

University of California

Agricultural Extension

Instructor's Manual

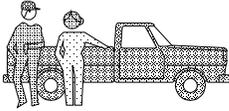
for teaching

Agricultural Labor Management

Editor: Gregorio Billikopf



Photo © 1999 Gregorio Billikopf –University of California



For information on downloading this *Instructor's Manual* go to

<http://www.cnr.berkeley.edu/ucce50/ag-labor/>

or contact:

Gregorio Billikopf
Farm Advisor, Labor Management
☎ (209) 525-6800
(209) 525-6840 FAX
E-mail: gebillikopf@ucdavis.edu

© University of California, 1994-2009. First printing 1994. Reprinted 1995. Revised 1999, 2004, 2009. Permission to reproduce materials is granted provided section author(s) and affiliation(s) are credited. Direct further inquiries to section author(s)..

The book

Labor Management in Agriculture: Cultivating Personnel Productivity (2nd Edition)

can also be viewed, downloaded, or purchased from:

<http://www.cnr.berkeley.edu/ucce50/ag-labor/>

The book

Employers' Handbook for Agriculture and Horticulture

can also be viewed, downloaded, or purchased from:

[http://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf/all/grc796](http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/grc796)

The book

Ag Help Wanted: Guidelines for Managing Agricultural Labor

can also be purchased or viewed from:

<http://aghelpwanted.org/>

The book

Party-Directed Mediation: Helping Others Resolve Differences (2nd Edition)

can also be viewed or purchased from:

<http://www.cnr.berkeley.edu/ucce50/ag-labor/7conflict/>

Contents

1. Preface, *G. Billikopf* 5

Getting Started

2. Warm Up & Get To Know Each Other, *G. Billikopf* 7
3. Managing People on Your Farm, *L. Owen; G. Bean; W. Howard; & K. McEwan* 9

Selection

4. Getting Ready to Hire, *G. Billikopf* 10
5. Hiring the Right Person For Your Farm, *L. Owen; G. Bean; W. Howard; & K. McEwan* 12
6. Create a Job Description, *J. C. Porter; W. Zweigbaum* 13
7. Create a Recruitment Ad, *J. C. Porter; W. Zweigbaum* 15
8. Create a Job Application, *J. C. Porter; W. Zweigbaum* 16
9. Interviewing Practice, *G. Billikopf* 18
10. Practical Test Exercise, *G. Billikopf* 22

Promotion

11. Rocky-Top Farm: Husband and Wife Promotion, *W. Howard* 27

Performance Appraisal

12. Quality Control: Subjective Ratings Practice, *G. Billikopf* 29

Wages & Benefits

13. Incentive Pay Exercise, *G. Billikopf* 33
14. Incentive Pay Analysis Instrument, *G. Billikopf* 36
15. Doug Kenney Farms, *N. B. Andison* 43
16. Extended Benefits: What, For Whom, and How Much? *W. Howard* 48
17. Create a Cash Value Statement for Employees, *J. C. Porter; W. Zweigbaum* 51

Communication & Supervision

18. Shock: Abuse of Power, *G. Billikopf* 53
19. The Busy Ranch Supervisor, *H. R. Rosenberg* 55
20. The Extra Crew, *H. R. Rosenberg* 57
21. The Supervisor as a Counselor: Listening Workshop, *G. Billikopf* 60
22. Communication Barriers, *G. Rosenberg* 64
23. Conflict Resolution Case, *G. Billikopf* 68

Discipline

- 24. Disciplinary Case, *G. Billikopf* **70**
- 25. Disciplinary Interview & Warning, *G. Billikopf* **72**
- 26. The Capital Offense, *K. A. McEwan* **74**
- 27. Late Again, *K. A. McEwan* **77**

Turnover

- 28. Dave Moves Out, *K. A. McEwan* **79**

Family Farm

- 29. Howard Jacksen and Sons, *B. L. Erven* **82**

Labor Relations

- 30. Collective Bargaining Exercise, *G. Billikopf* **88**

Statistics

- 31. Correlation Coefficients, *G. Billikopf* **89**

Wrap-up

- 32. Wrapping It Up, *G. Billikopf* **91**

Appendices

- A. Systematic Selection of Ag Employees, *G. Billikopf* **93**
- B. Job Analysis–Dairy, *G. Billikopf* **94**
- C. Publicly Funded Farm Worker Training Programs, *G. Billikopf* **101**
- D. For Further Study, *G. Billikopf* **103**
- E. Workshop Evaluation Sheet, Form 1 **106**
- F. Workshop Evaluation Sheet, Form 2 **107**
- G. *Instructor's Manual* Evaluation Sheet **108**
- H. Your Teaching Contribution **109**

1. Preface

Gregorio Billikopf
Farm Advisor, Labor Management
University of California Agricultural Extension
☎ (209) 525-6800
(209) 525-6840 FAX
E-mail: gebillikopf@ucdavis.edu

The objective of this publication is to provide materials for those who teach agricultural Human Resource Management (HRM)—in workshops and in the classroom. The emphasis is on those teaching materials that encourage participation, such as cases, role-plays, or other experiential activities. At the time I studied agricultural production, there were few colleges who offered classes in agricultural labor management, and there were no texts on the subject (although a number of interesting books on agricultural labor). Today there are a number of books available to teach agricultural labor management. I trust this *Instructor's Manual* will stimulate an increased interest in teaching agricultural labor management both at colleges and universities, as well as in workshops for managers and supervisors.

Need for Instructor's Manual

I have found that my most successful presentations are those where I can involve participants (whether they be farmers, foremen, students, or academics). The *Instructor's Manual* is an attempt to share some of the teaching tools that have resulted in high participant interest. The *Instructor's Manual* also contains welcome contributions from colleagues in the United States and Canada.

In the spring of 1993, a call was made for teaching contributions. The call has been repeated every few years. I am grateful to those who contributed materials as well as those who put us in contact with others who did. As you read and use this information, I hope you will help us by evaluating it, suggesting possible variations or extended uses, and contributing new materials to include in the next edition of the *Instructor's Manual*.

Involving participants

Some years back, a few colleagues and I went into a Mongolian BBQ for a meal. Each person was permitted to stuff as much as he desired into a single plate. We had one opportunity to fill the plate with no returns for seconds permitted. Overstuffing the plate was not hard to do. The effort required to finish our servings, however, overshadowed any enjoyment of the meal itself. Since then, whenever one of us packs too much into a presentation, we kid each other about the talk being a Mongolian BBQ: too much effort consumed on covering all the material despite the capacity of participants to grasp it. As if speaking faster and covering material at ever increasing speeds would somehow permit us to transfer all of it to those who listen.

For me, the change in presentation style came after giving a series of talks to New York state dairymen as a guest of the Cornell Pro-Dairy program in 1991. The previous year my presentations at Cornell had been a hit. Mostly because of some natural interaction and the novelty of some research-based information. But this year, I had scrapped the interaction and crammed more information. Stuff that I had picked up during the course of a year. If they liked what I gave them last year, I reasoned, surely they will love all the added tidbits I can share with them now.

When I speak, I like to read my audiences. This year I had lost them. The evaluations from the dairymen who attended confirmed my worst fears. This failure permitted me some serious soul searching in terms of my presentation style. No matter what we have learned over the years, our effectiveness is limited by how well we can present that information. I have found that there is a fine balance between participant involvement and presentation of new material. Lately, I have found it more likely that I will discard rather than add slides to a presentation.

On the whole, presentation of materials without increased participant involvement often fails to stimulate. Notable exceptions are very short presentations and extremely dynamic speakers.

While most presenters need to fight the tendency of trying to cover too much material for the time allotted, others have the opposite problem. They do a wonderful job of facilitating, but they have no substance to add. Equally unsatisfactory, then, is engaging participant interest, increasing receptivity to learning, and then failing to deliver needed, useful information.

Each person has his or her individual teaching uniqueness. I am continually on the lookout for new ideas and teaching methodology. Many worthwhile books have been written on increasing participant involvement in workshops and in the classroom.¹ We can continue to improve our skills by observing talented presenters, reading, and thinking about our teaching. Although sometimes painful, it also helps to evaluate our workshops and classroom teaching by looking carefully at suggestions for improvement (two sample evaluation forms have been included). It is more useful to focus on what worked well, as well as what we can do better next time, rather than on how we performed compared to other speakers. Having a passion for what we are teaching and being able to read the interest of participants are two key ingredients to successful teaching.

Some of the teaching notes include a suggested number of participants, or total amount of time needed to conduct a teaching session. For the most part, these are quite flexible.

¹Two excellent examples are: *Mastering the Techniques of Teaching* (1984, 255 pages) by Joseph Lowman (Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104). 2nd Edition is also available, May 2000, 368 pages, from Wiley), and the *University Associates Training Technologies Series* (1988, 7 volumes and over 700 pages), by J. William Pfeiffer and Arlette C. Ballew (Pfeiffer & Company, 8517 Production Avenue, San Diego, CA 92121-2280, 1-800-274-4434).

2. Warm Up & Get To Know Each Other²

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To help participants mix and get to know each other. To set the stage for a highly participative seminar or class. To begin discussion of topic.

Type of participant involvement: Multiple group discussion.

Requirements: Group of participants, most of whom do not know each other. Requires about 15 to 30 minutes for within-group discussion, plus 10 to 20 minutes of discussion sharing time among groups. Can also be done in 5 to 10 minutes skipping some steps.

Description of activity:

- Tell participants that they will (1) soon be mixing and forming into groups, and (2) be answering a question in groups.
- Direct the attention of participants to the question on the blackboard, a slide, etc. (*Sample questions provided below. These questions will act as a springboard for the agenda.*)
- Ask participants if the question needs any clarification before groups are formed. Provide whatever clarification is appropriate. (*Otherwise, if a group asks for clarification later, you may have to interrupt everyone to share the information with the other groups.*)
- Ask participants to stand up. Then ask them to look for someone in the room who they have *not* met (or who they would like to know a little better). Groups of two (dyads) are formed.
- After giving participants about 8 to 10 minutes of within-group discussion time, repeat steps using the same or a different question, and ask participants to get in groups of three, or triads (this is to be done with someone other than the person they were just talking to).
- After allowing for within-group discussion time, repeat steps for a third and final time and ask participants to get into whatever final group size you have pre-determined. Groups of 4 to 6 participants work well to allow individual participation. Larger or smaller groups may be needed in some cases. Let participants know that they should try and form groups with people they do not

²Thanks to J. J. Hendricks, California State University, Stanislaus, who modeled this approach for me.

know as well. (At this stage it may be more difficult to have groups with people who do not know each other.)

- Ask representative from a few groups to comment on the question (if several questions were asked, work on one question at a time). Ask additional groups if they have something to add that has not already been mentioned. If you have allocated the time, you may also ask if any individuals have further comments.

Variations:

When different questions are used, you may prefer to discuss each question before moving on to a new group, rather than at the end. If you want to allot less time to this activity, you may want to only form into groups twice, or you may want to hold full participant discussion to a later point in the workshop. You may choose to talk about questions as a full group or while people are still divided into multiple groups.

Sample questions

- Are people mostly the same or mostly different?
- What is the most difficult action you have had to take as a manager, supervisor, etc.?
- (If you will present some research results you may want to have participants guess at the results)

Your notes:

3. Managing People on Your Farm³

Lorne Owen

B.C. Ministry of Agriculture, Canada
(604) 852-5211

Garth Bean

Canadian Agricultural Employment Services, Abbotsford
(604) 853-7471

Wayne Howard

University of Guelph
(519) 824-4120

Kenneth A. McEwan

Ridgetown College
(519) 678-5456

Objective: To make employers aware of basic components of effective personnel management (wages and working conditions, opportunity to learn and grow within the job, social climate and environment, and recognition). To stimulate discussion.

Activity: Questions and exercises to go along with video.

Requirements: Video is 20 minutes, plus time for questions and activities as desired. Can be part of a one or two hour program or a multiple day one. Video orders can be made through the Agricultural Employment Services, 307-34252 Marshall Road, Abbotsford, B.C. V2S 5E4. Canada. (FAX: 604-853-3556.) Cost is \$15.00 per video. Check for current prices before ordering.

Sample questions and exercise:

- What are the key factors in motivating farm employees? (*Discussion group before viewing film.*)
- What do you do on your farm to motivate employees?

Your notes:

³Produced for the Canadian Farm Business Management Council.

4. Getting Ready to Hire

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To help participants realize the importance of matching applicant job skills with the job in question. To help participants distinguish between (1) skill, knowledge and ability areas, and (2) selection tools. To help participants begin to dream about an ideal candidate (rather than thinking of the last person who occupied the position). To set the stage for sharing research results that show the importance of developing practical tests. To determine if participants will adopt concepts presented.

Type of participant involvement: Group participation and voting.

Requirements: Takes 20 to 30 minutes. Slide mentioned below (optional) may be obtained (for the cost of duplication and shipping) by contacting the author at the phone above. Lecture notes found in Chapters 2 & 3 of *Labor Management in Agriculture: Cultivating Personnel Productivity*. Optional slide set may be obtained from the author.

Description of activity:

- Optional icebreaker. I show a slide that has several men and a woman talking. One of the men seems to be the leader in the group. I ask, “Who would you hire at your farm?” Participants will sometimes suggest that the group leader should be hired. Other times they will ask, “What is the job being filled?” And yet others, they will say that they would hire the blonde (which sets everyone laughing). I use this as a springboard for the steps that follow.
- Tell participants that we are going to get ready to select an employee for a farm operation, but that we must first select a job to fill. Ask for a few suggestions of possible positions to fill (e.g., tractor driver, farm supervisor, etc.). Take a vote to select one of these.
- After selecting the position to be used, ask for a volunteer to take notes on the job requirements. Ask for knowledge, skills, abilities, licenses or other demands of the position (both required as well as desired). The volunteer will jot these down on paper or board where all can see. Allow all comments as long as they fall under qualifications for the position. (*Examples of typical job qualifications listed may include experience, punctuality, skills, willingness to learn, good personality, leadership skills, etc. After the list is completed you may ask participants to be more specific in some areas.*)
- If the job requirements listed above include illegal worker characteristics, these may be discussed briefly *after* all items are listed.

- Ask for another volunteer to jot down the next list, that is, the tools that can be used to determine if applicants have the qualifications for the job. (*Sometimes participants will not mention “experience” as a job requirement, but will as a tool. Have the word “experience” added to the requirement list, and ask, once again, what selection tools one would use to find out if a person had experience. After participants have mentioned as many tools as they can think of, make sure that the following are included: application blank, interview, practical test, written test, medical exam, worker provided references, references to be obtained by contacting previous employer, résumé.*)
- Give participants two (or three) votes each, and ask them if they could only use two (or three) tools, which would they vote for. Begin with the top of the list and tally the responses.
- At this point I tell participants that (1) the greater the number of selection tools used, the greater the chances of hiring the right person; and (2) if I only had two selection tools to use, one of them would be a practical test (and the other would vary depending on the position discussed), and that for the rest of the session I hope to present information to try and convince them.
- Present lecture at this point. (*From Chapters 2 & 3 in Labor Management in Ag: Cultivating Personnel Productivity.*)
- After the lecture I ask the participants to fill out a slip of paper stating whether I have succeeded in making the point that a practical test ought to be one of the selection tools. I ask them to answer: “Do you plan to implement a practical test the next time you select an employee?” I have all results given to a volunteer who will tally them and then share the results with the group.

Variations:

Include a component on the recruitment ad.⁴

- After reading them a few interesting ads, have participants in groups come up with clever ads.

Your notes:

⁴Thanks to Bernard L. Erven, Ohio State University, who modeled this approach for me. The best ad to get the participants’ interest was found by Bernie, and comes from *Hoard’s Dairyman*: “Minnesota Dairyman, caring, understanding, witty, intelligent, ambitious, divorced, 45 years old, seeks woman of similar character who enjoys life and would help milk cows, etc. Cows first, romance second...”

5. Hiring the Right Person For Your Farm⁵

Lorne Owen

B.C. Ministry of Agriculture, Canada

(604) 852-5211

Garth Bean

Canadian Agricultural Employment Services, Abbotsford

(604) 853-7471

Wayne Howard

University of Guelph

(519) 824-4120

Kenneth A. McEwan

Ridgetown College

(519) 678-5456

Objective: To illustrate effective hiring procedures for farm employers. To stimulate participant discussion on employee selection.

Activity: Questions and exercises to go along with video.

Requirements: Video is 17 minutes, plus time for questions and activities as desired. Can be part of a one or two hour program or a multiple day one. Video orders can be made through the Agricultural Employment Services, 307-34252 Marshall Road, Abbotsford, B.C. V2S 5E4. Canada. (FAX: 604-853-3556.) Cost is \$15.00 per video. Check for current prices before ordering.

Sample questions and exercises:

- What are the important points in hiring new employees? (20 minutes)
- Have participants prepare a job description.⁶ (20 minutes)
- Have participants prepare a list of interview questions and a scoring tool. (30 minutes)

Your notes:

⁵Produced for the Canadian Farm Business Management Council.

⁶Also see “Create a Job Description” and “Job Analysis–Dairy” in this Manual.

6. Create a Job Description

John C. Porter, Extension Specialist, Dairy
(603) 225-5505

William Zweigbaum, Extension Specialist, Agricultural Business Management
(603) 862-4631
University of New Hampshire

Objective: To allow participants to create a job description for their operation. Writing job descriptions can seem difficult when starting from scratch. These guidelines can be used as a base from which management can meet specific needs.

Type of participant involvement: Group or individual participation.

Requirements: Requires about 20 to 30 minutes plus discussion time. A sample of how a job can be described and presented to employees to help them understand what is expected of them is provided below.⁷

Description of activity:

- Hand out sample job description to groups (or individuals) and have them create a job description. May want to separate participants by interest area (e.g., dairy, row crops, etc.).
- Discussion and sharing.

Your notes:

⁷Also see “Job Analysis–Dairy” in this Manual.

Job Description

John C. Porter & William Zweigbaum, University of New Hampshire

POSITION

Farm Operator Assistant

JOB DESCRIPTION

Involves the duties required in the general operation of a commercial dairy farm.

LOCATION

- Rockhaven Farm, Hilly, New Hampshire
- 85 Cow dairy herd on DHIA test
- Owned by Fred & Margaret Stone
- 200 tillable acres; 50 acres of which is in corn, with the remaining 150 acres in grass for hay and haylage.

JOB REQUIREMENTS

1. Must have previous dairy farm experience.
2. Must have a driver's license and be able to operate and maintain all types of farm equipment.
3. Must be able to assume the night milking responsibilities in a modern milking parlor and initiate routine morning chores.
4. Must be a self-starter and be able to perform farm duties without supervision.

BENEFITS

1. Every other weekend off - negotiable.
2. Vacation: 1 week after 1 year; 2 weeks after 3 years.
3. Sick leave days allowed for legitimate illness.

SALARY

1. 3-Bedroom house, electricity, and heat.
2. Worker's Compensation insurance.
3. Medical insurance for the employee.
4. \$250-300 a week starting pay.

7. Create a Recruitment Ad

John C. Porter, Extension Specialist, Dairy
(603) 225-5505

William Zweigbaum, Extension Specialist, Agricultural Business Management
(603) 862-4631
University of New Hampshire

Objective: To allow participants to create a recruitment ad for their operation. Writing an ad can seem difficult when starting from scratch. The right ad can attract a prospective employee's attention and properly describe the position.

Type of participant involvement: Group or individual participation.

Requirements: Requires about 20 to 30 minutes plus discussion time. A sample of a conventional ad and a more creative ad are provided below.

Description of activity:

- Hand out sample ads, both conventional and more creative, and have groups (or individuals) create an ad. May want to separate participants by interest area (e.g., dairy, row crops, etc.).
- Discussion and sharing.

Sample Advertisements

Conventional Help Wanted Ad:

Farm operator assistant, must have previous dairy farm experience, driver's license, ability to operate all types of farm machinery, be able to milk and also perform general farm duties; salary includes a house, utilities, and personal medical insurance. Fred Stone, Star Route, Hilly, New Hampshire, call 603-1234.

Creative Help Wanted Ad:

Looking for flexible hours, and plenty of the out of doors? Then join our team at Freshwater farm this summer. Learn how to raise and harvest fruits and vegetables at a place where quality comes first. Base wage plus piece work, 20-40 hours per week. Give us a call if you are interested at 603-1234.

To attract attention, the ad could be in the block ad section with special bordering or special art work to physically depict an association with the work.

Your notes:

8. Create a Job Application

John C. Porter, Extension Specialist, Dairy
(603) 225-5505

William Zweigbaum, Extension Specialist, Agricultural Business Management
(603) 862-4631
University of New Hampshire

Objective: To allow participants to create a job application for their operation. Writing job applications can seem difficult when starting from scratch. *(Having an organized way of tabulating job applicants can help in the selection process and assure the same information has been taken on all applicants.)*

Type of participant involvement: Group or individual participation.

Requirements: Requires about 20 to 30 minutes plus discussion time. A sample job application is provided below.

Description of activity:

- Hand out sample job application to groups (or individuals) and have them create a job application. May want to separate participants by interest area (e.g., dairy, row crops, etc.).
- Discussion and sharing.

