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AN EVALUATION OF
THE REQUIRED WORK EXPERIENCE
IN THE INSTITUTE OF AGRICULTURAL TECHNOLOGY

By

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PLAN B PAPER

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF SCIENCE

Department of Agricultural Economics

1975

ACKNOWLEDGEMENTS

A study such as the following is seldom the work of one individual. I am grateful for the continual guidance given to me by Dr. James Gibson, Coordinator of the Agricultural Production Program in the Institute of Agricultural Technology. It was he who directed my efforts from the beginning and enabled me to incorporate many important facets of the Placement Training Program into the study, which on my own might well have been overlooked. He was also instrumental in obtaining financial assistance from the Institute of Agricultural Technology. This financial support from the Institute was greatly appreciated.

Drs. John Allen, John Brake and Harold Ecker of the Department of Agricultural Economics are to be thanked for their direction, advice and editorial comments.

Pam Marvel, computer consultant for the Department of Agricultural Economics, proved invaluable. Without her assistance and consultations, I could have easily extended this study by many more months.

Mention is seldom made of the many hours performed by secretaries. Trish Sanford and M. G. Huston are to be thanked for their patient endeavors.

Finally, the best secretary of them all--my wife. Her endless hours of typing and retyping, in addition to her editing and timely advice will never be forgotten.

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CHAPTER I

INTRODUCTION

Problem Setting

The Institute of Agricultural Technology traces its history back to 1894 when Dr. C. D. Smith began a class in Farm Dairying at Michigan Agricultural College. His purpose was to train people engaged in farming the art, science and practice of milk production and butter-making. Other farm courses soon were offered and collectively they became known as the "Short Courses." Gradually the "Short Courses" included training for those in agriculturally related enterprises. Today, the Institute of Agricultural Technology has grown from one course to encompass nine different technical programs.

The purpose of the Institute of Agricultural Technology is to enable men and women to gain marketable skills. Each program is eighteen months in length and includes classroom and practical work experiences. The classroom experiences are received on the campus of Michigan State University from September to March of two successive years. During the six intervening spring and summer months,¹ the students are provided with work experiences directly related to their previously learned skills and knowledge and to their future job objectives, goals, and desires. These six intervening months are known as Placement Training.

During Placement Training, the trainees² are offered the oppor-

¹The only exception being the Animal Technology Program which conducts an half-time clinical experience during its last twelve months.

²The students on Placement Training will be referred to as trainees in this study.

tunity to put their knowledge and skills to work and practice--in sum to "learn to do by doing."³ In order to accomplish this, the directors and coordinators of the Institute of Agricultural Technology have attempted to establish some responsibilities of placement employers which they felt would enhance true learning by the trainees while under their placement employers' direction. Several key responsibilities are stated explicitly on an agreement which is signed by the placement employers, trainees and coordinators (see Appendix A). Other responsibilities of employers are promoted implicitly through conversations between the employers and program coordinators, through pre-placement seminars with the trainees conducted by the coordinators, and through trainee-employer conversations. But whether explicit or implicit, the leaders in the Institute firmly believe that placement employers should be aware of and fulfill their placement responsibilities.

Up to the present, the Institute of Agricultural Technology has possessed little systematically gathered information showing the extent to which the responsibilities of placement employers were actually being discharged. Moreover, those in the Institute felt it extremely desirable to obtain information regarding the employers and trainees who were participating in the 1975 Placement Training Program, in addition to any comments, evaluations and suggestions they might have about the program. Thus, it was concluded to under-

³The trainees are also offered a host of other opportunities while on Placement Training ranging from the gaining of a career perspective and orientation to learning to live and work away from their parents. This study, however, is primarily concerned with the training and work experience aspects of the Placement Training Program.

take the present study.

Purpose and Objectives

The purpose of the study was to evaluate the 1975 Placement Training Program of the Institute of Agricultural Technology. The objectives were:

- (1) To obtain demographic and descriptive information about the placement employers and trainees participating in the 1975 Placement Training Program.
- (2) To determine if the employers were aware of and fulfilling their responsibilities as placement employers.⁴
- (3) To obtain additional feedback from the placement employers and trainees concerning factors related to the responsibilities of employers.
- (4) To obtain the evaluations and suggestions of the employers and trainees regarding various aspects of the Placement Training Program.
- (5) To provide a basis for making recommendations concerning observable shortcomings within the Placement Training Program.

Need for the Study

Since work experiences of some kind--often practically identical to that offered in the Institute of Agricultural Technology--are major components of many vocational agricultural programs, many studies and reviews (regarding work experiences) have been presented in the various journals and magazines interested in vocational agricultural education. Most of these studies and reviews have dealt with competencies required of trainees [5,7,9,16], follow-ups on graduates [3,6,12,14], overviews and specifics of various programs across the nation [15], placement visits

⁴Their responsibilities are stated on back of the placement agreement (refer to Appendix A). These are: to abide by the terms agreed upon; to counsel and communicate with the trainee when necessary; to train the trainee in different jobs; and to notify the coordinator when necessary.

[13], and other trainee-placement related subjects. Fewer studies and reviews, however, have covered placement employers. Farms and agribusiness firms have been surveyed to determine job and placement opportunities [2]; surveys have been sent to placement work stations and employers in evaluating agricultural curriculums [17]; and placement employers have been asked to rate past and present trainees on personality traits and agricultural abilities, understandings, and competencies [4,10,11].

Although the above mentioned studies, reviews, and/or surveys may have dealt with placement employers, they most generally have been oriented towards the trainee. In one article, however, Wilson discussed their college's vocational training program which had taken interest in its placement employers through holding pre-placement seminars, interviews with employers previous to their hiring trainees, and other methods which demonstrated the programs interests in encouraging employers to fulfill their placement responsibilities [18].

Recognizing that the success of the Placement Training Program depends so heavily upon the quality of the placement employer, it seemed imperative that more work and study be conducted in this field. For this reason, the author and the Institute of Agricultural Technology felt it essential to study the area of placement employers' responsibilities along with those related areas as mentioned in the objectives above. This information may not only prove useful to the Institute of Agricultural Technology at Michigan State University, but to all vocational agricultural education programs in high schools and colleges who rely so heavily on placement employers to assist their trainees in "learning to do by doing."

CHAPTER II

METHODOLOGY

The Population and Sample

The population of this study consisted of 137 employers and 143 trainees¹ participating in the 1975 Placement Training Program held under the auspices of the Institute of Agricultural Technology at Michigan State University.

The sample used in this study consisted of 96 employers and 103 trainees who had responded to and returned a mailed survey questionnaire before a predetermined cutoff date. In Table 1, the sample respondents were separated into their respective programs within the Institute of Agricultural Technology.

The majority of the respondents were on Placement Training in Michigan. Fourteen employers and sixteen trainees were out of the state.

Of the 199 total responses used in the sample, there were 68 pairs (an employer and his trainee would have been one pair). Nonetheless, all of the responses of the employers and trainees were used. Due to this sampling mix of paired and nonpaired responses and other considerations and constraints, statistical analysis was rendered impractical.

¹There were three employers who had hired two or more trainees.

Table 1

NUMBER OF RESPONDENTS BY PROGRAM

Programs ^a	Number		
	Employers	Trainees	Total
Agricultural Production	8	11	19
Electrical Technology--Agriculture	7	7	14
Commercial Floriculture	14	16	30
Elevator and Farm Supply	14	12	26
Power Equipment Technology	13	13	26
Landscape and Nursery	18	16	34
Soil and Chemical Technology	4	5	9
Turfgrass Management	<u>18</u>	<u>23</u>	<u>41</u>
Total	96	103	199

^aAnother program, Animal Technology, was not included in the study for it had no Placement Training Program.

The Questionnaires and Data Processing

Two questionnaires were used--one for the employer and one for the trainee (see Appendixes B and C). They were designed to complete the purpose and objectives of this study as outlined earlier. Both questionnaires dealt with obtaining various demographic and descriptive information in addition to the opinions, attitudes, perceptions and recommendations of the employers and trainees about the Placement Training Program. Forty questions were practically identical on each questionnaire. This was done to help surface discrepancies of opinions, attitudes and perceptions which may have existed between the employers and trainees.

Identical follow-up questionnaires and cover letters were sent

nine days after the original mailing.

Seventy-three percent of the population had responded by a pre-determined cutoff date. Five of those returned were unuseable. The useable questionnaires (199 in total) were then coded, key punched, programmed and processed at the Computer Center at Michigan State University.

CHAPTER III

RESULTS

Before presenting the results, three notes should be observed. First, since not all of the responses were paired, the results have depicted comparative differences which are natural for two such partially paired samples. For example, when the employers and trainees were asked how long the trainee had been on Placement Training, the employers' average response was 12.0 weeks while the trainees' average response was 12.7. Though comparisons were made throughout the results, they must be viewed as representing two distinct, basically unpaired groups within the Placement Training Program.

Second, since eight individual programs were collectively represented in the results (refer to Table 1, Chapter II), caution must be exercised not to generalize from the collective results to the specific programs. The Placement Training Program, as a whole, was solely under investigation.

Third, since the following results were received after two-thirds of the Placement Training experience had been completed, they represent facts and feelings of employers and trainees about a program which they had only partially completed.

Qualitative and Descriptive Information about the Placement Employers

Placement employers, 95 were male. The one female

cooperator.

3.

Fifty-one per-

CHAPTER III

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Demographic and Descriptive Information about the Placement Employers

Sex. Of the 96 placement employers, 95 were male. The one female was a Commercial Floriculture Program cooperator.

Age. The average age of placement employers was 40.3. Fifty-one percent of the employers were 38 years old or younger. Age ranges are

presented in Table 2.¹

Table 2
AGES OF PLACEMENT EMPLOYERS

Age range	Number	Percent of total
20 - 29	17	18.1
30 - 39	32	34.0
40 - 49	23	24.5
50 - 59	15	16.0
60 - 68	<u>7</u>	<u>7.4</u>
Total	94	100.0
Nonrespondents	(2)	

Annual gross incomes of employers' businesses. Table 3 presents the annual gross income of businesses employing or owned by 90 placement employers. Nearly two-thirds of the placement employers were in businesses grossing over \$250,000.

¹Table 2 shows a total of 94 respondents and 2 nonrespondents. Thus, a total of 96 employers are represented in this table. As with Table 2, so with all the following tables in this chapter--unless otherwise stated in the title of the table, all tables will use the total of the sample respondents which were 96 employers and 103 trainees.

