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December 1982

A.E. Ext. 82-36

FARM LABOR MANAGEMENT

HOME STUDY COURSE

INSTRUCTOR'S MANUAL

| | |
|---------------|---------------|
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FARM LABOR MANAGEMENT HOME STUDY COURSE

Extension agents participating in the 1982 Indepth Course on Farm Labor Management suggested that a home study course be developed for use with farmers. A team of three agents - Richard E. Eschler, George C. Field, and Thomas R. Maloney - and two Agricultural Economics faculty members - C. Arthur Bratton and R. Brian How - developed the course materials with editorial help from former agent, William M. Quinn.

The Course

The course consists of five lessons and assignments to be done by farmers at home. The Department of Agricultural Economics will make a small charge for the set of five lessons to cover editorial and printing costs. Farmers employing hired labor will probably be interested in this course.

County Extension Agents can handle the materials as they choose. One way would be to charge a fee to cover material and mailing costs. Lessons could be mailed at 10 day to two week intervals. The solution to the assignment for the previous lesson could be included with each mailing. Farmers should be encouraged to return completed assignments for correction. A review and discussion meeting for those who enroll might be held at the end of the course.

Lesson Content

Lesson I is titled "Labor Needs and Recruitment." The subject of labor management is defined and its importance is outlined. Assessing labor needs and preparation of a job description are discussed. Then comes the process of recruitment with suggestions of how to do it. The assignment focuses on highlights from the discussion.

Lesson II covers "The Selection Process." This deals with the screening of candidates and selecting the one best suited for your job. There are helpful tips on conducting interviews. For many persons interviewing is a difficult job. The assignment introduces an application form which might be used.

Lesson III focuses on "The Hiring Process." The lesson points out that hiring consists of more than saying "well, come to work tomorrow". A hiring interview is suggested along with things that logically need to be covered in it. The role of fringe benefits is discussed. An "employment agreement" form is presented. In this assignment, the farmer takes a look at the fringes he provides.

Lesson IV deals with "Training and Supervision." Orientation to the job and getting off on the right foot is stressed. Pointers are given on how to orient and train a new employee. Supervision and discipline which are tricky for many are discussed in the lesson. Doing the assignment will help clinch the key points.

Lesson V highlights "Performance Appraisal and Evaluation." Ways to obtain good employee-employer relations are presented. Both the roles of the employer and the employee are examined. Tips are given on effective communications along with constructive performance evaluations. A checklist in this assignment helps the employer evaluate some of his labor management skills.

Assignment Keys

Suggested answers to the assignments are provided following the set of lessons. Completed assignments returned for review should be corrected with care. The assignment provides an excellent means to help the student learn more about the subject. Comments and suggestions made on the assignment can establish a dialogue between the student and teacher. Each corrected assignment should be returned promptly, preferably with the next lesson.

Evaluation

Your experience with this course would be useful to the authors in deciding whether similar courses should be developed, how they might be used, and how they might be improved compared to this one.

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| Key for Assignment I | Yellow |
| Key for Assignment II | Salmon |
| Key for Assignment III | Green |
| Key for Assignment IV | Pink |
| Key for Assignment V | Blue |

December 1982

A.E. Ext. 82-36A

FARM LABOR MANAGEMENT

HOME STUDY COURSE

Lesson I

Assignment I

LABOR NEEDS AND RECRUITMENT

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LESSON I

LABOR NEEDS AND RECRUITMENT

Show me a farm that doesn't need labor -- and I'll show you a cow that gives chocolate milk! Obviously many times that labor is just the farmer himself. Other times, a wife or sons or daughters may also be involved. But as a farm business grows, or as children leave for college and careers, a farmer is usually faced with replacing or supplementing family labor with other employees.

It's not too surprising that most dairymen think their main responsibility should be directed towards caring for the cows and growing the crops. But it's rather unfortunate that they look upon the task of recruiting, interviewing, hiring or training labor as a kind of necessary but time consuming "add on" interfering with their involvement in the rest of the farm operation. Most dairymen will agree that, if they are to be successful, they must be part animal scientist, part agronomist, part economist. Sometime they fail to recognize that, if they are going to use labor, they better also become part personnel manager!

Interpersonal Relations

Personnel management is really nothing more than the business of working with people. Good personnel management means being able to work in harmony with employees - whether family members or totally unrelated. But it also involves developing good working relations with nonemployees, "off farm" specialists like the technicians and service personnel without whom very few farm operations can become successful.

The term "personnel management" is hard for some of us to get a handle on. It often means different things to different people. So let's break down the term into some of its component parts. By doing so, we may get a

better understanding of what's involved in personnel management and how we can best approach it. We might begin by dividing this broad area into seven parts or "steps". These steps outline the responsibility a farmer should recognize when he becomes a "personnel manager". He needs to:

1. Assess labor needs
2. Develop an organizational structure (lines of authority)
3. Recruit prospective applicants
4. Select future employees
5. Hire the best candidates
6. Orient, train and supervise workers
7. Review employees' performance and motivation

Note that steps 1 and 2 come even before an employee has been recruited. These two steps require a farmer to do some careful advance planning and organization. Properly assessing what labor is needed in an operation is certainly the beginning of effective personnel management. Without this how can an employer establish working conditions that will maximize output from this farm and also maximize his employee's satisfaction with the job? In this assessment, the employer carefully establishes the number and capability of the employees to be hired and at the same time establishes the responsibilities both employer and employee will assume.

Needs Assessment

A labor needs assessment on a farm as in any other business, means determining the number of workers needed and establishing the desired capability of each. If we were to use the jargon of professional managers, we would say that "a job design" was needed. A job design is developed by first establishing the total work to be done on a farm operation and then dividing that total work into the jobs to be filled. Once a job design has

been prepared then a job description, which is nothing more than a statement of the duties and responsibilities of each position, should be developed.

Sure, you may say, "anybody can see that that kind of procedure is pretty important to a large business with a great many employees, but do I as a farmer need to think of job descriptions for my few employees?" Yes, you as a farmer certainly do! By thinking through your total work requirements and arriving at the number of workers you need throughout the year, it will be possible for you to make more efficient use of time, minimize unnecessary labor costs, and as a consequence be in a position to pay better wages and to maximize your farm profit.

A job description can help maintain harmony between a farmer and his employees. It will help an employee understand what is expected of him. The farmer on the other hand will have a sound base from which to encourage an employee to accept the responsibilities outlined in his job description.

Calculating Labor Required

Let's demonstrate how one might go about assessing his labor needs. Suppose we use in our example a dairy farm with 90 milk cows, 55 replacement heifers (from birth to freshening) and 260 crop acres - 100 acres of which are in hay and 160 acres in corn. Research has shown that approximately 6,700 hours of annual labor are required to operate a herd of this size with its replacements, if the herd is housed in a free-stall barn (more hours are required in a stall barn).

Another 800 hours might be required for the hay crop, and an additional 1,100 hours for the corn crop. Adding everything up, we determine a total labor requirement of 8,600 hours. Based on 3,000 hours of labor per year per full-time worker, this will divide out to a labor force of 2.8 worker equivalents. (3,000 hours of labor per year per full-time workers is roughly equal to 60 hours per week for 50 weeks, or 250 hours per month for 12 months.)

Simple isn't it? Well, unfortunately, not quite as simple as it sounds! It's a bit like that long slow curve with the fast brake! That's because while a dairy operation is fairly stable throughout the year in its labor needs, a crop program varies from a few hours on machinery repair and maintenance in winter months up to about 330 hours in the May planting season, and about 440 hours during September's harvest. Take a look at the table below and you'll see how widely the labor load on this farm varied by enterprise during a calendar year.

JOB DESIGN FOR 90 COW HERD
Hours of Labor Required by Months

| Month | Dairy Herd (inc. Heifers) | Hay Crop (100 acres) | Corn (160 acres) | Total Labor Required |
|-----------|------------------------------|-------------------------|---------------------|----------------------------|
| | | - hours - | | |
| January | 680 | 0 | 0 | 680 |
| February | 620 | 0 | 0 | 620 |
| March | 680 | 0 | 40 | 720 |
| April | 610 | 40 | 230 | 880 |
| May | 480 | 70 | 260 | 810 |
| June | 390 | 180 | 40 | 610 |
| July | 390 | 250 | 0 | 640 |
| August | 390 | 80 | 0 | 470 |
| September | 450 | 180 | 260 | 890 |
| October | 630 | 0 | 220 | 850 |
| November | 670 | 0 | 70 | 680 |
| December | 680 | 0 | 0 | 680 |
| Yearly | 6,670 | 800 | 1,120 | 8,590 |

This job design like any other worth its salt, lists total labor required by months. It's quite clear that this farmer will need at least one full-time employee to assist with the dairy herd. If the farmer employs a second full-time worker, he will have time available during the winter months for vacation for himself and his employees.

