labor Needs**
 - a. **Existing labor force should be in on plans for major changes and have first "dibs" on jobs**
 - b. **Provides you with opportunity to make adjustments (Adjust jobs to workers; workers to jobs, or both)**
4. **Step #3 - Job Description - Remaining Tasks**
 - a. **Meaningful job title - "ice technician"**
 - b. **Duties, authority, accountability**
 - c. **Job qualifications**
 - 1) **Training/experience desired**
 - 2) **Personal characteristics**
 - d. **Supervision**
 - e. **Advancement Possibilities**
 - f. **Wages/benefits**

B. Step #4 - Staffing: Hire Employees Who Fit Job Description/Situation

1. **Some Thoughts on Staffing**
 - a. **Hiring the right people is the greatest talent a manager can have. (Mackay, page 207)**
 - b. **If you spend more time hiring you will likely spend less time firing**
 - c. **Good reputation as an employer - a key element**
 - d. **Avoid the "warm body syndrome"**
 - **"Hire anybody - I'll change them!"**

- 50% don't last 6 months
 - If they do stay - may take a lot of your management effort
2. Recruitment
 - a. Personal contact; keep file on good workers in area
 - b. Current employees as source of potential candidates
 - c. Advertisements - local, state, national
 - d. Placement services; extension agent, other agriculture business people
 - e. Word of mouth
 - f. College placement office
 - g. Have applicants fill out job application form
 3. The Interview Process
 - a. Present job in a positive, factual manner; where person would fit in business
 - b. Never promise more than you can deliver
 - c. Ask series of questions of each interviewee so you can compare candidates
 - d. Check references - may not always get much because of legal ramifications
 - e. Indicate when you will be making the hiring decision
 4. The hiring decision
 - a. Put major focus on personal characteristics. They're vital and hard to change: positive attitude, good work ethic, amiable, good judgement, honesty - hard to measure, but very important
 - b. Acid test: How would you feel having this same person working for your competition instead of for you? (Mackay, page 213)
 - c. Hire person who best fits job; fits in well with other workers. Over- or under-qualified, and conflict among workers are common reasons people leave a job
 5. Develop a written agreement
 - a. Rework job description, make part of agreement
 - b. Develop and sign written agreements

III Managing People Effectively

(Remember: You didn't buy worker's body and soul; you just rented their behavior!)

A. Communications → A Key Element In Personnel Management

1. Elements → Sender, Message, Channel, Receiver, Effect/Result
2. Three Important Keys
 - a. Understand the receiver better
 - b. Send better messages
 - c. Listen better
3. "You'll Always Get the Good News; It's How Quickly you Get the Bad News That Counts." MacKay, pages 137-139
 - o Don't rely on the formal chain of command to provide you with the bad news. People at the lower levels will spend a lot of time trying to fix it and to make sure you don't hear about it.
 - o I walk my plant every day. You need a steady diet of nose to nose, constant, immediate, unfiltered feedback from both your customers and employees
 - o But be careful you don't go around the person in charge and end up with the employee trying to serve two masters (Thomas)

B. A Personnel Management Model: Key Functions Of A Manager Of Personnel (Figure 1)

1. **Function 1 - Deputize - Give Worker a Job to do**
2. **Function 2 - Supervise - Develop his/her Ability to do the Job**
3. **Function 3 - Energize - Provide Environment in Which Worker Will Want to do the Job and do it Well**
4. **Function 4 - Counselling, Corrective Action, Terminating**

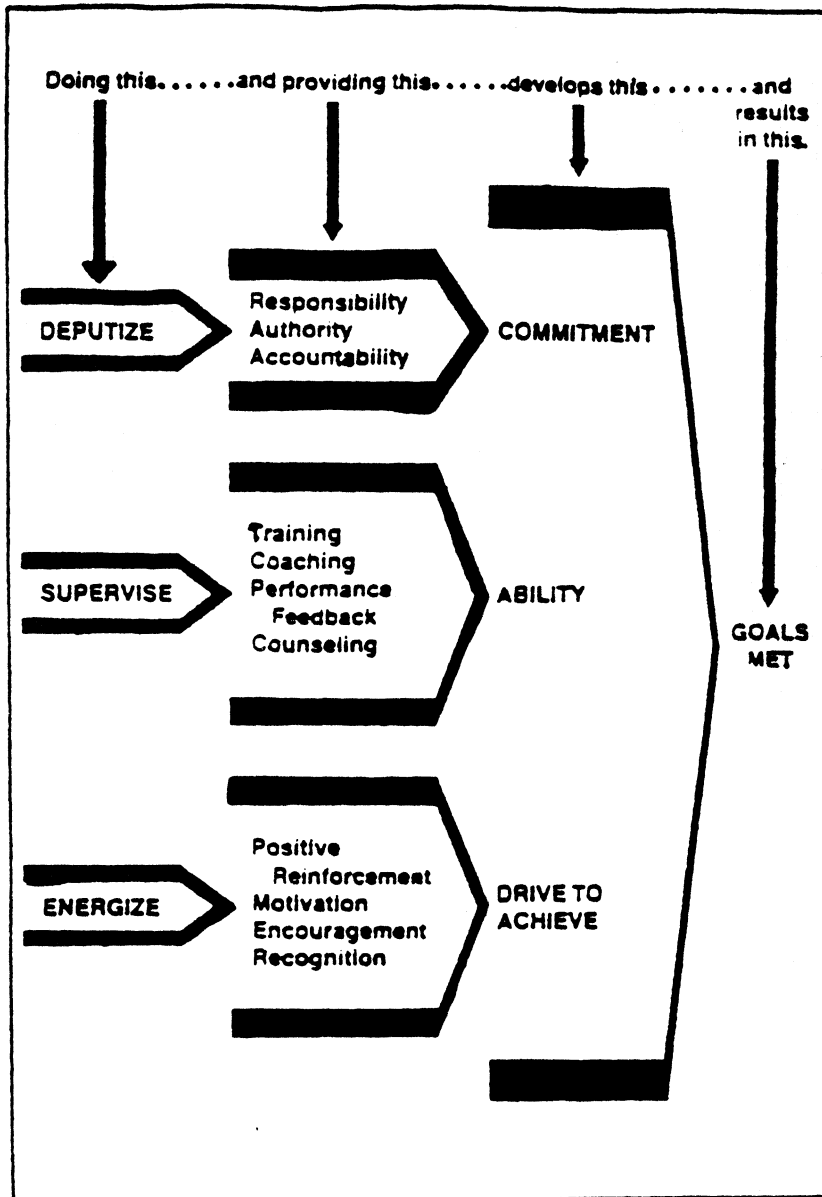


Figure 1. The management model.

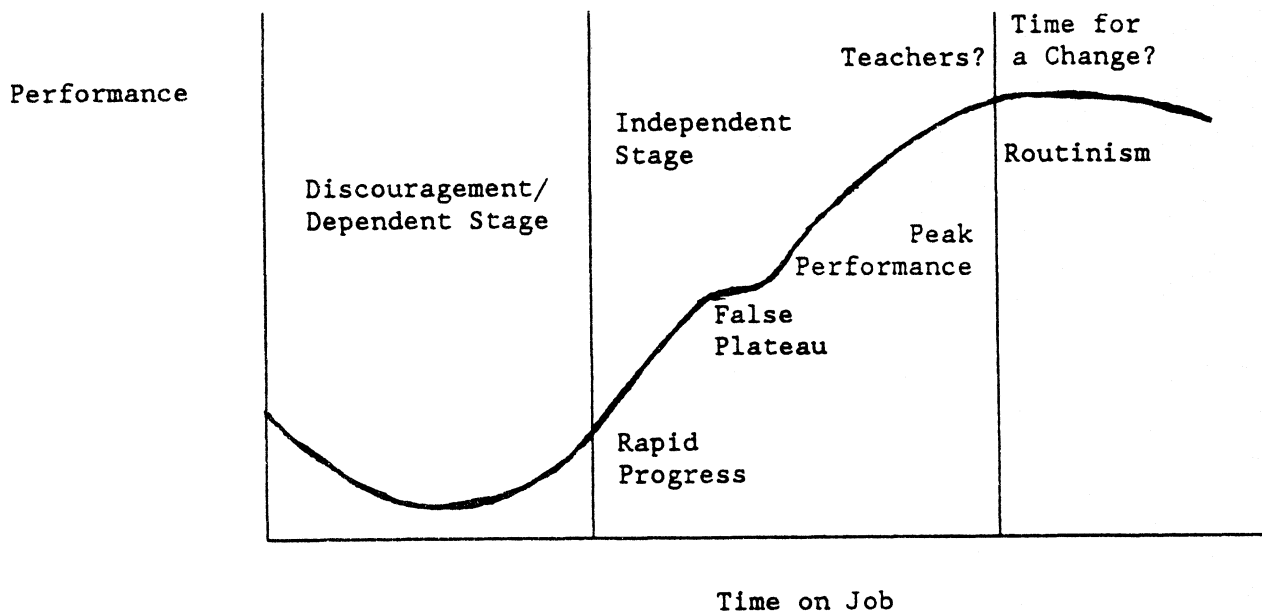
Source: *Shirt-Sleeves Management* by James F. Evered