Table 3

ANNUAL GROSS INCOME OF THE BUSINESS ESTABLISHMENTS
OF PLACEMENT EMPLOYERS

Income range	Number	Percent of total
\$0 to \$49,999	3	3.3
\$50,000 to \$99,999	6	6.7
\$100,000 to \$249,999	24	26.7
\$250,000 and over	<u>57</u>	<u>63.3</u>
Total	90	100.0
Nonrespondents	(6)	

Number of employees under employers' supervision. Table 4 depicts the number of employees the placement employers were responsible for while the trainee was under his direction. Over 84 percent of the employers were responsible for 25 or less employees while the trainee was on placement.

Table 4

NUMBER OF EMPLOYEES UNDER PLACEMENT EMPLOYERS' SUPERVISION
DURING THE TIME TRAINEE IS UNDER HIS SUPERVISION

Number of employees under placement employers' supervision	Number of employers supervising given number of employees	Percent of total
1 - 5	23	24.2
6 - 10	24	25.3
11 - 25	33	34.7
26 and over	<u>15</u>	<u>15.8</u>
Total	95	100.0
Nonrespondents	(1)	

Number of trainees hired by employers in last five years. Table 5 shows the number of trainees 93 placement employers hired during the last five years. Twenty-one employers or twenty-three percent hired trainees for the first time this year. Twenty-three employers had had one trainee previously. A total of 52.8 percent had hired two or more before. Two employers even stated having hired 12 trainees in the last five years.

Table 5

NUMBER OF TRAINEES PLACEMENT EMPLOYERS
HIRED IN LAST FIVE YEARS

Number trainees hired	Number of placement employers who hired given number of trainees	Percent of total
0	21	22.6
1	23	24.6
2	14	15.0
3	17	18.3
4	5	5.4
5	6	6.5
6	5	5.4
12	<u>2</u>	<u>2.2</u>
Total	93	100.0
Nonrespondents	(3)	

Employers having participated in a similar placement program. Employers were asked if they had been through a program similar to Ag Tech's Placement Training Program. Of the 96 responding, 25 percent said yes.

Demographic and Discriptive Information about the Trainees

Sex. Of 103 trainees, 89 were male and 14 were female. One female was in the Agricultural Production Program while the remaining were in Commercial Floriculture.

Age. The average age of the trainees was 20.6. Nearly one-half of them were 19 or younger while over three-quarters of them were 21 or younger. Table 6 presents the ages of the trainees.

Table 6
AGES OF TRAINEES

Age range	Number	Percent of total
18 - 19	49	47.6
20 - 21	31	30.1
22 - 25	16	15.5
26 - 42	<u>7</u>	<u>6.8</u>
Total	103	100.0
Nonrespondents	(0)	

Methods used by trainees in finding placement jobs. Table 7 shows how trainees found their placement jobs. Most reported having found them through their own searching. "Own searching" is open to interpretation. Perhaps 63 of them found employers by themselves, explained to them the program, and then were hired. On the other hand, perhaps they used the Ag Tech lists, some friends or relatives, the program coordinator, and/or a Michigan State University instructor or professor but considered these to be a part of their "own searching." The statement, however, was so stated on the questionnaire as to have

had them check all of the methods they may have used.

Table 7

METHODS USED BY 101 TRAINEES IN
FINDING THEIR PLACEMENT JOBS

Method	Number
Own searching	63
Program coordinator	26
Friends and relatives	16
Ag Tech job lists	10
MSU instructor or professor	<u>3</u>
Total	118 ^a

^aSome trainees used more than one method. Thus the total number of responses was greater than 101.

Past work experience of trainees. When 103 trainees were asked whether they had worked before at the present placement station, 86 said no. When asked if they had done this type of work before, 64 said yes. These 64 were then asked how long they had been doing this type of work. They responded as recorded in Table 8. The average number of years of previous work experience for these 64 trainees was 7.1.

Table 8

YEARS OF PREVIOUS WORK EXPERIENCE SIMILAR TO 64 TRAINEES'
1975 PLACEMENT TRAINING EXPERIENCE

Years	Number
1 or less	11
2	14
3 - 4	17
5 - 6	13
7 - 12	<u>9</u>
Total	64

Hiring and employment practices of employers. Seventy-two trainees reported having been hired by the same man to whom they were responsible while on placement. Seven reported having had different employers. Two reported having had no one in particular for a placement employer.

Placement Agreements

Signing of agreements and when they were signed. One of the responsibilities of placement employers and trainees is to sign a placement agreement. Table 9 shows what percentage did. As can be seen, around 90 percent signed one. Note also that 4.9 percent of the trainees and 3.2 percent of the employers had never heard of an agreement.

The bottom half of Table 9 depicts when agreements were signed. Most employers and trainees signed the agreements after placement had begun.

Table 9

PERCENT OF EMPLOYERS AND TRAINEES WHO SIGNED A
PLACEMENT AGREEMENT AND WHEN

Response		Statement and answers
Employers	Trainees	
		I signed an agreement this year:
88.4	90.2	(1) Yes
8.4	4.9	(2) No
3.2	4.9	(3) Never heard of it
<u>100.0</u>	<u>100.0</u>	Total (N = 95 employers, 103 trainees)
		If yes, I signed it:
42.9	31.2	(1) Before placement training began
57.1	68.8	(2) After placement training began
<u>100.0</u>	<u>100.0</u>	Total (N = 84 employers, 93 trainees)

Honoring terms of agreements. The trainees were asked which terms of the agreement (see Appendix A), if any, had not been kept. Table 10 gives some insights for answering this question. Sixty-seven of the 103 trainees did not answer this question. It might be that they had no agreement problems. Sixteen trainees wrote on the questionnaire such responses as "nothing is wrong" or "everything's OK." On the other hand, from the table it can be calculated that twenty trainees were having some type of agreement problems. Four said that every term had not been kept.

Table 10

TERMS OF THE PLACEMENT AGREEMENT WHICH HAD NOT BEEN KEPT
AS REPORTED BY TRAINEES

Terms	Number
Activities	7
Hours/day of work	1
Days/week of work	3
Wages	3
Overtime required	2
All of the above	4
Everything is OK	<u>16</u>
Total	36
Nonrespondents	(67)

Conferences and Communication

Initial Private Conferences. The staff of the Institute of Agricultural Technology believes that a private conference between the placement employer and trainee should be held as close as possible to the start of placement. In this conference, the employer should discuss what he will expect of the trainee among other things. When asked whether this private conference was held, 96.8 percent of the employers and 95.0 percent of the trainees said yes. Table 11 details when the conferences were held.

Table 11

PERCENT OF 95 EMPLOYERS AND 101 TRAINEES HOLDING A PRIVATE CONFERENCE BEFORE AND/OR AFTER PLACEMENT BEGAN OR NOT AT ALL

Response		Statement and answers
Employers	Trainees	
		We had a private face to face conference wherein it was discussed what would be expected of the trainee:
85.2	76.2	1.) Before placement began
11.6	18.8	2.) After placement began
3.2	0.0	3.) Didn't get a chance to
0.0	2.0	4.) Both 1 and 2
0.0	3.0	5.) Neither 1 or 2
100.0	100.0	Total

Frequency of conferences. It is felt by those in the Institute that regularly scheduled conferences best promote open communications between the placement employers and trainees. Table 12 shows that most conferences were held at no specific time, but when needed. However, close to twenty percent of the employers and trainees said that their conferences were held on a daily basis.

Table 12 also depicts whether the conferences were held regularly, irregularly or not held. Regularly held conferences were those held daily, weekly, monthly or more (refer to Table 12). Irregularly held conferences were those held at no specific time, but when needed. "Not held" conferences encompass the responses of Table 12 of "no chance yet," "don't need to," and "don't have them, I don't know why." Thus, it was observed that irregularly held conferences held a slight majority over regularly held ones.

In the last analysis, the staff of the Institute hopes that conferences are at least being held--whether regularly or irregularly.

Table 12 shows that they are.

Table 12

PERCENT OF 95 EMPLOYERS AND 99 TRAINEES HOLDING PRIVATE CONFERENCES
AT VARIOUS LEVELS OF FREQUENCIES

Frequency	Employers	Trainees
Daily	18.9	20.2
Weekly	15.8	6.1
Monthly or more	9.5	5.1
At no specific time, but when needed	52.6	56.5
No chance yet	2.1	3.0
Don't need to	1.1	0.0
Don't have them, I don't know why	<u>0.0</u>	<u>9.1</u>
Total	100.0	100.0

Table 13 presents various statements concerning the Placement Training Program to which the employers and/or trainees were to respond from "very true" to "very untrue." It will be referred to throughout the study. In section B, the trainees responded to the statement, "I feel my ability to excel while on placement could be improved if my placement employer held more personal conferences with me." Their mean response indicated that they weren't sure if it would have or not.²

²The mean response excludes the nonrespondents and those to whom the statement did not apply.

DEGREE TO WHICH 96 PLACEMENT EMPLOYERS AND 103 TRAINEES FELT VARIOUS STATEMENTS CONCERNING THE PLACEMENT TRAINING PROGRAM TO BE TRUE OR UNTRUE^a