One way to organize this farm operation would be to have the owner and a herdsman he employs full-time take complete responsibility for the dairy herd. (Note a sample job description for the herdsman position is in the Appendix at the end of this lesson.) Then a second full-time employee could be chosen to specialize in crop production and equipment maintenance and help out with the dairy herd during the winter months. Even doing this, the farmer in this example will be short of labor during April, May, September and October. Part-time help might be hired to fill the shortage, or maybe the present work force might agree to work additional hours during those three months. This owner might consider paying overtime to motivate the workers during those critical periods and perhaps end up money ahead.

Organizational Structure

Organizational structure refers to lines of authority and delegation of responsibility. It's the relationship between the individuals who are responsible for the operation of a business.

The organizational structure, sometimes called "chain of command," can often be portrayed graphically by drawing an organizational chart. But regardless of how the message is put across, the organizational structure of the business needs to be clearly conveyed and understood by all affected.

Employees need to understand who to look to for instructions. If harmony is to prevail, there certainly shouldn't be more than one boss, and just as certainly there shouldn't be conflicting orders. If one employee has been

given authority over another, the employer should go through that supervising employee when giving instructions. Individuals in the line of authority should never be bypassed.

The Recruitment Process

Recruitment is the process of searching for prospective employees and stimulating them to apply for your job. Ideally, a farm owner would end up with a large number of applicants from which he could pick those most suitable. Unfortunately, it doesn't always work that way! Sometimes it seems as though none are available.

So how does one go about locating reliable farm employees? Obviously there's no single or simple answer. The answer may vary by locality, by type of farm, and by the kind of employee sought. Is the farm employer searching for a laborer, a herdsman, or a farm manager? Is a man required for the job, or could a woman do the work as well? More and more young women are interested in farm employment and doing very effective work. In this and future lessons, any reference to male employees is assumed to include female employees as well.

One of the first methods to use in searching for farm help is to place a newspaper ad in the local paper. Unfortunately, many times such ads furnish inadequate information and all too often fail to attract someone reading the want ad section. Consider the case of a farmer looking for a "hired man". He's not looking for a herdsman or a farm manager, but just wants someone to do field work, milk, feed cattle (as instructed), and whatever else might need to be done. Over time, and with the right person, the job might offer additional opportunity. But for right now, the farmer mostly needs help.

Consider these two ads:

WANTED - Married man for work on dairy and crop farm.

Box 200, Your Town, NY.

FARM EMPLOYEE - 70-cow dairy and crop farm. \$175 weekly starting salary. Chance for advancement. Comfortable 3-bedroom house with all utilities paid, plus health insurance, two weeks paid vacation and beef furnished. Need experience in milking and machinery maintenance. Send statement of qualifications and references to Box 200, Your Town, NY.

If you were a farm worker looking for work, which ad would you answer? The answer is obvious! Let's face it - you have to sell your job opportunity. The second ad may cost a few dollars more, but certainly it has a much better chance of attracting a reliable employee.

The second ad leaves an impression that the employer is proud of what he is offering. The employee is treated with greater dignity and a door is left open for better things to come. Information is furnished on salary, living conditions and benefits. The ad describes the minimum qualifications that are acceptable and the references which it requests can give the employer a valuable source of information about the applicant.

Writing An Ad

An employer doesn't need to give every little detail in an ad. Many can be covered in a later interview - but he does need to provide enough information so a prospective employee can decide if the opening is something he or she wants to pursue. A job description (see example in Appendix), when completed, provides a valuable source of information to use in developing an ad for a job opening.

In addition to his local newspaper, a farmer should consider advertising in any farm paper that may have a large audience of potential employees, such as the American Agriculturist and Hoard's Dairyman. This is especially true

when looking for employees with more than basic skills. Other local papers, such as Pennysavers and Shoppers Guides, and general news magazines such as Country Folks are also a potential source of applicants.

While a newspaper ad may be the first method a farmer might utilize when recruiting potential employees, he shouldn't overlook other methods of locating them that have proven valuable in the past.

The Grapevine

Probably more farm help is located by word of mouth than by any other method. Friends and neighbors often send applicants who apply to them for a job, to other farmers who they happen to know are actually looking for help. So spread the word whenever you're in the market for farm help. Agricultural fieldmen, A.I. technicians, DHIC supervisors, feed and farm supply stores, machinery dealers and others with whom you do business often know of qualified people seeking employment.

Job Placement Services

The New York State Employment Service, private employment agencies, high schools, community colleges, vocational and technical schools with the college placement offices of both two- and four-year colleges frequently are able to offer assistance. These sources usually maintain contacts that cover large areas and should be able to provide excellent information on prospective employees. They are especially helpful when it comes to matching your particular job requirements to the qualification of prospective employees.

Current Employees

Sometimes your present employees can be an excellent source for identifying potential employees - especially if they enjoy working for you. If they feel good about working for you, they will tend to be very honest in their recommendation about a friend or relative who is looking for employment. Whether

or not this method works for you may very well depend upon your reputation as a farmer and employer.

With luck, the recruitment techniques we've discussed in this lesson will bring you a large number of applicants for your job opening. Then you'll face the task of selecting the best applicant from that crop. Obviously, you want to end up with "the pick of the litter" for your own farm operation. But we won't talk about that now! That's the topic of the next lesson. So watch for Lesson II in this series.

Assignment I

Complete the assignment that follows as soon as possible to help you digest and retain the principles discussed in the lesson. Return it promptly to your Cooperative Extension office for review. Do not forget to include your name, and address. The corrected assignment will be returned to you with the next lesson.

APPENDIX

JOB DESCRIPTION
(Sample)

JOB IDENTIFICATION

Job Title Herdsman - 90-cow Farm

Summary Description Major responsibility for the dairy herd - milking, herd health and breeding. Plan feeding program in cooperation with farm owner.

Salary Range: Minimum \$200.00 Maximum \$250.00

Work Hours: 5 a.m. to 6 p.m. Average hours per week 60 hours

Overtime: Never _____ Seldom X Often _____

Other Information: Responsible for feeding and clean-up of facilities when the owner is away.

JOB CONTENT

Major Functions:

1. Overall dairy herd management including milking, herd health, breeding
2. and raising of replacements.
3. Plan and implement feeding program in consultation with farm owner.
4. Supervise other dairy employees.

Minor Functions:

1. Assist with field work and/or machinery maintenance as time permits.
2. _____
3. _____
4. _____

Supervised by Farm owner

Supervise Other employees working with dairy herd.

Report to Farm owner

Assist with other jobs Field work - as time permits during planting and harvest.

JOB REQUIREMENTS

Formal Education At least two-year degree from Ag and Technical School with
major in dairy herd management.

Experience Three to five years working with dairy herd.

Skill Requirements Good milker, able to work with modern milking equipment,
automated feeding system. Keep herd health and breeding records up-to-date.

Physical Requirements No physical disabilities.

Quantity and Quality Requirements _____

Work Environment 90-cow free-stall operation, work with farm owner and
other workers.

Name _____

Address _____

ASSIGNMENT I

LABOR NEEDS AND RECRUITMENT

1. The lesson suggests dividing personnel management into several "steps" for easier understanding. Which two of these steps should be developed before the employee is recruited?

2. (a) What does the term "job design" mean?

(b) Why is the job design felt to be an important part of the farm labor planning? _____

3. What two important functions of personnel management does the "job description" help to accomplish?

4. What is Organizational Structure in personnel management?

5. What method of recruiting farm employees is the most productive in finding potential workers?

6. List four important points that should be included in a newspaper advertisement for farm employees?

7. Consider the example used in lesson 1 where the farm owner wants a herdsman. He was not looking for a laborer or a farm manager, but someone to work full time with the dairy herd. Consider the following ads:

A. Herdsman, married man to work on dairy farm. House, insurance, vacation and beef provided. Experience required. Send references to Box 200, Your Town, NY.