C. Function #1 - Where Possible, Deputize Your Employee(s) - Develops Their Commitment

1. Give workers specific tasks/jobs - the job description
2. With this responsibility should come the necessary authority to get the job done right
3. The worker should be held accountable. This requires that goals be set, etc. - expectations
4. If all you want is a go-fer, or someone to do the dirty jobs you don't want to do, tell them up front when you hire them. Often employees leave because the job didn't turn out to be what it was described to be at time of hiring

D. Functions #2 - Supervise Your Employees as Needed - Develops Their Abilities (Can do the Job)

1. Skills Needed to be a Good Supervisor
 - a. Can lead; command respect; be assertive
 - b. Can organize - schedules; priorities; has initiative
 - c. Has ability to put himself in workers "shoes"
 - d. Is fair; doesn't play favorites; firm but supportive
 - e. Has great patience; sincere interest in employee
 - f. Can motivate; knows workers "needs"
 - g. Is tactful; praise at right time; constructive criticism
2. Work Scheduling as Needed
 - a. "If he doesn't have a note pad in his overall pocket, I don't want him as a client" - Don Rogers, FCS Consultant of Farm Employers in New England
 - b. Here's where the working manager comes to the fore; the managing worker doesn't have time - he's too busy doing the job himself
3. Training and Coaching - a Continuous Process
 - a. At what stage are your employees in?



Typical Learning Pattern

- 1) Discouragement stage - employee needs your patience and encouragement
 - a) Orient workers to overall business and his/her role in it
 - b) Suggested Steps in "breaking in" new workers
 - 1) Breaks job into key tasks
 - 2) Prepare worker for training
 - 3) Teach job by demonstrating
 - 4) Have worker do task
 - 5) Follow up
 - 2) Independent stage - make sure they are doing job right and not resting on their laurels
 - a) Worker will likely first make rapid progress, then plateau and eventually reach peak performance
 - b) Good coaching will cut the time it takes to reach peak performance
 - 3) Routinism stage - need for job change? Teacher? Team leader?
- b. If you are a good entrepreneur (Mr. Outside), then you may need a Mr. Inside to do a lot of the training and coaching, or you should hire better trained persons. You don't like details; you get bored easily.
- Remember: "Little things don't mean a lot, they mean everything. There are 1,001 ways to screw up everyday, and almost all of them can be avoided with a little more attention to detail. Nobody is going to believe it's important unless you, the manager, makes it seem important." (Mackay, pages 153 - 156)

4. Performance Feedback/Compensation

- a. Performance feedback
 - 1) Can occur at any time - the closer to the happening the better
 - 2) Formal evaluation should occur more frequently in the early years - quarterly?
 - 3) Four requirements of evaluation session: (1) be prepared, (2) make it private, (3) get employee's participation, (4) focus on progress in doing the job, not the person
 - a) Past - met goals?
 - b) Present - how worker feels about situation; how you feel about his/her performance
 - c) Future - agreement on meaningful goals for next period of time
- b. Compensation
 - 1) Wage and benefit package should reflect the competition for labor in the area and be reflective of the employee's job and performance relative to other employees
 - 2) Pay on an hourly basis or salary? - depends on situation
 - 3) Incentive programs should be workable and benefit both the worker and the business
 - 4) Bonuses should reflect superior performance or achievement of a set goal, not something that happens every year at Christmas
- c. Counselling/Discipline/Termination: Very Important - see Section F

E. Function #3 - Energize/Motivate Your Employees - Their Drive To Achieve

1. Three Approaches to Improving Job Performance - What Turns People on?

- a. The "stick" approach
 - 1) Approach may work in short run
 - 2) Employee will eventually "kick" back or quit
- b. The "carrot" approach
 - 1) Better than "stick" but must make carrot reachable and worth reaching for (have achievable goals, incentive plans, bonuses, etc.)
 - 2) Assumption: worker sees job as a means of meeting their off-the-job goals - money to spend or save; must also provide sufficient time off to enjoy fruits of their labor
- c. "Soul food" approach - meeting worker's needs as a person/employee (Maslow; Herschberg)
 - 1) Maintenance needs (lower order needs)
 - a) Physical needs - food, sleep, shelter
(Sources: wages, benefits, housing, reasonable working hours)
 - b) Security and acceptance needs
(Job security; acceptance by fellow workers and in community)
 - c) Comment: maintenance needs must be met or worker will likely be very unhappy, unproductive or even leave

- 2) Motivational needs (higher order needs)
 - a) Esteem and status needs
(Workers need to feel that what they do is worthwhile to themselves, to you and to their peers. Key aspect since being "just a hired man" is demeaning)
 - b) Responsibility and growth needs
(Most workers need to feel they are "growing" in knowledge, skills and working up to their capability. Here, you will need to provide opportunities for training and increased responsibility)
 - c) Achievement and recognition
(Workers need a feeling of accomplishment. Goals need to be set - goals that are visible, attainable, challenging and meaningful. They need to also be recognized for outstanding performance - a word of praise, a promotion, and monetary rewards help reinforce the worker's sense of achievement)
 - 3) It's the unmet needs that motivate; each worker is at a different point in terms of meeting their personal needs
2. Probably Will Need Some Combination of These Approaches in Terms of Meeting Needs
- a. Will vary by workers and situations - some need a stick; others need "strokes" to keep going
 - b. "Soul food" is becoming more important factor as basic needs are a given of employment
 - c. A suggested approach to motivation and job satisfaction:
 - 1) Hire happy, motivated people
 - 2) Improve their performance first
 - a) High individual or group performance = improves morale
 - 3) Pay fairly. Poorly conceived reward systems lead to job dissatisfaction
 - 4) Encourage participation in decisions and management
 - a) Get their input, especially decisions affecting their jobs
 - b) You will still have to make the major decision
(Dr. Gerald Graham,
Professor, Wichita State University)
3. "Treat your people the way you treat your customers. To a greater extent than you realize, they're performing for you, for your approval not just for a paycheck. If you can make them believe that your approval means something by taking a personal interest in them, you will have taken a major step toward success. (Mackay, pages 197 - 199)