Statements	Percent Responding to Each Degree								MEAN	
	Very true (1)	Mostly true (2)	Slightly true (3)	Un-certain (4)	Slightly untrue (5)	Mostly untrue (6)	Very untrue (7)	Does not apply to me (8)		Percent not responding (0)
A. Statements About Trainee in General										
1) Employer: I feel my placement trainee wants to learn about this business more than the other employees under my supervision.	21.9	28.0	24.0	10.4	3.1	4.2	0.0	4.2	4.2	2.5
Trainee: I feel I want to learn about this business more than the other employees under my placement employers' supervision.	34.0	26.7	8.7	16.5	1.9	12.6	0.0	0.0	0.0	2.6
2) Employer: This placement trainee seems to be here mainly for the money and not for the experience.	2.1	2.1	4.2	5.2	3.1	21.9	56.3	2.1	3.1	6.1
Trainee: I am here mainly for the money and not for the experience.	4.9	1.9	2.9	1.0	2.9	19.4	62.1	4.9	0.0	6.2
3) Trainee: I am positive that the type of work I am doing on placement is what I want to do in life.	34.0	26.3	8.7	16.5	1.9	12.6	0.0	0.0	0.0	2.6
B. Statements About Conferences & Communications										
1) Employer: The placement trainee knows exactly what is expected of him when he starts new jobs.	12.5	57.4	10.4	12.5	2.1	1.0	1.0	0.0	3.1	2.4
Trainee: I know exactly what is expected of me when I start new jobs on placement.	23.3	41.7	16.5	9.7	4.9	1.9	0.0	1.0	1.0	2.4
2) Employer: The placement trainee never receives incompatible requests from two or more people.	27.0	29.1	6.3	9.3	6.3	6.3	7.3	4.2	4.2	2.9
Trainee: I never receive incompatible requests from two or more people while on placement.	25.2	21.4	9.7	13.6	14.6	1.9	6.8	3.9	2.9	3.0
3) Employer: The placement trainee receives assignments with adequate resources, materials and training.	27.1	54.2	5.2	3.1	4.2	0.0	1.0	2.1	3.1	2.0
Trainee: I receive assignments with adequate resources, materials and training.	24.3	35.8	11.7	6.8	11.7	1.9	3.9	2.9	1.0	2.7
4) Employer: The placement trainee knows what his responsibilities are.	36.5	50.0	7.3	2.1	0.0	1.0	0.0	0.0	3.1	1.8
5) Trainee: I feel my ability to excel while on placement could be improved if my placement employer held more personal conferences with me.	7.8	6.8	13.6	25.1	3.9	10.7	21.4	10.7	0.0	4.5
6) Trainee: My placement employer explains and then demonstrates how to do new jobs.	25.2	29.2	18.4	1.0	6.8	9.7	8.7	1.0	0.0	3.0
7) Trainee: My placement employer wants me to do jobs completely unfamiliar to me.	8.7	6.8	10.7	11.7	9.7	18.4	26.2	6.8	1.0	4.8
8) Trainee: My placement employer makes me feel hesitant to ask questions.	4.9	2.9	8.7	2.9	8.7	20.5	48.5	1.9	1.0	5.7

Table 13 (continued)

Statements	Percent Responding to Each Degree							MEAN b		
	Very true (1)	Mostly true (2)	Slightly true (3)	Un-certain (4)	Slightly untrue (5)	Mostly untrue (6)	Very untrue (7)		Does not apply to me (8)	Percent not responding (0)
C. Statements About Training										
1) Employer: I thoroughly train the placement trainee before each job.	3.1	18.7	19.7	6.3	16.7	16.7	5.2	9.4	4.2	4.0
Trainee: My placement employer thoroughly trains me before each job.	3.9	22.3	18.4	5.8	14.6	20.4	7.8	6.8	0.0	4.0
2) Employer: I outwardly encourage the placement trainee to learn new jobs, skills, concepts and abilities.	30.2	42.7	13.5	3.1	2.1	1.0	0.0	2.1	5.2	2.0
Trainee: My placement employer outwardly encourages me to learn new jobs, skills, concepts and abilities.	36.9	17.4	23.3	3.9	6.8	4.9	3.9	1.9	1.0	2.6
3) Trainee: My placement employer has not taught me a lot of skills, jobs, concepts and abilities I would like to learn.	3.9	8.7	12.6	9.7	10.7	15.5	33.0	4.9	1.0	5.1
D. Statements About the Placement Job										
1) Employer: The placement jobs done by the placement trainee deny him any chance to use his personal initiative or discretion.	1.0	6.3	5.2	1.0	7.3	32.3	39.6	4.2	3.1	5.8
Trainee: The placement jobs I do enable me to use my own personal initiative or discretion.	25.2	33.0	24.3	3.9	6.8	3.9	1.9	0.0	1.0	2.5
2) Employer: The jobs the placement trainee works on are quite simple and repetitive.	4.2	3.1	13.5	3.1	17.7	31.3	24.0	0.0	3.1	5.2
3) Employer: The placement trainee is learning many different skills, jobs, concepts and abilities while here on placement.	36.5	47.9	8.4	1.0	1.0	1.0	0.0	0.0	4.2	1.8
Trainee: I am learning many different skills, jobs, concepts and abilities while here on placement.	44.7	26.2	15.5	1.0	5.8	2.9	2.9	1.0	0.0	2.2

Table 13 (continued)

Statements	Percent Responding to Each Degree							MEAN ^b		
	Very true (1)	Mostly true (2)	Slightly true (3)	Un-certain (4)	Slightly untrue (5)	Mostly untrue (6)	Very untrue (7)		Does not apply to me (8)	Percent not responding (0)
D. Statements About the Placement Job (Con't.)										
4. Employer: This placement experience involves doing a number of new and different tasks. Trainee: This placement experience involves doing a number of new and different tasks.	51.0	32.3	8.3	2.1	0.0	2.1	0.0	1.0	3.1	1.7
5. I feel the majority of jobs which the placement trainee does are:	36.8	24.3	18.4	2.9	4.9	7.8	2.9	1.0	1.0	2.5
a. Employer: Routine Trainee:	3.1	22.9	19.9	2.1	3.1	15.6	1.0	0.0	32.3	3.5
b. Employer: Frustrating Trainee:	18.4	19.4	27.2	2.9	3.9	8.9	4.9	0.0	14.6	3.3
c. Employer: Simple Trainee:	8.3	0.0	8.3	7.3	5.2	16.7	26.0	1.0	35.2	5.7
d. Employer: Useful Trainee:	2.9	0.0	11.7	7.8	6.8	23.2	29.1	1.9	16.5	5.9
e. Employer: Different Trainee:	1.0	5.2	9.4	6.3	13.5	25.0	4.2	0.0	35.4	5.2
f. Employer: Challenging Trainee:	5.8	15.5	18.4	11.7	13.6	11.7	6.8	1.0	15.5	4.2
g. Employer: Pleasant Trainee:	33.3	29.2	2.1	0.0	0.0	0.0	0.0	0.0	35.5	1.5
h. Employer: New Trainee:	37.9	30.1	11.7	2.9	1.0	1.9	0.0	0.0	14.5	2.1
i. Employer: Gives sense of accomplishment Trainee:	13.5	27.1	17.7	1.0	4.2	1.0	0.0	0.0	35.5	2.4
j. Employer: Boring Trainee:	15.5	24.3	19.4	5.9	12.6	3.9	2.9	0.0	15.9	3.3
k. Employer: Satisfying Trainee:	17.7	36.5	8.3	2.1	1.0	1.0	0.0	0.0	33.4	2.0
6. Trainee: I work on unnecessary things most of the time.	22.3	13.6	22.3	6.9	10.7	9.7	0.0	0.0	14.5	3.4
	5.2	25.0	17.7	8.3	4.2	1.0	1.0	2.1	36.5	2.8
	19.4	24.3	19.1	8.7	4.9	3.9	3.9	1.0	14.6	3.1
	10.4	18.8	21.9	9.4	3.1	0.0	1.0	0.0	35.5	2.7
	14.6	16.4	24.1	4.9	7.8	11.7	4.9	1.0	14.6	3.7
	20.8	36.5	5.2	2.1	1.0	1.0	0.0	0.0	35.5	1.9
	31.1	25.2	13.6	7.8	2.9	2.9	1.0	1.0	14.6	2.5
	0.0	2.1	10.4	7.3	4.2	24.0	16.7	1.0	34.4	5.4
	1.0	2.9	16.5	6.8	9.7	25.3	19.4	2.6	15.5	5.5
	12.5	42.7	5.2	3.1	2.1	0.0	0.0	0.0	34.4	2.1
	21.3	26.2	21.4	6.8	5.8	1.0	1.0	0.0	14.5	2.7
	1.9	3.9	8.7	3.9	4.9	22.3	46.6	7.8	0.0	5.8

Table 13 (continued)

Statements	Percent Responding to Each Degree							MEAN ^b		
	Very true (1)	Mostly true (2)	Slightly true (3)	Un-certain (4)	Slightly untrue (5)	Mostly untrue (6)	Very untrue (7)		Does not apply to me (8)	Percent not responding (0)
E. Statements About Coordinator Visits										
1. Employer: I find the visits by the coordinator valuable (If he has not visited, mark "8" for "does not apply to me.")	10.4	20.8	3.1	7.3	0.0	0.0	1.0	53.2	4.3	1.7
Trainee: I find the visits by the coordinator valuable (If he has not visited, mark "8" for "does not apply to me.")	14.6	10.7	8.7	4.9	0.0	1.9	1.9	57.3	0.0	2.5
F. Statements About Safety										
1. Trainee: I consider my placement employer to be safety-minded.	48.5	34.0	2.9	5.8	2.9	1.0	2.9	1.0	1.0	1.9
G. Statements About Information & Knowledge of Placement Training Program										
1. Employer: I am receiving enough information and communication about the Placement Training Program from the Institute of Ag Tech.	17.7	39.6	7.3	6.3	3.1	7.3	6.3	3.1	9.4	2.8
Trainee: My Placement employer seems to know what the Ag Tech Placement Program is all about.	40.7	25.2	14.6	4.9	6.8	1.9	4.9	1.0	0.0	2.4
H. Statements About Board and Room										
1. Employer: My placement trainee boards and rooms with me. I find this agreeable. (If he/she does not, mark "8" for "does not apply to me.")	4.2	2.1	0.0	0.0	0.0	1.0	1.0	88.5	3.1	3.1
Trainee: I board and room with my placement employer. I find this agreeable. (If you do not board and room with your employer, mark "8" in the blank for "does not apply to me.")	4.9	1.0	0.0	0.0	0.0	0.0	0.0	94.1	0.0	1.2
I. Statements About Placement Training in General										
1. Trainee: I feel I am gaining an adequate working knowledge of the overall business.	41.6	33.0	9.7	4.9	4.9	1.0	3.9	1.0	0.0	2.2
2. Trainee: My placement employer meets my overall expectations of what a placement employer should be.	32.0	33.0	12.6	6.8	6.8	4.9	2.9	1.0	0.0	2.5
3. Trainee: My placement training experience is relevant to my future occupational interests.	52.4	21.4	13.6	5.8	3.9	2.9	0.0	0.0	0.0	2.0

^aNot all statements were posed to both employer and trainee.

^bExcludes "no response" (0) and "does not apply to me" (8).

Topics of conference communications. Table 14 shows the topics of conference communications which were most frequently talked about and those which were felt to be the most important to talk about. Both the employers and the trainees responded that they talked about the job the most. They also felt that the job was the most important topic to talk about. While only 7.9 percent of the employers talked most frequently about the trainee, 28.4 percent of them felt it to be the most important to talk about.