Your notes:

Job Application

John C. Porter & William Zweigbaum, University of New Hampshire

Name _____ Date _____

Address _____

Telephone (day) _____ Evening _____

Educational Background: _____

List any farm experience: _____

List all other job experiences and years held: _____

Give the names, addresses and telephone numbers of three non-family persons who can be contacted for references.

1. _____

2. _____

3. _____

9. Interviewing Practice

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To help participants improve their interviewing skills. To help participants understand that the interview is a two-way process in which interviewers evaluate applicants, but where applicants also evaluate interviewers.

Type of participant involvement: Multiple group discussion and role play.

Requirements: Enough participants to be divided into four groups, each group holding between four and eight participants (i.e., 16 to 32 participants). Four employees who hold the same job to act as the applicant for the position (e.g., farm managers, supervisors, milkers, tractor drivers, etc.) and who are not participating in the workshop are needed. It is best if participants do not know the volunteer employees. For participants, this activity takes about six hours plus transportation and lunch time. May be part of a multiple day workshop. The ideal setting (optional) is to go out to the farm and find four interviewing areas (with enough privacy for each group). It is *essential* to have four groups to bring out the key points of this exercise. Optional slide set may be obtained from the author.

Description of activity:

<i>Time table</i>	<i>Employee Volunteers</i>	<i>Participants</i>
8:00-8:30am		Divide participants into four groups. Tell participants to prepare questions and a basic job description, wages, and working conditions for the position.
8:30-9:45	You meet with the four employee volunteers—if you have not done so already—and explain what their role will be in the mock interview. When finished, you return to the participant groups.	Participants work on developing a brief job description, wages, and working conditions, and prepare interview questions. Groups take a break when finished.
10:00-11:30	Each volunteer is interviewed by each of the four groups.	Each group interviews each of the four employee volunteers.
11:30-noon	Volunteers are thanked for their participation and asked to rate each of the four participant groups and explain what factors contributed to making a group the best or the worst (which may be different for each volunteer). Workers are thanked again and excused	Each group of participants ranks their candidates from best to worst while you are debriefing workers.
12:00-1:00 PM		Lunch (Free time for participants but they will be discussing the interviews!)
1:00-3:00 +		Participant groups publicly record their votes so other groups can see them. Debriefing of participants. Finally, let participants know that workers ranked them as groups, and that if all participants agree, you will share that information at this point.

- Divide participants into four groups. It helps to have at least one person who understands the job involved in the mock interview, per group.
- Provide participants a simple description of the mock farm that will be conducting the interview. Ask participants to prepare a brief job description, and determine wages and working conditions for the imaginary job. Caution the participants that they should only allot about 30 minutes to this activity and return to it if they have time left over. Their main responsibility is to prepare questions and plan their interview. Answer any questions participants may have, and then meet with the employee volunteers.
- You may prefer to meet with the employee volunteers before the actual date of the event. Meet with employee volunteers privately (away from participants, farmer, or others) either one-on-one or as a group. When you meet with employee volunteers, explain that (1) they will be part of a mock interview, (2) there will be no real decisions made, and (3) their participation is strictly voluntary. Allow workers to ask questions or decline if they wish.
- Let worker volunteers know that the participants will be ranking them and will select an employee from among them. Explain that you will not, however, share these results with the volunteers. Two reasons I give volunteers for this approach are that (1) interviews are not a true gauge of how good workers are; and more importantly, (2) since only one of the volunteers can come out as the overall person selected, there is no reason to damage their feelings and future working relationship with each other over a mock interview.
- Further explain to the volunteers that they will, however, be ranking the four participant groups (from best to worst). After the interview, let them know you will ask each of them separately for their anonymous rankings, and as a group for the factors that influenced their decisions. Make sure that volunteers feel comfortable playing the role of an applicant, and ask them to role play as if they really wanted the job.
- At the arranged time, begin the rotation asking employee volunteers to go to their assigned group. Let participant groups, as well as volunteers, know that volunteers will rotate from one group to the next every twenty minute periods.

Sample Rotation

	<i>Group 1</i>	<i>Group 2</i>	<i>Group 3</i>	<i>Group 4</i>
<i>First period</i>	Employee 1	Employee 2	Employee 3	Employee 4
<i>Second period</i>	Employee 4	Employee 1	Employee 2	Employee 3
<i>Third period</i>	Employee 3	Employee 4	Employee 1	Employee 2
<i>Fourth period</i>	Employee 2	Employee 3	Employee 4	Employee 1

- Keep track of the time and ask personnel to rotate when each time period is up. *(The ranch may be able to provide two-way radios for you to communicate with each group if they are meeting in different locations.)*
- Visit each group at least two times during the four periods and make critical incident observations. You will later share both positive and negative incidents with groups.
- After the interview portion of the exercise is finished, each participant group will rank each candidate and provide reasons for their decision. You let participant groups know ahead of time that they will do this while you thank and debrief the employee volunteers.
- Meet the volunteers away from the groups so your conversation cannot be observed. Thank the volunteers. Obtain from each volunteer his or her anonymous ranking. After doing so for each of the four groups, ask volunteers as a group to tell you what factors made them decide to rank the groups as they did. You may want to first ask what made each group the best (realizing that volunteers will not have ranked the groups in the identical order). Then ask what made each group the worst. In each case ask all four volunteers to respond. Answer any questions for the volunteers, let them know they are now free to go to lunch or return to work, and thank them once again for their help.
- The groups will be bursting with enthusiasm by now. Explain to the participants that the volunteers will not find out what the rankings were. You will want to channel the discussion into participants' (1) general observations, (2) sharing their ranking of volunteers, and (3) discussion of the ranking. They may make their own suggestions of what they may do differently next time, after this experience. At this point you do not want to say much, and want to encourage participant comments. Jot down ideas you may have at this time instead of interrupting participants. You may bring up these concepts later, when it is your turn to speak.
- Next, you will tell participants that just as employers evaluate employees, employees evaluate employers during interviews. And, that you have asked the participants to evaluate the groups (this should be a surprise to them in most cases, if you have proceeded as explained above). Let participants know that you would like to share the employee volunteer comments but only if everyone agrees. Tell them that if even one person does not agree, that you will not share the rankings. *It is critical that participants have a secret vote on the matter.*⁸ Participants should write either "yes" or "no" to a question posed to them as to whether they want to hear the results. Ask for a volunteer to check the answers and report back to the group. In the unusual case that a participant votes not to have rankings divulged, make sure to be supportive of that person's decision. Do not dwell on this point but quickly move on to say that you have some general observations that may be useful. Avoid giving

⁸This is an essential ethical consideration, as well as a good learning tool. Especially since some of the things that may come up may be somewhat sensitive.

out observations that would pinpoint only one group. Share your—and the employee volunteer—observations in a generic way. Make sure to point out the good things that participants did; not just that which needs improvement.

- If everyone votes in the affirmative then share the rankings with participants. Rankings need to be presented in an anonymous manner. This can be done by randomly placing the four scores each group received. Or, even simpler, place the scores for each group from best to worst as shown in the sample below.

Anonymous sample presentation of participant group rankings by volunteers

<i>Group 1</i>	<i>Group 2</i>	<i>Group 3</i>	<i>Group 4</i>
1	1	2	1
3	2	2	1
4	3	4	2
4	3	4	3

- Next, share the reasons that the volunteers gave for their rankings, and finally, share your own observations of matters that have not been mentioned to this point. Mention areas that need improvement without dwelling on the negatives. Where possible, try and obscure which group or individual needs improvement (individuals and groups can do their own self-evaluation as to whether the comment applies to them). Individualize positive comments to a particular group or individual. Be ready to make positive comments about each of the groups.
- Answer any final concerns or questions individuals may have. Challenge participants to apply something they have learned in the workshop.

Variations:

This exercise may be part of a multiple topic workshop or, with a few minor modifications, stand alone as a one or two day workshop on employee selection. An excellent and highly viewable video that covers some important aspects of the interviewing process and can be presented before this exercise is “Hiring the Right Person for Your Farm,” 17 minutes long. It was produced by the Canadian Agricultural Employment Services (AES) and more information about it is found elsewhere in this Manual. Another video, “Systematic Selection of Ag Employees,” 59 minutes, may also be useful. Show only specific clippings to stress a particular point. This video was produced by the University of California, and is also described elsewhere in this Manual. Another useful variation is to allow for time to put the four applicants to the test using a practical test. Then compare the results of who people would hire based on the interview with who they would hire based on the combined practical test and interview.

Sample comments, suggestions, and topics of discussion during the debriefing session:

- By the time I got to the last interview, I got tired of it. (*Participant comment made during the debriefing after the exercise. This comment is invariably made by participants if four interviews are conducted, as described in the instructions. It is an important point that is best taught by having participants experience it. As enthusiasm wanes, so does the listening attention span of group members. This may show as a factor in the ratings received by volunteer personnel interviewed later on in the day (good research opportunity!). Participants will often guess and say, "I think such and such was the volunteer who rated us highly." They are often correct, but for the sake of anonymity you may not confirm any such comments. Ask participants for suggestions on how to avoid losing enthusiasm. Possible suggestions include either doing fewer interviews in a day or allowing for more time between interviews.*)
- We are ready to hire you right now. (*This participant comment was made to one of the volunteer candidates. By the way, this group changed their mind by the end, and selected a different person. Tell that to the applicant!*)
- We will call you and let you know if you got the job. (*This comment was made in a real interview to real applicants. This task was delegated to me. As soon as I identified myself to the candidates, they became very excited only to feel let down when told that they did not get the job. Candidates who do not get the job should be notified promptly, but in writing. See sample letter in Labor Management in Ag: Cultivating Personnel Productivity.*)
- Let's get back to supervision here, what would you do if ... (*This is a comment made by a participant during an interview. One group had drifted a bit from their task and this participant made a fine job of bringing them back to task.*)
- Everyone was friendly and asked questions. (*Volunteer comment about liked group. Volunteers preferred to have everyone in the panel of participants ask questions, rather than just a few, and involvement from both genders rather than one. In contrast, a volunteer commented that one group conducted an interrogation rather than an interview. The point may be made that while only one person will be hired, many will form an impression about the organization through the interview.*)
- They asked good questions and seemed prepared. They knew how to put me at ease. (*Sample positive comments made by volunteers about some groups.*)

- They had high expectations of what would be required of me for the wages and working conditions involved. Made me feel bad because I did not know every technical question. They did not seem sure of what they wanted. Even if they offered me the most money I would not take the job. The job offered no challenge and I would not last very long. (*Sample negative comments made by volunteers about some groups.*)
- In a good interview the applicant should do most of the talking. Do not hire the best if you do not want to be the best. Did you allow time and encourage the candidate to ask questions? Turn questions into open ended response possibilities rather than yes or no answers. Was that question legal? You may want to have a planned sequence with each person having his or her own questions to ask. (Sample observations you may make, also see *Labor Management in Ag: Cultivating Personnel Productivity.*)

Blank forms to record exercise results:

1. Volunteer rating of groups:

	<i>Group 1</i>	<i>Group 2</i>	<i>Group 3</i>	<i>Group 4</i>
<i>Volunteer 1</i>				
<i>Volunteer 2</i>				
<i>Volunteer 3</i>				
<i>Volunteer 4</i>				

2. Transfer ratings from above for anonymous presentation:

<i>Group 1</i>	<i>Group 2</i>	<i>Group 3</i>	<i>Group 4</i>

3. Groups rating of volunteers:

	<i>Group 1</i>	<i>Group 2</i>	<i>Group 3</i>	<i>Group 4</i>
<i>Volunteer 1</i>				
<i>Volunteer 2</i>				
<i>Volunteer 3</i>				
<i>Volunteer 4</i>				

Your notes:

10. Practical Test Exercise

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To help participants conduct a practical test in a real agricultural setting. To help participants understand how to conduct a test and analyze results.

Type of participant involvement: Field experiment.

Requirements: Twenty or more piece-rate paid crew workers being employed in a repetitive activity such as picking fruit or vegetables by the bucket, or pruning grapevines. A calculator with correlation coefficient capabilities for each individual or group. A starting pistol and about 6 percussion caps for starting pistol. Approximately 5 hours, plus transportation and lunch time.

Description of activity:

- Plan activity as to reduce worker down time—and lost potential earnings. The workers need to be paid on a piece-rate basis during the field experiment itself. This should be done by the farmer who has provided the farm for the field experiment. The piece rate amount paid to the workers (pay per box, lug, or vine, etc.) should not be altered.
- Divide participants into groups.
- (*Optional*) Ideally, obtain performance data on these workers ahead of time, and keep this data sealed in an envelope until later. Obtain worker performance records for two different days, chosen at random by the participants, from among days where most of the workers were present.
- Reserve a uniform field condition (for fruit picking, pruning, etc.) where twenty or more workers can work independently for two 45 minute periods, and be paid on a piece rate basis by the farmer who is volunteering the farm for the field experiment.
- Explain to workers that they will be asked to work as fast as possible but still maintain good quality. Let workers know that participation is voluntary, and that you will be going through the field (or vineyard, orchard) during the experiment, and that at that time any worker who does not want to participate can let you know and data for him or her will not be collected. Workers will want to know what you are doing. Let them know this is a study to look at differences in speed and quality between workers. If quality is not a factor, then do not speak about quality.
- Explain to the workers (and participants) that two 45 minute periods will be used, and that data will be recorded for each period. Let workers know it is important to

wait for the first starting pistol shot to begin. They will start the second period (without a break) at the sound of a new shot (they need to turn in buckets at whatever stage they are at, or leave pruning at whatever stage they are at and start with a new plant). Finally, they are to finish at the sound of the third starting pistol shot. Plan ahead so workers lose the least amount of time in the transitions. For instance, I have had vineyard pruners mark vines with clothespins and move on to the next vine. Each worker was given three clothespins to mark the beginning, middle, and end.

- Make the rounds, greet the workers, and give workers the opportunity to ask not to participate in the field experiment. There is no need to ask each worker as you go around.
- At the end of the second time period thank all the workers for their participation.
- Have workshop participants document worker speed for each time period and for each worker.
- If there is a quality factor, you may want to combine one of the “Quality Control: Subjective Ratings Practice” exercises (see elsewhere in this Manual).
- Plan to break for lunch at the appropriate time.
- Have participant groups calculate the speed reliability between the two time periods, using data pairs for each worker for each time period.
- Compare results among groups. Discuss results. Any *reliability* correlation above $r = .80$ is good and over $r = .90$ is excellent.
- Open sealed envelopes and compare worker performance. Each day of worker performance needs to be compared against each of the two test periods separately, so that four different validity correlation coefficient scores are obtained.

Validity correlation coefficients

	<i>Test 1</i>	<i>Test 2</i>
<i>Day 1</i>		
<i>Day 2</i>		

- Compare validity results within-groups. Discuss results. Any *validity* correlation above $r = .50$ is good, and over $r = .60$ is excellent.
- May want to share results of vineyard test discussed in *Labor Management in Ag: Cultivating Personnel Productivity*.

Variations:

May want participants to watch portions of “Systematic Selection of Ag Employees.” The video was produced by the University of California, and is described elsewhere in this Manual.

Blank form to record exercise results:

<i>Worker No.</i>	<i>Test 1</i>	<i>Test 2</i>	<i>Worker No.</i>	<i>Test 1</i>	<i>Test 2</i>
1			21		
2			22		
3			23		
4			24		
5			25		
6			26		
7			27		
8			28		
9			29		
10			30		
11			31		
12			32		
13			33		
14			34		
15			35		
16			36		
17			37		
18			38		
19			39		
20			40		

Your notes:

11. Rocky-Top Farm: Husband and Wife Promotion

Wayne Howard
University of Guelph
(519) 824-4120

Type of participant involvement: Case

Bryan Henry usually enjoyed the 40 minute drive from Rocky-Top Farm, his farrow-finish hog operation, into Guelph, Ontario. It was a pretty road, with the trees getting their fall colors this October, and it gave him a chance to be by himself and think. Today he needed to pick up a few things, and to think about his two full-time employees, Terry and Connie DeForest.

Terry had worked for Bryan for close to five years, Connie about two years. They were both trusted, valued employees and friends. Lately, Connie has been displaying more willingness and ability to take over some of the management decisions, which gave Bryan more time for his expanding off-farm interests, while Terry preferred to take care of the hogs and maintain and repair the extensive equipment and machinery on the farm. Bryan thought that given their interests and abilities, Connie could take over most of the day-to-day management of the farm and Terry could continue doing what he had been doing. Bryan was thinking of formally promoting Connie to farm manager, with a pay raise appropriate to her added responsibilities, but he didn't want Terry to think that he wasn't as valuable to the operation as Connie, and he didn't want to create a possible source of conflict between Terry and Connie.

Rocky-Top Farm is a modern, high-tech operation, with fully confined barns, slotted floors and an automated feed system. The system had been planned to minimize labor, which meant a lot of equipment. The objective of the operation was to breed, farrow and market as many finished hogs as possible. The farm had about 200 sows, shipped about 3,500 market hogs a year, and rarely sold weaners. All feed was purchased. The farm had about 160 acres which were leased to a neighbor. The lease price was to spread the manure from the hog operation on the fields.

The DeForests

Terry didn't have formal job responsibilities; he did everything from breeding to feeding to cleaning the pens. His major responsibility, though, was in maintaining and repairing the equipment. A clogged feed duct could mean hungry hogs; a broken ventilation fan could mean dead hogs. Bryan could do what Terry did with the machinery, but it usually took Bryan longer than it took Terry.

Terry was 28 years old, a high school graduate, born and raised on a 50 sow/cash crop farm, and had worked on a number of farms before coming to Rocky-Top. Bryan had started him at \$16,000 per year and gave him regular raises every year. Terry was now paid \$28,000, and was provided with a pickup truck and a house.

Connie had started part-time two years ago. At the time she was working part-time at a local convenience store and at first helped to feed on the weekends, then helped in the farrowing barn, and now she helped with all aspects of the operation, from breeding to buying feed to marketing. In fact, Bryan thought that he could probably leave the day-to-day decisions up to Connie and things would go just fine.

Connie was 24, a high school graduate, and originally a city girl but she enjoyed country life and farm work. Bryan had started her at \$6.00 per hour, same as the other weekend help, but after about six months of part-time help Bryan asked her if she wanted to work full-time. He now paid her \$20,000, but thought her salary would have been higher if she wasn't married to Terry. She said she wanted kids some day, but not right away.

The Decision

Bryan was sure that Connie could do a good job with the day-to-day decisions and running the front end of the farm. He also knew that it would be harder to get along without Terry than without Connie. Bryan could manage the farm and continue with his off-farm interests by running a bit faster, but it would take considerably more time to do what Terry did. It made sense to make Connie the official farm manager, especially when dealing with off-farm business, but Bryan wondered what type of salary arrangement he should make, and also wondered what Terry's reaction would be to having Connie in charge.

Your notes:

12. Quality Control: Subjective Ratings Practice

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To increase participant awareness of rater errors in subjective evaluations. To help participants plan an approach to improve rating reliability.

Type of participant involvement: Field experiment.

Requirements: Must be able to identify the work of 4 to 10 different farm personnel. The jobs being evaluated must have a quality component (e.g., vine or tree pruning, fruit picking, hoof trimming). Alternatively, ratings may be conducted on animal conformation (e.g., bovines, equines) or visual analysis of work performance while it takes place rather than work samples. Work samples can be analyzed without personnel who produced them being present. Four to 30 or more participants can participate. This activity may be conducted in one to three hours, depending on the approach taken. Optional: when using approach No. 2 or No. 3 you may need a calculator (with correlation coefficients) and an assistant. The “Subjective Ratings Practice” works well as part of the “Practical Test Exercise” (described elsewhere in this Manual) or a performance appraisal exercise.