F. Function #4 - Counselling/Corrective Action (Discipline)/Termination

1. Counselling - Session Requested by Employee
 - a. If problem is personal or family-related
 - 1) Be willing to listen, help them get needed help. Don't try to play doctor or Mr. Psyche
 - 2) Employee will appreciate your concern for them as a person - not just as a worker
 - b. If problem is job-related
 - 1) Let employee vent problem, but get him/her involved in developing possible solutions
 - 2) Thank employee for expressing concern. Possibly set up follow-up meeting to see if things are going better
2. Counselling - Session Requested by You, the Manager/Supervisor
 - a. Routine problems with performance, attitude, etc.
 - 1) Plan ahead - define problem and its affect on worker's performance, on other employees
 - 2) Private setting - discuss positive aspects first - "How are things going?"
 - 3) Get to the point of session; listen to employee's evaluation of situation
 - 4) Come to an agreement as to how to solve the problem; schedule follow-up
 - 5) Put written notes of session in worker's file; share copy of notes with employee
 - b. More serious problems or chronic, undesirable behavior: progressive discipline
 - 1) Discipline is not a pleasant task but must be done, otherwise send wrong message to employee and other employees
 - 2) Should have employee handbook that states policies, practices and work rules
 - 3) Action taken ("punishment") should fit the "crime"

- 4) When possible, progressive discipline should be exercised before terminating employee
(Provides protection in case of law suit)
 - a) Informal discussion with employee
 - b) Verbal/written warning
 - c) Suspension
 - d) Dismissal
- 5) If the violation of rules was flagrant: immediate dismissal is warranted
- c. Terminating an employee - The firing session
 - 1) Come prepared - could be sued
 - 2) Use neutral site if possible
 - 3) Be compassionate but firm; don't apologize
 - 4) State just one or two reasons for firing; concentrate on performance aspects not their personality
 - 5) Stay calm - even if challenged
 - 6) Outline severance procedure: termination date, wages, etc.
- d. Remember: It isn't the people you fire that make your life miserable, its the people you don't.
Mackay, page 173 (New Exxon motto?)

IV Some Closing Thoughts:

A. Better People Managers

- o Carefully plan their staffing needs
- o Hire people who fit their labor needs, situation
- o Prepare an employee handbook
- o Keep a daily "to-do" list - provides a daily work schedule
- o Create a positive work environment
- o Train a trainer - good backup; also good for the trainer
- o Provide incentives when possible
- o Understand that time off is essential
- o Involve their employees when making changes, especially those affecting their jobs
- o Do performance appraisals
- o Discipline, even fire workers when necessary

B. Personnel management will likely be one of the important keys to the future of your business. Like any skill, it will take time and effort to develop, but the rewards can be great - both financially and personally

**C. Can you say this about your employees?
"The talents, dedication and integrity of our employees represents our foremost competitive advantage" - Whole first page of Eli Lilly Annual Report, 1988 devoted to this statement**

V Farm Labor Laws and Regulations (See FM300 for details)

Laws and regulations relative to farm labor will likely become increasingly complex. But ignorance of the law is no defense. The following is a list of sources of information.

A. Minimum Wages and Payments

Dept. of Labor and Industry
Division of Labor Standards
443 Lafayette Road
St. Paul, MN 55101
Phone: (612) 296-2282
or 1-800-652-9747

B. Child Labor Provisions

Minnesota Dept. of Labor and Industry
Labor and Standards Division
443 Lafayette Road
St. Paul, MN 55101
Phone: (612) 296-2282
or 1-800-652-9747

C. Income and Social Security Taxes

Federal: IRS

U.S. Internal Revenue Service
316 North Robert St.
St. Paul, MN 55101
Phone: (612) 291-1422
or 1-800-424-1040
For Forms: 1-800-424-3676

State

Minnesota Dept. of Revenue
Tax Payers Information Division
Mail Station 3320
St. Paul, MN 55146-3320
Phone: (612) 296-6181
or 1-800-652-9747
Ask for "Business Tax Assistance"

Social Security

U. S. Internal Revenue Service
316 North Robert St.
St. Paul, MN 55101
Phone: 1-800-424-1040

D. Unemployment and Compensation Insurance

1. Unemployment Insurance

Minnesota Dept. of Jobs and Training
Tax Division
390 North Robert St.
St. Paul, MN 55101
Phone: (612)296-6141

2. Workers Compensation Insurance

Department of Labor and Industry
Assistance & Compliance Section
443 Lafayette Road
St. Paul, MN 55101
Phone: (612)296-2432
1-800-652-9747
(Ask for Worker's Compensation Hotline)

E. Occupational Safety and Health

Minnesota Dept. of Labor and Industry
Occupational Health and Safety Division
443 Lafayette Road
St. Paul, MN 55101
Phone: (612) 296-2116
or 1-800-652-9747

MINNESOTA EXTENSION SERVICE

UNIVERSITY OF MINNESOTA

Monthly Cash Wages and Fringe Benefits Paid to Full Time Farm Employees

January 1989 Survey
Southwest Minnesota Farm Business Management Association

Wage	Meat	Milk	House	House Fuel	Electrical	Transportation	Pay Employee's share of Social Security	Retirement Plan	Health Insurance	Life Insurance	Workman's Comp Ins	Other Benefits and Incentive Plans*
500	x		x	x			x					
500	x		x	x			x					
575			x			x						
600	x		x			x					x	
650	x		x		x	x					x	x
750			x		x	x		x				
800	x		x	x	x		x		x		x	x
800	x		x	x	x						x	x
800	x		x	x	x	x			x		x	x
950	x		x			x					x	
1000											x	x
1000	x		x	x	x						x	
1000	x		x		x		x					
1083	x		x	x	x	x	x		x		x	x
1085	x	x	x	x							x	x
1100	x	x				x				x		x
1100	x		x	x	x						x	
1100	x				x						x	
1130	x		x			x				x	x	
1130	x		x			x				x	x	
1150	x		x	x	x	x					x	
1200	x										x	x
1222	x	x	x	x	x							
1300		x	x									x
1350											x	x
1375	x	x									x	x
1430	x		x	x	x	x	x		x		x	x
1500			x				x				x	x
1600			x				x				x	x
	76%	17%	79%	41%	45%	41%	28%	3%	14%	10%	72%	52%

\$1027 Average wage of 29 reporting

Other benefits and incentives include:

2 weeks paid vacation
3 weeks vacation
Days off
Overtime pay
\$500 overtime
Bonus
\$1000 Christmas bonus
\$4000 / year bonus late in year
1 month bonus wage (at Christmas) if he works entire year
and occasional small bonuses
60 bushels of corn / month
\$11,600 incentives
\$1/ market hog sold (about 1500)
\$5 for each pig farrowed over 7/litter
\$10/pig over 6000
\$15/100
\$20/sow for all sows farrowed over 10/week
\$.50/feeder pig sold, \$1.00 market hog sold
% of milk check - 10%, 7%
Phone (\$485)
Butter
Meals
Take her out for supper once a month



pork industry handbook

COOPERATIVE EXTENSION SERVICE • UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Employer-Employee Relationships on Hog Farms

Authors

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Whenever two or more persons are involved in the farming operation, whether as co-owners or employer-employee, interpersonal relationships become a major factor in the continued success of the business. Today most commercial hog operations involve more than one person.

The employer-employee relationship is the focus of this fact sheet, although co-owners, partners in a partnership and those involved in landlord-tenant arrangements experience many of the same interpersonal relationship problems. The employer-employee situation differs in that a pay or wage package is provided to employees, whereas in other business arrangements, the participants are financially rewarded for their capital, labor and management services by sharing in the profits of the business.

Employee Selection

Confinement hog units require an employee with unique traits. Hog production, especially in farrow-to-finish units, covers the entire range of biological production processes and related problems, from breeding to marketing. There must be a willingness and desire to work with animals. It is impossible to supervise every task, so look for potential employees that are disciplined, self-starters and that have a desire to complete assigned tasks correctly. Prior experience with hog production is usually desirable. Some employers have elected to employ part-time trainees to develop an available pool of trained, experienced persons to fill permanent positions as they become open on their farms. This process reduces training time needed for new employees.

A second unique problem of providing labor services to the typical confinement hog unit is the small number of employees, frequently only the owner-manager and one employee. In even larger farm units, there are usually less

than five employees. The one-on-one employer-employee situation places great emphasis on the individual's personalities and what it takes to motivate him. Daily interactions with individuals, each of whom possesses individual traits, habits and a background of past experiences, often produce stress situations. This one-on-one relationship, more often than not, extends to a family-family relationship involving spouses and children.