Employer-trainee communications. Returning to Table 13 again, section B presents more information concerning employer-trainee communications. For the most part, the employer-trainee communications were effective. The trainees knew what was expected of them and the employers felt that the trainees knew what their responsibilities were. The trainees were not hesitant to ask questions, but sometimes may have received incompatible instructions from two or more people. Employers generally supplied trainees with adequate materials and training when assigning them to do new tasks. They generally explained and demonstrated new jobs, but kept the trainee "on their toes" by assigning occasional jobs which were completely unfamiliar to them.

Table 14

PERCENT OF 88 EMPLOYERS AND 84 TRAINEES RESPONDING TO THOSE TOPICS OF CONFERENCE COMMUNICATIONS WHICH THEY FELT WERE MOST FREQUENTLY TALKED ABOUT AND THE MOST IMPORTANT TO TALK ABOUT

Topics of Conference Communications	Categories			
	Most Frequent		Most Important	
	Employers	Trainees	Employers	Trainees
Job ^a	84.0	83.3	58.0	78.5
Trainee ^b	7.9	7.1	28.4	10.7
Desires of Employer ^c	5.9	2.4	9.1	4.8
Fellow Workers ^d	1.1	2.4	2.3	4.8
All of the Preceding ^e	0.0	4.8	0.0	1.2
General, Friendly Conversation ^f	1.1	0.0	1.1	0.0
Past Lessons Learned ^g	0.0	0.0	1.1	0.0
Total	100.0	100.0	100.0	100.0

^aJob--i.e., coming events, scheduling, giving reasons why things are done in specific ways, future of the job, etc.

^bTrainee--i.e., evaluation of his dependability, promptness, work habits, attitudes, technical competencies, personal matters, etc.

^cDesires of Employer--i.e., what he/she expects of trainee, why, how, when, where.

^dFellow workers and the trainees relationship with them.

^eAll of the Preceding--i.e., job, trainee, employer desires and fellow workers.

^fGeneral, Friendly Conversation--i.e., general conversation excluding specifics about the job, trainee, employer desires and fellow workers.

^gPast Lessons Learned--i.e., placement employers citing previous experiences which they had found to be helpful.

Training

Hours spent training trainee. Table 15 shows the number of hours placement employers felt they had spent actually training their trainees since their arrival on placement, One to ten hours was the most frequently mentioned range by employers while trainees favored the over 50 hours range. This data is suspect, however. Many employers may have read the question incorrectly and responded with the number of hours per week spent in training, instead of the total hours since placement began spent in training. If this error in interpretation did in fact occur, the number of hours given by the employers might be increased considerably. Nevertheless, Table 15 shows the available data--though the reader is cautioned as to its validity.

Table 15

HOURS OF TRAINING RECEIVED BY TRAINEES
SINCE ARRIVAL ON PLACEMENT

Hours range	Number responding to a given hour range	
	Employers	Trainees
0	7	8
1 - 10	25	20
11 - 25	13	7
26 - 50	9	12
over 50 ^a	<u>10</u>	<u>30</u>
Total	64	67
Nonrespondents	(32)	(36)

^aEight employers and eight trainees responded "constantly."

Employers' training attitudes and tendencies. Table 13, section C depicts the training attitudes and tendencies of placement employers. It was found that some employers definitely did, and some employers definitely did not, thoroughly train trainees before each job.

Placement employers tended to believe that they outwardly encouraged new learning on the part of the trainees. The trainees believed this to be so, but not as strongly as the employers. Finally, trainees felt that the statement, "my placement employer has not taught me a lot of jobs, skills, concepts and abilities," to be "slightly untrue."

The placement jobs. Section D of Table 13 presents various factors concerning the placement jobs done by trainees. Overall, as might be expected, the placement employers viewed the jobs which their trainees did in a more positive manner than the trainees. The employers felt the jobs gave more of a sense of accomplishment than the trainees did and were more useful, challenging, different and satisfying. But both agreed that the trainee was able to use his initiative (although only slightly) and that the jobs were somewhat pleasant and routine. They both agreed that the jobs were not boring nor frustrating; nevertheless, the trainees did not feel that they worked on unnecessary things most of the time. Both employers and trainees strongly agreed with the statement, "placement jobs are useful."

One of the basic responsibilities of placement employers is to train trainees in many new and different jobs, skills, concepts and abilities. Again referring to section D of Table 13, it shows that employers and trainees felt strongly that this was so.

Areas in which employers would not have taught trainees. The employers were asked, "Are there things you wouldn't teach the trainee?" Of 96 employers, 60.4 percent of them said no; 20.8 percent weren't

sure; but 18.8 percent said yes. Table 16 presents the areas considered confidential by those employers who said yes.

Table 16

AREAS IN WHICH 22 PLACEMENT EMPLOYERS WOULD NOT HAVE TAUGHT TRAINEES

Business area	Number
Finances ^a	14
Personnel and family records ^b	5
Others ^c	<u>3</u>
Total	22

^aBusiness margins and profits, cash flows, cost data, billing, pricing, doing books.

^bEmployee files, wage control data, personal family business items.

^cTo give trainees information which, if known by competition, would be detrimental to employer's business; to teach trainees how to handle specific and valuable customers; to teach them business matters which would only be useful to them in a higher managerial position. (There was one employer response to each of these.)

Program Coordinators

Who is he? One of the responsibilities of placement employers is to notify the program coordinator of any cause of dissatisfaction with the trainee. To do this, one should know who the placement trainee's coordinator is. Through the questionnaire, it was determined that 82 of the 95 responding employers knew their coordinator, 13 did not.

Coordinator visits. Table 13, section E shows that the employers felt the coordinator visits to be quite valuable. The trainees thought they were valuable too, though not as much as the employers. There was approximately 55 percent of both the employers and trainees who

hadn't been visited. (Note that, in the table when "8" was marked for "does not apply to me" this then indicated the coordinator visit had not been made.)

Safety

In Table 13, section F, the trainees responded to the statement, "I consider my placement employer to be safety minded," as being "mostly" to "very true."

Room and Board

For the number of trainees (6) who did room and board with their employers, it appeared that they were very happy with the room and board received. There were two employers, however, who were displeased with the arrangement. The other six employers responding found it to be generally very agreeable (see section H, Table 13).

Evaluations of Employers, Trainees and the Placement Training Program

Shortcomings of placement employers. Table 17 presents what 65 trainees felt were the most serious shortcomings of placement employers. The greatest percentage of these trainees felt that employers lacked human relations' skills. The second greatest percentage of these trainees felt that employers were not very good in holding conferences. Training the trainee and giving him opportunities to learn new skills ranked third and fourth respectively. Close to nineteen percent of the trainees felt there was nothing wrong with their employers. Such remarks as "he has no shortcomings," "he's the best there is," and "nothing wrong with him," were made.

Table 17

THE MOST SERIOUS SHORTCOMINGS WITH PLACEMENT EMPLOYERS
AS VIEWED BY 65 TRAINEES

Shortcomings Categories	Percent of total
Human relations	23.7
Holding conferences	20.0
None - everything OK	18.7
Training trainee	17.4
Giving trainee opportunities to learn new skills	15.0
Others ^a	5.2
Total	100.0

^aFour responses were categorized as other. They were: raises aren't received when desired; rewarding of training through praise is too infrequent; trainees are excluded from the business management aspects; employers trying to "buck" the system to receive necessary supplies and labor.

Shortcomings of trainees. Table 18 shows what 77 placement employers felt were the most serious shortcomings of the trainees. It is interesting to observe that skills in human relations had descended to fifth place--only 6.5 percent of 77 employers felt this to be a serious shortcoming of trainees. Of all of the shortcomings, lack of practical experience was chosen the most. In descending order followed technical competence, motivation and work habits. Once again, a good proportion of employers (20.8 percent) said that the trainee had no observable shortcomings.

Table 18

SERIOUS SHORTCOMINGS OF TRAINEES AS VIEWED BY
77 PLACEMENT EMPLOYERS

Shortcomings	Percent of total
Practical experience	32.5
No shortcomings	20.8
Technical competence	16.8
Motivation	7.8
Work habits	6.5
Personnel (human) relations	6.5
Miscellaneous	<u>9.1</u>
Total	100.0

^aSeven employers gave miscellaneous answers. They were: dress; immaturity; uncleanliness; unappreciativeness of machinery; over-involvement in non-placement activities; recklessness; lack of concentration.

Methods for improving employers' shortcomings. The trainees were then asked to rank those methods which they felt would be the most helpful in improving the employers' shortcomings. Table 19 presents the responses of 70 trainees. The method chosen by the largest percentage of trainees (30 percent) was for the trainees to communicate their feelings to the employers themselves. Close to twenty percent of the 70 responding trainees felt that a pre-placement seminar for placement employers would be helpful. The same percentage felt that the employers' shortcomings could be improved upon through coordinator visits. Making pertinent literature available, having employers send in reports, and coordinator letters ranked forth, fifth and sixth respectively.

Table 19

METHODS FOR IMPROVING SHORTCOMINGS^a OF PLACEMENT EMPLOYERS
AS VIEWED BY 70 TRAINEES

Methods	Percent of total
Trainee to communicate feelings to employer	30.0
Require all placement employers to attend a pre-placement seminar wherein shortcomings would be discussed	18.6
Through coordinator visits	18.6
Make literature concerning these shortcomings available to employers	12.9
Have employers, as well as trainees, send in reports	8.6
No shortcomings--everything is OK	7.0
Through coordinator letters	4.3
Total	100.0

^aSee Table 17 for list of shortcomings.

Reasons employers hired Ag Tech trainees and graduates. In response to the statement, "I give preferential treatment to Ag Tech trainees and graduates in my business," 70 percent of 90 employers said they did. The employers were then asked why or why not they gave preferential treatment. "Because they are trained and experienced," "have good attitudes," and "are more knowledgeable" were the most frequently cited reasons by those who had given preferential treatment. "I treat all equally" and "I hire the 'locals' first" were the most often cited reasons by employers who hadn't given preferential treatment. This is summarized in Table 20.