B. Herdsman - for 90-cow free-stall operation, raising own replacements. \$200.00 weekly starting salary with opportunity to advance. Comfortable 3-bedroom house with all utilities paid, plus health insurance, two weeks paid vacation and beef furnished. Two-year agricultural degree or three or more years dairy farm experience preferred. Send statement of qualifications and references to Box 200, Your Town, NY.

Which ad would you respond to? A _____ or B _____.

Why _____

8. Using the job description form attached, complete a job description for one of the jobs on your farm.

JOB IDENTIFICATION

Job Title _____

Summary Description _____

Salary Range: Minimum _____ Maximum _____

Work Hours: _____ Average hours per week _____

Overtime: Never _____ Seldom _____ Often _____

Other Information _____

JOB CONTENT

Major Functions:

1. _____

2. _____

3. _____

4. _____

Minor Functions:

1. _____

2. _____

3. _____

4. _____

Supervised by _____

Supervise _____

Report to _____

Assist with other jobs _____

JOB REQUIREMENTS

Formal Education _____

Experience _____

Skill Requirements _____

Physical Requirements _____

Quantity and Quality Requirements _____

Work Environment _____

December 1982

A.E. Ext. 82-36B

FARM LABOR MANAGEMENT

HOME STUDY COURSE

Lesson II

Assignment II

THE SELECTION PROCESS

| | |
|---------------|---------------|
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LESSON II

THE SELECTION PROCESS

You're on your way! Just think, you've already completed one-fifth of this entire farm labor management course! One down and four to go! Hasn't been too bad, has it?

So now let's move on to Lesson II. Almost before you know it, you'll become a real honest-to-goodness farm labor expert.

You'll recall (at least I hope you will) that back in that first lesson we discussed developing a job design and preparing a job description for any position you wanted to fill. With your new-found skills and with a little bit of luck, your approach to securing applicants for that job was successful. So now you have a pool of interested candidates from which to pick and choose.

I know we don't have to tell you, in fact it almost goes without saying, that qualified candidates are not always available right when you have a position open. So what do you do? One option is to hire some temporary help until a qualified applicant can be found. Many times it's better to continue your job search than to fill a job with an employee who lacks the qualifications you require.

Many are Called, One is Chosen!

But for right now, let's assume that you were successful and that you've ended up with a good crop of candidates from which you can choose. How can you be even halfway sure you'll wind up with the cream of that crop? One way is to use a selection method which many successful employers believe enabled them to hire the best person out of a group of candidates. That selection process involves these five steps:

- A. Gathering Background Information
- B. Screening the Applicants
- C. Preparing for the Interview
- D. Conducting the Interview
- E. Checking References

A. Gathering Background Information

How are you going to choose from among people you know nothing about? Well obviously you can't - at least not very intelligently. So that's where we start in the selection process. We start by gathering information on the candidates. The time to begin is when a candidate first applies for the job.

In just about any business, an application form is a standard device for gathering background information about a prospective employee. However on dairy farms, particularly smaller ones, formal application forms are seldom used. Nevertheless, whether the application for your job is made in writing, by phone, or in person, certain information is essential. At least it's essential if you're going to be able to do a good job comparing one applicant with another. What's more if you're going to be fair to all applicants, and we know you want to be, you better request the same information from each candidate.

Here are some basic things you'll need to know to help you in making your selection decision: name, address, phone, previous employers, previous positions, skills the applicant possesses, date available to start work, salary and benefit expectations, references. You may want to request additional information to accommodate conditions specific to your farm. There's a sample application form provided as an appendix to this lesson which has been used by some dairy farmers with excellent results. We hope you too might find it helpful.

B. Screening the Applicants

Once the application process is completed, it's time to screen the applications you received. One way to start this screening process is by eliminating all the candidates that do not meet the requirements you established. From those remaining (there'll be some, remember we said you had a good crop of prospects) select several top applicants to be interviewed.

If too many are interested in the job, it may be impractical to interview all of the applicants. Decide how many individuals you can interview comfortably with the time you have available. Often the skills reported by the individual, matched with his job experience, are used as major criteria for selecting individuals to be interviewed.

C. Preparing for the Interview

Many people find conducting an interview to be the most difficult step in hiring a good employee. Therefore some advance preparation for an interview is well worth the effort. An interview can help you "tune in" on the personal traits of the prospective employee as well as challenge or confirm any information the employee has previously provided you.

Once all the interviews have been completed, it's time to carefully compare all the candidates. It's not easy! Recognize that at this point you're faced with the task of assimilating a tremendous amount of information before arriving at a final decision. The more systematic you can be in your interview procedures, the easier you'll find the task of selecting the top candidate. Start by making a checklist of information that you wish to cover so that you don't waste time or forget essential information.

Here are some of the traits you may wish to consider as you put together your checklist:

1. Appearance and Manner - An interview for a dairy farm job doesn't usually require any particular type of dress or protocol. However, chances are an applicant who is serious about wanting a job on your farm will take the interview process seriously. This is likely reflected by a neat, clean appearance and a respectful attitude. After all, an individual who doesn't display a certain sense of responsibility in the interview may not display much later as your employee.

2. Job Stability - Has the applicant remained in jobs for a reasonable length of time or is there a pattern of frequent job changes? Why is the individual currently looking to change jobs? In your analysis, look for those qualities which indicate that the applicant is capable of holding a job for a reasonable length of time.

3. Industriousness - Are there indications that the perspective employee is a willing worker? Is he willing to put in extra time or effort when required? Has the applicant's previous work record shown progress, promotion, and pay increases? Is this applicant looking to get ahead? Sometimes an applicant who wants to work for two or three years before buying a dairy farm may be a more highly motivated employee than someone who has been working 10 years with no increase in responsibilities.

4. Loyalty to the Employer - The best employee is one who is working with you rather than against you. Does the applicant "boost" former employers? An applicant who cannot start tomorrow because he wishes to give his present employer adequate notice will probably also provide you that same courtesy some time in the future.

5. Existing Job Skills - Since most farms have a very small labor force, this is one of the highest priorities for most farm employers. Has the applicant had job experience in the critical areas you've outlined? Ask questions that may clue you in to the quality of the person's work as well.

6. Trainability - A prospective employee's ability to learn is as important as the skills he currently possesses. Is the applicant receptive to learning new skills? Does the applicant show the aptitude and attitude to learn something different?

7. Ability to Make Decisions - The nature of farm work is such that a farm employee must make frequent decisions in his daily work. In addition, many farm employees will be assigned decision making responsibility as a part of their job. In this case, the ability of a prospective employee to make decisions as well as his ability to follow directions become an essential combination. Suggest that the applicant illustrate these traits by using some examples from his previous employment experiences.

8. Leadership - The importance of leadership ability depends upon the job you're trying to fill. If you expect to have the new employee supervising other employees, or have him involved in some other aspect of farm management, his leadership ability is critical. His previous experience as a supervisor or his active involvement or leadership in civic, school, or work activities would certainly indicate leadership qualities. Also, watch for the potential for leadership, as well as for leadership already demonstrated.

9. Ability to Get Along With Others - In most work situations, the ability to deal with people is a vital quality. Does the applicant speak well of previous employers and the people he has been associated with? Isolated situations of difficulty might be expected, but personality clashes with a long string of employers or fellow employees could indicate a problem.

D. Conducting the Interview

Conducting a job interview is like doing certain other farm tasks. You may not be an expert at them and you may not enjoy them very much, but you do them because they're necessary. In fact, you may feel just as uncomfortable

as the applicant you're interviewing. Remember, however, that you're in control of the interview (at least you should be) and, with the proper preparation, you can make it a positive experience for both the applicant and yourself.

As you conduct the interview, whether you realize it or not, the applicant is also interviewing you! So part of your task in the interview may be to sell the job so that the applicant you want will also want to come to work for you.

Here's a set of suggestions, which if followed, will be helpful to you in carrying out successful job interviews:

1. Put the Applicant at Ease - Chances are the applicant is a bit nervous, so it's important to make him or her feel as comfortable as possible. The more you can do to alleviate any tension, the more meaningful will be the communication between the two of you. A handshake and friendly smile are a good start. Find a quiet, comfortable place where the interview can be conducted. Perhaps offer a glass of milk or a cup of coffee. Some farmers have found it particularly helpful to invite both husband and wife to the interview. In this way, the questions of both can be answered and the attitudes of both can be evaluated.