A third unique characteristic is the wide range of building systems and production technologies available to hog producers. Feeder pig producers, feeder pig finishers, and farrow-to-finish operations may each stand alone. Although more standardization of production facilities now exists, there is still a wide spectrum of housing, ventilation, manure removal and feed processing technologies available. Potential employees with experience and training in one production system may be reluctant to move to a new system and/or may require in-service training before becoming productive employees in a new job situation.

Although production facilities vary, one common feature is the pig—his biological processes, nutritional needs, disease and parasite problems and his response to environmental stresses. The willingness to accept in-service training as well as experience in swine husbandry are employee traits that are sought after in potential employees. Universities and vocational programs in junior colleges are sources of potential employees with training in hog production. Other potential employees may come from a farm background, where hog production has been a part of their work experience.

There is also considerable mobility of employees among hog production units as they seek out more desirable working conditions or higher pay or attempt to escape from the boring effect of routine tasks. Another reason for mobility is

that many employees, after a period of employment and training in hog production skills, return to home farms to take up or expand existing hog production. Here they may become proprietors and not employees. This situation, where a young man accepts employment on a specialized hog farm with the goal of acquiring valuable training and skills, is viewed by employers with mixed reactions. Some may avoid potential employees who openly state that their goal is to obtain training or where a "home farm" situation exists that may later attract the employee. Other producers feel that the 2-5 year training period provides employees with desirable aptitudes and motivations and ensures a more competent work force than other employees who may have limited opportunity for upward or outward mobility. Such employees may lack motivation and become "clock-watchers."

Discovery and recruitment of potential employees is an unstructured process over the whole hog production industry. Recruiting visits to universities and vocational schools, advertisements in trade magazines, contacts with other hog producers and supply firms, and a keen interest in FFA and 4-H programs in the local community are all used with varying success by employers. A recent development, employment listing services for hog farm employees, is another source. All should be considered and explored when recruiting and selecting employees.

Management oriented positions are usually filled by college graduates with proven performance records or candidates that have the traits and potential to be trained as managers. Other positions may be filled by individuals from the local community, who are less inclined to get tired of the job and will not be moving back to their home communities.

Job Description and Pay Packages

Once a potential employee is located, two important questions are: what work and services will he perform and how will he be compensated for his labor services and production and management skills?

Job descriptions and policy guidelines. Writing a job description and deciding on employment policy guidelines should be completed before any job interviews begin. It should contain and cover the following:

- lines of management authority, including areas of individual responsibility and to whom each employee reports for direction, training and day-to-day supervision;
- scope of work assignment (i.e., hogs only, hogs and crops);
- sufficient detail within the scope of work to be descriptive and to indicate responsibilities that may not be included, such as marketing, selection of boars or other responsibilities retained by the owner or manager. (Some employers set a specific day each month when the total production system is reviewed with each employee. Problems encountered are shared and employee suggestions are solicited);
- farm policy on normal working hours, weekend, and holiday work schedules, including rotation assignments of employees to provide a reasonable number of free weekends and holidays;
- general farm policy covering restricted contact with other hog production units, housekeeping guidelines, sanitation procedures, admitting visitors to premises, restrictions on release of information to outsiders and similar common sense guidelines. A section of the policy guidelines may cover employee housing, such as

distance from the farm, if housing is not provided on the farm premises.

The job description and policy guidelines, which may be separate or combined, should indicate that they are subject to review and revision, provided employees are informed and consulted *in advance* of any proposed changes. This will permit changes in job assignment as new employees gain experience or show aptitude or preference for some tasks and allow for future changes among assignments of co-workers.

Compensation packages. Employees not in an ownership position respond to a variety of motivational rewards, including monetary and non-monetary items. Also, individuals usually will differ in their subjective reactions to varying reward systems. Careful thought and planning must be given to the way compensation is provided because of its importance in the rewards system, or conversely, as a likely area for employee dissatisfactions.

Two different approaches to compensation or pay packages have been used on hog farms. One approach is to specify the cash wages to be paid and list the noncash benefits to be provided such as housing, medical insurance, life insurance, farm supplied food items, vehicles for farm related transportation and similar fringe benefits.

The second approach is to specify the total pay package, listing the actual or allowable monetary value of each benefit provided to arrive at the net cash wage to be paid annually, with a monthly or weekly breakdown of the annual salary. This second approach allows the employee the option to accept the allowed monetary value of a specific benefit or to provide for his own needs. An example is housing. An employee may elect to provide his own housing, rather than move his family into the specific housing that is available on the farm premises. Just the knowledge that this option is available to the employee may help foster more satisfactory employer-employee relationships. There are also income tax implications to the employee to be considered, if he accepts a cash allowance, rather than an employer provided benefit.

Bonuses, incentive pay and profit sharing plans.

There is probably a wider range in supplemental pay plans than any other attribute of employee-employer relationships. A scheme that works in one farm situation and for a specific employee may fail to accomplish its objective in other situations. Guidelines for these supplemental pay arrangements among employees and employers on hog farms are not as clear-cut or well-defined as may be the case in large industrial firms. Some guides and principles may be provided, however.

A **bonus** is money or equivalent given in addition to an employee's usual compensation. The amount and frequency is usually determined by the owner and provided to the employee in a random or unscheduled pattern. The traditional Christmas bonus, if expected and anticipated by the employee as part of his regular pay, may cease to provide a motivational effect on the employee. On the other hand, a bonus or award for exceptional services or sharing with employees part of a windfall financial success of the business can be extremely effective in employee motivation and morale.

Incentive plans provide additional payment for above average or superior performance by the employee. The performance measure used to determine when incentive payments are earned should be directly related to the job assignment of the employee and a tangible, measurable unit that can be affected or changed by employee performance. The base pay schedule is set, based on minimum or expected performance levels, and incentive payments

are provided for exceeding the minimum acceptable standards of performance.

The employer's view of an incentive plan is based on the economic premise that superior employee performance will increase the owner's profits, reduce costs, or both, and that the measure used to reflect employee performance will directly contribute to the increase in profits.

Typical incentive plans in hog production may be tied to observable and measurable physical production standards such as pigs weaned per litter, total hogs marketed and conception rate percent in the breeding herd. Base line standards should be set from the averages of past performance so that genetics, chronic disease levels and building environment (factors not readily controlled by the employee) do not eliminate the potential for an incentive payment. The owner's viewpoint on paying incentives for added physical production assumes a longer run profit potential or reduction of loss during cyclical low hog prices.

Profit sharing plans are based on a measure of net income or profits to the hog enterprise. This measure requires an "open book" accounting record with employees and is best applied to those employees having overall management control of the production process. A modification of the profit sharing incentive is the profit pool, shared by all employees, that is allocated in proportion to each employee's partial contributions to overall production and financial success. Some producers have suggested that the profit pool concept may encourage team work among employees.

Problems with profit sharing plans arise when profits are affected by the owner's actions, unrelated to production performance by the employee. Examples are hedging gains and losses, forward contracting of feed supplies, remodeling or expansion of hog buildings, variations in inventory numbers, valuing inventory and prepaid cash expenses made for tax planning purposes.

Accounting problems also arise if the hog enterprise is separated from the cropping system or from ownership of buildings and where general farm machinery and equipment is used only part-time on the hog enterprise. Choice of rental rates and custom charges for these capital inputs affect profits. Also, the choice of an imputed interest return on equity investments by the owner, when factored into the profit determination, will affect residual profits. Reasonableness in setting these rents and returns on equity is required and a full explanation of the rate setting process should be reviewed in advance with profit sharing employees.

Partial ownership of the enterprise. Profit sharing incentives, paid in the form of optional or required assignment of stock in corporations, partnership capital accounts or partial ownership of hogs and feed inventory, appear in some incentive agreements. The intended objective is the belief that employees who are part owners of the business will share the same profit goals and objectives as the owner. In reality, these ownership arrangements represent a deferred payment of the incentive income. The employee, who is not likely to become a majority or full owner, can recover his allocated ownership assets only by terminating employment and selling his share back to the original owner. This technique is widely used and frequently successful when transfer of the operation to second generation family members is the underlying objective, such as in father-son partnerships. It is usually less attractive to non-related employees, especially when interest rates are high and the net present value of future rewards is diminished by high discount rates.