Table 20

REASONS WHY 70 PLACEMENT EMPLOYERS DID AND DID NOT GIVE PREFERENTIAL TREATMENT TO AG TECH TRAINEES AND GRADUATES WHEN FILLING OPENINGS IN THEIR BUSINESSES

Reason	Did	
	Frequency mentioned	Reason
They were trained and experienced.	23	Employers treat all equally - "We hire the best qualified."
They had good attitudes.	17	Employers hired the "locals" first.
They were more knowledgeable.	11	Trainees and/or graduates were not qualified (to be in management).
They had proven to be good help.	7	The union said "no."
They had been through a sound program.	4	Employers didn't need them more than other employees they could have found elsewhere.
Employers liked to train them.	2	The right opening was not available.
They had more potential.	1	Employers didn't want to be a bad influence on them.
They had a flair for the business.	1	Employers didn't want the other employees to feel they had a "teacher's pet."
They worked well with seasonal employment needs.	1	
Total	67 ^a	16 ^a

^aEmployers often gave more than one reason. Thus, the sum of the responses given is greater than the 70 respondents (67 + 16 = 83).

Reasons employers participated in the Placement Training Program.

Placement employers were asked, "Why do you feel employers in your field of business participate in the Placement Training Program?" Eight-one employers gave 112 various responses which were summarized into seven different categories as found in Table 21. The most frequent response (made by 52 employers) was that they desired quality personnel. The next two most frequent responses indicated a desire to help the trainees get started (given by 31 employers) and a desire to help their industry's future (given by 17 employers).

Communications between the Institute and employers. The employers were asked to rank from "very true" to "very untrue" whether they were receiving enough supporting information and communications from the Institute about the Placement Training Program. Returning to Table 13 again, section G indicates that the average response was only "slightly true."

Table 22 presents methods for improving this "information gap." Of the 66 employers responding: 34 of them would have liked to have had literature made available concerning program objectives, hints of potential problems areas, and areas for development; 18 of them wanted the coordinator to visit more frequently; 13 were desirous of coming to a pre-placement seminar for placement employers to discuss the program in its entirety; and only one wanted to send in fewer reports.

Table 21

WHY 81 PLACEMENT EMPLOYERS FELT EMPLOYERS IN THEIR FIELD OF BUSINESS PARTICIPATED IN THE PLACEMENT TRAINING PROGRAM

Reasons	Frequency mentioned
They desired quality personnel (i.e., interested, motivated, responsible, trained, knowledgeable and/or proven).	52
They were interested in helping trainees receive practical experience and in helping them get started.	31
They wanted to help their industry's future.	17
They wanted to train them so the trainees would return after graduation to work full-time.	4
Trainees were good, cheap labor.	3
Trainees helped keep employers up-to-date.	3
No idea why.	2
Total	112 ^a

^a Some employers gave more than one reason. Thus, the total is greater than the 81 respondents.

Table 22

METHODS CHOSEN BY 66 PLACEMENT EMPLOYERS FOR IMPROVING THE
INFORMATION AND COMMUNICATIONS THEY RECEIVED FROM
THE INSTITUTE OF AGRICULTURAL TECHNOLOGY

Method	Frequency mentioned
Make available literature concerning program objectives, hints of potential problems, and areas for development.	34
Increase frequency of coordinator visits.	18
Hold a seminar for placement employers prior to Placement Training to discuss the program in its entirety.	13
Require fewer reports sent to the Institute by trainees and employers.	<u>1</u>
Total	66

The most important things to learn on Placement Training. Both the employers and trainees were asked what they felt were the three most important things a trainee could learn while on placement. Their responses were summarized into four different categories as found in Table 23. (A complete listing of all responses is contained in Appendix D.) The largest number of employers and trainees wrote comments which were summarized as "practicing job skills." The second largest number felt "human, personnel and customer relations" to be the most important. While only 34 employers felt that the "management and overview of the business" was the most important, 65 trainees did. Similarly, while 67 employers felt that the learning of "attitudes and work habits" were most important, only 38 trainees did.

Table 23

THE MOST IMPORTANT THINGS THE TRAINEES COULD LEARN FROM
PLACEMENT TRAINING^a

Categories ^b	Frequency mentioned		
	Employers	Trainees	Total
Practicing job skills	70	74	114
Human, personnel and customer relations	69	68	137
Attitudes and work habits	67	38	105
Management and overview of the business	34	65	99
Total	240 ^a	245 ^a	485 ^a

^aThe question asked for "the three most important things...." There were 90 employers and 89 trainees who made one, two or three responses (82 employers and 79 trainees made three responses). Non-respondents consisted of 6 employers and 14 trainees.

^bSee Appendix D for complete breakdown within each category.

An evaluation of the trainees. Much of that discussed above has already evaluated the trainee to some extent. For instance, in Table 20 most of the reasons given by the employers for hiring Ag Tech trainees and graduates conveyed positive feelings toward the quality of individuals found in the program. Moreover, of the 16 responses indicating why preferential treatment had not been given, none conveyed the idea that the individuals in the program were lacking in any way (except for, perhaps, the "teacher's pet" comment). Table 21 also indicates approval by placement employers of the training, knowledge and attitudes of Ag Tech trainees.

Table 13, section A shows that employers felt that the statement, "I feel my placement trainee wants to learn about this business more

than the other employees under my supervision," to be "slightly" to "mostly true." Employers also felt that the statement, "This placement trainee seems to be here mainly for the money and not the experience," to be "mostly untrue."

The trainees felt similarly about themselves on both of the above statements. Nonetheless, they were only slightly sure that the type of work they were doing on placement was what they wanted to do in life. In fact, over sixteen percent of them were uncertain as to whether this work was really what they wanted to do in life.

Relevancy, adequacy and expectancies. The trainees were then asked if their Placement Training experience was relevant to their future occupational interests. The average response of all 103 of them was "mostly true" (see section I, Table 13). The same section indicates that, for the most part, the trainees were gaining an adequate working knowledge of the overall business. When asked if their placement employers met their overall expectations of what they felt a placement employer should have been, they responded between "slightly" and "mostly true."

Timing. Placement Training is held during the spring and summer months in all programs of the Institute. The employers and trainees were asked if it should be held at a more appropriate time of year wherein the trainee could gain more valuable experiences which the business would then have to offer. Only 13.2 percent of 91 employers and 10.2 percent of 99 trainees felt a change was needed. Table 24 shows the alternatives suggested from the employers and trainees by programs.

Table 24

ALTERNATIVE TIMES TO HOLD PLACEMENT TRAINING
AS VIEWED BY 12 EMPLOYERS AND 9 TRAINEES

Times	Number desirous of given times	
	Employers (program code number) ^a	Trainees (program code number) ^a
Summer to Fall	4 (90) 3(96)	2 (91)(92)
Fall to Winter	3 (91)(92)(95)	0
Winter to Spring	1 (91)	4 2(91) 2(92)
Spring to Fall	0	3 (92)(93)(96)
Spring and Fall	1 (92)	0
Earlier in Spring	1 (94)	0
Later in Spring	1 (90)	0
On Holidays	<u>1</u> (91)	<u>0</u>
Total	12	9

^aSee Appendix E for program names and corresponding code numbers.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was concerned with an evaluation of the 1975 Placement Training Program of the Institute of Agricultural Technology.

The objectives were:

- (1) To obtain demographic and descriptive information about the employers and trainees participating in the 1975 Placement Training Program.
- (2) To determine if the employers were aware of and fulfilling their responsibilities as placement employers.
- (3) To obtain additional feedback from the placement employers and trainees concerning factors related to the responsibilities of placement employers.
- (4) To obtain the evaluations and suggestions of the employers and trainees regarding various aspects of Placement Training.
- (5) To provide a basis for making recommendations concerning observed shortcomings within the Placement Training Program.

Because objectives two and three are substantially interrelated, the following discussion of them will be combined. The fifth objective regarding recommendations will be discussed as appropriate.

Demographic and Descriptive Information

It was found that all of the 96 employers, except one, were male. Of the 103 trainees, on the other hand, 13 percent were female. The average age of employers and trainees was 40.3 and 20.6 respectively. Two-thirds of the employers worked for or owned businesses with annual gross incomes over \$250,000, thus, perhaps, being more capable of offering the trainees challenges and work experiences not found in smaller businesses. The employers tended to be experienced in Placement Training: 77 percent of them had had one or more trainees working with them in the last five years, while 25 percent of them had been

through a program similar to Placement Training. Many of the placement employers were training trainees who had had a substantial amount of previous and similar work experience. Of 103 trainees, 64 of them had had an average of 7.1 years of similar work experience. This, of course, could have been work performed with their fathers or neighbors while they were growing up; nonetheless, this fact is worthy to keep in mind when referring to them as "trainees."

Employer Responsibilities and Related Information

Signing and honoring the terms of placement agreements. Approximately 90 percent of all employers and trainees had signed a placement agreement. Above and beyond this, however, it is the belief of the staff of the Institute of Agricultural Technology that when a placement agreement is accepted and signed before placement begins, a higher potential for a successful Placement Training experience emerges. Although this hypothesis was not tested in the study, it was determined that the majority of agreements had been signed after placement had begun. Furthermore, approximately 20 percent of the trainees reported that some of the terms of the agreements had not been honored. It is recommended that those in the Institute continue to stress, to both employers and trainees, their preference for having placement agreements signed before placement begins.

Counseling and communicating with the trainee when necessary. One of the responsibilities of the employers is to counsel with the trainee when necessary. For the most part, this was being performed. Moreover, many of the employers were found to be conducting private conferences on a regularly scheduled basis.

Nevertheless, many of the responses to statements as found in Table 13, demonstrated a need for improved communications between

the employers and trainees. For example, in section D of Table 13 it was found that employers tended to have more positive feelings about the jobs they had the trainees perform, than the feelings held by the trainees about those jobs (i.e., the employers felt the jobs gave more of a sense of accomplishment than the trainees did, besides being more useful, challenging, different and satisfying). The above differing perspectives (along with others found in Table 13), while perhaps a minor thing, could prove to be a continual source of minor friction in the relationships of the employers and trainees if not talked about. Encouraging employers and trainees to hold private conferences on a regularly scheduled basis might help overcome this.

Training trainee in different jobs. Fortunately for the trainees, they, along with the employers, felt that they were learning many new and different jobs, skills, concepts and abilities while on Placement Training.

Notification of the program coordinator when necessary. In order to notify the coordinators when necessary, the employers should know who they are. Eighty-six percent of the employers knew their program coordinator. This would then indicate that fourteen percent of the employers might have encountered difficulties if notification had become necessary.

Coordinator visits also help the employers to know the coordinators (among many other things). However, it was found that only 55 percent of the placement stations surveyed had been visited by the time Placement Training was two-thirds completed. Coordinator visits are a fundamental obligation of program coordinators to the placement employers and trainees. The percentage of work stations

visited should be very close to one hundred at the completion of Placement Training.