Description of activity:

- Label (number) work samples.
- Ask participants to list the factors that need to be looked at in evaluating quality of work (e.g., in the case of cherry picking, you may be looking at stem removal, bruising, pitting, and perhaps cherry color).
- After possible factors are analyzed, samples may be looked at. Agree on a simple rating scale from 0 to 3 points. (*At this point, you have at least two approaches you may take.*)

Approach No. 1 (Inter-rater differences)

- Ask individuals (if only a few participants are involved) or groups to rate 4 or 5 job samples from best to worst, and to be ready to defend their decision. If participants are divided into groups make sure that at least one person who is technically competent is assigned to each group.
- Point to one sample and ask, “How many think this was the best sample?” Then ask, “How many think this was the worst sample?” (*Disagreements are typical.*)

- Debriefing. Discussion of why people did not agree and what could be done to increase inter-rater reliability. (*This approach emphasizes differences among raters. Approach No. 2 & 3 emphasize lack of reliability for any given person.*)

Approach No. 2 (Rater reliability & inter-rater reliability)

- This is an individual approach, to be used when everyone has at least some technical background in the area, or that technical background can be easily provided. Have each participant work independently in rating samples. Participants should attach their name to the evaluation results they turn in. They need to make at least 10 individual evaluation decisions (e.g., rate ten grapevines and give each a score of 0 to 4).
- When each participant finishes he or she will turn in the results to you. Stand far enough away from other participants so that you can tell participants, after they return their evaluations (which you keep), to go out and evaluate the very same work samples all over for a second time, and return their evaluations again.
- Debriefing. Have assistant calculate correlation coefficients for individual participant feedback. These are returned for individual feedback, and are not made public. Meanwhile, discuss what could be done to increase both reliability for individual participants as well as between participants. (*It helps to break down quality into its subparts and to assign each subpart a weight. See sample vineyard evaluation tool below. However, even understanding the factors involved is not sufficient to totally do away with rater reliability challenges, as shown in Approach No. 3, below.*)

Vineyard Pruning Quality (Calidad de la poda de parras)

Tally	Quality factor	Mistake Tolerance*	Rating	Weight	Score
	Selection of fruiting wood Selección de la madera frutal	Good = 0 - 2 Rating = 3	[] 0 [] 1 [] 2 [] 3	x4	
	Placement of spurs Colocación de los pitones (espolones)	Fair = 3 - 4 Rating = 2	[] 0 [] 1 [] 2 [] 3	x3	
	Number of spurs Largo de los pitones (espolones)	Poor = 5 - 6 Rating = 1	[] 0 [] 1 [] 2 [] 3	x2	
	Length of spurs Largo de los pitones (espolones)	Intolerable > 6 Rating = 0	[] 0 [] 1 [] 2 [] 3	x2	
	Closeness of cuts Corte a nivel con la madera vieja	Bueno = 0 - 2 Puntaje = 3	[] 0 [] 1 [] 2 [] 3	x2	
	Angle of cut on spur Ángulo del corte del piton (espolón)	Regular = 3 - 4 Puntaje = 2	[] 0 [] 1 [] 2 [] 3	x1	
	Distance of cut from last bud Distancia del corte a la última yema	Malo = 5 - 6 Puntaje = 1	[] 0 [] 1 [] 2 [] 3	x1	
	Removal of suckers Eliminación de chupones	Intolerable > 6 Puntaje = 0	[] 0 [] 1 [] 2 [] 3	x1	
	Sample #:	Date:	Initials:	Total =	

* Or, tolerance may be different for each quality factor.

Approach No. 3 (Rater reliability for specific criteria)

- Once again, participants work independently and attach their name to their ratings. The difference with Approach No. 2, is that now they will look for specific instances of pre-determined criteria. For instance, using the grapevine pruning sheet, raters may look for specific number of instances of pruning faults (e.g., too many spurs, or too long of a spur being left). Another example would be rating cherries as clear (free from bruising or pitting), bruised, or pitted. Twenty-four cherries in a given sample are labeled (label can be attached to the stem) from one to twenty-four. Raters are given evaluation sheets as shown below, and by the number corresponding to the cherry they are evaluating, they mark the corresponding letter (C)lear, (B)ruised, or (P)itted. In this case pitted cherries subsume bruised ones (i.e., if the cherry is both pitted and bruised, the rater marks P or pitted).
- The assistant converts ratings into numerical scale and calculates correlation coefficients that are later given to participants as performance feedback.

Validity vs. Reliability

- Besides a review of rater reliability (consistency of raters) in Approach No. 2 & 3, validity of the results is also considered. That is, how close were raters from the correct answer. It would do little good for a rater to be consistently wrong. A word of caution, however, is to make sure the official rating is correct. If it is correct, you should be able to arrive at the same answer repeatedly. Otherwise, it would be better to simply point out how difficult it is for raters to be consistent in their efforts.

Meaning of correlation coefficients for *reliability*:

<i>Correlation Coefficient</i>	<i>Meaning</i>
r = .70 or better	Somewhat acceptable
r = .80 or better	Good
r = .90 or better	Excellent

Quality Control

- Discussion of quality and incentive pay (see *Labor Management in Ag: Cultivating Personnel Productivity*)
- The effect of evaluating individual worker performance on quality.
- The effect of worker training and feedback on quality.

Blank form to record exercise results:

<i>Cherry No.</i>	<i>Evaluation</i>	<i>Cherry No.</i>	<i>Evaluation</i>	<i>Cherry No.</i>	<i>Evaluation</i>
1	C B P	9	C B P	17	C B P
2	C B P	10	C B P	18	C B P
3	C B P	11	C B P	19	C B P
4	C B P	12	C B P	20	C B P
5	C B P	13	C B P	21	C B P
6	C B P	14	C B P	22	C B P
7	C B P	15	C B P	23	C B P
8	C B P	16	C B P	24	C B P
Sample No.		Rater Initials:			

Your notes:

13. Incentive Pay Exercise

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To add face validity to discussion on incentives. That is, to help participants see how the incentive pay principles to be presented are related to real life incentive pay challenges and successes.

Type of participant involvement: Group discussion, volunteer panel participation, and a case study.

Requirements: Requires about two and a half hours. About 20 to 30 farmers. Optional slide set may be obtained from the author.

Description of group discussion activity:

- Ask groups of participants to respond to the question, “Does pay motivate workers?” Allow for a 10 to 15 minute discussion period.
- Ask for summary comments from the first two groups. Then ask other groups to add any comments that have not been mentioned so far.
- At this point, I tell participants that because of the way that pay is designed, pay often *does not* motivate workers, but, however, pay *can* motivate workers.

Description of panel sharing activity:

- Let participants know that you need 3 volunteers who would be willing to share information on an incentive program. They may have been involved either from the perspective of management or that of an employee. Let participants know that you are interested in discussing any incentive pay programs—including those that did not work.
- After identifying volunteers have all of them come up to the front of the room and take a seat. Let every volunteer spend a few minutes to explain the program(s) he or she was involved in. Encourage questions during and after their presentation. This portion of the workshop will last about 15 to 20 minutes.
- Presentation on incentives (see *Labor Management in Ag: Cultivating Personnel Productivity*).

Description of case activity:

- Present case of farmer who was approached by 2 dairy workers and asked to drop incentive pay program (described below).
- Have participants, in their groups (formed earlier in the day), decide what should take place next. What should the farmer do? If you are the farmer, what would you want to know before making a decision?
- Ask for a volunteer to list the potential alternatives (e.g., talk to unhappy workers, talk to other workers, have a meeting of all workers) for the group.
- Role play some of the alternatives (*I have found no need to give participants a role play guide ahead of time, most get right into their role with little difficulty*):
 - Ask two participants to play the part of the unhappy workers, and one to play the part of the farmer.
 - Ask a participant to play the part of one of the other workers, and ask another person to play the part of the farmer.
- Finally, share the case results.

“Two Unhappy Incentive-Paid Workers”

Gregory Encina Billikopf, University of California

Two workers approached a dairy farmer. They wished that the farmer would eliminate the incentive pay program that had been established about three months previously, and give employees a raise instead. At this point all we know is that on the average these two workers are no better or worse than the average of the remaining three workers. The incentive was being given to workers to improve milk quality (i.e., reduce somatic cell counts). So far, it is not clear if the incentive will be a success, which is not untypical of milk quality incentives (which may take up to 6 months for more definite results). We do not know how the other three workers feel about the incentives. Any further information would distract us from our task at hand.

- What are the alternatives the farmer has at this point?
- What should the farmer do next?

Results

One management pitfall would be for the farmer to ask the other workers if they wanted to drop the incentive pay program, or to put it to a vote. Instead, the farmer was advised to first determine how important the incentive program was to him. A farmer can hardly ask workers for a vote and then—when the vote is unfavorable—let workers know he really did not mean for them to decide. The parameter of delegation must be clear ahead of time (see *Labor Management in Ag: Cultivating Personnel Productivity*). In this case, the farmer determined that he did not want to drop the incentive pay program. At this point, the farmer can meet with any portion of the workers with a clearer vision of what he is delegating. The right participant involvement would be telling employees, for instance, “This incentive pay program is important to me. But I do want your suggestions on how we can make this incentive program better for everyone.” This is the type of approach the farmer took and within a year employees were earning \$300 a month on the incentive.

Variations:

- Another group activity is to ask groups to respond to the question, “What do you expect to obtain from the wages you receive?”
- Draw out participant comments.
- After letting participants respond you may want to tell them that three critical expectations of pay are that it meet the basic needs of the worker, that there is some left over for savings or fun, and that it increase over time.
- Give a mini (20 minutes) or full presentation on the basics of internal wage structures. (See *Labor Management in Ag: Cultivating Personnel Productivity*.)

Your notes:

14. Incentive Pay Analysis Instrument

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To increase participant's understanding of incentive pay programs—why some work and others fail. To give participants an opportunity to interview a farmer who has used incentives, and analyze the effectiveness of that program.

Type of participant involvement: Interview, analysis, and group discussion.

Requirements: Incentive Pay Instrument (reproduced below). A pre-session on how to conduct interviews with farmers, as well as to answer specific questions about the survey instrument (1 to 2 hours). Participants need to interview two farmers (1 to 3 hours), and come prepared to share their findings. One of the farmers should have used incentives, and the other not. Presenter may wish to provide participants a list of farmers who would be willing to be interviewed. The main session for this activity would consist of time for group sharing and analysis (2 to 3 hours), plus an optional lecture on incentives (about 1 hour). Lecture notes found in Chapter 8 of *Labor Management in Ag: Cultivating Personnel Productivity*. Optional slide set may be obtained from the author.

Instructions for participants before they conduct interview:

Importance of incentives. International trade and competition are here to stay. Cost of labor is a major competitiveness issue. In this incentive pay interview you want find out *why* some incentive programs *work well* and *others do not*. Incentives are sometimes defined as *pay for performance*.

Interviewing skills. Try and temporarily block any opinions and feelings you have about incentive pay. Your task is to find out what the farmers you interview have experienced. Feel free to ask follow-up questions until you feel you could accurately explain what the farmer feels. Do not agree or disagree with farmers.

Who will be interviewed. Interview at least one farmer who has used (or is using) incentives and one who has not. Examples of incentives:

- *Piece rate* pay for vineyard worker or cucumber pickers
- Allowing milkers to go *home early*, with full pay, when finished milking
- *End-of-season* bonus for apple pickers who stick it out to the end
- *Bonus* for reducing pig death loss
- *Profit sharing*

Examples of NON-incentives:

- Most *mandated* benefits (e.g., unemployment insurance, workers' compensation)
- Other benefits (e.g., housing, stock options, health insurance)
- Seniority or merit wage increases or promotions, or other *rewards that once earned are seldom lost*
- Pay tied to *time worked* (except for bonuses for difficult shifts or times of the year, or end-of-season bonuses for seasonal employees)

Rule of thumb. Incentives usually *fluctuate* so that one time an employee may obtain the full benefit and the next instance not. Vacation is *normally* not an incentive but *most anything* can be used as an incentive when it is *not* given automatically just because it was earned once. For instance, vacation pay is an incentive if it is tied to a specific goal or performance level, such that one year a worker may just as well earn *less* as *more* vacation than before.

Description of activity:

- Conduct pre-session on how to conduct interviews. Explain what is and is not an incentive for the purposes of the exercise. Go over each question with participants.
- Provide participants with a list of farmers who would be willing to be interviewed. (*Optional.*)
- Participants will interview at least two farmers (one who has and one who has not used incentives), and come prepared to share their findings.
- During main session divide participants into groups of 4 to 6 participants. Have them prepare to share and analyze results in front of the rest of the participants. These can be divided into generally three areas: (1) the process of interviewing; (2) farmers who do not use incentives; and (3) farmers who use or have used incentives.
- Provide feedback to participants and give presentation on incentive pay.

Variations:

- Identify participants who have used incentives (or worked under them). Divide the rest of the participants into groups so each group can interview one or two participants as a group. When sharing results among all groups, make sure spokespersons indicate whether the person they interviewed *used* or *worked under* an incentive program. Permit questions and additional discussion.

Your notes:

Incentive Pay Analysis Instrument

Gregory Encina Billikopf, University of California

Please choose *one* commodity and *one* type of incentive per instrument. Substitute *present* for *past tense* where needed. *Write additional information in the margins.*

1. Type of farming (check one only)

- | | | |
|---|---|--|
| <input type="checkbox"/> a. Berry | <input type="checkbox"/> e. Grape | <input type="checkbox"/> i. Poultry (eggs) |
| <input type="checkbox"/> b. Equine | <input type="checkbox"/> f. Livestock (dairy) | <input type="checkbox"/> j. Poultry (meat) |
| <input type="checkbox"/> c. Field, forage | <input type="checkbox"/> g. Livestock (meat) | <input type="checkbox"/> k. Vegetable |
| <input type="checkbox"/> d. Fruit, nut | <input type="checkbox"/> h. Ornamentals | <input type="checkbox"/> l. Other _____ |

- **Please be more specific** (e.g., commodity & breed or variety involved)

2. Have you ever used an incentive or are you using one now?

(if no, check one (or two) and go to Q. 29)

- | | | | |
|---------------------------------|------------------------------------|--------|--|
| <input type="checkbox"/> a. Yes | <input type="checkbox"/> b. No ... | If no, | <input type="checkbox"/> but they do interest me |
| | | | <input type="checkbox"/> I do not know how to go about it |
| | | | <input type="checkbox"/> I do not like them |
| | | | <input type="checkbox"/> they do not apply to my present needs |

3. Describe what you pay for in your incentive program (e.g., cents per grapevine pruned, dollars per cherry box picked, dollars for reducing calf mortality per month).

\$ _____ per/for _____ per _____
amount to do what time period if applicable

4. What were the goals of your incentive program and did you meet them?

(please mark **principal** answers with an 'x,' any **secondary** ones with an 'o')

(what you *hoped to achieve* vs. what you *did achieve*)

Objective(s) Result(s)

a. to improve quality or reduce damage (e.g., reduce pig mortality, reduce damage to equipment, reduce somatic cell counts, improve graft takes)		
b. to improve worker productivity (e.g., more units picked, eggs gathered or vines pruned)		
c. to reduce worker turnover (e.g., keep them through the season or encourage them to come back next season)		
d. to reduce absenteeism		
e. to reduce tardiness		
f. to reduce worker injury or illness		
g. to increase worker attention to details		
h. to increase worker participation and ideas		
i. to improve team work		
j. to increase profits (e.g., through increased productivity or reduced costs)		
k. to have a better handle on costs (e.g., know how much it will cost to prune an acre)		
l. to reward hard work on the part of hard-working employees		
m. other (be specific)		

5. How long have you used this incentive? _____ year(s)

6. This incentive was given primarily to *improve or maintain* performance level?

- a. Improve b. Maintain

7-1. This incentive was directed towards: (check all that apply)

- a. **Production workers** (e.g., milkers, feeders, pickers, pruners)
- b. **Technical personnel** (e.g., mechanics, equipment operators)
- c. **First line supervisors** (e.g., foremen, herdsman, crew leaders)
- d. **Professionals** (e.g., veterinarian, consultants)
- e. **Farm managers**

- Please specify employee *job title(s)*: _____

7-2. Was this incentive earned on an individual or group basis?

- a. **Individual** b. **Group**, if so, do group members choose team members? yes no

8. How much *control* did workers have over *earning the incentive*? (Workers have more control over how fast they can harvest strawberries than over reducing calf mortality, for instance.)

- a. **Almost complete** b. **Partial** c. **Little**

9. How do you *evaluate* if the incentive program is working? (check all that apply)

- a. Record keeping
- b. Gut feeling
- c. Observation
- d. Supervisory comments
- e. Worker comments (from those on incentive)
- f. Outside third person (e.g., veterinarian, quality control inspector)
- g. Others (be specific) _____

10. How long after establishing incentive did it take to see results?

- a. Immediate b. A short while c. A long while d. Did not respond

11. What were your overall feelings towards this incentive? (check one)

- a. Very pleased b. Somewhat pleased c. Not pleased

12. What were your workers' feelings towards this incentive? (check one)

- a. Very pleased b. Somewhat pleased c. Not pleased d. Indifferent e. varied

Comments: _____

13. How did your incentive-paid employees compare to those of other farmers?

- a. Better b. Same c. Worse e. They vary

14. **How would you grade your incentive-paid employees?** (circle one or range)

A+ A A- B+ B B- C+ C C- D F

15. **How was program explained to workers?** (check one)

- a. Workers were informed and questions were **discouraged**
- b. Workers were informed and questions were **encouraged**
- c. Workers were informed and questions were **permitted**
- d. Workers were **involved in developing** the program
- e. Workers **developed idea** and presented it to management

16. **What was the reward obtained by employees for incentive based performance?**

- a. **Allowed to go home early** (if so, skip to *Question 19-2*)
- b. **Pay or cash**
- c. **Other** (be specific) _____

17. How true was this statement: **“The more the workers earned on my incentive, the better off I was.”**

- a. **True** b. **Mostly true** c. **Sometimes true** d. **Seldom true** e. **Untrue**

18-1. **Did workers earn a base wage in addition to the incentive?**

- a. **No** (if so, skip to *Question 19*)
- b. **Yes**, they earned an **incentive + a base wage** of \$_____ per **hour** **month**
(base pay) (check one)

18-2 **Incentive payment was given:** (check closest option)

- a. at a **separate** time than base pay
- b. included with base pay, but **distinct** from it
- c. added to base pay, **not distinct**

19. **How often did workers receive *earnings & feedback* from management:**

- (check one)
- 1-Their incentive *earnings*?**
- a. Instantly _____
 - b. Hourly _____
 - c. Daily _____
 - d. Weekly _____
 - e. Twice a month _____
 - f. Monthly _____
 - g. Every two months _____
 - h. Quarterly _____
 - i. End of season _____
 - j. Yearly _____

- (check one)
- 2-Performance *feedback*?**
- a. Instantly _____
 - b. Hourly _____
 - c. Daily _____
 - d. Weekly _____
 - e. Twice a month _____
 - f. Monthly _____
 - g. Every two months _____
 - h. Quarterly _____
 - i. End of season _____
 - j. Yearly _____

27. **What changes did you make—or plan—to improve the incentive program?**

28. **When using this incentive, have you ever ...** (mark + for yes and - for no)

- [] a. reduced the pay rate **after** the pay rate was set (e.g. after telling workers what they would earn per box picked, reduced the pay per box because workers were making too much?)
- [] b. **reduced the number of workers** you needed to achieve a job but kept these workers on for a **longer time**?
- [] c. **terminated** less efficient employees after the program began?
- [] d. **denied** employees an incentive they earned because of worker failures in areas **unrelated** to the incentive (e.g., did not give milk quality incentive because workers were coming to work late)? If yes, please explain _____
- [] e. **bargained** with employees frequently such that rates may be increased several times during a season?
- [] f. had employees work every day without knowing what the standard was until the **end of each day**? (For instance, told workers at the end of the day how much they would be paid for the bucket of cucumbers so pickers worked each day not knowing what the rate per bucket would be until after doing the job.) If yes, please explain _____
- [] g. changed equipment or processes so that workers were able to earn **more**, while putting out the **same amount of effort**?
- [] h. rewarded quality of work or other objective by a **chance incentive** (e.g., workers would get a ticket when doing a good job and the more tickets they earned the greater the chances they would have on winning a trip or a television or some other reward)?
- [] i. had **foremen** (or other employees) who could affect results but were **not included** in the incentive plan? If yes, please explain _____
- [] j. had workers approach you with **suggestions** for improvement?

29. **Incentive pay concerns:** (please indicate **level of concern** from **none** to **major** for each category below (1) as it relates to your incentive, **or** (2) if you do not use incentives, for the reasons why you do not use incentives)

	none	some	major	not sure
a. jealousy with workers not part of incentive program				
b. conflict among workers who receive incentive				
c. lack of teamwork				
d. changes in work methods or technology				
e. poor quality				
f. neglect for other important goals not rewarded directly				
g. difficulty setting standards				
h. no change in worker performance				
i. record keeping				
j. worker dislike for incentive				
k. worker difficulty in understanding incentive				
l. may be better way to solve problem without incentive				
m. reduced profit margin so cannot pay incentive				
n. incentive does not reward those who work the hardest				
o. other (be specific)				

_____ This instrument was developed as a result of a 1992 UC Ag Personnel Management Program grant.

15. Doug Kenney Farms⁹

Nancy Brown Andison
Pricewater House, Canada
(519) 579-6300

Type of participant involvement: Case

Doug Kenney was considering the possibility of setting up some form of incentive scheme to encourage Bill Gordon, one of his employees, to stay working for him.

Doug and Sharon Kenney operate a 5,000 acre cash crop farm in southwestern Ontario. They own about 200 acres and rent the rest from various people, including retired farmers, land speculators, and the provincial government. All the rented land is within a 40 kilometer radius of the home farm. The majority of their equipment is owned, although they do lease a few major pieces of equipment (combine, plow, tractor). The primary crops grown are corn, barley, wheat and hay with small amounts of soybeans, canola and oats. The operation also includes 70 purebred Suffolk ewes and a beef feedlot with 250 head capacity which is operated on a custom feeding basis. (Consignors of steers are charged a fee on a per pound gained basis.) They also conduct a large amount of custom work—baling, combining, etc.—for local farmers. The planned plantings and projected revenues for next year are shown in Exhibit 1.