2. Stick to the Plan You Have Developed - Follow the checklist previously discussed in preparing for the interview. Leave yourself a reasonable amount of time to conduct the interview but avoid getting sidetracked from the job at hand. You do yourself and the applicants an injustice if you do not get the same information from each applicant.

3. Listen - Engage the applicant in a discussion but encourage him or her to do most of the talking. If you dominate the conversation you'll learn very little about the applicant. One of the best techniques in phrasing

questions is to use nondirective open-end questions such as "Tell me about your last job." "What job skills do you possess which would be most helpful to you in this job?" "How do you feel about making decisions on your own?" "Do you have any ideas about improving herd management?" By using this technique you're likely to get the candidate to open up more and provide you with information you might be hesitant to request directly.

4. Remain Neutral - Most of us have personal biases which have little relationship to job performance. Personal biases about such things as clothes, hair length or personal habits should be set aside during an interview. Keep your impressions and opinions to yourself during the interview. If the applicant senses your feelings, he or she may tailor their responses to those feelings. Don't overlook highly qualified applicants just because their religion, ethnic background, or some other trait is different from yours. Don't be afraid to challenge traditional notions relative to gender and certain farm jobs. Some dairymen who have, have discovered that women do an excellent job caring for farm animals.

5. Fulfill Your Responsibilities to the Applicant - Remember also that while the applicants may spend a great deal of time providing you with requested information, they have a stake in finding out something about you, your job. Based on the information you provide an applicant, he must decide whether or not to accept the job if offered. Applicants will want to know as specifically as possible what it's like to work for you.

Provide the applicants with a written list of the benefits they will receive if they come to work. (A discussion of some of the benefits often provided farm employees will be included in Lesson III.) Put as much information in writing as possible so that an applicant knows exactly what to expect. Leave adequate time to take the applicant on a tour of the farm and,

when possible, introduce the individual to other individuals he or she will be working with. Be sure to describe any equipment or facilities the applicant may be unfamiliar with. Finally, let the applicant know exactly when a final decision will be made. As soon as an applicant has been eliminated as a candidate for your job, let him know. It's not fair to keep applicants waiting if they're no longer being considered for the job.

E. Checking References

Many a hiring decision has been changed as a result of reference checks. Usually these checks can be done by phone. By checking references, you can either confirm your impressions or come away with a new perspective. Business people responsible for hiring hundreds of employees each year put high priority on references during the hiring process.

While references can be checked any time, it's usually more practical to narrow down the top candidates for the job before starting to check references. Otherwise it may be too time consuming. Also, ask the applicants to provide several references. The more information you have, the better the decision you can make.

As we began this lesson, we mentioned that it was one down and four to go. Now, after you've studied and absorbed all the material in this second lesson on "The Selection Process," I'm sure you know how to choose the most appropriate candidate for your job. You ought to be able to end up with "the pick of the litter".

So it's become two down and three to go! You've made your choice and you're ready to move on to the actual hiring. But before you do, we're sure you'll want to study some good suggestions on hiring that are offered in Lesson III. We entitle this lesson "The Hiring Process" and we'll be sending it along to you soon. But first do the assignment.

Assignment II

Assignment II deals with the interview, probably the most important part of the selection process. Completing this exercise will help fix the important points of this lesson in your mind. Return the completed assignment promptly to your Cooperative Extension office to be checked and returned to you with the next lesson.

APPENDIX

APPLICATION FOR FARM EMPLOYMENT

Date _____

Name _____ Social Security No. _____

Address _____

Telephone No. _____

Date you can start _____ Starting wages expected \$ _____

Do you have any disabilities which would hinder you from performing this job?

Yes _____ No _____ If yes, please explain _____

Education: _____

Employment History: (Give most recent job first)

1. _____

2. _____

3. _____

References:

| | <u>Name</u> | <u>Occupation</u> | <u>Address (and Phone if known)</u> |
|----|-------------|-------------------|-------------------------------------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |

What farm work skills do you possess which will be helpful to you in this job?

Do you have a driver's license? Yes _____ No _____

Name _____

Address _____

ASSIGNMENT II
THE SELECTION PROCESS

1. List five things that are important for you to find out about a job applicant during the interview:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

2. Why is it important for you to mask your reactions to the responses of the applicant?

3. List three responsibilities that you have to the applicant at the end of the interview:

- 1) _____
- 2) _____
- 3) _____

4. Dan Dairyman invited an applicant for his herdsman job over at 10:00 a.m. one morning to be interviewed. The applicant found Dan in the barn still in the middle of morning barn chores. Said Dan, "Since I'm shorthanded I'm behind today, if you don't mind talking to me while I work we can

December 1982

A.E. Ext. 82-36C

FARM LABOR MANAGEMENT

HOME STUDY COURSE

Lesson III

Assignment III

THE HIRING PROCESS

| | |
|---------------|---------------|
| C. A. Bratton | R. B. How |
| R. E. Eschler | T. R. Maloney |
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LESSON III

THE HIRING PROCESS

Sometimes it seems as though there are almost as many ways of managing dairy farm labor as there are dairy farm laborers to manage. Innovative methods and new techniques are still continually being tried. Out of these experiences and from these trials have come certain proven labor management methods that most farm employers find work well for them.

Even so, management of labor remains a tremendous challenge. That's because it involves "people". People, including I'm afraid both "me and thee," are the most complex of all creatures. What's more when it comes to farm labor management two of these extremely complex creatures - the farm manager and the farm worker - don't just meet occasionally, they interact every single day.

Any labor manager should have two goals - first to attract a good worker; then to keep him. Sounds simple enough but it's nowhere near as simple as it sounds. It involves many things. We've already looked at some of them. We discussed personnel needs, recruitment, and selection back in Lessons I and II. In this lesson, we'll focus on the actual hiring process.

Deciding Who to Hire

Matching a job to a worker, whether on a farm or off, is never easy. Seldom is there a perfect fit. So you have to do the next best thing. You don't expect perfection, you just find the "best" person for your job. This is a bridge you build between selection and hiring. The kind of decision you make here will be absolutely critical to your success.

How should you go about it? Step one is identifying the qualifications that a person needs to do the job. Then from the applicants you have, pick out the ones who seem to meet those qualifications. Keep in mind that

sometimes it may be possible to adjust the job a bit to accommodate a worker's qualifications. If you can't fit the worker to the job, can you fit the job to the worker?

Next, carefully review each applicant's qualifications in light of the job you're trying to fill. Then arrange your candidates in one, two, three order. You've now established a priority of choice. Now you're ready to proceed to the actual hiring process.

The Hiring Interview

The hiring process by which you engage a new farm employee is part and parcel of labor management. After all, you're beginning what you hope will be a lasting relationship - one that involves two parties - you and the worker. So it deserves your special attention. Getting the right person for the job is critical. A personal interview during which that person is offered the job may help assure that you actually end up getting that right person.

Once you have established a priority for the candidates, invite your first choice for a hiring interview. This interview will allow you to make an offer, settle on terms, and get an acceptance (or rejection) from the candidate. If the candidate is married, include his or her spouse in the meeting. The interview should be held in your farm office or your home. Make it informal and comfortable but keep it businesslike.

In opening the interview, indicate to the applicant that you've considered several persons but are favorably impressed with his or her qualifications. Then verbally outline the terms of employment you have in mind. This outline should include information on both wages and fringe benefits. Even if these have been discussed in the first interview, they should be repeated with this offer to hire. Be specific in what is offered but try to be open to negotiation should the employee have special needs or preferences.

Determine whether the candidate understands these terms and will accept the job as offered. Sometimes a candidate may want more time before giving you a definite answer. But a specific time for starting work has to be established. Obviously if the applicant is currently employed, he needs time to give a reasonable notice to his present employer.

Put It in Writing

If the candidate accepts your offer, the next step should be the preparation of a written agreement spelling out the terms of employment. Hiring is often done verbally but this written agreement is preferable. It's a good management practice to put your agreement in writing because it accomplishes two things; first it forces you to come to a decision on each of the specific terms; and second, it provides a record of what each of you agreed upon in case either you or the employee "forgets" or is in doubt at some later time.