Evaluations and Suggestions

Employers felt that the two most serious shortcomings of the trainees were practical experience and technical competency. This is to be expected. For this purpose (i.e., overcoming these two shortcomings), the trainees were on Placement Training.

On the other hand, it is important to keep in mind that the trainees viewed the greatest shortcoming of employers to have been their skills in human relations. The author's past experiences with this problem in the Agricultural Production Program lends credence to the reality of this problem. Failure in this area may completely overshadow any success in other areas. An ideal time to check on this and try to improve it is during the coordinator visits.

For the most part, the employers and trainees viewed the Placement Training Program as a valuable and useful experience. The employers also conveyed positive feelings about the quality of trainees working for them. Both the employers and trainees agreed that Placement Training was held at an appropriate time of year. The trainees indicated that the experiences they were receiving were relevant to their future occupational interests and that they were gaining an adequate working knowledge of the overall business.

Over sixteen percent of the trainees were uncertain as to whether the work they were performing on placement was the type of work they wanted to do in life. Another thirteen percent felt it was not what they wanted to do in the future. This is, perhaps, to be expected from a portion of such an age group. Nevertheless, the training they are receiving may prove detrimental to their occupational future.

While Placement Training enables trainees to evaluate and decide upon such future occupational concerns, one of the main purposes of all of the programs within the Institute of Agricultural Technology is to train people in performing very specific jobs. Trainees who are uncertain and/or lack desire to participate in such specialized programs should be encouraged to find a more generally applicable education.

The employers indicated that they would be willing to receive information concerning the purpose and objectives of the Placement Training Program as well as specifics concerning trainees, agreements, conferences, coordinator visits, training of the trainees, reports necessary, etc. This could be accomplished through improved coordinator visits, mailings of brochures and other literature on Placement Training, and pre-placement seminars for placement employers. The author suggests that the Institute consider the last alternative. The opportunity of meeting and talking with placement employers before placement could prove invaluable in strengthening the bonds between the Institute and placement employers. Also, to discuss, in person, the purpose, objectives and possible problems of Placement Training would help all concerned to do a better job in the Placement Training Program.

Limitations of the Study

In summary, the reader is reminded of the three cautionary notes made at the outset of Chapter III. They were: (1) the respondents were to be considered unpaired; (2) generalizations to specific programs from the collective results about the Institute were inadvisable; and (3) the facts and feelings of the employers and trainees

were about a program which they had only partially completed.

Recommendations for Future Research

Overcoming the above limitations, should encompass some of the goals of future research.

(1) The use of corresponding pairs of placement employers and trainees may prove to be very valuable in future research. Not only would each employer and trainee make observations about the same Placement Training experience, thereby enabling more reliable comparisons to be drawn, but statistical analyses would be more practical and useful. (2) This study collectively used the programs of the Institute of Agricultural Technology in its evaluation process. Future research needs to be done to evaluate the individual programs by themselves which would enable valuable comparisons to be made.

(3) Future research on Placement Training Programs could also be effectively improved if the results were collected at the completion of the training experience.

Finally, many of the questions and statements used on the questionnaires could be used in developing models for determining the factors of successful placement employers, trainees and work stations.

APPENDIX A

PLACEMENT TRAINING AGREEMENT

INSTITUTE OF AGRICULTURAL TECHNOLOGY
Michigan State University
East Lansing

PLACEMENT TRAINING AGREEMENT
 (not a binding contract but a statement of agreement and understanding)

Student's Name _____ Phone () _____
 Last First Middle

Placement Mailing Address _____
 Street City State Zip

Program _____

Employer Name _____ Phone () _____

Address _____
 Street City State Zip

Dates of Employment _____ to _____

Activities in which students will participate (see attached if necessary)

Daily hours of work _____ a.m. to _____ p.m.

Days per week _____

Remuneration employer is to pay this student _____ per hr. wk. mo.

Overtime (will, will not) be paid for over _____ hours per hr. wk. mo.

Other Information _____

The undersigned agree to conform with this agreement and two weeks notice must be given to all three parties before this agreement is terminated. The placement training information on the back of this sheet is a part of this agreement.

Signed: Approved by Employer _____ Date _____
 Approved by Student Trainee _____ Date _____
 Approved by Coordinator _____ Date _____

(Reverse side of agreement)

PLACEMENT TRAINING INFORMATION

1. General Considerations:

- a. Placement Training is a cooperative program between Michigan State University and approved employers who furnish facilities and instruction where students may acquire the skills and knowledge needed in their chosen vocation.
- b. This agreement between the employer, the student and the coordinator is for the 22 week placement training period only.
- c. This agreement may be terminated for sufficient reasons by the employer, the student, or the coordinator, but two weeks notice must be given to each (preferably in writing).

2. Student Responsibilities. The student agrees to:

- a. Conform with the normal work hours of the establishment, including over-time when requested.
- b. Report to work *on time. This is essential.*
- c. Always speak well of his employer, keep his business confidential, and work for his best interests.
- d. Keep neatly and appropriately dressed and well groomed.
- e. Be courteous to all at all times.
- f. Request permission from both the employer and the coordinator before taking time off.
- g. Submit reports promptly.

3. Employer Responsibilities. The employer agrees to:

- a. Employ the student for the entire 22 week period unless terminated for reason. (See 1-c above)
- b. Pay the starting wages as per this agreement. Increases in pay may be given at the employer's discretion.
- c. Give the student the opportunity to work on different jobs in order to acquire and practice various skills.
- d. When time permits, to counsel with the student, answer questions and discuss methods and operations.
- e. To notify the coordinator immediately, preferably by phone, on any cause of dissatisfaction or of misconduct on the part of the student.

4. Coordinator Responsibilities.

- a. The coordinator will visit each training facility in Michigan at intervals to counsel with the student and employer, discuss the student's progress, and advise relative to his program of study.
- b. The coordinator will strive to promote harmony and cooperation between the employer, the student, and the University. His services are available in any way that may be beneficial to the training program.

APPENDIX B

QUESTIONNAIRE FOR PLACEMENT EMPLOYERS

Institute of Agricultural Technology
Placement Training Questionnaire
for Placement Employers

Disregard this
Column of
Numbers

Card 1

This questionnaire is to be filled out by that person directly responsible for the supervision and training of the placement trainee from the Institute of Agricultural Technology. In the following, the term "placement trainee" will refer to the placement trainee from the Institute of Agricultural Technology presently working for you. His name is: _____

He has been on placement training for _____ weeks (give number).

1,2

Please answer each question or statement. If you do not find the answer that fits your case exactly, choose the one that comes closest to it. If you have any clarifying explanations, questions or comments, feel free to write them in the margin or on the back of the questionnaire.

I. This section contains placement employer background information.

Name of person completing this form _____

Title of person in firm _____

Name of firm _____

Address of firm _____
(street and number)

_____ (area code) (phone #) (city) (zip code)

- | | |
|--|-----|
| <p>1. In the past 5 years, I have hired _____ (give number) placement trainees from the Institute of Agricultural Technology for placement training.</p> | 3,4 |
| <p>2. I have the following average number of employees under my supervision during the period my placement employee is here.</p> <p>____ 1. Number of part-time employees.</p> <p>____ 2. Number of full-time employees.</p> | 4-6 |
| <p>3. This business annual gross income is (check one)</p> <p>____ 1. \$0 - \$50,000</p> <p>____ 2. \$50,000 - \$100,000</p> <p>____ 3. \$100,000 - \$250,000</p> <p>____ 4. over \$250,000</p> | 7 |
| <p>4. My age is _____ years old.</p> | 8,9 |
| <p>5. Sex (check one)</p> <p>____ 1. Male</p> <p>____ 2. Female</p> | 10 |
| <p>6. I went through a program similar to the Ag Tech Placement Training Program: (check one)</p> <p>____ 1. Yes</p> <p>____ 2. No</p> <p>If yes, where? _____</p> <p>When? _____</p> | 11 |
| <p>11. This section contains information concerning the Placement Training Program and your involvement in it.</p> | 12 |
| <p>7. I signed a placement agreement this year: (check one)</p> <p>____ 1. Yes</p> <p>____ 2. No</p> <p>____ 3. Never heard of it</p> | 13 |
| <p>8. If yes, I signed it: (check one)</p> <p>____ 1. Before the placement employee arrived on placement.</p> <p>____ 2. After the placement employee arrived on placement.</p> | 13 |
| <p>9. I had a private, face to face conference with the placement trainee wherein I discussed what would be expected of him: (check one)</p> <p>____ 1. Before placement began.</p> <p>____ 2. After placement began.</p> <p>____ 3. Didn't get a chance to.</p> | 14 |

10. Now that the placement trainee is here, I hold private conferences with him: (check one)

1. Daily
 2. Weekly or more.
 3. Monthly or more.
 4. At no specific time, but when needed.
 5. Haven't had the chance yet.
 6. Don't need to.

-----If you don't hold conferences, go to question 14.

11. During these conferences, we usually talk about: (check all those which apply)

1. the job (coming events, scheduling, why we do things, the general future of the job, etc.)
 2. the placement trainee (evaluations of his dependability, promptness, work habits, attitudes, technical competencies, etc.; personal matters, etc.)
 3. my desires as an employer (what I expect, why, how, when, where)
 4. the fellow workers (and the placement trainee's relationship with them.)
 5. other (specify) _____

12. Of the above (question 11), we most frequently talk about: (circle only one number):

1 2 3 4 5

16,17

13. Of the above (question 11), I feel the most important to talk about is: (circle only one number)

1 2 3 4 5

18,19

With the follow statements, indicate the degree to which you feel the statement is true or untrue. Do this by writing the appropriate number in the left-hand margin, based on the scale below.