The bonus and incentive features of employment arrangements, regardless of the specific terms, share some common objectives.

- The incentive should be based on performance levels that are observable, measurable and controllable by the employee.
- The earned incentive payment or bonus award should be paid promptly and regularly. The objective of the incentive or bonus is to motivate employees to perform above minimum levels. The rewards, or lack of rewards where incentive levels are not met, should reinforce this performance goal.
- The exact terms and conditions of incentive payments should be in writing and included in written employment agreements with a copy of the complete agreement provided to each employee affected by the arrangement.
- Base pay scales should be reasonable and adequate for services performed so that failure to achieve the incentive level of performance due to extraordinary causes does not result in a substandard pay level for the employee.
- The incentive plan should be reviewed regularly and modified as the employee gains in skills or is assigned to new duties and responsibilities.
- Each individual employee probably possesses a unique set of values, personal security goals, career objectives and long-term financial goals. Not all individuals will respond the same way to a given incentive plan, nor should they be expected to respond uniformly.
- The incentive plan should not be a substitute for good labor relations and personal interactions between employers and employees, where each employee is treated with consideration and respect.

Employee Evaluations

A part of the employee-employer relationship should be a regular evaluation of employee performance. The objective of the evaluation is twofold, to give the employee feedback on his job performance and allow for two way interaction between the employee and employer on ways to improve job performance. To evaluate performance, constructive ratings are preferred to criticism or negative ratings. "Needs improvement" is a preferred rating, rather than "poor," where the employee may be lacking. "Superior" and "satisfactory" are other suggested ratings on selected areas to be evaluated.

The evaluation should be scheduled in advance and conducted in private with only the supervisor and employee present. Use positive feedback where the employee is doing a good job. Where the rating is "needs improvement" be prepared to offer training or suggestions on how he might improve his work efforts.

The areas to be covered will vary with each job assignment. However, timeliness, initiative, safety practices, machinery and equipment maintenance, relationships with other employees and attitude should be covered, along with specific job assignments in the hog production area.

Termination of Employment

Part of the written employment agreement should specify probationary periods for new employees and the notice requirements to be given if either the employee or the employer desires to terminate employment after the probationary period. Typical notice periods may be 60 days for mutually agreed termination of employment. Where rea-

sonable labor relationships exist, there is little likelihood that employees need to be "fired" or will "quit" without a reasonable notice period. However, provisions may be made for severance pay and withholding incentive payments when an immediate dismissal is indicated or sudden resignations occur.

Termination due to unsatisfactory performance or failure to fulfill conditions of employment usually causes stress to both the employee and employer. Remedies and attempts to overcome potential reasons for dismissal should be part of the ongoing evaluations and feedback to the employee. When the final decision to terminate is made, the employee should be informed immediately. Little is gained by reconsideration or continuing an unsatisfactory employment arrangement.

Summary

Successful employer-employee relationships start with the employer or owner and depends greatly on his skills, both as a businessman and as a people-oriented super-

visor. The other component is the employee, who provides labor services and production and management skills. The effective employer, in addition to operating a successful business, provides a working environment where the employee is interested in his work, has a feeling of being part of the team and that his contributions are important and recognized by the employer.

In addition to working conditions and job security, financial rewards rank near the top in any list of desired motivational rewards of employees. The base pay schedule should be competitive and proportional to the services and job skills expected of the employee. Bonuses or incentives provide additional financial rewards to motivate employees to put forth extra job effort. Effective incentive plans are usually simple, easy to understand and promptly paid.

Written job descriptions, employee performance reviews and adequate in-service training are all part of the system. Personal relationships are usually the key to a successful employer-employee experience. Both individuals, the employer and the employee, are a part of and contribute to the success of the relationship.

Farm Labor Management Filing System

Bernard L. Erven
Department of Agricultural Economics
Ohio State University

This filing system is designed for extension agents and specialists with program responsibilities in farm labor. The system is designed to be flexible in two ways: level of detail and creation of new categories.

Three levels of detail are designed into the system. To illustrate using section **V. Staffing**:

The most general categories are designated with Roman numerals: **V. Staffing**

This level could be used if all items relative to recruitment, selection techniques, resignations and discharges were to be filed under staffing.

The second level of detail is designated with capital letters: **A. Recruitment**

At this level, there are five headings under **V. Staffing**:

- A. Recruitment
- B. Selection Techniques
- etc.

The third level of detail is designated with numbers under, for example, **A. Recruitment**:

1. Developing a pool of applicants
2. Screening

Creation of new categories is the second kind of flexibility. New categories to fit individual preference and need can be added at any of the three levels of detail. Section **XI.** might be Migrant Farm Worker Programs. Section **V.E.** might be Brown's Farm Personnel Recruitment Service. Section **II.C.4** might be State Minimum Wage.

Of course, any of the suggested sections could be omitted from an individualized filing system.

Throughout the filing system, **X** is used to designate a **General** file and **Z** is used to designate **Research Reports**.

Farm Labor Management Filing System

- I. External human resource environment
 - A. Economic conditions
 - B. Labor markets
 - C. Demographics
 - Z. Research reports

- II. Laws and regulations
 - A. Equal employment opportunity
 - B. Workers' compensation
 - C. Fair Labor Standards Act
 - 1. Employment of minors
 - 2. Minimum wage
 - 3. Hazardous occupations
 - D. Occupational safety and health
 - E. Unemployment insurance
 - F. Social Security
 - G. Immigration and Control Act of 1988
 - H. Role of responsible agencies
 - I. Sources of information
 - Z. Research reports

- III. Human resource planning
 - A. Assessing the firm's current human resource situation
 - 1. Manager values, beliefs, traditions and skills
 - 2. Personnel needs
 - 3. Working conditions
 - B. Personal, business and family goals
 - C. The nature of work
 - 1. Technology and capital-labor substitution
 - 2. Job analysis, design, description, enrichment and satisfaction

- D. Human resources plans
- Z. Research reports
- IV. Organizational structure and process
 - A. Organizational structure
 - 1. Organization charts
 - 2. Team building
 - B. Organizational process
 - 1. Organizational life cycle
 - 2. Power and responsibility
 - 3. Organizational culture
 - Z. Research reports
- V. Staffing
 - A. Recruitment
 - 1. Developing a pool of applicants
 - 2. Screening
 - B. Selection techniques
 - 1. Application forms
 - 2. Tests
 - 3. Training and experience requirements
 - 4. Employment interview
 - 5. Physical exam
 - 6. Reference checks
 - 7. Probationary period
 - C. Managing resignations and discharges
- VI. Directing/Leading
 - A. Leadership styles

B. Communication

1. General
2. Communication model
3. Nonverbal communication
4. Listening
5. Communication aids
6. Barriers to communication

C. Training

1. General
2. Orientation
3. Learning principles
4. Determining training needs

D. Motivation**E. Performance appraisal****F. Compensation and reward**

1. General
2. Wages
3. Benefits and non-monetary compensation

G. Discipline**H. Selected problems**

1. Absenteeism
2. Turnover
3. Conflict
4. Employee relations

Z. Research reports**VII. Control/Corrective action****A. Control systems****B. Criteria for evaluating human resource management performance**

1. General
2. Labor productivity
3. Participation in decision making

4. Shared responsibility
 5. Turnover
 6. Absenteeism
 7. Morale
 8. Adjustment to change
 9. Human resource development
- C. Human resources information systems
- Z. Research Reports

VIII. General Farm Labor Research

IX. Farm Labor Extension Education Programs

- A. Workshops and seminars
- B. Mini-presentations

X. Farm Labor Teaching Aids

- A. Videos and movies
- B. Cases
- C. Handbooks
- D. Bulletins

April 12, 1990

THESE ARE A FEW OF MY FAVORITE THINGS

Recommended reading from Al Shapley's library

My "People Management" library is very limited but within it there are a few books that I have gone back to time and again or have quoted from often when working on labor management issues with field staff, farmers and students. You might, also, find these valuable in your work. If you have read something recently in this field that you would recommend to others, I would like to hear from you. AS

Quick, Thomas L. "Understanding People at Work: A Manager's Guide to the Behavioral Sciences", Executive Enterprises Publishing Co. Inc. 1976

One of the best for overview and history in this field. It takes personnel management from the late 1800's up through 1975 and includes everything from the famous Hawthorne study in the 1930's that discovered that people respond to attention (?) through Maslow's hierarchy of needs, Herzberg's hygiene theory, MacGregor's theory X and Y, the Scanlon plan, Drucker's MBO, Likert's System Four, and others, to HRD. Heavy reading, a real sleep inducer but a great reference. Of course new concepts have emerged since this book was published but it's great for pre 1975.