The operation employs three year-round employees; Cathy, who works an average of 20 hours per week looking after the sheep, and Lorne and Bill who work full-time at the cropping part of the operation. Lorne receives as his remuneration an annual salary and a house on the farm rent free.

Bill and Cathy are paid on an hourly basis. During busy times up to four additional people are employed on an hourly basis. These people are usually either summer students or local farmers who like to supplement their income by working off their own farm.

Sharon and Doug own the business under a spousal agreement. They have three children, Tom 12, Monica 4, and baby Jim. The balance sheet for the operation is shown in Exhibit 3.

Doug

With all the other risks and stresses that working in agriculture brings right now, I don't need the added problems of unreliable help or a constantly changing work force. I have been fortunate to get Bill working here. He's been a big help to me. Very dependable. I'm not afraid to let him handle the work on his own.

⁹©University of Guelph, 1986, used with permission. The author worked for the University of Guelph when she wrote this case. This case was written as a basis for discussion rather than to illustrate either effective or ineffective handling of an administrative situation.

The trick now is going to be keeping him. I did give him a bonus last Christmas to try and show my gratitude for his extra effort but I know that is not enough. He's young and ambitious and would probably like to start his own business if he could.

I've been trying to put my mind to a few ways I could give him some incentive to stay working with me. Since he's single, I don't think the idea of supplying him a house will do; besides, I don't have one available right now and they've become taxable benefits anyway, so they aren't the bargain or incentive that they used to be.

I've considered some sort of payment based on production. I would like to get the yields up on some of our fields. If I paid Bill a bonus based on some improvement in this, we would both benefit. I realize though, the yields aren't totally under his control. A single hail storm could wipe out all the gains he's made. It would be nice though to provide some remuneration based on the operation's performance. It would give him some interest in helping me improve production.

I've thought about the possibility of a profit-sharing scheme where we could assign a percentage of the business profits to Bill, but again I worry that in the year his efforts prove the best in increasing yields, the bottom will fall out of the grain markets or interest rates will run away again and that will be the time I'm least able to pay him anything.

I guess some sort of partnership arrangement is possible but I'm not sure how much equity Bill has to contribute to the operation and, to be honest, I'm not sure my balance sheet is solid enough for him to want to invest in it. I'd hate to take him down with me if things turn sour. I wonder too if it isn't a little premature. He's really only been here just over a year. Still, I'm afraid I'll lose him if I don't provide something to make it worthwhile for him to stay.

Sharon

As far as I'm concerned, Bill has been one of the best things that has happened to this operation lately. It really means a lot to have dependable, reliable help. It provides us with at least a little bit of freedom. It means Doug is willing to leave the place for a day or two and relax. That's important. When things go bad, Doug gets uptight, I get uptight and it's hard on our relationship.

I'm not sure about the different incentive schemes that Doug has been talking about. They seem like a lot of bookkeeping to me. Maybe we should just stick with paying him a regular wage and giving him a bonus each year. I think he appreciated his bonus last Christmas.

I'm also very reluctant to get involved in any sort of partnership arrangement again. We've been down that road before and it was a bad experience.

Bill

I know one thing for sure, I'm not willing to work again the kind of crazy hours I did last year. (See Exhibit 2 for list of Bill's work schedule for last year.) Sure, I got paid for them all since I'm paid on an hourly basis, but after a while the extra money doesn't mean much. I'd rather just have the time off. Let's face it, my social life should be declared a disaster area. I like to curl, get out to the odd show or dance, and there just wasn't time this past year. I can understand Doug's drive to keep going—it's his business, and if it's not a quest for profits, it's at least a fear of the bank that keeps him going.

Mind you, I admire and respect Doug. I really think he is on the right track, always looking at ways to try and improve the production and cash flow. He's pretty reasonable to work with too; quite open-minded and doesn't hide the facts and figures either.

Doug has broached me about some sort of partnership deal, but I have mixed feelings about it. To begin with, I'm not sure agriculture is a good place to be right now. Prices are bad and from what I can see are going to stay bad for quite a while. The other problem is I really don't have a large chunk of money that I could contribute as any form of equity into the operation. On the other hand, I really feel that having your own business is the way to go. I had enough of working myself hard to the sole benefit of someone else when I was at the machinery dealership before I started with Doug. Some days I get a real itch to be able to say, "Yes, this is my corn, I produced it."

A friend of mine has offered me the chance to go in with him in starting up a residential landscaping business. It sounds like it has good potential and, because of its nature, requires less cash outlay at the beginning. I think I could come up with enough money to own half of that business. And with the way housing starts are going, I think it could be a real money maker. My friend wants an answer from me soon though—within a few weeks. I'm beginning to think I should tell him yes.

Your notes:

Exhibit 1. Doug Kenney Farms' projected plantings & gross revenue for next year

<i>Crop</i>	<i>Acres</i>	<i>Expected Gross Income*</i>
Corn	1690	405,600
Barley	400	84,000
Spring Wheat	650	104,000
Oats	270	56,700
Canola	200	37,200
Wheat '86	790	147,533
Soybeans	400	75,600
Hay	600	63,120
Straw	—	87,860
TOTAL	5,000	1,061,613

*Includes stabilization income

Exhibit 2. Bill Gordon's work schedule May last year to May this year

<i>Time Period</i>	<i>Hours Worked</i>	(continued) <i>Time Period</i>	<i>Hours Worked</i>
May 20-June 2	145		
June 3-June 16	98	Dec. 2-Dec. 15	98
June 17-June 30	132	Dec. 16-Dec. 29	122
July 1-July 14	99	Dec. 30-Jan. 26	103
July 15-July 28	140	Jan. 27-Feb. 9	0
July 29-Aug. 11	152	Feb. 10-Feb. 23	26
Aug. 12-Aug. 25	77	Feb. 24-March 9	0
Aug. 26-Sept. 8	109	March 10-March 23	35
Sept. 9-Sept. 22	0	March 24-Apr. 6	82
Sept. 23-Oct. 6	109	Apr. 7-Apr. 20	103
Oct. 7-Oct. 20	158	Apr. 21-May 4	162
Oct. 21-Nov. 3	125	May 5-May 18	169
Nov. 4-Nov. 17	66		
Nov. 18-Dec. 1	97		

Exhibit 3. Doug Kenney Farms' balance sheet

	Assets	
	<i>Last Year</i>	<i>Year Before Last</i>
Current assets:		
Accounts receivable	\$74,092	\$188,795
Inventory	718,050	441,898
Prepaid expenses	34,426	33,774
	<u>826,568</u>	<u>664,467</u>
Fixed assets	580,495	469,690
Equipment under capital lease	31,711	139,723
Other asset	3,135	3,968
	<u>\$1,441,909</u>	<u>\$1,277,848</u>

Liabilities And Partners' Equity

Current liabilities:		
Bank indebtedness	\$377,379	\$519,251
Accounts payable & accrued liabilities	86,095	73,955
Current portion of long-term debt	84,992	45,850
Obligations under Capital leases	10,275	25,873
	<u>558,741</u>	<u>664,929</u>
Long-term debt	303,578	100,260
Obligations under capital leases	2,230	12,505
Partners' equity	577,360	500,154
	<u>\$1,441,909</u>	<u>\$1,277,848</u>

**16. Extended Benefits:
What, For Whom, and How Much?**

Wayne Howard
University of Guelph
(519) 824-4120

Type of participant involvement: Case (provided below)

Sample questions:

- Put yourself in Rob's shoes and decide what benefits, if any, you would like to offer your employees.
- Be prepared to explain why you feel the benefits you choose will help to keep or to motivate your employees.

Your notes:

“Extended Benefits: What, For Whom, and How Much?”

Wayne Howard, University of Guelph

Rob Sweeney noticed lately that several farm magazines had articles on labor management; attracting, keeping, and motivating labor seemed to be the buzz words. Several of these articles stressed how compensation packages were more than just cash wages, and that a farm had to have competitive benefits if it was to keep satisfied, productive employees. Rob hadn't had any problems per se with his employees, but he thought it was better to head off problems by careful planning. He had always paid well, including a one month's bonus at Christmas, but he hadn't thought much about other types of benefits until last week. He had heard one of his men mention, "...I'd rather have money than benefits." Rob didn't know what brought on the comment, but maybe it was time to consider expanding the compensation package he offered.

Sweeney Farms

Sweeney Farms was a large, mixed operation. They milked about 50 pure-bred cows in a tie-stall barn, had 23,500 layers (it seemed that quota cutbacks reduced the flock every year), and cropped 700 acres. The farm was successful by most standards: Rob had about 85% equity, revenue of \$1.2 million last year, and a cost control index (% of revenue that goes to expenses) of 85%.

In addition to Rob, the farm had five full-time employees:

1. Jim McGroot was the farm supervisor. He was 34 years old, had worked for Rob for seven years, was married and had two children in grade school. His wife worked at an office in town. Her benefits package included extended medical, dental, optical, and a pension. Jim's current salary was \$36,000/year, and a house that he rented at \$200/month for tax records. He was also provided with a truck. Jim enjoyed working on Sweeney Farms, but thought that some day he would like to have his own farm.
2. Paul Hauptert was the dairy herdsman. He was 37 years old, married, had two children in grade school, and had worked for Rob for five years. His wife worked part-time (no benefits) at a soup plant. Paul's salary was \$30,000/year and he rented a house from Rob for \$200/month. Paul liked working with cows better than working with books, and he liked to leave his job at the farm gate.
3. John Gardner was responsible for repair and maintenance of the equipment and machinery, and did most of the field work. He was 29 years old, divorced with one child, and was usually behind in his child support payments. John's salary was \$24,000. He had been with Rob off and on since his high school days. John enjoyed tinkering with equipment and operating machinery, but he wasn't sure what he wanted to do in the long run.

4. George McGray was 21, married, and had one toddler. He helped in the barns and the fields. His wife worked part-time at a mini-mart, but was expecting her second child in five months and would probably stop working outside the home in a few months. George currently made \$20,000 per year, and Rob rented him a house for \$200/month. He enjoyed the work on the farm, but lately had thought that he could probably make more money with a factory job.

5. Jason Henry was 19 years old, single, and worked in the barns and in the fields. He currently made \$18,000 per year, but had a \$16,000 Mustang that he brought back from the year he spent working in a mine out west. Jason was having fun on the farm, and figured that he would worry about next year when it arrived.

Types of Benefits

Rob visited his local Ag Employment Services Centre to find out what types of benefits other farms were offering. He was told that some farms had no benefits while others had everything from pension plans to Blue Jay's tickets. Among the benefits Rob heard about were:

Extended medical coverage—dental, optical, orthodontic

Pension Plans

Shares in the business

Performance bonuses

Christmas bonuses

Use of trucks, machinery, shop supplies

Use of pasture, garden areas

Boots and clothing

Training courses and schools

Magazines

Golf club fees, ski club fees

Tickets to ball games, theater

Rob wasn't sure where to start (or if he should) with an expanded compensation package, including some benefits. He checked with his insurance broker about costs. The only quote he had so far was that extended medical (prescriptions, supplementary services, home care) would cost \$800/employee per year. Rob's employees were a mixed lot, with different wants given their different situations. He would give the whole thing some thought, and then maybe ask his men what they thought about extended benefits.

17. Create a Cash Value Statement for Employees

John C. Porter, Extension Specialist, Dairy
(603) 225-5505

William Zweigbaum, Extension Specialist, Agricultural Business Management
(603) 862-4631
University of New Hampshire

Objective: To allow participants to create a yearly benefit package statement summary. It can be used to provide employees the total cash wage received plus the value of other benefits provided by the employer. Provides value of entire wage package. This may be suitable to include with the Employee's W-2 form. Writing a benefit package statement can seem difficult when starting from scratch.

Type of participant involvement: Group or individual participation.

Requirements: Requires about 20 to 30 minutes plus discussion time. A sample yearly benefit package statement is provided below.

Description of activity:

- Hand out sample benefit package statement to groups (or individuals) and have them create a benefit package statement. May want to separate participants by interest area (e.g., dairy, row crops, etc.).
- Discussion and sharing.

Your notes:

Yearly Benefit Package Statement Summary

John C. Porter & William Zweigbaum, University of New Hampshire

	First Quarter Totals	Second Quarter Totals	Third Quarter Totals	Fourth Quarter Totals	Year End Totals	Previous Year's Totals
Cash Income						
Gross Earnings						
Non-Cash Income						
Home						
Heat						
Electricity						
Telephone						
Garbage Collection						
Health Insurance						
Medical/Dental Reimb.						
Work Clothing						
Beef						
Other:						
Subtotal						
Milk Quality Bonus						
Calf Bonus						
Performance Bonus						
Subtotal						
Overtime						
Total						
Hours Worked						
Actual Hourly Rate						

18. Shock: Abuse of Power

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To help participants realize how easy it would be to end up on either end of an abuse of power situation. To help participants understand ways that power is abused or can be abused in the workplace. To give participants the tools they will need to help avoid abuse of power.

Type of participant involvement: Participant survey.

Requirements: The participant survey takes place in the context of a presentation about leadership, power, and (*optional*) delegation of power (see *Labor Management in Ag: Cultivating Personnel Productivity*). Optional slide set may be obtained from the author.. Alternatively, the presentation takes place in a discussion on sexual harassment or other power related issues.

Description of activity:

- Explain to participants how Stanley Milgram set up his study on obedience. Be sure to give a detailed report of the experiment, how the subjects were chosen to be teachers, have a teacher come up to the front of the class and role play some of what happened at this point. Explain what Milgram's experimenter was to tell those who did not want to continue. Give a detailed account of what the student actor would be expected to do at every stage of the experiment, as the voltage level would be raised (see Milgram, Stanley, *Obedience to Authority: An Experimental View*, Harper and Row, New York, 1974. One of the finest presentations of Milgram's work can be found in *Social Psychology: The Second Edition*, "Social Forces in Obedience and Rebellion," by Roger Brown, The Free Press, New York, 1986. Also see a presentation on Milgram in Chapter 9 of *Labor Management in Ag: Cultivating Personnel Productivity*).
- Ask if there are people who have read about Milgram's work. Ask them not to participate in the following survey. (I have found that only an embarrassingly low number of people have ever heard of the study.)
- Ask participants to write down the answers to the following two questions on a piece of paper, and pass them on to a volunteer who will average the results:
 - "What is the highest voltage you would have used before rebelling if you would have been part of the study?"

- “What is the highest average voltage the others—in the study—used before rebelling?”
- Wait for the volunteer to finish the calculations for average and range of scores. When finished, share these with the group. (*You can expect that people tend to think that they would be more likely to rebel sooner than the average person.*)
- Share with participants the voltage levels experts thought that the experimental subjects would give, and mention any similarity with those of the participants. (*You can expect that the scores given in the participant survey are almost the same as those given by the experts that were surveyed by Milgram.*)
- Share the results of the experiment (where participants could be heard but not seen) with the participants.
- Ask female participants what they thought Milgram found when women participated. Ask men the same question about women participants.
- Share results of the female studies.
- Ask participants whether obedience increased or decreased in some of the other variations that Milgram used. (*Keep this brief.*)
- Discuss Milgram’s findings as to the difference between the three groups of participants, (1) those who obeyed but blamed others, (2) those who obeyed but blamed themselves, and (3) those who rebelled.
- Continue workshop on abuse of power.

Variations:

Discuss the trouble that Milgram got into by doing this study. Discuss the ethical issues involved in conducting such a study.

Your notes:

19. The Busy Ranch Supervisor[©]

Howard R. Rosenberg
University of California, Berkeley
(510) 642-7103

Type of participant involvement: Case (provided below).

Discussion questions:

- Is there trouble on ranch #4 of Blue Boulder Farms? Does anybody have a problem? What is the evidence, if any, that anything is wrong?
- What is Wilson, the General Manager, concerned about? In his position, would you be concerned about anything?
- How does Rojas spend most of his time? What seem to be the results of it, good and bad?
- How would you characterize Rojas' style of delegation? Why might he be operating in this way?
- Do you have any hunches as to *why* he does not delegate more?
- Should Rojas change his style? If so, what can Wilson do to help?

Your notes:

“The Busy Ranch Supervisor”

Howard R. Rosenberg, University of California

Luis Rojas has worked at Blue Boulder Farms for 12 years. He began as a tractor driver, got moved to the shop and developed a reputation as a terrific mechanic, and then got promoted again. Currently Rojas is one of four ranch supervisors at BBF.

The whole operation contains five-thousand acres of asparagus, tomatoes, seed alfalfa, sugar beets, safflower, and barley, divided into four ranches. While a general manager, Steve Wilson oversees all parts of the business and is available on site. Each supervisor is in charge of activities and personnel on one respective ranch. Over the past few years the crop mix has been similar, though not identical, across all four ranches.

The other three supervisors, Ed Mamer, Jack Encina, and Max Farley, have been with the company an average of ten years. Wilson feels that the performance of these three has been fine in every respect but that Rojas does not run a tight enough ship. Things seem to have gotten worse lately.

Last month, for example, while driving through ranch #4 (the one that Rojas is responsible for), the manager stopped to talk to a worker who was supposed to be side dressing sugar beets. The man was leaning on his tractor, apparently waiting for something. When questioned, he said that he was waiting for the boss to bring him more fertilizer. Wilson went to the equipment area, found Rojas working on the carburetor of an irrigator's pickup, and asked what was going on. Rojas said that he had already put the fertilizer in his truck and would get it out to the tractor driver in just a few minutes. When Wilson drove through the field nearly an hour later, the worker was sitting and still waiting for his fertilizer.

Two weeks ago Wilson was talking to a fertilizer salesman in the equipment yard. Seeing a tractor driver filling a mounted fertilizer tank with water, the salesman asked exactly what material he was diluting. The manager did not know, so he went over to ask the driver, who said that he didn't know either. It turned out that he was not applying any product at all. Rojas himself had dumped in the first batch of fertilizer before water was added, but he did not come back to do the second or this third batch. He had gotten delayed doing some emergency welding for Farley on ranch #3.

Yesterday the fan belt broke on the Wilson's pickup while he was on ranch #4. He had a replacement but needed a wrench to put it in. When he walked into the nearby shop area to get one, he found a mechanic making unwelcome advances on the new bookkeeper, who was trying to conduct a parts inventory. She hurried out. After installing the new fan belt, the manager went to look for Rojas and found him out in the field tearing into a tractor engine while the driver stood by.

Wilson asked Rojas to call him on the radio as soon as he was finished. They arranged to have a meeting today. The manager is concerned that these kinds of incidents are having an effect on production, and he wants to get them straightened out as soon as possible.

20. The Extra Crew[©]

Howard R. Rosenberg
University of California, Berkeley
(510) 642-7103

Objectives: To show how even minor communications and events in one part of a farm operation can end up affecting many people in other parts. To demonstrate how unexpected events often require supervisors to make decisions that affect both operational efficiency and employee morale. To suggest the value of having management policies to both help supervisors make sensitive decisions and reduce employee perceptions of arbitrariness in such decisions.

Type of participant involvement: Case (provided below).

Case Summary

Four crews were involved in a nighttime mechanized grape harvest. While waiting for a part needed to fix the harvesting machine on which they usually worked, five employees were temporarily reassigned to help out the other crews. After getting word that the part would not arrive that night, the field supervisor sent this extra crew home and told the other three that they would have to work somewhat longer than scheduled. (*Full case provided below.*)

Key Concepts to Bring into Discussion:

- Communication
- Task Assignment
- Supervisory Discretion
- Crew Cohesiveness
- Policy-Guided Decision-Making

Discussion questions (plus brief responses to questions):

1. In brief, what happened here that affected workers? (*A problem outside of the workers' control essentially reduced one crew's earnings opportunity and lengthened the already long night for three others.*)
2. Was the supervisor's decision to send the #3 crew home a wise one? Why or why not? (*He did save some wage dollars but appears to have upset members of #3 crew and perhaps the others as well. In deciding how "wise" the decision was, we would like to know whether there was any policy or precedent for it in the company.*)

3. What else could he have decided to do, given that only 3 harvesting machines were working? *(Among alternatives to consider would have been (a) leaving the crew members in their temporary help-out positions, (b) asking employees in all the crews whether any would prefer to take the rest of the night off, (c) looking for something useful for crew #3 to do, (d) sending the extra crew home with pay, and (e) sending home the crew that was least senior, meritorious, or otherwise deserving to stay.)*
4. Regardless of whether he made the right decision, did he deliver it well to the workers affected? *(He could have expressed some regret that they were going to be put out. He might have asked, rather than told, the three remaining crews whether they would be willing to stay longer. Halting production for a few minutes to explain the situation in a group meeting could have come off better than delivering the news piecemeal. He could have assured the workers that the cost and inconvenience caused by this kind of down time would be evenly distributed in the long run.)*
5. Would you expect any long lasting ramifications from the decision on this night? *(Possible problems that may develop relate to (a) resentment and retaliation of crew #3, (b) resentment, fatigue, and perhaps end-of-shift mistakes of other crews, (c) increased formality or hostility in relationships between crew members and supervisors, and (d) increased competition or decreased harmony between crews.)*

Your notes:

“The Extra Crew”

Howard R. Rosenberg, University of California

The grape harvest had been in full swing for a week. Of the 38 regular vineyard employees at UBA Ltd., 23 would staff this typical night's mechanized harvest. Each of the four vine shakers would require a total of five workers: two machine operators, two alternating tractor drivers to pull bins catching the grapes deposited from the harvest machine's long boom, and one cleaner to pick leaves and vine branches out of the bins as they filled. Each team of five was assigned to work with a designated machine throughout the three to four-week harvest period.