1	2	3	4	5	6	7	8
very true	mostly true	slightly true	un-certain	slightly untrue	mostly untrue	very untrue	does not apply

14. I feel my placement trainee wants to learn about this business more than the other employees under my supervision. 20
 15. The placement trainee is learning many different skills, jobs, concepts and abilities while here on placement. 21
 16. The placement jobs done by the placement trainee deny him any chance to use his personal initiative or discretion. 22
 17. The placement trainee knows exactly what is expected of him when he starts new jobs. 23
 18. The placement trainee never receives incompatible requests from two or more people. 24
 19. The jobs the placement trainee works on are quite simple and repetitive. 25
 20. I thoroughly train the placement trainee before each job. 26
 21. The placement trainee knows what his responsibilities are. 27
 22. This placement experience involves doing a number of new and different kinds of tasks. 28
 23. The placement trainee receives assignments with adequate resources, materials, and training. 29
 24. I feel the majority of the jobs the placement trainee is assigned to do are:
- | | |
|---|----|
| <input type="checkbox"/> 1. routine | 30 |
| <input type="checkbox"/> 2. frustrating | 31 |
| <input type="checkbox"/> 3. simple | 32 |
| <input type="checkbox"/> 4. useful | 33 |
| <input type="checkbox"/> 5. different | 34 |
| <input type="checkbox"/> 6. challenging | 35 |
| <input type="checkbox"/> 7. pleasant | 36 |
| <input type="checkbox"/> 8. new | 37 |
| <input type="checkbox"/> 9. gives sense of accomplishment | 38 |
| <input type="checkbox"/> 10. boring | 39 |
| <input type="checkbox"/> 11. satisfying | 40 |

25. I outwardly encourage the placement trainee to learn new jobs, skills, concepts and abilities. 41
26. This placement trainee seems to be here mainly for the money and not for the experience. 42
27. My placement trainee boards and rooms with me. I find this agreeable. (if he/she does not, mark "8" for "does not apply to me".) 43
28. I find the visits by the coordinator valuable. (If he has not visited, mark "8" for "does not apply to me".) 44
29. I am receiving enough supporting information and communications about the Placement Training Program from the Institute of Agricultural Technology. 45

Answer the following as appropriate:

30. I know who the placement trainee's coordinator is: (check one) 46
1. Yes
2. No
31. Concerning question #29, I feel this could be improved upon through: (rank only three in order of importance by writing 1st--for first in importance, 2nd--for second, 3rd--for third in the space to the left of the statements you choose--remember to choose and rank only three. 47-52
1. more frequent coordinator visits
2. less frequent coordinator visits
3. brochures and literature made available which concern the program objectives, methods, hints of potential problems, and areas for development.
4. a placement employer seminar held prior to placement training to discuss the program in its entirety.
5. more frequent phone calls.
6. less frequent phone calls.
7. more reports sent in by placement employee and employer.
8. less reports sent in by placement employee and employer.
9. more correspondence through letters.
10. less correspondence through letters.
11. other (specify) _____
32. While the placement trainee is here on placement, the three most important things he/she can learn are: 53,54
- 1.
- 2.
- 3.
33. I have spent _____ (total) hours actually training the placement trainee since his arrival. 55,56
34. There are some things concerning my business which I wouldn't teach or train the placement trainee even if he asked: (check one) 57
1. Yes
2. No
3. Not sure

35. If yes, please specify _____ 58,59

36. As far as I'm concerned, the most serious shortcoming with my placement trainee is: (rank each statement in order of importance using "1" for the most serious shortcoming, "2" for the second most serious shortcoming, and so on.) 60-75

- ____ 1. technical competence
- ____ 2. practical experience
- ____ 3. motivation
- ____ 4. work habits
- ____ 5. personal (human) relations 76-78
- ____ 6. dress
- ____ 7. attitude
- ____ 8. other, specify _____
- ____ 9. other, specify _____

37. I give preferential treatment to Ag Tech trainees and graduates when filling openings in my business. card 2

- ____ 1. Yes 1
- ____ 2. No

38. Why, or why not? _____ 2,3

39. Should placement training be at a more appropriate time of year wherein the placement trainee could gain more valuable experiences which your business has to offer? 4

- ____ 1. Yes
- ____ 2. No

40. If so, when? 5

- ____ 1. summer-fall
- ____ 2. fall-winter
- ____ 3. winter-spring
- ____ 4. other combination, specify _____

41. In my opinion, I feel employers in my field of business participate in the Placement Training Program because: 6,7

8-10

APPENDIX C

QUESTIONNAIRE FOR TRAINEES

Institute of Agricultural Technology
Placement Training Questionnaire
for Placement Trainees

Disregard
this

Column of
numbers
card 1
1,2

In the following questionnaire, you will be referred to as the "placement trainee". Your "placement employer" refers to that person who is directly responsible for your supervision and training. His name is: _____ . You have been on placement training for _____ weeks.

Please answer each question or statement. If you do not find the answer that fits your case exactly, choose the one that comes the closest to it. If you have any explanations, questions or comments, feel free to write them in the margin or on the back of the questionnaire.

I. This section contains background information about your placement station, employer and yourself.

Name of person completing this form _____

Title or position in firm (besides placement trainee) _____

Name of firm _____

Address of firm _____
(street and number) (city) (zip code)

Phone Number: _____
(area code)

- | | |
|---|-------|
| 1. My age is _____ years. | 3,4 |
| 2. Sex: (check one)
____ 1. Male
____ 2. Female | 5 |
| 3. My immediate supervisor who is directly responsible for my supervision and training: (check one)
____ 1. is the same person who hired me and signed the placement agreement.
____ 2. is a manager or supervisor within the business.
____ 3. is 1 and 2.
____ 4. changes from time to time.
____ 5. is no one in particular.
____ 6. other (specify) _____ | 6 |
| 4. There are the following average number of employees under my supervisor's direction during the period I am employed here:
____ 1. number of part-time employees.
____ 2. number of full-time employees. | 7,9 |
| 5. I found this placement station: (check those which apply)
____ 1. through my own searching.
____ 2. through Ag Tech lists of employers having job openings for placement trainees.
____ 3. through my Ag Tech program coordinator.
____ 4. through an MSU instructor or professor.
____ 5. through friends or relatives.
____ 6. other (specify) _____ | 10,11 |
| 6. I have worked here before: (check one)
____ 1. yes
____ 2. no | 12 |
| 7. I have done this type of work before: (check one)
____ 1. yes
____ 2. no | 13 |
| 8. If yes, for how long? (in years) _____ | 14,15 |
|
II. This section contains information concerning the Placement Training Program and your involvement in it. Answer each question as appropriate. | |
| 9. I signed a placement agreement this year: (check one)
____ 1. yes
____ 2. no
____ 3. never heard of it | 16 |

10. If yes, I signed it: (check one)
1. before I arrived on placement. 17
2. after I arrived on placement.
11. The following terms of the placement agreement have not been "lived up to" so far (check all those which apply). 18,19
1. the activities in which I was to participate.
2. the daily number of hours of work.
3. the days per week of work.
4. the wages.
5. the overtime required.
6. other (specify) _____
12. I had a private, face to face conference with my placement employer wherein I discussed what would be expected of me: (check one) 20
1. before placement began.
2. after placement began.
13. My placement employer holds private conferences with me: (check one) 21
1. daily.
2. weekly or more.
3. monthly or more.
4. at no specific time, but when needed.
5. hasn't had the chance yet.
6. says he doesn't need to.
7. don't have them - I don't know why.
- If you don't have conferences, go to question 17.
14. During these conferences, we usually talk about: (check all those which apply)
1. the job (coming events, scheduling, why we do things, the general future of the job, etc.).
2. myself, as the placement trainee (evaluations of my dependability, promptness, work habits, attitudes, technical competencies, etc.; personal matters; etc.)
3. the desires of my placement employer (what he/she expects of me, why, how, when, where).
4. the fellow workers and my relationship with them.
5. other (specify) _____
15. Concerning the above question (question 14), we most frequently talk about: (circle only one number) 22,23
1. 2. 3. 4. 5.
16. Concerning the above question again (#14), I feel the most important to talk about is: (circle only one number) 24,25
1. 2. 3. 4. 5.

With the following statements, indicate the degree to which you feel the statement is true or untrue. Do this by writing the appropriate number in the left-hand margin, based on the scale below.

1	2	3	4	5	6	7	8
very true	mostly true	slightly true	uncertain	slightly untrue	mostly untrue	very untrue	does not apply to me

- | | | | |
|-------|-----|--|----|
| _____ | 17. | I am positive that the type of work I'm doing on placement is what I want to do in life. | 26 |
| _____ | 18. | I feel my ability to excel while on placement could be improved if my placement employer held more personal conferences with me. | 27 |
| _____ | 19. | I work on unnecessary things most of the time. | 28 |
| _____ | 20. | My placement employer explains and then demonstrates how to do new jobs. | 29 |
| _____ | 21. | I feel I am gaining an adequate working knowledge of the overall business. | 30 |
| _____ | 22. | My placement training experience is relevant to my future occupational interests. | 31 |
| _____ | 23. | I feel I want to learn about this business more than the other employees under my placement employer's supervision. | 32 |
| _____ | 24. | I am learning many different skills, jobs, concepts and abilities while here on placement. | 33 |
| _____ | 25. | The placement jobs I do enable me to use my own personal initiative or discretion. | 34 |
| _____ | 26. | I know exactly what is expected of me when I start new jobs on placement. | 35 |
| _____ | 27. | I never receive incompatible requests from two or more people while on placement. | 36 |
| _____ | 28. | The jobs I do here are quite simple and repetitive. | 37 |
| _____ | 29. | My placement employer thoroughly trains me before each job. | 38 |
| _____ | 30. | My placement employer wants me to do jobs completely unfamiliar to me. | 39 |
| _____ | 31. | My placement employer has <u>not</u> taught me a lot of skills, jobs, concepts and abilities I would like to learn. | 40 |
| _____ | 32. | My placement employer makes me feel hesitant to ask questions. | 41 |
| _____ | 33. | I consider my placement employer to be safety-minded. | 42 |
| _____ | 34. | This placement experience involves doing a number of new and different kinds of tasks. | 43 |
| _____ | 35. | I receive assignments with adequate resources, materials, and training. | 44 |
| _____ | 36. | I feel the majority of the jobs I am assigned to do are: | |
| _____ | 1. | routine | 45 |
| _____ | 2. | frustrating | 46 |
| _____ | 3. | simple | 47 |
| _____ | 4. | useful | 48 |
| _____ | 5. | different | 49 |
| _____ | 6. | challenging | 50 |
| _____ | 7. | pleasant | 51 |
| _____ | 8. | new | 52 |
| _____ | 9. | gives sense of accomplishment | 53 |
| _____ | 10. | boring | 54 |
| _____ | 11. | satisfying | 55 |
| _____ | 37. | My placement employer outwardly encourages me to learn new jobs, skills, concepts, and abilities. | 56 |
| _____ | 38. | I am here mainly for the money and not for the experience. | 57 |
| _____ | 39. | I board and room with my placement employer. I find this agreeable. (If you do not board and room with your placement employer, mark "8" in the blank for "does not apply to me".) | 58 |
| _____ | 40. | I find the visits by the coordinator valuable. (If he has not visited, mark "8" in the blank for "does not apply to me".) | 59 |
| _____ | 41. | My placement employer seems to know what the Ag Tech Placement Program is all about. | 60 |
| _____ | 42. | My placement employer meets my overall expectations of what a placement employer should be. | 61 |

Answer the following as appropriate.