Pascarella, Perry. "The New Achievers: Creating a Modern Work Ethic", The Free Press, Div. of MacMillan Inc. New York, 1984

Though six years old, this book is still on the cutting edge. The author is editor of "Industrial Week" magazine and is very knowledgeable about the field. He traces the evolution of the work ethic in America and provides strong argument about how the ethic changed from work to job to consumption; and how the workers of today and tomorrow will not stand for the narrow "economic" view of work but rather want the economic plus commitment to quality and self development. Somewhat slow reading in that his writing is so forceful I found myself underlining something in almost every paragraph.

Gibb, Jack R. "Trust: A new View of Personal and Organizational Development" The Guild of Tutors Press, Los Angeles, California, 1978

The author is a management consultant that has worked with many of the large corporations as well as very small ones. He has come to believe that trust is at the heart of effective management. The book is full of summary charts, and explains a system for promoting and achieving a "high production focus". Fairly easy reading, very radical and idealistic but makes one

think. I have used it often in the classroom to encourage students to stretch a little.

Byham, William C. "Zapp! The Lightning of Empowerment" Development Dimensions International Press, Pittsburgh, Pa. 1989

This little book is written in the format of a fable, so it's like reading a childrens book but its right on the mark. In addition to the entertaining story, the key points are entered into "Joe Mode's notebook". For example one page in Joe's notebook reads "Zapp!-the giving of power, Sapp-the taking of power". This would make a neat gift to someone who is taking on supervisory duties.

Ryken, Leland. "Work and Leisure in Christian Perspective" Multnomah Press, Portland, Oregon 1987

A gift from a friend, this book sat on the shelf for quite a while but when I finally got to it. It was well worth the time. In the first paragraph the author states "We feel guilty about our work, and we feel guilty about our leisure. We don't understand either very well." A good job of integrating work and leisure relative to the ethics we live by. It may be a bit too theological for some but it does reflect the thinking of many modern academicians in this field.

Heider, John. "The Tao of Leadership" Bantam Books, New York, NY 1986

Around five hundred BC Lao Tzu wrote one of China's best loved books "Tao Te Ching" (The book of how things happen). Much of it dealt with the qualities of wise leadership and was addressed to the great political ruler of that time. Heider, a psychologist and teacher, has adapted the Lao Tzu's writings to the modern day and find them to be very relevant. The book contains 81 statments or chapters, none more than one page in lenght and each accompanied by an oriental drawing. A typical chapter follows:

8. WATER

The wise leader is like water.

Consider water: water cleanses and refreshes all creatures without distinction and without judgement; water freely and fearlessly goes deep beneath the surface of things; water is fluid and responsive; water follows the law freely.

Consider the leader: the leader works in any setting without complaint, with any person or issue that comes on the floor; the leader acts so that all will benefit and serves well regardless of the rate of pay; the leader speaks simply and honestly and intervenes in order to shed light and create harmony.

From watching the movements of water, the leader has learned that in action, timing is everything.

Like water, the leader is yielding. Because the leader does not push, the group does not resent or resist.

Become a sage. A great little book for getting a discussion going.



December 27, 1988

FARM EMPLOYERS' WORKSHOPS

JANUARY 10 & 11, 1989

9:00 a.m. TO 3:30 p.m.

Scottville

West Shore Community College

A workshop on management of agricultural employees -- both fulltime and/or seasonal.

TOPICS TO BE COVERED

LABOR SUPPLY & TRENDS

RECRUITING

TRAINING

COMMUNICATING

HOUSING OPPORTUNITIES

PERFORMANCE EVALUATION

EMPLOYER RESPONSIBILITIES

MOTIVATION OF EMPLOYEES

RECORD SYSTEMS

LEGAL ISSUES

JOB EXPECTATIONS

RESOURCE PEOPLE

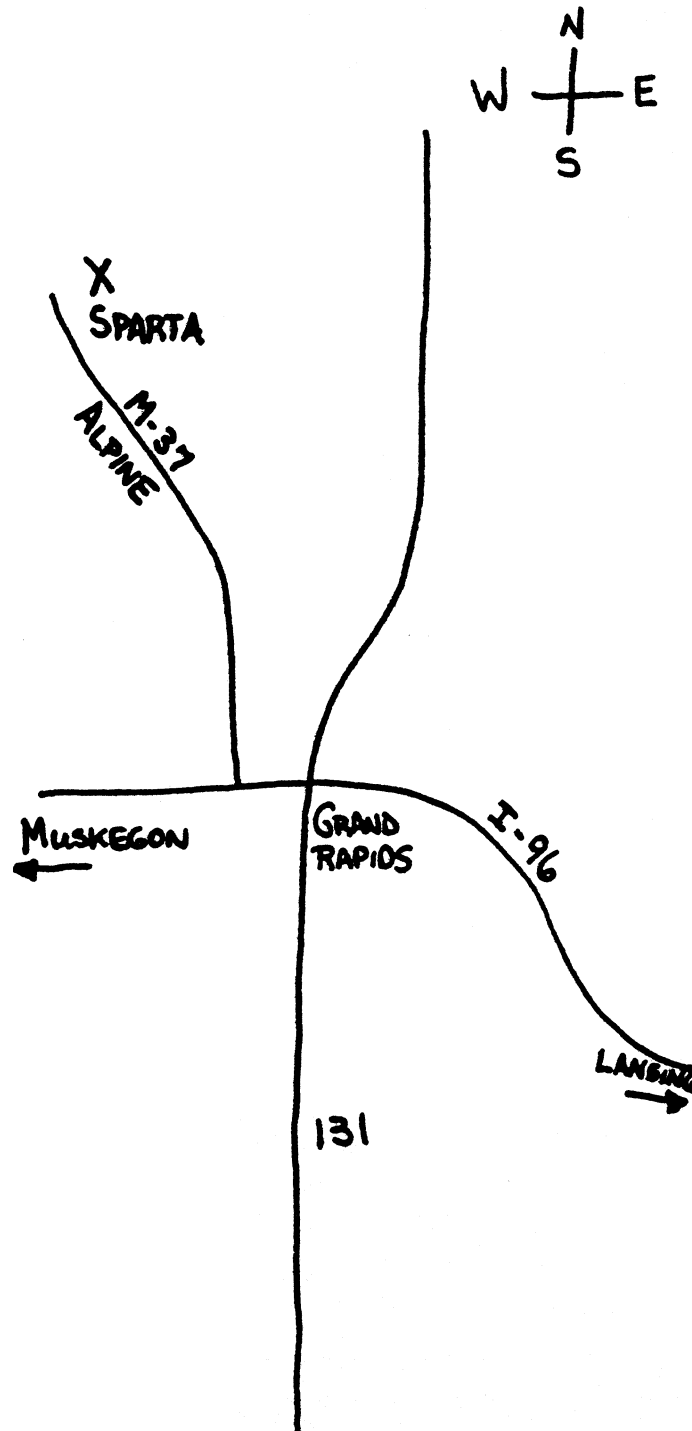
- * Dr. Al Shapley, MSU Specialist
- * Marvin Johansen, Chief, Shelter Environment Section, MI Dept. of Health
- * Michael Hicks, Director, Personnel Ludington Comm. Hospital
- * Julie Stackecki, Extension Horticultural Agent, Muskegon Co.
- * Andy Norman, County Extension Director, Benzie County

- * Dave Steeby, FHA, Farm Labor Housing Specialist
- * Marvin Bishop, DSS, Migrant Program Supervisor
- * Tom Purdy, District Extension Farm Management Agent
- * Norm Myers, Extension Agricultural Agent, Newaygo & Muskegon Co.
- * Ed Strong, County Extension Director, Oceana County

and

- * Grower Panel from the Area

FARM EMPLOYERS WORKSHOP



- * Building the Foundation
- * Getting & Keeping The Best People
- * Determining What Is Legal

December 13 & 20, 1988

8:30 A.M. - 3:30 P.M.