In his daily maintenance check that afternoon the chief mechanic had detected a faulty regulator valve in machine #3. Figuring that continued operation of the machine would probably lead to major damage, he disconnected the valve and dispatched his assistant to pick up a replacement in Sacramento, seventy miles away. As the 7:00 o'clock p.m. starting time approached, the new part had still not arrived. The vineyard manager and supervisor decided to temporarily reassign the five machine #3 workers to help out the other three teams. These workers proceeded to assist in keeping the conveyors on others' machines free of jam-ups and in removing leaves from the bins as they filled, but this help was by no means necessary.

At 10 o'clock p.m. word arrived that the replacement valve could not possibly be obtained until the following day. There had apparently been some miscommunication between the mechanic and the parts distributor in West Sacramento. It was now clear that the five men who regularly worked on machine #3 were superfluous to the operation this night. With the higher ranking vineyard manager recently departed for the winery and not expected back for another hour, the vineyard supervisor decided that the company did not need to be paying five employees who were not really needed for the ongoing activities.

The supervisor found each of the crew #3 members, explained that their machine was down for the night, and told them to go home. As he made the rounds of the three operating machines to deliver this news, he also informed the remaining fifteen crew members (on machines #1, #2, and #4) that since one machine was out of commission, they would probably have to work a couple more hours to complete all the harvest scheduled for that night.

The five workers from crew #3 acknowledged the supervisor's instructions, climbed down from their temporary work stations, and prepared to go. As they left, none appeared happy. The two tractor drivers, who five minutes earlier had been enthusiastically clearing conveyors with a long pole from a platform immediately behind the harvester driver, appeared visibly upset. One of them tossed his pole into an adjacent row.

21. The Supervisor as a Counselor: Listening Workshop

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To help participants improve their listening skills.

Type of participant involvement: Group activity and role-play.

Requirements: May allow one to three hours. Participants may profitably repeat this workshop at varied intervals and evaluate their improvement. See Chapter 12, *Labor Management in Ag: Cultivating Personnel Productivity*.

Description of activity:

- Before beginning the activity (and hopefully during the first day of a multiple day seminar) ask participants to fill out the card below. The information may or may not be work related.

Name:
1. Write down a technical question you would be willing to share with this group.
2. Write down a people related challenge you have had recently (within the last week or month) you would be willing to share with this group.
3. Write down a challenge you have had for more than three months, and have not been able to solve yet. Make this something you would be willing to share with the rest of the group.

- Review and select good potential situations to discuss from these cards.
- Ask participant groups to react to the statement, “Keep your home problems at home and your work problems at work.”

- Have participant groups share their comments. Discuss why this ideal quote may not always work out. Perhaps someone can share how they were able to help someone by being a good listener, and the potential effects that this may have had on that worker's performance.
- Explain the difference between the expert approach to giving advice and providing a good listening ear, and when each seems to work best (see *Labor Management in Ag: Cultivating Personnel Productivity*).

Expert

- On the basis of the information filled out on the cards, ask for a person to role play their technical question (this will normally come from responses to question No. 1, above) with a volunteer. Before asking for a volunteer, read the question or challenge aloud. Ask if there is someone with that technical expertise who would volunteer to come up and be the expert.
- Allow the role play to take place for a few minutes. (In these exercises do not allow the role players to look at the audience). Let the expert solve the problem if possible. If the expert has misdiagnosed the problem, stop the discussion after a few minutes. In any case, ask participant groups to evaluate the following elements:
 - Did the expert address the problem at hand?
 - Did the expert properly diagnose the question at hand?
 - Did the expert show that he understood the challenge presented?
 - Did the expert properly diagnose the level of understanding of the person asking the question before proceeding?
 - Did the expert talk "at" or "with" the person with the challenge? Did the expert solicit and obtain feedback along the way to make sure he or she was proceeding in the right direction? Did the person whose problem was being solved provide language or body language saying "I'm bored," or "tell me more?"

Ask the person with the problem:

- Did the expert help you with your challenge?
- Discuss any suggestions for improvement. Role play another expert situation and have groups evaluate it once again. You may want to stop the process along the way and explain to participants what is going on.

- Break up participants into groups of four persons. Two participants role play the person seeking advice and the expert, while the other two make observations and prepare to give feedback. Allow about six minutes. Repeat (changing experts) depending on the interest of participants and time restraints.
- Solicit additional comments and observations that can be shared among all groups.

Listener

- Select a participant (on the basis of answers to question No. 3). Once again, read the question aloud and ask or call for a volunteer. Allow the role play to proceed for about ten minutes. Do not allow the participants in the role play to address the audience. Insist that they look at each other. Ask participant groups to evaluate the following elements:
 - Did the listener show interest by tone, words, or body language?
 - Who did most of the talking?
 - Did the listener pass judgment?

Ask the listener:

- Were you frustrated as to why the person has not solved his or her challenge?

Ask the person with the challenge:

- How did the listener make you feel?
- Discuss any suggestions for improvement. Talk about the difficulty of being truly a good listener. Explain to participants that the purpose of the exercise is to focus more on process than on content. (*Ask for volunteers who are willing to sit with the persons who have volunteered challenges during the next meal break, to continue to discuss the content portion of their issues.*)
- Address the issue of ethical dilemmas in listening (when a person feels they cannot just listen given the nature of the problem being presented) as well as the possibility of having to refer the person for professional counseling.
- Bring the discussion back to the workplace, and review where and how this fits in with the workplace.
- Explain the use of the statement “what would you like me to do to help,” to bring closure to the situation if it need be.

- Break up participants into groups of four persons. Two participants role play the person seeking advice and the listener, while the other two make observations and prepare to give feedback. Allow about ten minutes. Repeat (changing listeners) depending on the interest of participants and time constraints.
- Solicit additional comments and observations that can be shared among all groups.

Mixed

- The greatest challenge for a listener is the mixed approach: jumping back and forth between a listening style and an advice giving style. You may want to quickly describe some of the challenges and difficulties (see Chapter 12, *Labor Management in Ag: Cultivating Personnel Productivity*). Challenges written in No. 2 (card above) may well fall into this category. (See additional observations, below)

Additional observations

There is much material that can be presented here. There are numerous excellent publications worth consulting. Feel free to stop any role play interaction to discuss or explain what you are observing, what role players are feeling, or what participants may have to say. Depending on the skill of participants, you may or may not be able to get too far into the “listening” or “mixed” approaches. Participants need much feedback from an observant eye to help them improve their communication skills. As was mentioned earlier, this section may profitably be repeated by participants. (*Stress throughout that you do not want participants to make up questions or challenges, or use those they have already solved in the past.*)

Your notes:

22. Communication Barriers

Gil Rosenberg
University of Kentucky
(606) 257-7579

Objective: To show how barriers to team communication result when forms of communication are limited and feedback is restricted. An activity presenting an obvious barrier to communication (lack of vision) provides the impetus for discussing other barriers and ways to overcome these. Several variations in emphasis are offered as alternatives (e.g., cross-cultural and disability barriers). In the final activity the initial barrier is overcome using feedback, involvement and creativity. Participants are encouraged to take the exercise as their own resource and to try at work—or at any social situation. As part of these sessions, brainstorm with participants about how the exercise relates to their work environment. A common suggestion is to find the communication barriers for explaining hazardous procedures (e.g., mixing chemicals).

Type of participant involvement: This exercise presents communication as an interactive team process that employs feedback, involvement and creativity. This exercise works as a lead-in to discussions to a variety of communication related topics.

Requirements: 5-15 minutes plus time for brainstorming, 3-20 participants. Everyone should have an 8 1/2 x 11 sheet of paper. Do not provide this, let the group help each other out. It can also be used to illustrate the difference between reliability and validity (a person may consistently follow the instructions and come up with the same (reliable) results—but lack validity because they do not match the instructor's results).

Description of activity:

This is an exercise I have used with farmers, farm workers, various businesses, youth groups and even as part of a job interview. It takes a participatory approach to understanding some barriers to good communication. Communication is at the heart of any employment relationship. Poor communication leads to both economic and social losses, examples of each being increased inefficiency and elevated stress levels in the work environment. In hazardous occupations such as agriculture, poor communication can be a threat to workers' health. When using dangerous machinery and chemicals, communication is a vital tool for reducing any margin for errors.

When we start to look at how we communicate, it is amazing that it really happens. Distractions or barriers seem to follow us around. When communication fails, the supervisor may blame his workers for not listening or understanding. The workers may blame the supervisor for being confusing (this may also happen between a presenter and audience). This blaming process itself is a barrier to communication. Instead of acting like opponents, the supervisor should take the role of a coach and the worker(s) the role of a team member(s), with everyone striving toward a common goal.

As the coach in this exercise, you will give instructions about folding and tearing a piece of paper, and team members are asked to follow them. Afterwards, participants will be asked how your coaching could be improved to accomplish the goal of getting everyone's paper to match each others.

- Each of you should have an 8 1/2 x 11 sheet of paper. *(As their coach you should have a sheet of paper to demonstrate the process as you give the instructions.)*
- We are going to work through a group exercise that will illustrate some important elements of communication and coaching. Pick up the sheet of paper I gave you. Hold it in front of you and close your eyes. No peeking or talking is permitted from this moment on. Peeking or talking will ruin the results for the whole group. Listen closely to the directions and follow them.
- Fold your sheet of paper in half.
- Now tear the upper right hand corner.
- Fold the sheet in half again and tear the lower right hand corner of the sheet.
- Now open your eyes and check out the results. If I did a good job of communicating and you did a good job of listening, all our sheets should look the same. *(Observe the differences. Either let them compare with a neighbor or several teammates. Since the coach's paper represents the correct result, make sure it is compared to all participant's efforts.)*

Follow-up:

- What did we do wrong?
- If these were the instructions for making a tank mix of herbicides or pesticides would we have a safe or uniform mixture?
- Other than adding more instructions or opening your eyes how could I have improved my coaching? *(Both common sense and more creative answers should be solicited, with an emphasis on the listener's ability to shape instead of just receiving a message. This conversation should focus on the lack of interaction in the process. The coach failed to acknowledge that personal assumptions would enter the situation where precise instructions were not given. Variation between team members at any step could not be corrected and caused the mismatch in the final product. Correction is possible by adding feedback mechanisms such as follow-up questions from the coach and/or team members, and by relying on the coach's ability to see each team member's work in progress. After summarizing these key points the following is used to close the exercise:)*

Variations:

- **Cross Cultural**
Translate the directions into another language (it is fine if some participants understand this second language better than others). Allow questions only in the second tongue or pantomime. May give instructions the first time with closed eyes and the second time with open eyes.
- **Feedback Importance**
Do original exercise, but allow for feedback and questions between steps. A variation of this is to ask for a volunteer coach to lead the feedback exercise.
- **Importance of Visual Cues**
Do original exercise again but with eyes open.
- **Video Communication**
Rewrite exercise to clarify vague instructions. Allow participants to keep their eyes open. Make a video of these new instructions. Observe people trying to follow the video instructions. What barriers does the video present? How can they be overcome?
- **Barrier Brainstorm**
Brainstorm suggestions of how this exercise may be applied back on the job, or in other activities. Refocus the exercise to talk about specific types of barriers to communication in the workplace. You may ask participants to draw on experiences from their jobs. If participants work in the same place, ask participants for barriers from previous jobs. Try to explore how to overcome gender and cultural barriers as well as differences in individual communication styles. Avoid personal attacks between participants.

Closing Activity:

- I started out this exercise with the goal of everyone performing a task with a piece of paper, hoping to end up with everyone's paper looking the same. I was a poor coach. I assumed everyone had enough previous knowledge and skill to perform the task, thus I was deficient in the information I provided. I didn't stop the process to allow for feedback along the way. And more specifically, from the start I never provided an image of where we were going or where we were. I did not include my team members.
- We will now try to correct these mistakes and make all the papers appear more alike. Our goal is to have everyone end up with a tight crumpled paper ball. (*This*

is their preview of the result. You are intentionally making the job easier and simplifying the goal for the barriers presented—eyes closed and time element.)

- Take your piece of paper from before.
- Lay it on top of your right hand, palm facing up.
- (*Probe*) Has everyone done this step? (*Or, does anyone need more time to complete this step?*)
- (*More feedback*) Are there any questions?
- With your left hand use your fingers to gather the paper into a ball inside of your right hand. Then form a fist with your right hand to compress the ball inside it. Once you have squeezed the ball several times just hold the ball loosely in your right hand. In other words, take the paper and crumple it into a tight ball. (*This is repetition of goal.*)
- (*Probe*) Does everyone have a crumpled ball?
- (*More feedback*) Are my directions clear? What part should I repeat?
- Open your eyes and compare your paper to the others. Do these seem more uniform than our first attempt. Was I a better coach this time? Why?
- This is because (1) I picked a message that fit the barriers in the communication environment; (2) I provided space for interaction and corrective procedures; and most importantly, (3) I gave my team members the opportunity to make us succeed and learn.

Your notes:

23. Conflict Resolution Case

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To help participants improve their understanding of the role of the supervisor as a mediator vs. arbitrator. To help supervisors improve their third party conflict resolution skills.

Type of participant involvement: Case and role play.

Requirements: One to three hours. See Chapter 13, *Labor Management in Ag: Cultivating Personnel Productivity*. Also, there are numerous excellent books on conflict resolution that may be quite useful in conducting this workshop.

Description of activity:

- Explain the difference between workers solving their own problem, mediation, and arbitration. Explain which approach is used when.
- Give case of two workers who do not get along for groups to discuss (see below). Ask groups to make a contingency plan of how to approach the situation. Provide about fifteen minutes.
- Ask for comments from groups.
- Have participants role-play the various possibilities (e.g., talk to workers individually, talk to workers together.)
- Explain the role of the supervisor as a third party in conflict resolution.
- Role play. Demonstrate how two people who have been in conflict react when you give them the proper ground rules (e.g., facing and talking to each other rather than to the third party, mirroring skills, etc.).
- Have participants analyze and critique the intervention.
- Divide participants into groups of four with two persons role-playing a conflict (*you may wish to create a series of role play background situations, e.g., one worker wants to listen to Mexican station while another to an English-speaking station*).
- Solicit additional comments and observations (content as well as process) that may be shared among all groups.

“Mechanics Give Each Other the Cold Shoulder”

Gregory Encina Billikopf, University of California

A farmer has two of his shop workers who do not get along. They have not gotten along for a year now. They will not speak to each other and yet from time to time they need each other's help. One of them may end up lifting something too heavy by himself rather than ask for help. Likewise, the other may use the wrong tool rather than ask for help. The two are excellent employees and well trained to do the job they are doing. From a technical perspective, they are both excellent employees. When they are in the shop at the same time there is a dark cloud that seems to follow them. You want to avoid that area as much as possible.

- What are your options (from the perspective of the farmer or supervisor)?
- How can this challenge be approached?
- What may a contingency approach look like?
- What advantages may a third party conflict resolution negotiator bring to this situation?
- How could a third party approach the situation?

Resolution

In this case a third party mediator was brought in. He first met with both workers individually. The mediator set some ground rules. One was that the farmer would never know what the reasons for the conflict were, unless both employees were willing to share that with the grower. This was done so the employees would not be afraid of talking about matters that may have perhaps been embarrassing to them. The mediator shared this with each of the workers to let them know they had a right to privacy, and that the grower cared about them and was more interested in *solving* than *blaming*. The mediator shared with the workers that the farmer liked both of them, and was unsure how to solve the problem (i.e., should he fire one employee, both, other possibility?). Sharing this information with the employees helped emphasize the importance of putting away differences or risk losing their job. Both employees had a chance to vent their feelings privately, and discuss their view of the conflict. The mediator tried to encourage each worker to take full responsibility for the future of the relationship. When both employees were sufficiently prepared, the mediator met with both of them together. Ground rules were set and fortunately the results of this case were very positive. For the first time in a year, these workers shared their lunch time together and have been on friendly terms for several years now.

Your notes:

24. Disciplinary Case

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To help participants understand the importance of suspending employees before terminating them.

Type of participant involvement: Case study.

Requirements: Twenty to thirty minutes, including lecturette. This may also be part of a longer presentation on employee discipline and discharge (see Chapter 14, *Labor Management in Ag: Cultivating Personnel Productivity*). Optional slide set may be obtained from the author..

Description of activity:

- Tell participants about the case of the misused tool (see below).
- Ask workers for suggestions on how to avoid this type of problem.
- Speak about the importance of never firing a worker on the spot. The employee should first be interviewed as to what happened from his or her perspective (*you may want to do a role-play of the interview, see Disciplinary Interview And Warning exercise elsewhere in this Manual*).
- Lecturette on the benefits of suspending an employee rather than terminating that employee, no matter how much you feel he or she deserves to be terminated on the spot (see Chapter 14, *Labor Management in Ag: Cultivating Personnel Productivity*).
- Ask participants if they will first suspend an employee before terminating him or her in the future. Ask participants to place their answer on a piece of paper. Have a volunteer tally the results and announce them to the group.

“Bored Hog Employee”

Gregory Encina Billikopf, University of California

A swine producer explained that one of her workers needed to be disciplined for “misuse of tools.” The employee, it appears, must have been very bored one day because he took the swine ear notch-making tool and notched the family dog. Not content with notching one of the pet’s ears, he did both of them. The swine producer fired the worker. Moments later the herd manager told the farmer that the employee had to stay until the end of the day because he was desperately needed. When one of the producer’s sons found out what had happened, he reversed his mother’s decision entirely, and unfired the worker. Several weeks after this situation took place the culpable worker was still on the payroll. What went wrong?

Variation:

Discuss times when they felt a worker really deserved to be fired on the spot. Have a participant fire a worker (role play) before starting the other activities. *(This can be done with or without a role play guide for participants. Participants are quite good at inventing good reasons for almost anything that could happen, so you may need to assure that in at least one case a participant will play a volunteer who “deserves to be fired.”)*

Your notes:

25. Disciplinary Interview & Warning

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To help participants understand the basic elements of a disciplinary interview and warning.

Type of participant involvement: Role play.

Requirements: This is as part of a longer presentation on discipline. The role play takes about 20 to 30 minutes. Optional slide set may be obtained from the author.

Description of activity:

- Describe a disciplinary case that may require the giving of a disciplinary warning. Invite two participants, one to play the role of the farmer and the other of the worker.
- Ask participants for comments on how the disciplinary interview or warning was handled. (*Optional.*)
- Share with participants the minimum elements of a disciplinary warning:
 - Set a positive climate for a discussion.
 - First listen. Ask worker what happened from his or her perspective. Set a positive climate for further discussion if appropriate (the farmer must act as if he or she really wants to see the worker improve and is concerned about the worker's welfare). This may include telling the employee specific areas of performance that are really appreciated, as well as a discussion on required improvement. If the case calls for a disciplinary warning, act out the giving of an oral warning:
 - Employee must be notified that this is an official oral warning.
 - Employee must be told what was done wrong.
 - Employee must be told what must be done to improve.
 - Employee must be told what the consequences are if there is no improvement. (Suggested option: Instead, tell the employee about the next consequence for non-improvement, and that "if the problem continues, eventually it may result in termination.")

- Now, try the role play again using the same or a different case. Give participants feedback (or have groups give the feedback) and suggestions for improvement. Allow participants to re-do the role-play until they improve and they can be complimented on their approach. (*Give both participants a good applause when they are finished.*)

Variations:

Giving written warnings. Once again, the worker is interviewed first, and then, if necessary, the written warning is given. The exercise here consists of having each group come up with a written warning. Analyze, or have groups analyze, if the written warning contained the following elements:

- Did the tone and substance of the warning letter show that the farmer cares about the employee?
- Were positive comments made about the employee specific enough that they cannot be used in the future against the employer in court (e.g., “we really value your excellent welding skills” rather than “you are such a great worker”)?
- Was employee notified that this is an official written warning?
- Was employee told what was done wrong?
- Was employee told what must be done to improve?
- Was employee told about future consequences if there is no improvement?
- Was employee told that if this problem is not corrected that it could eventually result in termination?

Your notes:

26. The Capital Offense¹⁰

Kenneth A. McEwan
Ridgetown College
(519) 678-5456

Type of participant involvement: Case (provided below)

Sample questions:

- What courses of disciplinary action are available to Great Plains Produce?
- What factors need to be considered before making a decision on what to do?
- State what disciplinary action you would take with each employee and why?
- Would your answer (to the previous question) be different if Laurie admitted to taking the truck and just picking up Joe and Sam?
- Who's responsibility is it to carry out the disciplinary action?
- How could this incident have been avoided?

Your notes:

¹⁰This case was written as a basis for discussion rather than to illustrate either effective or ineffective handling of an administrative situation.