An important part of this hiring interview is for you as the employer and your prospective employee to review together the items that will be included in the "written" terms of employment. There are forms available from Extension Agents and others which you can use as a guide in preparing your own agreement. (See Appendix for an example.)

If there are any points unclear, now is the time to clarify them. Once the terms are agreed upon, both parties should sign the agreement. In most cases, the agreement will need to be retyped and the retyped copies should be signed once they've been prepared. Both the employer and employee should receive a copy of that final draft.

The Terms of Employment

Traditionally, terms of employment for farm workers have been pretty vague. This has held true for both farmers and farm workers. Repeatedly,

in just about every farm labor management study that's ever been conducted, workers have complained about not understanding the specific terms of their employment.

Too often, "terms of employment" simply means wages paid. But it should mean much more than that! How about the kind of work, the starting and quitting times, the amount of time off, as well as scores of other things that might cause future misunderstanding? Besides, nowadays fringe benefits are a significant part of most worker's compensation. In fact, they commonly account for a quarter to a third of a worker's total earnings.

A written terms of employment statement can be simple but must cover the essential points. Both employer and employee should sign and each should have a copy. This is just good business. Large business organizations often have a booklet explaining the terms of employment or employment policies.

Here are many of the terms commonly included in an agreement:

Persons involved - this should include the name and address of the employer and the name and Social Security number of the employee.

Description of the position - include a title for the position (such as "herdsman") along with a brief description of the nature of the work to be done.

Duration of employment - Specify when the job is to start, any probationary provisions, and how the job may be terminated by either party.

Hours of work - indicate the usual starting and quitting times, the meal times, and breaks if any, as well as any special times off for shopping or other activities. Include, of course, the days that are to be worked.

Wages to be Paid - specify the basis for payment such as hourly, weekly or monthly, the rate of pay and any provisions for overtime. Social Security contributions and any other deductions should be indicated.

Vacation - include the amount of time, whether paid or unpaid, and any restrictions as to when it can be taken.

Sick leave - this is a common fringe benefit in nonagricultural employment. Arrangements on this are important to an employee. The policy as to number of days permitted with pay should be stated.

Living arrangements - spell them out. If the employer provides quarters, the terms should indicate who pays for utilities, heat, interior decorations and minor repairs.

Health insurance - insurance (such as Blue Cross and Blue Shield) if provided, should be described along with responsibility for payment of the premiums.

Life insurance and retirement plans - these are provided by many farmers for key employees and should be described in the agreement.

Perquisites such as milk, meat, and garden space should be indicated.

Plans for evaluation - periodic evaluation or performance appraisal should be part of any employer-employee relationship and the approach to it should be spelled out in the agreement. Evaluation may include regular daily or weekly discussions along with quarterly, semi-annual or annual evaluations. The objective emphasized should always be employee improvement.

An Example - following is a sample agreement on terms of employment that was developed for a dairy farmer and his number one helper - in this case, his herdsman. It was developed as part of the hiring process.

Clinching the "Deal"

Always complete the hiring process on a positive note. After all, the two of you are beginning a new working relationship. So getting off on the right foot is vital. Here are some tips that may help you get that "right" foot forward.

Once a candidate has accepted, you as an employer should try to make him or her happy about that decision. You may want to show them the farm again and describe how they will fit in. Show pride in the business and make them pleased they're about to become part of it.

Another technique is to revisit the house where the worker will live. Inquire about any special likes or dislikes of the new family. If redecorating is to be done, you might ask them about their preferences in color or wall-paper design.

Finally, winding up this part of the hiring process, you as the employer might comment on your feelings about the future of your relationship. Let your employee know of your confidence in him, your optimism for the future of the business, and how this position may contribute to his/her career.

In brief, share with him your feelings about his accepting the job. Make him glad he accepted.

Starting on the Job

The hiring process really doesn't end just because the employment agreement has been signed. Now you must allow adequate time for orientation so the employee can get a good start on his new job.

Help the new employee make arrangements for moving and getting settled. Remember how most of us feel in any new situation, especially in a new job. So set aside those first few days on the job as an orientation time during which you will assist your new employee with instructions which will help him get off on that right foot.

First impressions are lasting. So do your best to see that the worker gets a favorable early impression of the job. A good start helps develop a good and lasting work relationship. (In future lessons, we'll focus some more on some of those things that can bring about a good relationship.)

Assignment III

Assignment III focuses attention on fringe benefits and how important they are to farm employees. Complete the assignment now and return it to your Cooperative Extension office. Your answers will be checked and the assignment returned to you with the next lesson. Do not forget to include your name and address.

APPENDIX

TERMS OF EMPLOYMENT AGREEMENT

This employment agreement entered into this first day of October 1982 by and between John Holt, the employer and Andrew Wicks the employee.

I. Purpose - this agreement pertains to the employment of Andrew Wicks as a full-time herdsman on the John Holt dairy farm, located in the Town of Lansing, Tompkins County, New York.

II. Period Covered - Andrew Wicks agrees to start work November first 1982. At the end of three months this agreement will be reviewed, and if both parties are satisfied at that time, the position will be considered as permanent and will continue until either party gives a 30-day notice to the other of his desire to discontinue the agreement.

III. The Position

This position involves the herdsman's duties of feeding, breeding, and general management of the dairy cows and replacements on the Holt farm, in cooperation with and under the supervision of John Holt.

IV. Hours of Work

The usual hours of work shall be from 5:30 a.m. to 6:30 p.m. with one hour off for breakfast and one hour for lunch, and a half hour break in mid-morning and another in mid-afternoon for Monday through Friday. It is agreed that Andrew Wicks shall be off every other Saturday and Sunday. On Sundays only the essential chore work will be done.

In case of emergencies where it is necessary to care for animals or perform essential work beyond the usual hours, it is agreed that compensatory time off will be mutually agreed upon by the employee and employer. There will be no overtime pay.

The employee will be expected to work half of all holidays. Specific holidays off will be agreed upon at the beginning of each calendar year. Holidays shall include: New Year's Day; Memorial Day; Independence Day; Labor Day, Thanksgiving, and Christmas.

V. Compensation

A. Wages of \$200 shall be paid weekly on Friday.

B. The house at 10 Ridge Road shall be available for Andrew Wicks and his family. The electricity for the house and all physical repairs and outside painting shall be paid for by the employer. The heat and any interior decorating or repairs shall be paid for by the employee.

C. The employee shall be entitled to four quarts of milk per day, a quarter of beef once a year, and the use of a one-quarter acre garden plot.

VI. Fringe Benefits

It is agreed that the employer will provide the employee the following fringe benefits:

A. A paid vacation of one week the first year, and two weeks each year thereafter, to be taken at times mutually agreed upon.

B. Paid sick leave time as needed but not to exceed the equivalent of one-day per month worked.

C. Personal time as needed for shopping, doctor's appointments, school affairs, etc., but not to exceed the equivalent of three hours per week.

D. Health insurance in the form of family Blue Cross and Blue Shield coverage.

E. Worker's Compensation Insurance shall be provided to cover the employee and his family in case of accident or disability.

F. Life insurance in the form of a \$10,000 term policy.

G. Retirement Plan in the form of an IRA after 5 years of employment.

H. Education time for attending dairy extension meetings, night classes, or home study courses as mutually agreed by both parties.

VII. Evaluation of Work Done

It is agreed that a meeting to discuss the work performance and to consider areas for improvement and growth in the job shall be held at the end of three months, and at the end of six months on the job, and thereafter about January first of each year.

VIII. Review and Updating of Terms of Employment

It is agreed that the terms of employment shall be reviewed and updated as of January first 1984 and each year thereafter. This shall include a review of the wages paid.

John Holt, Employer

Andrew Wicks, Employee

Name _____

Address _____

ASSIGNMENT III

THE HIRING PROCESS

1. List three advantages of a written "Terms of Employment Agreement."

2. Many good farm employees have indicated that the items listed below are important to them. Check the ones that you're now providing your regular employee(s).

- ___ 1) Reasonable hours of work (50-55 hours per week)
- ___ 2) Plan for certain weekends and holidays off for family activities
- ___ 3) Comfortable living quarters
- ___ 4) A competitive living wage
- ___ 5) Health and disability insurance
- ___ 6) Paid vacation
- ___ 7) Definite understanding about sick time off
- ___ 8) Provision for personal time (doctor's appointments, shopping, school events, etc.)
- ___ 9) Made to feel a part of the business
- ___ 10) Opportunity to learn and develop skills

3. Fringe benefits today are a significant part of most workers' compensation.

Estimate the yearly value of the fringe benefits John Holt was providing Andrew Wicks in the sample terms of employment agreement above.