43. As far as I'm concerned, the most serious shortcoming with my placement employer is: (rank each statement in order of importance, by writing "1" for the most serious shortcoming, "2" for the second most serious shortcoming, etc. on the line to the left of each statement.) 62-75
- ___ 1. in training me.
- ___ 2. in giving me more opportunities to learn new skills.
- ___ 3. in living up to the terms of our placement agreement.
- ___ 4. in holding conferences with me.
- ___ 5. in human relations.
- ___ 6. other (specify) _____ 76-78
- ___ 7. other (specify) _____
44. I feel these shortcomings could best be improved upon through: (of the following, rank only three you feel to be the most important, by writing "1" for the first, "2" for the second in importance, and "3" for the third in importance.) on the line to the left of the statements you choose—remember, choose and rank only THREE. card 2
- ___ 1. coordinator visits. 1-6
- ___ 2. coordinator letters.
- ___ 3. coordinator phone calls.
- ___ 4. communicating with the placement employer myself.
- ___ 5. having brochures and other literature made available to placement employers concerning these shortcomings.
- ___ 6. requiring all placement employers to attend a pre-placement seminar wherein these shortcomings would be discussed.
- ___ 7. having the placement employer send in monthly reports, as well as myself.
- ___ 8. other (specify) _____
45. While I am here, the three most important things I can learn are: 7,8
- 1.
- 2.
- 3.
46. I feel placement training should be at a more appropriate time of year wherein I could gain more valuable experience which this business has to offer. 9
- ___ 1. yes
- ___ 2. no
47. If so, when? 10
- ___ 1. summer-fall
- ___ 2. fall-winter
- ___ 3. winter-spring
- ___ 4. other combination (specify) _____
48. My placement employer has spent _____ total hours actually training me since my arrival here. 11,12
- 13-15

APPENDIX D

EXPANSION OF TABLE 23

THE MOST IMPORTANT THINGS THE TRAINEE CAN LEARN FROM PLACEMENT TRAINING

Category	Frequency Mentioned	
	Employer (Program ^a)	Trainee (Program ^a)
Practicing Job Skills		
Learning new skills and ideas	15 (80-96)	10 (80-96)
Working on or with equipment	13 (80,92-94,96)	13 (80-96)
Growing and handling plants and crops	11 (91,94)	3 (80-91)
Gaining efficiency and doing job well	6 (91,93,94)	
Marking correct floral designs	6 (91)	6 (91)
Turf management	4 (96)	4 (96)
Greenhouse care (care of plants)	3 (91,95)	6 (91,94)
Soil testing	3 (95)	
Plant identification	2 (94)	
Merchandising	1 (91)	
Landscaping	1 (94)	2 (94)
Installing irrigation pipes	1 (96)	
Use of chemicals and fertilizers	1 (96)	1 (91)
Warehousing	1 (92)	
Milling	1 (92)	
Selling	1 (92)	
Marketing and transportation		3 (92)
Spraying		2 (80,96)
Disease and insect control		2 (91,94)
Buying from salesmen		2 (91,96)
Pruning		1 (80)
Crop production		1 (91)
Construction of patios		1 (94)
Reading plans		1 (94)
Understanding National Electrical Code		1 (90)
Knowing farming habits in Michigan		1 (80)
Conducting research experiments		1 (95)
Planning layouts		1 (90)
Pricing		1 (92)
Using different methods to do same task		1 (90)
Estimating and bidding		1 (90)
Wiring and tapping		1 (91)
Marketing		1 (92)
Processing feed		1 (92)
Formulating feed		1 (92)
Building retainer walls		1 (94)
Laying sod		1 (94)
Delivering topsoil		1 (94)
Trickle irrigation		1 (80)
Inventory control		1 (92)
TOTAL	70	74
Human, Personnel and Customer Relations		
Human relations	29 (80-95)	20 (80-94,96)
Handling customers, public relations	18 (91-94,96)	17 (90-95)
Personnel management	9 (92,93,96)	14 (90,92,96)
Getting along with fellow employees	8 (90-96)	12 (80-94,96)
Getting along with employer	5 (90-95)	5 (80,92,94,96)
TOTAL	69	68
Attitudes and Work Habits		
Responsibility	8 (80,91,94,96)	4 (92,93)
Good work habits	6 (90,92-94)	5 (91,94)
Initiative	5 (80,91,93,94,96)	
Accuracy and thoroughness	5 (91,92,95,96)	
Working hard	5 (80,90,92-94)	4 (80,94,95)
Following instructions	4 (90,93)	1 (93)
Good attitude	4 (92-94,96)	1 (80)
Problem solving, improvising	4 (92,94,96)	5 (96)
Awareness of life and things happening	4 (92,94,96)	1 (93)
Dependability	3 (80,91)	
Leadership	2 (92,96)	2 (94,96)
Self-confidence, self-discipline	2 (91)	4 (96)
Safety	2 (90,93)	1 (93)
More aggressive	2 (90,94)	
Less aggressive	1 (90)	
Learning how to learn	1 (96)	1 (96)
Neatness	1 (90)	
Thriftiness	1 (80)	
Flexibility	1 (91)	
Discretion	1 (92)	
Perseverance	1 (92)	
Being satisfied with pay	1 (96)	
Promptness	1 (90)	
Concentration	1 (90)	

Appendix D (continued)

Category	Frequency Mentioned	
	Employer (Program ^a)	Trainee (Program ^a)
Attitudes and Work Habits (continued)		
Maturity	1 (80)	
Creativity and imagination		3 (91)
Living on own		2 (80)
Self-satisfaction, self-respect		2 (90,94)
Obtaining a good reputation		1 (93)
Being efficient		1 (80)
TOTAL	67	38
Management and Overview of the Business		
Practicing management skills	14 (80-94,96)	34 (80-96)
Gaining an overview of the business	14 (80-96)	22 (80-96)
Working with business finances	6 (91,96)	7 (91-93,96)
Hazards and pitfalls of the business		2 (91,94)
TOTAL	34	65

^aIn parentheses will appear the program in which the employer and trainee participated. See Appendix E for program identification.

APPENDIX E

PROGRAM CODE NUMBERS

PROGRAM CODE NUMBERS

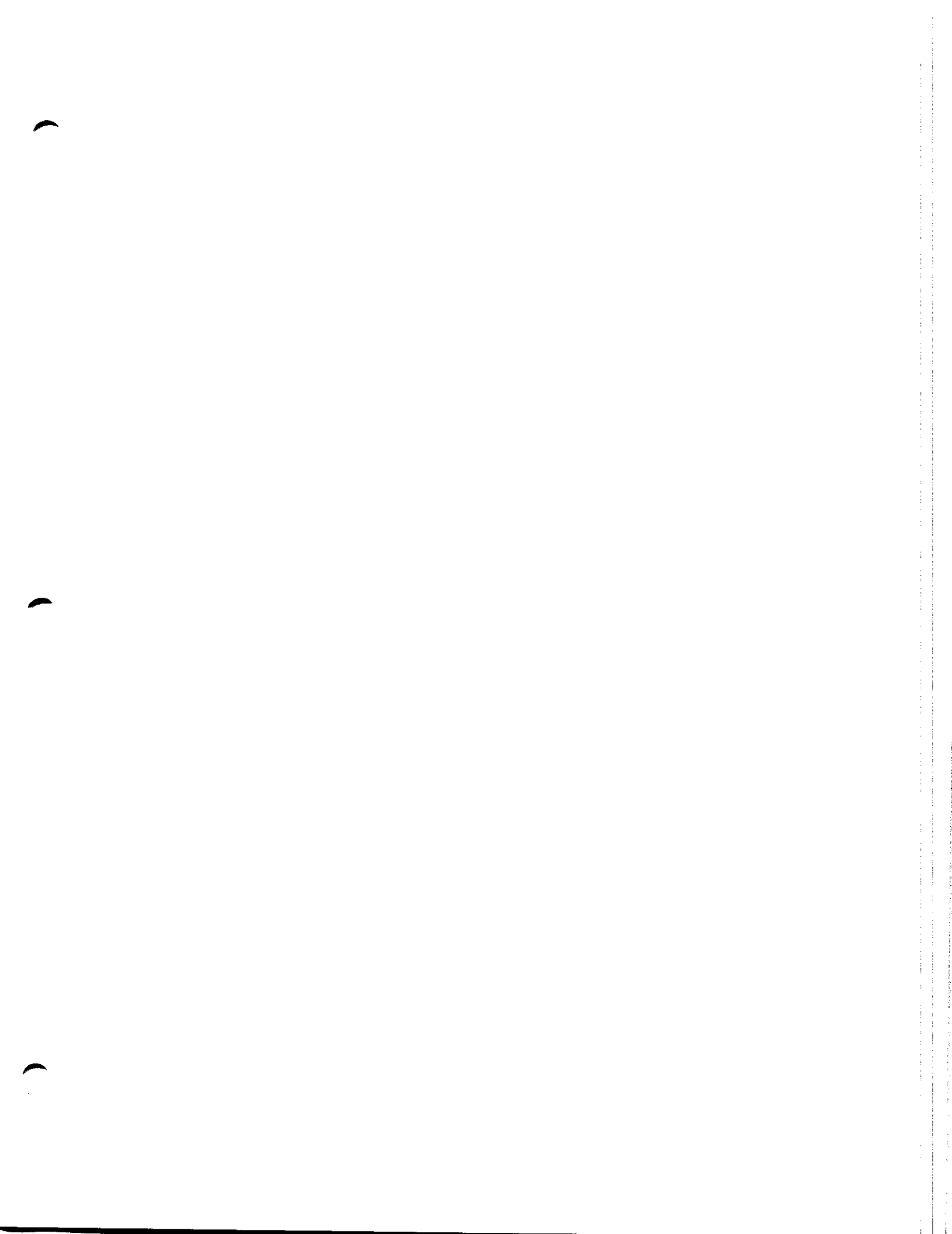
Program	Code Number
Agricultural Production	80
Electrical Technology--Agriculture	90
Commercial Floriculture .	91
Elevator and Farm Supply	92
Power Equipment Technology	93
Landscape and Nursery	94
Soil and Chemical Technology	95
Turfgrass Management	96

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REFERENCES

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