“The Capital Offense”

Kenneth A. McEwan, Ridgetown College

Tom Kennedy, Keith Rowan, and Fred Lewis formed a limited company called Great Plains Produce in 1969. The three businessmen originally banded together to pool financial resources and share expertise. Despite many hardships over the years, i.e., crop failure in 1973 and depressed market prices in both 1978 and 1986, the company flourished and the three owners got along well together.

Current Situation

By 1994 Great Plains Produce owned and operated close to 3500 acres of land, a grain handling elevator, trucking company, and one of the three remaining turnip processing plants left in Ontario. The majority of the grains handled at the elevator were grown on their own land; however, some custom grain drying, handling, and storage was performed. A third of the farm’s crop acreage was devoted to growing turnips. This kept the turnip processing plant busy washing, cutting, waxing, and packaging year round.

The trucking operation was mainly a fleet of tractor trailers capable of hauling both edible beans and turnips to markets in both Canada and the United States. Currently the farm has assets of \$200 million with annual gross sales of \$55 million.

Staffing Requirements

A breakdown of the total labor force working at Great Plains Produce is as follows:

- Grain Elevator—7 full-time employees
- Trucking Fleet—5 full-time employees and 1 part-time diesel mechanic
- Turnip Plant—12 full-time employees and 8 part-time employees needed primarily in the fall for harvesting, washing, cutting and placing turnips in cold storage
- Main Office—2 full-time stenographer/clerical staff plus 1 part-time bookkeeper

In terms of organizational design, the company is organized such that Tom runs the trucking fleet and coordinates with Keith and Fred all field cropping activities. Keith has the sole responsibility of the elevator operation. Fred is in charge of the turnip processing plant. All three men try to meet weekly to discuss problems, decide on capital purchases, and coordinate work activities.

Problem

Today they are meeting to discuss the disciplining of 3 employees—Laurie Richards, Joe Banks, and Sam Van Nes. Two of the staff members work at the turnip plant, while the other works at the elevator.

On the evening of Friday, January 28, 1994, the police caught the 3 employees out joy riding in one of Great Plains Produce’s pickup trucks near the beaches of Grand Bend. Apparently the 3 employees had broken into the turnip warehouse around 9 p.m. Friday night, filled the company truck full of gas and had driven off. The police pulled the

threesome over for a routine check and found the driver, Joe, having a blood alcohol level in excess of .08 PPM. The other two employees were found sleeping together in the back of the truck with alcohol on their breath.

None of the company owners were aware anything had gone wrong until Saturday morning when Fred showed up at the turnip warehouse and found the lock smashed and the truck missing. Fred immediately called the police at which time they informed him that they had three of his employees in custody and his pickup in storage. Fred hit the roof. He hopped into his truck and drove off in such a frenzy he nearly hit Nelly, one of the office staff, coming in to do some last minute posting in the account books.

Employee Personnel Files

The personnel files kept on Laurie, Joe, and Sam looked as follows:

1. Laurie Richards

- started working for Great Plains Produce 8 months ago.
- 21 years old, diploma in agriculture from Ridgetown College, single
- current salary rate was \$21,500/yr.
- had received 2 verbal warnings for not wearing safety boots while on the job dated May 16, 1990 and June 10, 1990.
- her official job title was "Assistant Processing Line Manager."
- at her 6 month review she deemed to have motivation problems with limited management potential.
- she was the daughter of Tom Kennedy's brother-in-law.

2. Joe Banks

- has worked for Great Plains Produce for 12 years.
- 30 years old, completed grade 11, married with 2 children.
- current salary was \$32,600/yr.
- his official job title was "Plant Mechanic."
- one of the few men left in Ontario who could fix all the machines used in the turnip plant.
- had received 2 written notices and 1 suspension for showing up at work while drunk.

3. Sam Van Nes

- employee at Great Plains Produce for 1.5 yrs.
- 22 years old, completed grade 12, divorced.
- his official job title at the elevator was "Grain Receiving Operator."
- also performs some field cropping duties.
- current salary was \$23,000/yr.
- no previous disciplinary problems.

Note: Rumor in the community that Sam and Laurie were dating.

27. Late Again¹¹

Kenneth A. McEwan
Ridgetown College
(519) 678-5456

Type of participant involvement: Case (provided below)

Sample questions:

- Who should confront Frank about his lateness? Bill or Jim?
- List possible reasons for Frank's lateness.
- Are any of these reasons acceptable? If so, which ones?
- What steps should be taken to remedy the problem?
- Would flexible hours work in this farm situation?
- Are there other serious management problems besides Frank's lateness?

Your notes:

¹¹This case was written as a basis for discussion rather than to illustrate either effective or ineffective handling of an administrative situation.

“Late Again”

Kenneth A. McEwan, Ridgetown College

Jim Morgan started farming in 1964 with a modest set of chicken broiler barns located in south western Ontario. The first few years were good for Jim and he expanded rapidly into sows and cash crops. Jim possessed strong entrepreneurial skills and seemed to have the uncanny ability to determine exactly when to expand into a particular industry.

At first Jim avoided hired labor at all cost and he heavily invested into capital items such as automated feeding systems, liquid manure pits, and large field machinery. However, the farm gradually reached a point where Jim and his wife Betty could no longer supply all the physical labor required by the farm and spend as much time as needed for managing things.

In 1975 Jim hired his first full-time employee, Bill. Bill has been raised on a farm just two concessions north of Jim’s home farm and turned out to be a very steady and loyal employee, requiring little supervision. With the addition of Bill to the farm came a whole new economies-of scale, and Jim further expanded.

Current Situation

By 1994, Jim had four full-time people with Bill being promoted to a position which required one-half of his time being spent in a supervisory role. The other three full-time employees (Mary, Tim and Frank) held jobs primarily of moderate responsibility and their duties were mostly stockmanship, i.e., feeding, cleaning, moving livestock and some breeding. Mary, Tim, Frank and Bill all got along well and Jim was very pleased with the quality of work each performed.

Problem

Frank, the most recently hired employee, started to show up late to work. At first he was late by five minutes, then ten minutes and now it reached one-half hour. However, Frank occasionally stayed late to finish up whatever he was working on. He enjoyed farm work and believed in give and take.

Frank’s lateness has not been a problem during his three month probation period, which had expired two months ago. Because of Frank’s lateness, Mary and Tim were sometimes held up from doing their duties and this destroyed much of their normal work routine. Frank’s lateness was beginning to disturb Mary and Tim, and both Bill and Jim has heard complaints at coffee time. Further, it irked Jim that Frank was getting paid even while not on the job. Bill did not figure it was his job to confront Frank since Jim usually looked after the disciplining of staff. In fact, Bill often felt left out since the employees thought of him as a bit of a spy having limited authority over them. Bill was not involved in doing staff performance appraisals but his input was sought by Jim. Most of the staff thought of Jim as a great decision-maker but a poor people-manager.

28. Dave Moves Out

Kenneth A. McEwan
Ridgetown College
(519) 678-5456

Type of participant involvement: Case (provided below)

Sample questions:

- What is the root cause of the problem?
- List several solutions that can be used to solve this problem?
- What is the optimal (best) solution?
- Is it working or do I need to start over?

Your notes:

“Dave Moves Out”

Kenneth A. McEwan, Ridgetown College

Nine o'clock in the evening, Ron Clayton is sitting on the old, comfortable recliner that has provided many years of comfort for him. His family knew that it was his “chair,” as he called it, and whenever he came into the living room, it was vacated by anyone sitting there. He sipped slowly on his cup of hot chocolate. The television set was on, but the volume was so low that he really did not hear it. Ron looked over at Maggie. His wife was reading through the latest issue of the “Ontario Farmer.”

“You know, Maggie, Dave has left us in a bit of a bind. We need to find someone to replace him. He says he’s leaving next week, but who are we going to find in this short space of time?”

Maggie put down the paper and looked over at her husband. “Don’t worry Ronnie, we’ll find somebody.” She only wished that she believed it herself. She was a constant source of support for her hard-working husband and always tried to provide encouragement. Sometimes, however, she wished that she could believe more of her own words. Farm life seemed to be a constant battle and this latest situation only compounded what had been a bad summer. She wondered silently about where they should look to find someone to replace Dave.

Dave Steward stared at the television. He was looking at the TV station from London and Jay Campbell was giving his usual, lively weather report. Soon, Dave would go to bed, and prepare himself for another hard day of work. “Tomorrow’s my last day at the Clayton farm” he thought, “...but have I made the right decision?” His mind started to wander. At twenty years of age, he felt he had seen and experienced many things. Now, it was time to think about his career.

Shakespeare is a picturesque village located about forty minutes away from Kitchener. If you drive for about five minutes along Highway 7, you would be in the town of Stratford, famed for its Shakespearean Festival and a host of other high quality theater productions.

The village represents small-town Ontario. It is a pretty place, lush with gently rolling hills and hillocks. The main street is an antique shopper’s paradise (not a pair of dice). It is a farming community in which there is a range of farming activities, from swine to dairy farming.

Dave Steward came to Shakespeare from Canning in Nova Scotia. He left his father’s apple orchard to come to Ontario. Canning is a small, friendly town close to Wolfville in the Annapolis Valley. Dave enjoyed it there, but he had the yearning to find out more about Canada. He thought that he should head to Ontario.

He lived in Toronto for a while and worked at a number of jobs, including that of a short-order cook, a vacuum cleaner salesman and a telemarketer. The big city did not appeal to him and he felt a need to be nearer to the farm.

One Sunday, he decided to go for a drive, as he did almost every weekend. He found himself in a small town that he immediately liked. Shakespeare appealed to him. It reminded him somewhat of Canning. Within a week he had found a place for himself on the Clayton farm.

He handled a number of responsibilities and was unofficially recognized as the barn manager. He worked hard. Ron and Maggie Clayton were pleased that they had managed to get someone who was so devoted to the farm. He also got along well with the children.

Dave had been on the Clayton payroll for three years when his mind began to focus on other things. A number of his friends had enrolled in the School of Business and Economics at Wilfrid Laurier University in Waterloo. Dave began thinking, at first quite casually, about getting involved in the Business Program.

He loved the farm, however, and he knew that he had other options. He could purchase property in Shakespeare and make a go of it, or could return to Canning. He thought to himself that he came this far to experience another part of Canada. He could sign up at Acadia University in Wolfville, but that was too close to home.

He discussed the situation with Ron and Maggie. They were very supportive, and applauded his ambition. Ron would often mention, however, that some reasonable notice should be given if he decided to go to Laurier.

The off-and-on thinking about the university went on for about two years. One day, during the last week of August, Dave made up his mind. He was going to try for a Bachelor's degree in Business Administration in September.

When he broke the news to Ron, Maggie and the children, they were quite happy for him. The kids said that they would miss him, but he reminded them that, "it is only a short drive to Kitchener-Waterloo." Later that evening, Ron said quietly to Dave, "I wish you all the best and I know you'll do well. Starting in September is going to be a problem for me though, and it's going to be difficult to replace you."

29. Howard Jacksen and Sons

Bernard L. Erven
Ohio State University
(614) 292-6387

Objective: To provide participants the challenge of sorting through a family and business situation to address critical human resource management problems. To help participants improve their diagnostic and problem-solving skills using a real-world example. Differences in approach to human resource management, substitution of labor for management, sibling conflict, reluctance to change, and business goals having priority over family goals are considered.

Type of participant involvement: Case study (enclosed below).¹²

Requirements: Participants will need at least one hour for careful study before discussion of the questions which follow the case. The case lends to small group discussion and development of recommendations prior to a general discussion in which group recommendations are compared.

Description of activity: Discussion can be divided into three parts: the facts of the case, identification of alternatives, and recommendations. Participants can address from several perspectives the decision of whether to hire Gary. Howard, Andy and Gary have quite different views of the decision. Calvin and Gary's perspective on working with Howard and Andy can also be used to stimulate discussion of contrasting views of the same situation.

Sample questions:

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

¹²This case was written while on a visiting professor appointment at Cornell University.

“Howard Jacksen and Sons”

Bernard L. Erven, Ohio State University

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 told Howard the dairy farm would be gone when he returned from the navy.

Howard and Sam had been farming together for 18 months when Sam had another heart attack and died. Edna, Howard’s mother, inherited the 30-cow dairy herd, 400 acres of land, and all the machinery. Howard farmed with Edna 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.

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. During his junior year, on a rare weekend visit home, Andy said he had decided to return to the home farm after graduation. “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 an outstanding dairy farm. He was convinced that the new technology he was learning at college 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.

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 and was also the star of three high school sports.

Immediately upon Andy's graduation from college, Howard and Andy entered into a partnership. Howard did not want Andy to be an employee because he thought employing people involved far too much red tape. 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 had high labor efficiency per man but horrible efficiency per hour. Net farm cash income did in fact start increasing at the rate of about \$15,000 per year and the herd size rose by 8 to 12 cows per year. Andy and Howard continued to decide things by consensus and 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 cost 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 spent extra time with the cows in hopes of increasing production. Several times per day they fed hay to the cows in the stanchions 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. Their mother was delighted that Howard and Andy were able to keep them out of trouble. Howard and Andy shared supervision of the boys.

In the spring of Gregory's third year working for Howard and Andy, Howard, Andy and Gregory 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 was furious. Gregory 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, 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. 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 about 10 percent above state average and their return over feed cost was 50 percent better than state average.

The September following Gregory's departure, Gary's fiancée broke their engagement. Gary was broken-hearted. He returned home from Milwaukee and moved in with his parents. He immediately started driving tractor and doing routine maintenance. Howard and Andy knew that Gary was better with machinery than most experienced farm workers.

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 was 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 thought Gary was docile and apathetic 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 \$6.00 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. He was also certain that Howard would not agree to hiring anyone other than Gary.

Outcome:

Gary was hired under his conditions. On two occasions he left and was hired back. He has now been part of the farm for several years. Gregory never returned to the farm.

Over the next three years, Howard and Andy built a milking parlor and free stall barn. They then expanded to about 250 cows and increased their herd average to over 22,000 pounds per cow. As a result of several purchases, Howard and Andy now own about 1,200 acres.

All labor is now hired on an hourly basis. Gary will likely become a partner within the next year.

Howard and Andy now work an average of 50-60 hours per week. Howard will retire within one year turning senior management over to Andy.

Your notes:

30. Collective Bargaining Exercise

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To help participants practice negotiating skills in a collective bargaining type setting.

Type of participant involvement: Multiple group discussion and mock collective bargaining exercise. About thirty to forty participants to form two sets of collective bargaining exercises.

Requirements: One day and a half, plus participants are given an assignment ahead of time.

Description of activity:

- During part of the half day discuss approaches to collective bargaining, issues typically negotiated, and the culture of negotiation. This is done previous to the day of the collective bargaining exercise.
- Divide the participants into two groups of two (with one management and one employee component each). Then permit each of the two composite groups who will be negotiating against each other to set the stage for the negotiation. How large will the farm be, how many employees will it have. What are the present working conditions and wages, etc. (*Alternatively, you can provide this information ahead of time, which may save time but may reduce face validity.*)
- In the morning each group prepares a strategy and contingencies to meet their respective contender in the afternoon collective bargaining exercise.
- Collective bargaining begins after lunch. Participants are told to pretend that by five they will have either come to an agreement or assume a strike.
- Conduct a one hour debriefing and permit participants to comment and exchange observations, and feelings.

Your notes:

31. Correlation Coefficients

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To help participants use and better understand correlation coefficients.

Type of participant involvement: Worksheet.

Requirements: A calculator with correlation coefficient capability per individual, or per group of participants.

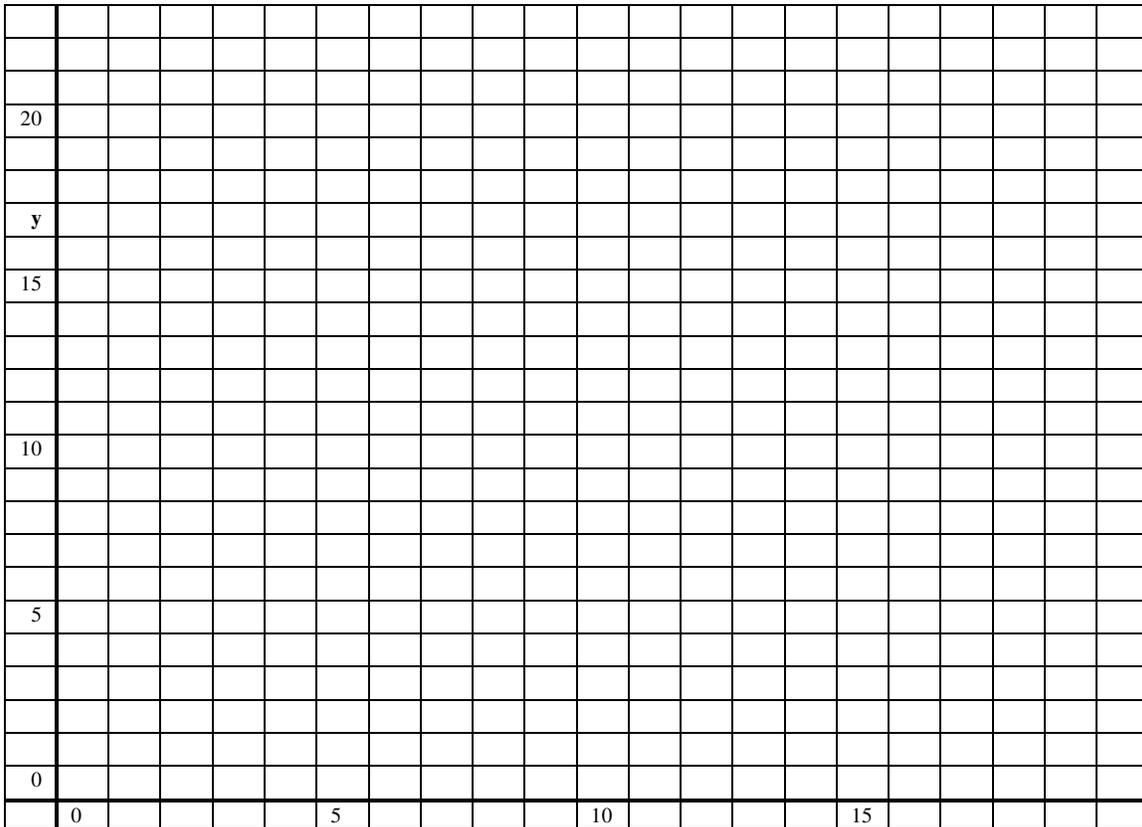
Description of activity:

- Explain the purpose and limits of correlation coefficients. Give examples of use of correlation coefficients in labor management (e.g., for reliability and validity checks in employee selection and performance appraisals, in subjective evaluations, and for describing or setting a wage line in internal wage structures (job evaluations).
- Have participants work alone or in groups. If you do use groups, consider having someone in each group who is familiar with the correlation coefficient function in calculators.
- Assign participants the worksheet on the next page, as follows:
 - Have participants enter data pairs for *Data Set I* into the grid.
 - Write down the values for r and r^2 .
 - Without clearing data, enter data pairs for each subsequent data set, marking the values for r and for r^2 as before.
- Explain to participants why it would be incorrect to allow two or more workers to combine their efforts and include that effort as part of a validity or reliability study.
- Give participants an intersection and slope and have them draw a corresponding line (*may use new data and a different color pen*).

Your notes:

<i>Data</i>	<i>X</i>	<i>Y</i>	<i>Data Sets</i>
1	8	13	Data Set I
2	12	7	
3	11	10	
4	9	12	
5	9	10	
6	10	9	
7	8	9	Data Set II
8	10	6	
9	14	9	
10	15	10	
11	8	6	
12	13	12	
13	1	3	Data Set III
14	18	15	Data Set IV
15	20	17	
16	18	16	

	<i>n</i>	<i>r</i>	<i>r</i> ²
I			
II			
III			
IV			



32. Wrapping It Up

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To bring the class, meeting, or workshop to a closure. To give participants an opportunity to both ask and answer questions. To evaluate the success of the workshop.

Type of participant involvement: Single group discussion and completing evaluation form.

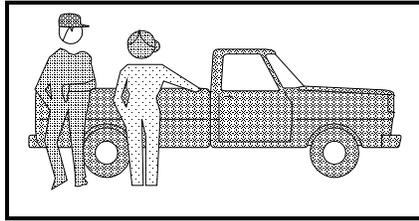
Requirements: From 15 minutes to several hours—depending on the total length of the workshop and disposable time.

Description of activity:

- Participants ask questions that may not have been resolved in their minds yet, or bring up totally new questions.
- Other participants get the first chance at answering a question (*several participants may want to attempt an answer*).
- Facilitator agrees with what has been said or makes any additional observation. (*Try and keep this moving and have as much group participation as possible, and as many questions answered as time permits.*)
- Have participants fill out an evaluation sheet (*two sample evaluation sheets provided elsewhere in this Manual*).