4. Estimate the cost of the fringe benefits you are providing your regular employee.

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A.E. Ext. 82-36D

FARM LABOR MANAGEMENT

HOME STUDY COURSE

Lesson IV

Assignment IV

ORIENTATION, TRAINING AND SUPERVISION

| | |
|---------------|---------------|
| C. A. Bratton | R. B. How |
| R. E. Eschler | T. R. Maloney |
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LESSON IV

ORIENTATION, TRAINING AND SUPERVISION

Congratulations! You've already mastered Lessons I, II, and III covering the recruitment, the selection, and the hiring of a new employee. So that means that by now you've already made a choice, carefully selecting your new employee from the applicants available.

You've provided that new employee with complete information about the terms of employment. At this point, he should also have a general idea about the needs of the job. Additionally he should have received specific information on wages and benefits, the hours of work, the time off, the living arrangements together with information on vacation time and sick leave benefits. The two of you have agreed on when he's going to start work.

Beginning a New Job

Starting work, when should that be? Well let's start by discussing when it shouldn't be. For instance, if you're a deer hunter, maybe it shouldn't be during deer season. Certainly not on the day you're going to go out to try to bag a buck! Even though you're shorthanded and anxious to get your new man on the job, don't have him start until you have enough time free to spend with him.

In fact, the only time for a new employee to begin to work for you is when you have time to show him around and tell him about the work. This certainly isn't when you're milking the cows nor is it any other time that you're all tied up or have a lot of other work ahead of you. Proper orientation to a job so the worker gets off on the right foot is almost an absolute. It helps establish the tone of your future relationships and will prevent future difficulties.

An orientation process has several objectives. You as the employer will influence how successfully those objectives will be realized. Here are some things you should do in that orientation:

1. You should put the new worker at ease by telling him about the history of the farm, the current operations, and plans for the future.
2. You should consider this orientation session an opportunity also to learn more about the employee's background and outside interests, such as hunting, repairing old cars, listening to country music, or other hobbies.
3. You should explain once more the nature of the job and go over the worker's responsibilities in detail.
4. You should review rules with respect to starting times, breaks, smoking, extra hours, time off, and any other things you consider important.
5. You should introduce your new employee to other people he'll work with, including members of your family, and explain the lines of authority.

A good introduction to the job, to the place of work, and to any new associates is step number one in any effective training program.

Training

Training is bound to be a lot simpler if you've done a good job in recruiting, selecting, and hiring a new employee. Nevertheless you still need to help a new worker develop. Since few workers come equipped with all the skills a brand new job requires, some training is almost always necessary.

Any progressive organization continues to train each employee as long as the employee remains associated with it. Training never ends. With a new farm employee training may range anywhere from some simple instruction on how to use a hoe or shovel, all the way up to sophisticated evening courses in such things as tractor maintenance or computer programming.

Try to find out as soon as possible just what your new employee knows and what he can do. This may not be clear from your previous discussions. Finding this out may require careful questioning and close observation. It will take time but can avoid a lot of trouble later on.

You will need to plan and build in training opportunities for your new employee. This is especially true any time you buy some new equipment or start up any new facilities, such as a milking parlor. Work methods should be reviewed each year before seasonal jobs start. The time you spend before haying or silo filling explaining the best way to do the job can pay mighty big dividends. Even if the work is to be done the same way it was last year, that review will not be in vain.

Experience has demonstrated that the most effective instruction is carried out in four definite steps:

1. Prepare the worker. Put the worker at ease. Find out what he knows about the job. Explain its importance. Try to arouse his interest.
2. Teach. Tell, show, explain, and question carefully and patiently. Take only one step at a time. Stress the key points carefully and completely. Don't fail to include safety practices related to any job.
3. Let the worker perform. Let the worker perform the task, with your guidance. Learning, after all, is best accomplished by doing. Encourage questions. Have the worker repeat the task under your direction until he feels comfortable doing it the way you want it done.
4. Follow-up. Check back periodically, more often at first, to make sure the job is being done the right way. Encourage questions. Let the worker know where to get help, and what to do in an emergency.

The Cardinal Rule of Training: If the worker has not learned, the instructor has not taught.

Supervision

Supervision, whether of one worker or many, has many aspects. A good supervisor must provide leadership but he also must be able to maintain discipline.

Leadership is a quality that's not easy to define. But among its characteristics is a somewhat intangible human factor which, among other things, can get people to work well either as an individual or as a member of a group, to accomplish a necessary task. Some people say that leaders are born, not made. But the record shows otherwise. Leadership is a skill, and like any other skill, it can be learned.

A good place to start in mastering that skill is to recognize that there is more than one leadership style. Let's take a look at three of them:

The autocratic leader takes all the authority and makes all the decisions. His philosophy is that people are expendable, only results count. This kind of leader not only takes full authority but also assumes all responsibility.

The free-rein leader permits each individual to do what he chooses. He depends on an employee's sense of responsibility and good judgement to get things done. In reality, free-rein leadership suggests the absence of leadership.

The democratic leader involves the workers in decisions that are made. Successful managers have found that democratic leadership can draw on the skills and abilities of workers and secure greater employee involvement. The democratic leader makes the final decision, but the employee knows his ideas are important and can make a difference.

A Combination Punch

A good leader uses all three of these leadership styles, blending them together to fit each particular situation. With a new employee performing a

critical task, an autocratic approach may be necessary. As an employee develops and demonstrates skills and reliability, a more democratic approach may be chosen. The leadership style employed generally must be in tune with an employee's readiness to assume responsibility, to the job itself, and to the pressure of time.

Effective leaders maintain open and honest communication, praise good work, and adapt their supervisory style to each individual worker. They listen to their employee and recognize the value of letting an employee, whenever possible, participate in decision making.

Good supervisors also recognize that some jobs are just plain more interesting than others, and they try to compensate for it. While some people like to milk the cows and clean out the barn, surveys show that many farm workers consider these the least desirable dairy farm jobs. You'll likely get better results if you recognize jobs that are tiring, dull or dirty and try to provide your worker occasional relief from them, even if it comes down to taking a turn at them yourself.

Just because you work with your employees every day doesn't mean you're doing a good job communicating with them, nor does the fact that you pay going wages necessarily motivate them to do their best work. (We'll explore these two subjects, communication and motivation, in more complete fashion in our next, and final lesson.)

Disciplining

Sometimes even the best of employees break the rules or do a lousy job. However, if the rules and standards have been spelled out clearly in advance so that the employee understands them (and the penalties involved) then the problem is lessened.

Do you know what you're going to do when an employee doesn't show up

for work on time? You should! And you better know what you'll do if it happens a second time, or a third, or even more. If your employee does a sloppy job servicing the equipment or cleaning the barn, simply telling him so is not the answer. That's a negative approach. Try to be positive. Positive discipline teaches in order to mold, rather than just to punish or reprimand. Positive discipline should involve these six separate steps:

1. Making sure the worker knows the standard of performance you expect; for example, what you consider to be a well maintained piece of equipment or a clean barn.
2. Teaching the worker how to attain those standards.
3. Encouraging him as he makes progress in doing that job.
4. Complimenting him when he does the job well.
5. Determining the reason why, should he slip from the standards, and taking any needed action such as additional training or discipline.
6. Repeating steps 3 and 4.

The Big Four

A clear-cut plan to deal with situations requiring disciplinary action, should be ready in advance of when it may be needed. Most managers agree that the four major disciplinary problems are absenteeism, inability to get along with others, alcoholism, and pilfering. You better decide well ahead of time what you'll do if faced with any of these problems.

Cases of serious violation generally must be dealt with immediately, but take special care if you're dealing only with a broken rule or a substandard performance. Offer your criticism in private when at all possible. A good procedure is to first compliment the worker on one of his strong points, praising him for some good performance, before specifically discussing his substandard performance. Ask your employee what he thinks of the problem

and how he plans to correct it. Set a specific goal for future performance.