Sparta State Bank
109 East Division
Sparta, Michigan

WHY?

There is considerable evidence on farms that suggests right now that greater benefits can be gained from changing personnel management practices than from changing any other management practices in the business.

FOR WHO?

Farmers, spouses, supervisors -- for anyone who is in the role of working with managing another, whether that other be employee or family member.

ABOUT WHO?

The focus will be on the full-time employee but most of the workshop content is applicable to any and all workers-even yourself.

BY WHO?

The workshop will be led by Dr. Al Shapley, Ag Labor Specialist, Michigan State University, Phil Schwallier, District Extension Agent, Rebecca Williams, Kent County Horticulture Agent, Roger Peacock, Muskegon County Extension Director, and Julie Stachecki, Muskegon County Horticulture Agent. A primary resource will be you and the other workshop participants as you share experiences, problems and solutions.

HOW?

Through participation. Lecturing will be held to a minimum with group interaction and discussion being the primary tool for learning.

WHAT'S IN IT FOR YOU?

Section I

LABOR PLANNING

- Determining Labor Needs/Manpower Planning
- Business Organization and Management Style
- The Job Description

Section II

PERSONNEL FUNCTIONS

- Recruitment
- Selection
- Orientation and Training
- Communications
- Motivation and Evaluation

Section III

LEGAL MATTERS

- Labor Laws and Michigan Agriculture: 1985
- The Michigan Right To Know Law
- Youth Employment in Hazardous Jobs in Agriculture
- The New Immigration Law
- Agricultural Field Sanitation

PREREGISTRATION

You must pre-register! This workshop has limited seating and will be treated on a first-come, first-serve basis.

Cost is \$20.00 to cover the workbook and materials, room rent, etc.

Lunch is on your own. A list of restaurants will be provided.

Name _____

Address _____

Phone _____

Please register _____ for this workshop.

Enclosed is my check for \$ _____

Please make your check payable to Kent County Cooperative Extension Service and mail it to:

Rebecca Williams
Extension Horticultural Agent
836 Fuller N.E.
Grand Rapids, MI 49503

HUMAN RESOURCE MANAGEMENT BIBLIOGRAPHY

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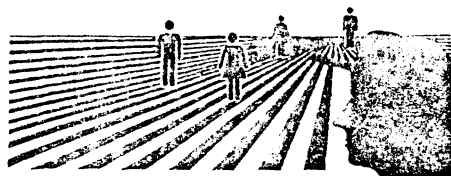
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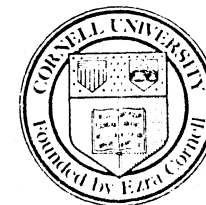


Managing Farm Personnel in the 90's

Managing Farm Personnel *In The 90's*

March 6 & 7, 1990
Ramada Inn
Schenectady, New York

March 14 & 15, 1990
Sheraton Inn
Batavia, New York



Cornell
Cooperative
Extension

Managing Farm Personnel in the 90's • Sponsored by Cornell Cooperative Extension

GENERAL INFORMATION

Managing Farm Personnel in the 90's is a conference for managers of farm businesses emphasizing the importance of farm personnel. After the development of a conceptual framework for management, topics in management functions of organizing, staffing, and directing will be discussed. The format will be a combination of lecture and workshop sessions. Case studies, discussion, and analysis of business problems will be included.

Conference Presenters

- **Bernard L. Erven**
Professor
Department of Agricultural Economics
Ohio State University
- **Thomas R. Maloney**
Extension Associate
Cornell Cooperative Extension
- **Robert A. Milligan**
Professor
Department of Agricultural Economics
Cornell University
- **Guy K. Hut**
Extension Associate
Cornell Cooperative Extension

The presenters are Extension teachers with in-depth knowledge of management principles relating to personnel in agriculture.

Conference Coordinator:

Dr. Robert Milligan
(607) 255-4579

Times and Locations

11:00 a.m. Tuesday, March 6 to
3:00 p.m. Wednesday March 7
Ramada Inn
Schenectady, N.Y. (518) 370-7151

11:00 a.m. Wednesday, March 14 to
3:00 p.m. Thursday, March 15
Sheraton Inn
Batavia, N.Y. (716)-344-2100

Registration

The \$105.00 registration fee includes two luncheons, one dinner, and all materials. Lodging arrangements should be made directly with the Ramada or the Sheraton.

Registration is limited to the first 100 registrants at each location. Please return the preregistration form with full payment by February 20, 1990. Registration will be confirmed by return mail.

CONFERENCE PROGRAM

Day 1 -- March 6/March 14

- 11:00 a.m. Registration
- 11:45 a.m. Lunch
- 12:45 p.m. **Perspectives On Your Human Resources**
 - Managing People in the Family Business
 - External Influences
 - Organizing for Personal, Family, and Business Success
- 3:00 p.m. Discussion Break

- 3:30 p.m. **Recruiting In A Tight Job Market**
 - Getting Ready to Staff
 - Building a Pool of Applicants
 - Evaluating Applicants
 - Hiring
- 5:30 p.m. Recess
- 6:30 p.m. Dinner
- 7:30 p.m. **How We Do It: Manager Panel**
 - How Is the Business Organized?
 - How Are Qualified Employees Obtained?

Day 2 -- March 7/March 15

- 8:00 a.m. **Leading The Business**
 - Exploring Leadership, Power, and Authority
 - Discovering Your Leadership Style
 - Planning for Leadership
- 10:00 a.m. Discussion Break
- 10:30 a.m. **Building An Effective Team: 1+1 = 5**
 - The Dynamics of a Well Functioning Team
 - Team Building Tools
 - Understanding Team Dynamics
- 12:00 p.m. Lunch
- 1:00 p.m. **Training People For Success**
 - How People Learn
 - Training to Meet Business Objectives
 - Affecting Ability and Motivation
- 3:00 p.m. Wrap-up
- 3:30 p.m. Adjourn

MANAGING FARM PERSONNEL IN THE 90's - REGISTRATION FORM

I wish to Register for: (check one) Schenectady Session March 6-7, 1990 Batavia Session March 14-15, 1990

Name (s): _____

Name: _____

Address: _____

Zip: _____

Phone: () _____

Registrations @ \$105.00 = \$ _____
(total enclosed)

Make checks payable to Cornell University. Return to:
Robert Milligan, 442 Warren Hall, Cornell University,
Ithaca, N.Y. 14853.

Registrations will be confirmed by return mail.
Please make your own hotel reservations.

AGRICULTURAL EMPLOYERS WORKSHOP — February 20 & 21, 1990 Total Enclosed \$ _____

MAIL HOTEL REGISTRATION AND CHECK TO L & K MOTEL

Please include first night's deposit to guarantee your reservation. Your reservation will be confirmed only upon receipt of your deposit. Please make check or money order payable to: L & K Motel. (Do not send currency.) MAIL TO: L & K Motel, 1835 Marion-Mt. Gilead Rd., Marion, Ohio 43302.