Your notes:

Appendices



- A. Systematic Selection of Ag Employees (video resource)
- B. Job Analysis–Dairy (resource for constructing a job analysis)
- C. Publicly Funded Farm Worker Training Programs (innovative training)
- D. For Further Study (suggested readings)
- E. Workshop Evaluation Sheet, Form 1 (to evaluate your presentations)
- F. Workshop Evaluation Sheet, Form 2 (to evaluate your presentations)
- G. *Instructor's Manual* Evaluation Sheet (your suggestions to improve this manual)
- H. Your Teaching Contribution (to submit exercise for next edition)

A. Systematic Selection of Ag Employees

Gregorio Billikopf, (209) 525-6800
Guadalupe Sandoval, (530) 752-5930
University of California

Resource Material: Video, 59 minutes. Topics covered include:

- I. Decide what you want**
 - A. Consider if temporary employee is needed
 - B. Analyze and describe the job
 - C. Weight job specification items
- II. Recruit**
- III. Design the selection process**
 - A. Determine use of selection tools
 - B. Draw up questions and situation pool for written, oral and practical tests
 - C. Progressive hurdles approach?
- IV. Exchange information with applicant**
 - A. Preliminary interview
 - B. Biodata (application and résumé)
 - C. Tests
 - D. Interview (oral test)
 - E. Reference check
 - F. Final interview (if needed)
- V. Bring the new employee aboard**
 - A. Make offers and rejections
 - B. Oversee medical screening* [\[UPDATE: By law, in the USA, must be last step, job being offered contingent on a person passing the medical evaluation\]](#)
 - C. Fit job description to new employee
 - D. Orientation

How to order: Systematic Selection of Ag Employees (\$20, plus \$1.45 for California tax & \$4.00 for postage or a total of \$25.45 in California, and \$24 out of state.)
–Video # V90-Y. Call (530) 757-8980, or mail check (payable to “UC Regents”) to: UC Visual Media, University of California, Davis, California 95616-8748. Check for current prices before ordering. Contact Visual Media for a complete catalog.

Use: Preferable to select portions of video, or show in several sittings along with group discussion. (Also see teaching notes for “Interviewing Practice” and “Practical Test.”). Optional slide set may be obtained from the author.

Your notes:

B. Job Analysis–Dairy

Gregorio Billikopf
University of California
(209) 525-6800

The first part of this job analysis is adapted from the U.S. Department of Labor. *Handbook for Analyzing Jobs* (1972), by the U.S. Department of Labor. The section on job tasks is based on a dairy job analysis conducted by the author in 1982. A detailed job analysis may contain a job summary, a section on physical demands, working conditions, and working relationships (these may be indicated by an organizational chart). Detailed listings of job tasks and their importance for a position is a critical part of a job analysis. The importance of various tasks has been left blank as they would vary from dairy to dairy.

Sample Job Summary for Milker: Cleans and prepares parlor. Gathers cows from various pens and returns them to pens. Recognizes cows that kick and puts on clamps or takes extra precautions. Takes temperatures of sick cows. Notices cows that are in heat. Reports to herdsman the tag numbers of sick cows or cows in heat. Cleans cows prior to milking. Hand milks to examine milk for curdling. Takes special precautions to prevent mastitis. Milks cows with mechanical equipment. Operates levers that open and close doors and maintains the flow of eight cows being milked in the parlor. Assures that no cows that have been treated with antibiotics get milked into main tank. Also artificially inseminates cows in heat.

Hundreds of job summaries can be found in the *Dictionary of Occupational Titles* (1991, 4th ed.) by the U.S. Department of Labor, Employment and Training Administration. They may help you get started in writing a job description.

Physical demands:

1. Strength

- a. Standing _____ %
- Walking _____ %
- Sitting _____ %
- Driving _____ %

b. Weight (lbs.)

- Lifting
- Carrying
- Pushing
- Pulling

2. Climbing

- Stooping
- Crouching
- Squatting

3. Reaching

- Handling
- Fingering
- Feeling

4. Talking

- Hearing

5. Seeing

- Acuity, Near
- Acuity, Far
- Depth Perception

Color Vision

Field of Vision

Environment

1. Environment

- Inside _____%
- Outside _____%

2. Cold

- Heat
- Wet/Humid

3. Noise in dBs

- Normal
- Maximum

4. Hazards

- Mechanical
- Electrical
- Burns
- Animals
- Chemicals

5. Atmospheric Conditions

- Odors
- Burns
- Toxic gases
- Fumes

1. Works with others

- Works alone
- Follows instructions
- Gives instructions
- Works under supervision
- Works without supervision
- Works with cows
- Works with calves/heifers
- Works with bulls

2. Repetitiveness

- Initiative
- Flexibility

3. Day shift

- Night shift
- Split shift

Relationships

(Draw organizational chart)

Protective Clothing

1. Welding
 - Helmet
 - Goggles
 - Gloves
 - Apron
2. Rubber gloves
 - Gloves
 - Bump hat
3. Respirator

Required Qualification

1. *Education*
2. *Knowledge*
 - a. Animal Science
 - Dairy Science
 - Plant Science
 - b. Farm Machinery Op.
 - Dairy Equipment Op.
 - c. Farm Equip. Repair
 - Dairy Equip. Repair
 - Welding
 - Electrical Principles
 - Cement Work

- Use Measuring Tape
- Surveying
- d. Animal behavior
- e. Agribusiness
 - Economics
 - Marketing
 - Personnel
- Management
 - f. Supervision
 - g. Typing
 - Bookkeeping
 - Office Machines
 - h. Speak English
 - Read English
 - Write English
 - i. Speak Spanish
 - Read Spanish
 - Write Spanish
 - j. Arithmetic
 - Basic Math (to ratios and proportions and solving equations for one variable.)

- Math
- 3. *Licenses/Permits*
 - a. Drivers
 - b. Pesticide Use
- 4. *Experience*
 - Machinery/Equipment
 - Milking cups
- 5. *Tools*
 - Wheelbarrow
 - Pruning Shears
 - Trimming Knife
 - Clamps for livestock
 - Syringe
 - Pill Gun
 - Metal Curry Comb
 - String
 - Chain to pull calves
 - Hose
 - Wire Cutters
 - Mechanic Tools

Essential job functions. For each of the following positions within your dairy you may want to indicate how essential any given function is. You may want to add other tasks not listed. The essentiality of a function would be a factor of both how often it is needed as well as its importance. You may want to rate each on a scale of 0 to 3 (0 = not needed; 1 = useful; 2 = important; 3 = essential.)

A. Manager/Supervisor

1. Personnel Management
 - a. Recruits new employees
 - b. Selects new employees
 - c. Orients new employees
 - d. Trains new employees
 - e. Assigns job duties to employees & delegates responsibilities
 - f. Upgrades skills and training of employees
 - g. Develops and maintains a high level of morale
 - h. Hears and processes worker grievances
 - i. Makes personnel policies
 - j. Coordinates vacations and days off
 - k. Establishes pay system
 - l. Promotes good performance
 - m. Assesses worker performance
 - n. Disciplines & terminates workers when appropriate
 - o. Keeps abreast of laws and regulations
2. Dairy Management
 - a. Develops insect and parasite prevention programs
 - b. Selects feeds
 - c. Determines and updates feed rations and mixes
 - d. Culls livestock
 - e. Tests bulls for offspring production
 - f. Prepares records for tester (which cows calved, etc.)
 - g. Prepares list for vet herd check
 - h. Works with vet (record information on pregnancy, treatments, etc.)
 - i. Utilizes good dairy management principles to maintain healthy & productive herd
 - j. Maintains and utilizes DHIA records affecting labor
 - p. Establishes and maintains safe working conditions
 - q. Negotiates with workers
 - r. Discusses worker performance

- k. Selects and matches breeding stock
3. Contracts
 - a. Management team
 - b. Field manager
 - c. Herdsman
 - d. Workers
 - e. Nutritionists
 - f. Farm Advisors
 - g. Lawyer
 - h. Accountant
 - i. Veterinarian
 - j. Other dairymen
 - k. Business people
 4. Purchases
 - a. Makes a needs inventory
 - b. Checks for best buy
 - c. Bargains for better prices
 - d. Orders through mail
 - e. Orders by phone
 - f. Drives pick-up to make purchase
 - g. Receives and checks deliveries
 - h. Makes purchases
 - Commodities (e.g. sugar beet pulp, cotton seed)
 - Equipment (tractors, implements)
 - Livestock (bulls, cows, etc.)
 - Fertilizers
 - Pesticides
 - Lease or buy land
 - Grains, salts, minerals
 - Medicines, milk (powder, hoses, paper, etc.)
 - i. Suggests needed things to buy
 - j. Ascertains that equipment is efficient (keeps up with modern technology)
 5. Contracts out jobs
 - a. Veterinarian
 - b. Custom harvesters
 - c. Accounting
 - d. Payroll deductions
 - e. Lawyer
 - f. Pension fund managers
 - g. Land leveling
 - h. Construction of buildings/barns
 6. Makes sales
 - a. Milk
 - b. Livestock
 7. Public relations and education
 - a. Keeps abreast of new and innovative practices related to operation

Attends meetings
 Reads articles, newsletters
 Reads books
 Talks to consultants (equipment, etc.)

B. Crop Production Manager

1. Field
 - a. Utilizes good maintenance principles to prolong the life of equipment
 - b. Maintenance
 - Oils
 - Lubricates
 - Changes filters
 - Changes tires
 - Changes spark plugs
 - Adds water to radiators
 - Adds fuel to tank
 - Draws maintenance charts
 - c. Troubleshoots problems
 - d. Repairs equipment
 - e. Fabricates and repairs equipment
 - Designs equipment
 - Determines location
 - Prepares metals or plastics
 - Welds metals
 - Glues plastics
 - Installs/repairs electrical wiring
 - Troubleshoots problems
 - f. Starts generator
2. Dairy
 - a. Checks all dairy equipment daily and makes necessary adjustments
 - b. Oils and lubricates dairy equipment as needed
 - c. Opens valves in air compression systems to release water
 - d. Repairs dairy equipment that is damaged
 - e. Troubleshoots for problems
 - f. Pours cement (to fix water troughs)
 - g. Fabricates needed equipment and/or repairs the same
 - h. Maintains flush system in good condition

C. Herdsman/Assistant To Herdsman

1. Takes care of sick cows
 - a. Sharpens trimming knife
 - b. Trims cow hoofs
 - c. Makes special knots
 - d. Restrains cows
 - e. Injects needle intravenously to medicate, start I.V. or draw blood
 - f. Injects needle extravenously to medicate
 - g. Takes temperature of livestock
 - h. Draws blood from vein
 - i. Applies I.V. solution
 - j. Takes precautions for safety of cow & workers when trimming
 - k. Treats hoofs that have been overtrimmed with a cow dehorner (stops bleeding)
 - l. Writes information on records
 - m. Reads records/follows instructions
 - n. Disinfects needles
 - o. Force feeds medicines
 - p. Inserts pills with pill gun
 - q. Operates cow buoy to lift cows
 - r. Marks cows to designate treatment with antibiotics (with color crayon)
 - s. Injects medication into cow teats to prevent infestations
 - t. Inserts magnet with pill gun
 - u. Vaccinates cows & calves at proper times to prevent disease
 - v. Marks cows to designate heat or pregnancy (with color crayon)
2. Implements breeding program
 - a. Stores semen in nitrogen-refrig. bank
 - b. Keeps records of cows in heat by observing bulling or mounting behavior, estrous signs.
 - c. Obtains semen vials from refrig.
 - d. Selects vial from proper bull according to written instructions
 - e. Draws semen from vial with special injector
 - f. Prepares warm water container at prescribed temperature to warm up semen
 - g. Warms semen in warm water container for prescribed number of seconds
 - h. Puts on protective plastic glove
 - i. Removes feces manually from digestive tract
 - j. Feels uterus through digestive tract to determine if cow is pus-free and is ready for artificial insemination
 - k. Inserts injector with one hand while continuing to feel uterus with the other and releases semen
 - l. Stimulates cow at the moment that semen is released
 - m. Removes injector and hand
 - n. Removes disposable plastic glove
 - o. Herds bull and cow into breeding pen when breeding difficult cows
 - p. Returns bull & cow to proper pens
 - q. Tests cows for pregnancy
3. Prevents spread of diseases by implementing good livestock management procedures
4. Moves livestock
 - a. Gets cows that need to be treated from various pens
 - b. Returns cows to various pens
 - c. Herds livestock from one area to another
 - d. Opens and closes manual gates
 - e. Opens and closes automatic gates
 - f. Lifts and carries newborn calves or sick calves
5. Determines when cows are sick
 - a. Keeps an eye out for sick livestock
 - b. Takes temperatures of cows that seem sick
 - c. Receives information about possible sick cows from other workers/vet
6. Special care of pregnant cows
 - a. Determines when pregnant cows should be removed from the milking string and dried up
 - b. Re-checks to make sure cow is still pregnant
 - c. Determines when sick cows should be removed from milking string
 - d. Determines when pregnant cows are close enough to birth to be moved to birthing pens
 - e. Keeps special eye on cows that are giving birth for the first time for possible birthing complications
 - f. Assists cows who are having birthing complications
 - g. Makes sure that first milk

- (colostrum milk) and milk from the first few weeks of a fresh cow is separated to be given to the calves
- h. Makes sure that newly born calves are given the colostrum milk within two to four hours after they are born
 - i. Makes sure that all the placenta and afterbirth can be accounted for and none remains in the cow
 - j. Cleans cows that have aborted
 - k. Passes pills into uterus to stop infection
7. Castrates bull calves
 8. Dehorns heifers
 9. Tags livestock for identification and record keeping purposes
 10. Keeps information to be entered in DHIA records
 11. Reads records (to make decisions such as culling cows)
 12. Culls livestock
 13. Removes carcasses of dead animals
 14. Shoots sick animals
 15. Operates flush system

D. Cow Feeder

1. Reads ration chart to determine feed mix amounts
2. Carries 50 lbs. feed bag
3. Drives wheel tractor that pulls—and accounts as a power supply for—a mixer
4. Turns on mixer through action of PTO
5. Reads weight meter in mixer and fills with each feed to a certain weight reading according to specifications
6. Operates wheel front-end loader to pick up commodities (cotton seeds, hominy, etc.)
7. Operates heavy equipment front-end loader to load silo into mixer
8. Feeds cows by opening mixer and having auger spread the feed along the pens for the cows
9. Opens and closes gates manually as needed

E. Calf Feeder/Assistant Calf Feeder/Relief Calf Feeder

1. Cleans calf pens

2. Carries newborn calves to calf pens
3. Feeds colostrum milk to newborn calves
4. Carries milk, water and grain (and feeding buckets) in wheelbarrow
5. Mixes feeds in accordance to age of calves
6. Places feed at the reach of calves or on special bucket holder
7. Teaches new calves to drink from the bucket by inserting the finger into the bucket
8. Empties grain feed in milk parlor before parlor is washed down to be saved for calves
9. Feeds calves with a bottle and nipple at first or when they are having trouble adjusting to new methods
10. Force feeds calves when necessary
11. Pushes calves back into pen when they get stuck
12. Adds separate medicine into feed of sick calves
13. Uses livestock management techniques to prevent the spread of contagious diseases among calves
14. Feeds older calves
15. Recognizes calves that are out of their pen and must be put back where they belong
16. Recognizes sick calves and calls herdsman when problems are serious
17. Prepares cleaning solution
18. Cleans feeding buckets and containers
19. Checks calves on arrival to shift/or during day
20. Reads birth dates to arrive at proper rations
21. Feeds sick calves that are separated from the rest
22. Takes temperatures
23. Treats calves
24. Recognizes sick calves and calls calf feeder

F. Field Worker/Assistant Field Worker

1. Swaths alfalfa
2. Chops alfalfa
3. Rakes alfalfa
4. Plants alfalfa with seeder
5. Sprinkler irrigates alfalfa
 - a. Carries pipes
 - b. Connects and disconnects pipes
 - c. Turns on pump
 - d. Checks to make sure all sprinklers

- are working well
- e. Turns off pump
- 6. Siphon irrigates corn
 - a. Makes dams with shovel
 - b. Starts water with siphon pipes
 - c. Checks to see that water progresses properly and makes adjustments
- 7. Drill plants corn
- 8. Drives tractor
- 9. Prepares ground
 - a. Mows weeds
 - b. Chisels
 - c. Discs
 - d. Harrows
 - e. Rototills
 - f. Landplanes
 - g. Scrapes
- 10. Opens and closes ditches
- 11. Makes furrows
- 12. Applies fertilizers and pesticides
 - a. Mixes chemicals for sprayer
 - b. Sprays
 - c. Spreads
- 13. Unloads chopped hay from hay wagon onto hay pile
- 14. Sets up equipment for use
- 15. Adjusts and calibrates equipment
- 16. Plants oats and wheat (winter crop)
- 17. Covers hay and checks for proper curing and storage
- 18. Covers silage

G. Bookkeeper

- 1. Prepares office reports, records, inventories
- 2. Prepares books, budgets, operating statements
- 3. Operates calculator
- 4. Keeps materials and office records
- 5. Keeps employee records
- 6. Purchases and/or requisitions office supplies
- 7. Prepares correspondence and communications
- 8. Handles money and makes deposits
- 9. Duplicates and reproduces written and printed materials
- 10. Writes checks to pay bills
- 11. Writes checks for payroll
- 12. Balances checkbook

H. Milker

- 1. Prepares parlor
 - a. Cleans parlor and surrounding

- areas with hose & cleaning agents
 - b. Prepares tube lines and brings out clean cups
 - c. Hooks up cups
 - d. Cleans milk tank
 - e. Turns on the refrigeration
 - f. Reads special instructions regarding cows
 - g. Troubleshoots milking problems with the machines
 - h. Makes sure that no cows with medicine get milked
- 2. Gathers livestock, one set at a time
 - a. Herds cows into washing and waiting pens
 - b. Opens and closes gates manually
 - c. Turns on washing sprinklers
 - d. Opens and closes automatic powered gates to allow an exact number of cows to come into the parlor
 - e. Manually closes gates where cows feed in the manger if they do not close automatically
- 3. Milks Cows
 - a. Recognizes cows that kick and puts on clamps
 - b. Observes cows that don't look well or are in heat
 - c. Recognizes cows that are sick and takes temperature
 - d. Keeps track of supplies needed (paper towels, iodine/chlorine mix, etc.)
 - e. Makes notes on the blackboard for herdsman to read regarding cows that should be looked at or are in heat, have aborted, or when there is a need for supplies
 - f. Notifies herdsman if cow needs immediate help
 - g. Notifies veterinarian if cow needs immediate help
 - h. Dries teats with a paper towel
 - i. Hand milks each teat to determine if the cow has mastitis and to start the milk down
 - j. Inserts disposable tube into each teat that should be drained to the floor rather than into the milk tank
 - k. Waits for machine to be ready to suction

- l. Presses buttons to lower milking cups
 - m. Sets milking on either manual or automatic depending if the cow has problems maintaining the cups on
 - n. Connects cup to each teat
 - o. Prevents cups falling off in the middle of their milking by putting a string around the cow to hold cups in position
 - p. Presses the release button on the cups manually when cow is through milking (when cups are set manually)
 - q. Applies mixture of iodine and chlorine to each teat when the cow has been milked
 - r. Lifts and lowers knob to open and close automatic exit gates
 - s. Keeps an eye on the grain level in each manger
 - t. Turns grain timer to release more grain into manger
 - u. Knows cows' individual needs, such as cows that have small teats that need a string supporter
 - v. Keeps milk from fresh cows separate (colostrum milk)
 - w. Plans for most efficient use of time as he milks some cows while others are being washed
 - x. Adjusts milking machine so that only the teats that are healthy will be milked when appropriate
 - y. Keeps herd flows moving into parlor and out of the parlor
 - z. Breaks in new heifers into milking string
 - aa. Cleans floors and working area every so often to remove cow feces with hose
- 4. Finishes operation/cleans up
 - a. Delivers cows to their corresponding pens
 - b. Puts away cups and hoses where they will lay in cleaning tank
 - c. Connects cups and hoses to cleaning tank

I. General

- 1. Follows instructions from supervisor
- 2. Reports on assignments given by supervisor
- 3. Keeps an eye on sick livestock
- 4. Reports number of sick livestock to herdsman
- 5. Makes suggestions to supervisor
- 6. Consults with co-worker
- 7. Consults with supervisor
- 8. Reads articles, newsletters
- 9. Reads books
- 10. Attends meetings
- 11. Attends classes
- 12. Checks tractor/pick-up before turning it on (oil, water, fuel, etc.)
- 13. Consults with worker

Your notes:

C. Publicly Funded Farm Worker Training Programs

Gregorio Billikopf
University of California
(209) 525-6800

Objective: To share a model of a successful series of publicly funded farm worker training programs.

Description:

Public farm worker training programs are offered in some communities. Because some of you may occasionally have an opportunity for input into such programs, I include some suggestions based on our experiences with a set of effective programs developed in California in the early 1980's.

The farm worker training component of the California Worksite Education and Training Act (CWETA) was successful in the eyes of both farmers and workers because: (1) it served both grower and worker needs; (2) workers “earned” the right to attend; (3) there was a good learning environment for participants; (4) there was a transition between classroom and worksite training; (5) and program outcomes went beyond better skill acquisition and inadvertently included changes in personal relationships between growers and workers.