For instance, you might say "Joe, you've been doing a good job with the morning milking. You've caught several cows in heat and picked up some cases of mastitis, but yesterday you came in 15 minutes late and today you didn't get started until half an hour after you should have. Are you having a problem getting in on time? What can we do to correct it?" The first slip may be followed by a warning, then a pay deduction, and finally dismissal, if it's justified.

Dismissal

O.K., so you've followed all our good suggestions. Yet, in spite of all your attempts to provide good leadership and employ only positive discipline, your employee repeatedly violates your rules, or what's even worse, creates some major problem. You've come to a point where you have no choice but to terminate the employee. In this case, it is wise to draw up a written statement to support the dismissal and to keep it on file should you every be called upon to justify your action.

Performance Appraisal and Evaluation

Now that the worker is on the job and learning the ropes you need to keep up the momentum. A good way to do this is through a systematic procedure of performance review and appraisal. This will be discussed in the fifth and final lesson. So now you are four down and one to go.

Assignment IV

Getting work done through people involves adopting the right leadership style, communicating effectively, and making necessary rules and sticking to them. Completing Assignment IV should help clarify the points made in the lesson. Do it now while the lesson is fresh in your mind. Don't forget to put your name and address on it. Your corrected assignment will be returned with the next lesson.

Name _____

Address _____

ASSIGNMENT IV

ORIENTATION, TRAINING AND SUPERVISION

1. List five things an effective orientation program should accomplish.

A. _____

B. _____

C. _____

D. _____

E. _____

2. According to a Michigan study most hired men on dairy farms have had some previous experience, and are given only minimum training in how to go about their duties. A common policy for training a new milker is for the farmer to milk the first time while the hired man watches. The second time the hired man milks and the farmer watches. After this the farmer only checks the hired man when he happens to be near the barn at milking time.

A. What is good about this training procedure?

B. What may be left out of this procedure that should be included?

3. Name the three types of leadership style.

- A. _____
- B. _____
- C. _____

4. What determines which leadership style may be best in a given situation?

5. Overheard on a Cortland County dairy farm recently were these instructions being given to a new man: "Part of your job will be to take care of that tractor. I don't want you to spend all day doing it, but I want it ready and running any time we need it. The last man we had made a career out of it, and that is part of the reason he is not around now. Make sure that it is clean. Don't let the fuel get too low. Better check the oil regularly. If it needs greasing, do it, but don't overdo it. You'll need to check the tires too. I don't want to waste a lot of money keeping it in running condition, but if we burn it out because you didn't keep it up you'll be sure to know about it. Now you and I both know what doing a good job means, so do it."

A. Where do you see problems occurring in the way the man does the job, and how might these have been avoided?

6. Place a check next to the statements that portray effective disciplinary techniques.

- A. My help know that if I say nothing, everything must be all right.
- B. If I find somebody doing something wrong, I let him know right then and there.
- C. You have to use judgement in discipline. For example, I wouldn't land as hard on a good worker for breaking a rule as I would on a poor worker.
- D. If the work of one of my people drops off, I will call him in right away and let him know what the score is - that I'll only tolerate 100 percent effort.
- E. I review the work rules periodically with my people, explain why they are necessary, and then enforce them.
- F. If I hear about an employee coming in late, I take him aside right away for a reprimand.

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A.E. Ext. 82-36E

FARM LABOR MANAGEMENT

HOME STUDY COURSE

Lesson V

Assignment V

PERFORMANCE APPRAISAL AND EVALUATION

| | |
|---------------|---------------|
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LESSON V

PERFORMANCE APPRAISAL AND EVALUATION

No farmer employing farm workers will end up with a productive farm operation unless he also has a productive work force. The farmer may be a top cow man, a great crop grower, he can be up-to-date and knowledgeable in farm business matters, but let him fall on his face when it comes to employee relations, and the chances are good that his farm business will suffer a similar fate. A well-motivated, happy work force, on the other hand does much to bring about an efficient and successful farm operation.

One way to end up with good employee-employer relations is to be one of those natural-born good labor managers. Employees want and respect good managers. They make their work easier, more productive, and more rewarding. A good manager creates a positive attitude, a desire to work, and a pleasant but businesslike relationship between himself and his employees.

Getting Know-How

Unfortunately most of us aren't lucky enough to be born a great labor manager. But we need not despair. For labor management involves skills that can be learned. You studied many of them as you read the four previous lessons in this series. You've already learned what successful labor managers recommend when it comes to the recruitment, selection, hiring, training and supervision of labor. In this the fifth and final lesson of this series, we'll discuss two areas that will help you build top-notch employer-employee relationships. These two areas might be posed in question form:

1. How am I, the employer, doing as a labor supervisor?
2. How are my employees doing as a labor force?

Professional personnel specialists would tell us these two questions really involve only a single subject. They refer to that subject as

performance appraisal and evaluation. Obviously its purpose goes beyond evaluation alone. Its purpose is not to just measure performance but to improve it - to motivate continued development and growth, to encourage better communication and participation by both employer and employee - all for the ultimate benefit of the farm business.

Score Yourself

Before trying to evaluate your employee, maybe you should start with an honest evaluation of yourself! Just how well do you carry out the role and responsibilities of an employer? For instance, how good are you at communicating with your employees? Can you motivate them to extra effort for their own good as well as yours?

An ability to communicate can be learned, providing of course you have a desire to improve. Instead of saying "Why can't these people get things straight?" maybe you might better ask "What can I do to improve my ability to communicate?"

Communication Tips

Here are some things that successful employers have found that they can do to increase the accuracy and clearness of a message to their employees:

They make their message relevant - The message you intend to give must fall within the other person's knowledge span. In other words, the employee must be able to relate the information he is receiving to what he already knows. Therefore, use words or demonstrate with objects that are familiar to the employee.

They don't talk too fast - Slow down, and ask for frequent feedback from your employees. Find out if your employee is getting the point.

They use plain and simple words - Use as few words as possible. Generally, the simpler the words, the easier it is for your employee to understand them.

They speak in short, clear sentences - Communicate only one idea at a time.

They repeat key points - Teachers tell us that the principle of repetition is most important. Repeat key ideas; restate difficult ideas; repeat ideas once more whenever feedback indicates they might be misunderstood; use

examples. They use voice inflections and gestures to get their ideas across -

You can lend emphasis to your communication by speaking louder, by using a different tone of voice and by pausing to help your employee listen better.

Since we communicate nonverbally as well as verbally, use your hands and other objects to get your point across.

Listening Tips

Of course communication is not just a one way street! It goes in two directions - sending and receiving. How do you as an employer do? Do you really listen to your employees? Being a good listener is not an automatic response. Learning to be a good listener takes work, concentration, and patience. But it pays off in better communications and better working relationships.

Good listeners devote time and effort to developing effective and efficient listening techniques. Here are some things that good labor managers tell us have improved their listening skills:

They are receptive - Be willing to listen to new ideas, pay attention, look for the employee's meaning. Encourage your employee by looking at him. Be interested in what he's saying.

They concentrate - Try to blot out distractions, follow closely what your employee is saying, be alert for changes from one idea to another.

They ask questions - If a message is not clear, ask questions to clarify it. Your employee will be flattered to know that you were really listening.

They are prepared - A good listener prepares for listening by learning in advance what's to be discussed, by getting background information, and by eliminating as many distractions as possible. Follow-up on good ideas and thank your employee for them.

Motivation

As important as communication is to effective labor relations, it is not the only measure of a supervisor's performance. There's also that somewhat intangible thing we call motivation. The Chairman of General Foods, Charles Francis, described it as well as anyone when he said, "You can buy a man's time, you can buy a man's physical presence at a given place, you can even buy a measured number of skilled muscular motions per hour or day. But you cannot buy enthusiasm, you cannot buy initiative, you cannot buy loyalties, you cannot buy the devotion of heart, mind and soul. You have to earn these things."

Enthusiasm, initiative, loyalty, devotion - these are some of the characteristics that we're really talking about when we speak of motivation. How well do you as labor supervisor do in generating these qualities in your employees?

You Get No More Than You Expect

Many times a farmer's expectations are a key to an employee's performance and development. The way a farmer treats his employees is often influenced by what he expects of them. If a manager's expectations are high, productivity is likely to be excellent. On the other hand, if his expectations are low, productivity is often poor. It's almost as though there were a law that caused an employee's performance to rise or fall in anticipation of his employer's expectations.