Name _____
Address _____ Phone _____
City/State/Zip _____
Credit Card No. _____ Exp. Date _____
Issued by: _____
Signature _____

ROOM TYPE REQUESTED:

- ____ Single \$35.81
- ____ Double \$39.06

Reservations must be received by February 10, 1990
Phone: (614) 389-4651

Arrival Date _____
Arrival Time _____
Departure Date _____
Number of Rooms _____
Number of Nights _____

WORKSHOP REGISTRATION

Yes! I want to attend the AGRICULTURAL EMPLOYERS WORKSHOP February 20 & 21, 1990. Check all appropriate boxes. Please check two of the following each day.

Tuesday, February 20

- 1. Handling employer-employee situations
- 2. Team Building 1+1+1=5"
- 3. Computerized Payroll
- 4. Contract Recruiting-H2A and SAW Workers

Wednesday, February 21

- 1. Handling employer-employee situations
- 2. Training People for Success
- 3. Training film for employees-pickle harvest

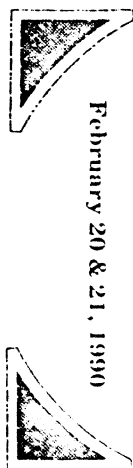
Cost: \$145.00 for first person from firm, \$115.00 each additional. (Includes notebook, four meals and coffee breaks.)

____ Total number of persons attending. Enclosed is my check for \$ _____

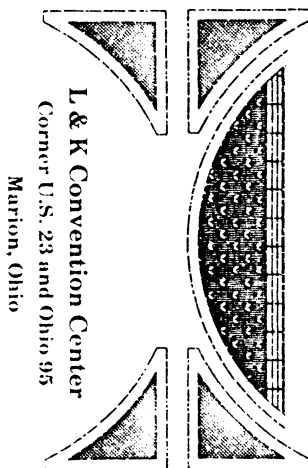
Please make payable to "Ohio Agricultural Employers". Mail your check and registration by February 15, 1990 to:
Glenn E. Maddy, 4525 C. R. 65, Helena, Ohio 43435 Phone 419-637-2580

Name _____ Name _____
Address _____ Phone _____
City/State/Zip _____

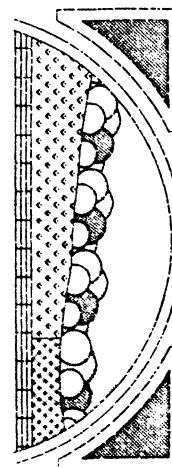
Helena, Ohio 43435
4525 C. R. 65
Glenn E. Maddy



Purpose: To improve productivity of farm labor.



AGRICULTURAL EMPLOYERS' WORKSHOP



Program
OHIO AGRICULTURAL EMPLOYERS' WORKSHOP
 February 20 & 21, 1990
 L & K CONVENTION CENTER, MARION, OHIO

Tuesday, February 20

- 9:00 A.M. Registration, notebook, coffee, juice, rolls and fruit.
- 10:00 A.M. "From the Employees' Viewpoint"—Bernard Erven
- 11:00 A.M. "Truth or Consequences"—Mark Heller
- 12:00 Lunch
- 1:00 P.M. Panel "How we recruit, interview, hire, train and correct employees"—Lester Lynd, Fruit Grower, Pataskala
Wayne Dalton, Dairyman, Wakeman
Brian Decker, Nurseryman, Groveport
Tom Sachs, Vegetable producer, Fremont
- 2:15 P.M. "Farm Labor Issues"—Libby Whitley
- 3-5 P.M. Building Skills—Select two (1 hour each)
"Handling employer-employee situations"—Don Breece
"Team Building 1+1+1=5"—Bernard Erven
"Computerized Payroll"—Jim Klopp
"Contract Recruiting-H2A and SAW Workers"—Robert Bauserman
- 5:30 P.M. Social time
- 6:30 P.M. Banquet—Speaker Dr. Stephen Boyd—"The High Bid"

Wednesday, February 21

- 7:00 A.M. Breakfast and Round Table Discussion—Bernard Erven and representatives from following Government Agencies:
a. Department of Labor—Wage & Hour
b. Ohio Bureau of Employment Services
c. Workers & Unemployment Compensation
d. Immigration & Naturalization Service
e. EPA
f. OSHA
- 10:30 A.M. "Power of the Spoken Word"—Stephen Boyd
- 11:45 A.M. Lunch
- 12:30 P.M. Building Skills—Select two (forty-five minutes each).
"Handling employer-employee situations"—Don Breece
"Training People for Success"—Bernard Erven
"Training film for employees-pickle harvest"—Ron Overmyer
- 2:00 P.M. "Ethics in the Workplace"—The Rev. Jeb Stuart Magruder
- 3:30 P.M. Adjourn

Speakers

- Robert Bauserman, Del-Al Associates Inc., San Antonio, Texas.
- Dr. Stephen Boyd, Consultant on Motivation & Communication, Ft. Thomas, Ky.
- Don Breece, Marion County Extension Agent, Agriculture.
- Wayne Dalton, Wakeman Dairyman, milks 216 cows, 4 full time and 4 part time employees.
- Brian Decker, Groveport nurseryman, 8 full time and 4 seasonal employees with 50 acres nursery stock.
- Bernard Erven, Extension Specialist, Farm Labor Management, The Ohio State University.
- Mark Heller, Attorney, Deputy Director Rural & Migrant Programs, ABLE (Advocates of Basic Legal Equality), Toledo, Ohio.
- James Klopp, Asst. Vice-President of Ag Credit, Fostoria. Will discuss Agri-Fax, Red Wing and Terra farm labor computer programs.
- Lester Lynd, Pataskala fruit grower, 12 full time and 75 seasonal employees with 500 acres fruit.
- Glenn E. Maddy, Coordinator, Former Sandusky County Extension Agent, Helena, O.
- Rev. Jeb Stuart Magruder, President Nixon's campaign chairman. Now pastor of First Community Church, Columbus, Ohio.
- Ron Overmyer, Sandusky County Extension Agent, Agriculture.
- Mike Pullins, Manager, Ohio Vegetable & Potato Growers Assoc. and Ohio Fruit Growers Assoc. of Columbus.
- Tom Sachs, Fremont processing vegetable grower. Three full time and 110 seasonal employees which they house. 445 acres vegetable on 1200 acre farm.
- Libby Whitley, Assistant Director National Affairs, American Farm Bureau Federation, Washington, D.C. Formerly with National Council Agricultural Employers.

Hotel

Hotel accommodations are available at L & K Motel, corner U.S. 23 and Ohio 95, in Marion (adjacent to the Marion Convention Center). The hotel registration form should be mailed directly to L & K. Single—\$35.81 Double—\$39.06.

Registration Information:

Registration cost—\$145.00 for first person from firm, \$115.00 each additional. Includes notebook, lunch and dinner Tuesday, breakfast and lunch Wednesday, plus coffee breaks. Registration deadline is February 15, 1990.

Please mark on registration form which "Building Skills" sessions out of four on Tuesday and three on Wednesday that you want to attend. We will assume that if more than one person attending, they will want to attend the other two. The sessions are: "Handling employer-employee situations", "Team Building 1+1+1=5", "Computerized Payroll", "Contract Recruiting-H2A and SAW Workers", "Training People for Success", and "Training film for employees-pickle harvest".

We encourage everyone to sign up for "Handling Employer-employee situations".

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Program Committee

- Don Breece, Marion
Paul Blausey, Genoa
Ron Brooks, Fremont
Brian Decker, Groveport
Daryl Knipp, Oak Harbor
Lester Lynd, Pataskala
Glenn Maddy, Helena
Tom Noel, Arcadia
Ron Overmyer, Fremont
Mike Pullins, Columbus
Gene Roseboom, Arcadia
Tom Sachs, Fremont
Larry Schmidt, Swanton
Dennis Thome, Brighton, Mich.
Harold Weihl, Bowling Green
E. C. Wittmeyer, Columbus
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