Match between farmer and worker needs

Perhaps the most important aspect of the CWETA farm worker training was the upgrade nature of the program. Instead of training people who may not be interested in farm work, this program set out to improve the skills of workers already employed in agriculture. Cooperating farmers selected one to three of their employees each year for the training, and the workers were virtually assured a job to come back to. Farmers who sent workers had agreed to either increase the workers' wages or lengthen their work year upon successful completion of the program. Many traditional training programs have had no such relationship to the real world of employment.

Training was offered at “down-time,” when only a few more skilled workers are normally needed. Workers who attended normally had been laid off in previous years during this period.

Workers “earned” the right to attend

In many cases workers were flattered by the growers' nominating them to attend training. They felt the farmer was recognizing their past work performance. In a more literal economic sense, participants had previously earned the stipend they collected during the training program. Most of the stipend came from unemployment insurance benefits—something they would have received whether or not they participated in the program. So, CWETA farm worker participants did not attend to receive a stipend, but rather, because they were interested in the training.

Sometimes people are placed in agricultural training simply because the courses are offered in Spanish rather than because participants are interested in the type of training offered. In one farm worker training program eligibility was partially based on a record of prolonged unemployment. This requirement may have attracted people who needed

temporary help rather than career training. It subtly encouraged potential participants to stay on public assistance or prolong unemployment.

Good learning environment for participants

Farm workers, many of whom had not had much formal education, were made to feel comfortable in the program. Classes were offered in a language familiar to the participants or were translated by bilingual aides. Farmers had a hand in selecting topics and learning objectives. Courses included English as a second language, basic math, welding, and mechanics. Workers also had a chance to learn first aid, and agricultural safety. Instructors used individualized instruction to encourage and keep track of each worker's improvements. One instructor new to the individualized approach commented that never had he taught a course to more motivated participants.

Transition between classroom and worksite training

Workers knew where they would be using their new skills after the completion of classroom training. In addition, the program encouraged farmers to help workers bridge the gap between generalized agricultural learning to specific farm applications and brand equipment owned by the particular farming organization.

Program outcome

Although the intent of the program was for workers to improve their skills and thus be able to either work a longer agricultural year or earn more per hour, there was one other major benefit. Both participating farmers and workers reported better interpersonal relations when dealing with each other.

Farmers and workers alike were pleased with the shop skills and other competencies developed through training. One farmer who had been skeptical about the training of one of his workers talked more appreciatively after the program. Jokingly he had asked a CWETA participant to fix a farm implement while he took off for breakfast at the local diner. When the rancher came back he was so delighted and surprised at the quality of the welding job, that the worker got a large raise on the spot. This farmer substantially reduced his dependence on an outside shop.

Contrast with traditional training programs

The CWETA program described above grew out of a failed CETA (Comprehensive Employment and Training Act) program. The same agricultural training specialist directed both programs, the same teaching method was used, and most of the same instructors participated. Just as in the CWETA program, the CETA students learned much—so much so that the welding instructor offered one of the CETA participants a full time job with high wages and good benefits. The worker did not accept as he could make more money by working “on the side” and collecting public assistance. CETA participants had been on either welfare or prolonged unemployment before attending classes. Upon completion of the program (which was longer and better funded than the CWETA program) none of the participants were able to hold down the jobs obtained for them. One worker quit his job because the farmer had him sweep the shop floor as his first assignment. Another abandoned his tractor in the middle of the night because “he got scared.” For some of the CETA participants, paid training was part of the public assistance cycle.

Your notes:

D. For Further Study

Gregorio Billikopf
University of California
(209) 525-6800

Here is a list of suggested readings and materials for further study of personnel and human resource management. Look for the latest edition of these resources, many of which you may find in your local library. A recommendation does not imply agreement with everything an author has to say. I enjoy reading and find it helps to keep my mind fresh, and helps me think of new ways—or rediscovering old ways—of looking at challenges and opportunities. [This list is outdated but still of use.](#)

Overview of Labor Management

Fuller, Varden. *Hired Hands in California's Farm Fields*, (June 1991) Giannini Foundation Special Report, University of California, Davis. Historical.

Pearlman, Kenneth; Schmidt, Frank L.; and Hamner, W. Clay (Editors). *Contemporary Problems In Personnel* (3rd ed.), (A book of readings), New York: John Wiley & Sons, 1983, 577 pages. Overview.

Schuler, Randall S. *Personnel and Human Resource Management*, St. Paul, Minnesota: West Publishing Company, 1981. 558 pages. Overview.

Strauss, George; and Sayles, Leonard. *Personnel: The Human Problems of Management* (4th ed.), New Jersey: Prentice-Hall, 1980, 674 pages. Overview.

Yoder, Dale; and Heneman, Herbert G. Jr. (Editors). *ASPA Handbook of Personnel and Industrial Relations*, Washington D.C.: The Bureau of National Affairs, Inc., 1979, about 1500 pages. Overview, plus a section on labor management journals and other ways of keeping up to date.

Employee Selection & Staffing

American Education Research Association, American Psychological Association, and National Council on Measurement in Education, 1985. *Standards for Educational and Psychological Testing*, Washington, D.C.: American Psychological Association, 100 pages. Validity and reliability of employee selection.

Anastasi, A. *Psychological Testing*, 5th ed. New York: Macmillan, 1982, 784 pages. Testing validity and reliability (Chapters 1-7), occupational testing (Chapter 15), and other material on individual differences. Also contains *Uniform Guidelines on Employee Selection* (29 C.F.R.). Validity and reliability of employee selection. Academic orientation.

Billikopf, Gregory Encina (director); and Sandoval, Lupe (producer). *Systematic Selection of Ag Employees*, Video, 1991. Available through University of California Visual Media, Davis, California, 59 minutes—call (530) 757-8980. Four farmers share their experiences on how they incorporated interviews, practical and written tests, and other activities into their selection approach.

Billikopf, Gregory Encina. *Agricultural Employment Testing: Opportunities for Increased Worker Performance*, Giannini Foundation Special Report No. 88-1, Division of Agriculture and Natural Resources, University of California, 1988, 26 pages. Contains additional references on employee selection and testing, for interested readers.

Douglas, James A.; Feld, Daniel E.; and Asquith, Nancy. *Employment Testing Manual*, Boston, Mass.: Warren, Gorham & Lamont, 700 + pages. (Also see, *Employment Testing Manual: 1993 Cumulative Supplement*, by Asquith and Feld, about 300 pages). Practical and legal orientation.

Schlei, Barbara Lindemann; and Grossman, Paul. *Employment Discrimination Law*, Washington, D.C.: The Bureau of National Affairs, 1983, 1661 pages. (Also see *Employment Discrimination Law: Five Year Cumulative Supplement*, Cathcart, D. A.; & Ashe, Jr., R. L. 1989, 666 pages). Legal orientation.

Society for Industrial and Organizational Psychology, Inc. (1987). *Principles for the Validation and Use of Personnel Selection Procedures* (3rd edition), College Park, MD, 44 pages. Validity and reliability of employee selection.

Conflict Management and Negotiation Skills

Billikopf, Gregorio. *Party-Directed Mediation: Helping Others Resolve Differences*. University of California Agricultural Extension, Modesto, California, 2009, 321 pages.

Folger, Joseph P.; Poole, Marshall Scott; & Stutman, Randall K. *Working Through Conflict: Strategies for Relationships, Groups, and Organizations* (3rd Edition). Longman: New York. 1997, 318 pp.

Bush, Robert A. Baruch & Folger, Joseph P. *The Promise of Mediation: Responding to Conflict Through Empowerment and Recognition*, 1994. Jossey-Bass Publishers: San Francisco, 296 pp.

Winslade, John & Monk, Gerald. *Narrative Mediation: A New Approach to Conflict Resolution*. Jossey-Bass: San Francisco. 2000, 261 pp.

Roger Fisher, William Ury, and Bruce Patton, *Getting to Yes: Negotiating Agreement Without Giving In* (2nd ed.). Penguin Books, 1991, 200 pp.

Lewicki, Roy J.; Litterer, Joseph A.; Saunders, David M. & Minton, John W. *Negotiation: Readings, Exercises and Cases* (2nd edition). Irwin: Burr Ridge, IL, 1993, 770 pages. (Also, see 3rd edition).

Rogers, Carl R. *Client-centered therapy: Its current practice, implications, and theory*. Houghton Mifflin Compnay, Boston, 1951, 560 pp.

Ury, William L; Brett, Jeanne M.; & Goldberg, Stephen B. *Getting Disputes Resolved: Designing Systems to Cut the Costs of Conflict*. Jossey-Bass Publishers, San Francisco, 1988, (Part I, 83 pp.).

Kimsey, W; McKinney, B; Della Noce, D; Trobaugh, S. *Mediator Communication Competencies: Problem Solving and Transformational Practices* (5th Edition). Pearson Custom Publishing, 2005, 156 pp.

Performance Appraisals

Billikopf, Gregorio. *Party-Directed Mediation: Helping Others Resolve Differences*. University of California Agricultural Extension, Modesto, California, 2009, 321 pages.

Carroll, Stephen J.; and Schneier, Craig E. *Performance Appraisal and Review Systems: The Identification, Measurement, and Development of Performance in Organizations*, Illinois: Scott, Foresman, and Company, 1982, 284 pages.

Compensation

Billikopf, Gregorio. *Labor Management in Agriculture: Cultivating Personnel Productivity*. University of California Agricultural Extension, Modesto, California, 2003.

Belcher, David W. *Compensation Administration*, Englewood Cliffs, N.J.: Prentice-Hall, 1974, 606 pages.

Gold, E.M. *A Dialogue On Comparable Worth*, New York: ILR Press, Cornell University, 1983, 111 pages. Easy reading.

Employee Incentive Pay in Dairies, University of California Agricultural Extension, 4th Edition, Modesto, California.

Taylor, Frederick Winslow. *Shop Management*. Harper & Row, 1947. 207 pages.

Taylor, Frederick Winslow. *The Principles of Scientific Management*, Harper & Row, 1947. 144 pages.

Taylor, Frederick Winslow. *Taylor's Testimony Before the Special House Committee or Hearings Before Special Committee of the House of Representatives to Investigate the Taylor and Other Systems of Shop Management Under Authority of House Resolution 90*. Harper & Row, 1947. 287 pages.

Human Relations and Supervision

Brinkman, Rick; & Kirschner, Rick. *How to Deal with Difficult People*, Video, Boulder, CO: Career Track Publications (2 or 3 video tapes) Also available in audiocassettes. Four-way personality classification with typical dysfunctional behaviors in each.

Brown, Roger. *Social Psychology: The Second Edition*, New York: The Free Press, 1986, 704 pages. Of special interest are sections on exchange and equity theory, altruism, group polarization, jury size and decision rule, impressions of personality, nonverbal communication and speech registers, and ethnic conflict.

Fisher, Roger; Ury, William; & Patton, Bruce. *Getting to Yes: Negotiating Agreement Without Giving In* (2nd ed.). Penguin Books, 1991, 200 pages. Easy reading.

Milgram, Stanley. *Obedience to Authority: An Experimental View*, Harper and Row, New York, 1974. About 200 pages.

Oncken Jr., William; and Wass, Donald. "Management Time: Who's Got The Monkey?" *Harvard Business Review*, November-December 1974, pp. 75-80. Article.

Plovnick, Mark S.; Fry, Ronald E.; and Burke, W. Warner (Editors). *Organizational Development: Exercises, Cases, And Readings*. Boston, MA: Little, Brown, & Company, 1982, 406 pages. Articles by Roger Harrison and Warner Burke are especially good.

Robert, Marc. *Managing Conflict From the Inside Out*, San Diego, California: University Associates, 1982, 149 pages. Easy reading.

Discipline, Discharge & Policies

Bureau of National Affairs, Editorial Staff. *Grievance Guide* (7th. ed.), Bureau of National Affairs, 1987, 400 pages. Easy reading.

Donaghy, William C. *The Interview: Skills and Applications*, Scott, Foresman and Company: Glenview, Illinois, 1984, 436 pages.

Other Topics of Interest:

American Psychological Association. *Ethical Principles In the Conduct of Research with Human Participants*, Washington D.C.: APA, 1982, 76 pages. Research.

Little, Thomas M.; and Hills, F. Jackson. *Agricultural Experimentation: Design and Analysis*, New York: John Wiley & Sons, 1978, 350 pages. Research.

Sloane, Arthur A.; and Witney, Fred. *Labor Relations* (4th ed.), New Jersey: Prentice-Hall, 1981, 525 pages. Union-management relations.

E. Workshop Evaluation Sheet

Your workshop, form 1

Evaluation

(Please score from 1 to 10, with 10 being top score)

⊕	Topic	Speaker	Representing	Score	Comments

Additional comments and suggestions?

Anything you will do different as a result of this meeting?

F. Workshop Evaluation Sheet

Your workshop, form 2

Best aspect of the meeting?	Worst aspect of the meeting?
Additional comments and suggestions?	Anything you will do <i>different</i> as a result of this meeting?

Any topics you would like to see covered in the future?

G. *Instructor's Manual Evaluation Sheet*

Anonymous as well as signed evaluations are welcome. If you prefer to call the author of the teaching notes, feel free to do so. Written comments will be particularly useful as we look at the next edition of this *Instructor's Manual*. I look forward to hearing from you. Thanks, Gregorio Billikopf.

Please mail to:	or Phone, FAX, or E-mail:
<i>Instructor's Manual</i> University of California Agricultural Extension 733 County Center 3 Modesto, CA 95355	☎ (209) 525-6800 (209) 525-6840 FAX E-mail: gebillikopf@ucdavis.edu

1. Name of the teaching exercise you used.

2. Describe the audience with whom you used this particular teaching exercise.

3. Describe any notable variations from the described teaching exercise.

4. How satisfied were you with the results?

5. How satisfied were the participants with the approach?

6. Do you plan to use this approach again?

7. What modifications would you suggest to make this work better the next time?

8. Additional comments:

H. Your Teaching Contribution

Gregorio Billikopf
University of California
(209) 525-6800

To: Agricultural Personnel HRM academics, consultants & practitioners
From: Gregorio Billikopf, Labor Management Farm Advisor
Re: Call for agricultural HRM teaching & experiential activities for
Instructor's Manual.

This is an invitation to submit a case, role-play, lecturette, research note, instrument, or experiential activity for the next edition of this *Instructor's Manual*.

General submission guidelines: Teaching materials submitted should be (1) *original work* (may have been previously published—but no copyrighted materials unless permission has been secured for re-publication); (2) *properly referenced*; and (3) related to *production agriculture*. Submissions may be as brief as you wish, but normally should not exceed eight (8) single spaced pages. They should include a title, objective, amount of time needed to carry out the activity, accompanying materials and any other instructions for the presenter.

Cases should be true (details may be changed to retain anonymity *or* to adapt them to production agriculture) and contain two basic components:

(1) *What happened up to a given point*—participants can discuss what options are available, what could be done in the future to prevent this problem or take advantage of an opportunity, etc.; and

(2) *What took place after that point* (from part one). What occurred *may or may not* be the best possible solution. This can also be discussed by the participants.

In some circumstances a case may be divided into additional sections, after each of which participants can discuss how they would proceed given each new piece of information.

Role-plays should include a (1) general scenario, (2) role play sheets for participants, and (3) instructions for observers on what to look for. In addition, role plays may include a lecturette or other materials for the presenter.

Lecturette and research notes. These may include lectures or research data related to HRM production agriculture that may be of interest when teaching HRM. In the case of research notes, these may include raw statistical data for students to analyze as well as the analyzed set—and type of statistics used—to compare to.

Instruments or tests that help create awareness of specific topics can be included. These may deal with attitudes or beliefs, stereotypes, personality profiles, and so on. Accompanying lecturettes and normative data may be included where applicable. Subject matter pre- and post-tests are a good way to introduce a topic, measure learning, or changes in attitude.

Other experiential activities. You may want to share any ideas on how to better involve participants in the classroom or workshop.

Below you will find a list of topics. You may want to contribute materials in areas not covered here, also. Check materials in the area(s) that you plan to make a submission, cut out the letter of intent found below, and mail it in. I am looking forward to hearing from you. I'll be glad to discuss any suggestions or concerns you may have.

(209) 525-6800	<i>Phone</i>
(209) 525-6840	<i>FAX</i>
gebillikopf@ucdavis.edu	<i>E-mail</i>

✂ _____ *Letter of Intent* _____

Instructor's Manual

Name _____ Phone _____ - _____

Organization _____ FAX _____ - _____

Address _____ e-mail _____

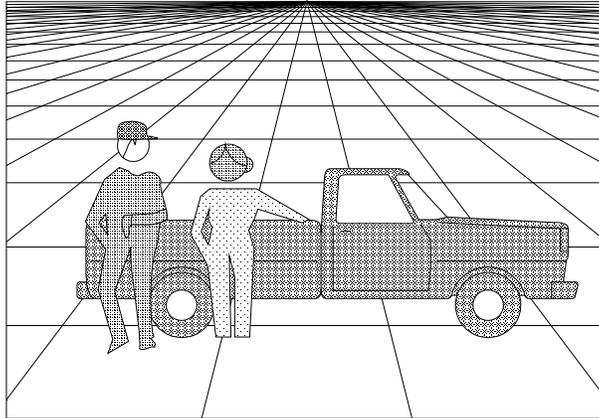
City _____ Zip _____ - _____

- Yes, I will contribute ___ manuscript(s) for the *Instructor's Manual* as checked.
- I may be interested in contributing a manuscript for the *Instructor's Manual*, please call me.
- I am not able to contribute a manuscript for the *Instructor's Manual* but please let me know when it becomes available.
-

Return with Letter of Intent

	Check
<i>Ingredients for effective labor management</i>	
Concern for productivity and worker needs	
Understanding HRM	
Purposeful action (from thinking to doing)	
<i>Practical steps to employee selection</i>	
Decide what you want (job analysis, job descriptions, etc.)	
Recruitment	
Design the selection process (what tools to use where, questions)	
Realistic job preview	
Exchange information with applicants (test, interviews, references)	
Bring new employee aboard (job offers, medical screening, orientation)	
<i>Validating the selection process</i>	
Discrimination in employment	
Reliability (including subjective ratings)	
Validity (content, criterion, concurrent, "face")	
<i>Promotions, Transfers & Layoffs</i>	
Promotions (e.g., seniority v. merit, outside hires)	
Job enlargement v. job enrichment	
Layoffs (<i>not</i> terminations)	
<i>Performance appraisals</i>	
Validating the selection process	
Employee need for feedback	
Employer need for understanding worker performance	
Rater subjectivity in performance appraisals	
Rating of achievement v. conduct	
Data collection instruments	
Rating against a standard or comparison of employees	
The performance appraisal interview	
<i>Internal wage structures</i>	
Pay differences among workers	
Job evaluations & market considerations	
Wage surveys	
Wage structure challenges	
Wage raises (including cost-of-living adjustments)	
Comparable Worth Doctrine	
<i>Incentive pay (or pay for performance)</i>	
Is the challenge best solved through the use of incentives?	
Establish standards	
Link pay to desired performance	
Protect worker earnings	

	Check
<i>Supervisory power & delegation</i>	
Sources of supervisory power	
The supervisor as an interpreter between organizational levels	
Abuse of power and authority	
Empowerment: delegating decision-making	
<i>Training & Conducting effective meetings</i>	
Training: helping workers acquire skills	
Conducting effective meetings	
<i>Interacting with employees</i>	
Basic human interaction	
Cultural differences	
Exchange & equity theories	
Interaction with the disabled	
Personal contributions or “investments” brought to the job	
Giving employees advice—being a good listener	
<i>Conflict Management Skills</i>	
The supervisor as a mediator and arbitrator	
<i>Discipline, termination & turnover</i>	
Employee termination & wrongful discharge	
“At-will Doctrine” v. “Just Cause” terminations	
Development & communication of rules & consequences	
Documentation, investigation, & enforcement of rules	
Turnover (and absenteeism)	
<i>Personnel policies</i>	
Personnel policies & employee handbooks	
Sample policy development: paid sick leave	
<i>Other topics of interest:</i>	
Agricultural HRM research	
Agricultural technology & mechanization	
Benefits	
Current issues	
Extension of employment for seasonal workers	
Injury & illness (Farm Safety)	
Labor economics	
Labor relations, arbitration & unions	
Planning, organizing, leading & controlling	
Public policy & legal matters	
Statistical tools & research design for HRM	
Stress management	
Suggested reading & teaching materials	
Survey instruments	
Teaching skills	
Time management	
<i>Other</i> (please specify)	



The University of California prohibits discrimination or harassment of any person on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994: service in the uniformed services includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services) in any of its programs or activities. University policy also prohibits reprisal or retaliation against any person in any of its programs or activities for making a complaint of discrimination or sexual harassment or for using or participating in the investigation or resolution process of any such complaint. University policy is intended to be consistent with the provisions of applicable State and Federal laws. Inquiries regarding the University's nondiscrimination policies may be directed to the Affirmative Action/Equal Opportunity Director, University of California, Agriculture and Natural Resources, 1111 Franklin Street, 6th Floor, Oakland, CA 94607, (510) 987-0096.