A farmer who can motivate his employees can expect a more successful farm operation. Employees are usually motivated to do more and better work when they have an opportunity to grow, to take responsibility, to achieve and to be recognized.

Farmers who provide their employees with the opportunity to fulfill their needs on the job usually have employees who work harder, do a better job, and stay longer. Understanding an employee's needs and fulfilling those needs leads to happier employees and improved cooperation.

To get some idea how you might rate as a motivator of men, try taking this simple test. Check only one block for each item. Then add up your score to see how you're doing.

Motivation Test

| | Seldom | Usually | | | Always |
|---|----------|----------|----------|----------|----------|
| | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| 1. I treat my employee with dignity and understanding. | _____ | _____ | _____ | _____ | _____ |
| 2. I do not use harsh words. | _____ | _____ | _____ | _____ | _____ |
| 3. I make the rules clear and concise. | _____ | _____ | _____ | _____ | _____ |
| 4. I encourage ideas and suggestions. | _____ | _____ | _____ | _____ | _____ |
| 5. I praise my employee for a job well done. | _____ | _____ | _____ | _____ | _____ |
| 6. I use positive criticism. I show my employee how he can improve. | _____ | _____ | _____ | _____ | _____ |
| 7. I recognize my employee as an important part of the farm operation. | _____ | _____ | _____ | _____ | _____ |
| 8. I request rather than order a job done. | _____ | _____ | _____ | _____ | _____ |
| 9. I include my employee in family and community activities so he feels a sense of belonging. | _____ | _____ | _____ | _____ | _____ |
| 10. I help my employee take responsibility. | _____ | _____ | _____ | _____ | _____ |
| 11. I continually train my employee where needed so he can achieve (do a better job). | _____ | _____ | _____ | _____ | _____ |

If you'd like to tally up your score, just assign the appropriate point values to each of the check marks and match the total against the scorecard below.

| <u>Column Number</u> | <u>Point Score</u> | <u>Comments</u> |
|----------------------|--------------------|---|
| 1 | 15 to 20 | Better get started! You've got a long long ways to go. |
| 2 | 20 to 30 | You're moving, but there's still plenty of room for improvement. |
| 3 | 30 to 40 | You're coming on strong - keep up the effort. |
| 4 | 40 to 50 | I'll bet your employees like working for you! |
| 5 | 50 to 55 | Go to the top of your class. Straight "A" all the way! Congratulations! |

Motivational Methods

If you scored well on this test, chances are you're doing many of the same things that successful labor managers have found improve their ability to motivate employees.

They make all rules clear and positive - Be sure employees understand them.

Enforce the rules fairly on all employees.

They teach their employees - Tell, show, supervise, and reward them.

They are firm, fair and consistent - Treat employees equally, don't show favoritism or discriminate against certain employees.

They praise a job well done - To many workers recognition of a job well done is more important than time off or extra pay.

They criticize if needed in a positive rather than a negative manner - Tell and show the employee how he can improve.

They set an example for their employees - and apply the Golden Rule,

"Do unto others as you would have them do unto you."

Employee Appraisal

Only now that you've completed your own performance appraisal can you honestly and realistically evaluate the performance of your employees. It's essential in establishing good employer-employee relations to let your employees know how they're doing and how they may do better. However, in that process, they should be assured that their work will be judged in a fair and equitable manner. Skillfully conducted performance appraisals will show that you're interested in helping them improve their performance and develop their full potential.

The Yardstick to Use

Always compare an employee's performance with the requirements or specifications of his job - requirements which should have been spelled out

previously in his job description. This comparison should represent your best judgement of how well the employee is doing a specific job and what potential exists for improvement.

Don't fall into the trap of judging the life style of an employee rather than his performance. Sometimes you may neither understand nor endorse a particular employee's life style. There may be a generation gap or ethnic or cultural differences. But as you review the things an employee should try to change, be sure to include only those things which are job related.

Inevitably, evaluation or performance appraisal must be a continuous process. Everyday, on an ongoing basis, all of us both judge and are judged. This certainly holds true for an employer in reviewing the way an employee performs. Nor should it be otherwise! If errors, omissions, laxity or inadequacies are noted, they cry out for immediate attention. Wait too long "after the fact" and the fact may be forgotten! So, in part at least, performance appraisal should be carried out on an ongoing, informal, daily basis. But as is the case with most things, there's a right way and a wrong way to go about it.

Here are some signposts that successful employers tell us will point to the "right way" to improve performance.

1. Criticism of substandard performance should always be done in private.
2. Don't just criticize; also include praise for those things that an employee does well.
3. Ask the employee what he thinks about the problem. Ask him how he thinks he may correct it.
4. Offer suggestions on how you think he might do and set a goal for future performance. For instance, "I am sure you will be at work on time from now on. It sounds like you've solved that problem."

Remember your reason for being concerned about performance is for the benefit of the farm business. That's positive. The reason you're taking

time to give corrective action is that you want the employee to do a better job. That's positive. If the employee responds, he will become more valuable. That's sure positive, not just for you but also for the employee.

Getting More Formal

While a great deal of performance evaluation and discussion relative to it must be carried out on the spot, in an ongoing, informal, continuous fashion, it's well to consider also a more formalized approach to the appraisal process.

Many employers have found that getting together with an employee periodically in some place away from the job for this purpose can be highly profitable. They've discovered that an hour or so spent with an employee once a month to discuss how he's doing and how he might improve is an hour very well spent. They've discovered also that, if during that session, they ask the employee for his ideas and suggestions to improve the farm operation, the odds of that happening turn in their favor.

This more formal, structured appraisal session requires thoughtful preparation. First, you and the employee need to determine the items to be reviewed. These should apply directly to that employee's job responsibilities. For instance, they might include discussion of such things as how well the employee takes care of cattle, or milks the cows, or handles the equipment. Or how well he maintains that equipment. Or perhaps how well he gets along with other employees. And does he get to work on time? Is he dependable? Does he take pride in his work? And how well does he understand and follow instructions?

As you prepare for this periodic get-together, think through what you'd like to emphasize. What are the most important responsibilities of that job? Does the employee know and agree with that list? How well does he handle his job responsibilities?

Be sure to arrange for a quiet place for this session. Pick a place where you won't be overheard and won't be disturbed. Schedule the discussion so that you'll have plenty of time to complete it. You should start by putting the employee at ease and try to be at ease yourself. Explain that the purpose of your get-together is to help him improve on the job. All of us, after all, always have room for improvement.

The Employee's Side

Throughout the session continue to emphasize the employee's personal development and growth. The discussion needs to be a constructive and cooperative one. Both you and your employee should leave with the mutual feeling that it has been a learning experience rather than simply a rating process.

Encourage your employee to talk. Find out what he's thinking about. Above all, remember that the basic purpose is to talk about the employee's performance. And when he talks, listen attentively and politely. You can learn a lot from your employee just by listening and getting his point of view.

He'll be more ready to accept what you have to say if you listen to what he has to say. Don't dominate or cross-examine, and avoid arguments. Allow room for "face saving". Sometimes, it's good if you state frankly that you yourself share the blame for certain work failures. And above all, keep an open mind. Be willing to change your ideas if new or additional information is presented.

You're the Controller

You need to be in control of the discussion at all times. Never let it get out of hand. Pull your employee back from detours, escapes, or fruitless conversations. Summarize what was discussed as well as all areas of agreement.

In this whole appraisal process, encourage the individual to develop his own program of improvement. Encourage him to think of ways in which he can more effectively utilize his strengths or strengthen his weaknesses. Ask him what you can do to help. Be prepared to suggest approaches your employee might take to work on a self-development program. In closing, always end your discussion at a natural stopping point and always on a friendly note.

It's important to recognize superior performance on a fair and equitable basis. When recognition is not given where deserved, an employee may become discouraged and lose his incentive to do better. Appraising the performance of an employee and giving appropriate recognition when merited is an essential of an effective supervisor.

Performance appraisal, and recognition for work well done should be incorporated systematically as a part of your day-to-day working relations with each employee.

This won't add to your already numerous burdens; in fact, it should do just the opposite. It should enable you to do your job more effectively. Your employees will develop greater pride in their work accomplishments. The result will be more productive and motivated employees. You'll come out ahead because you'll end up with a more effective and efficient farm operation.

So, good luck to you as you implement all the labor management techniques that you've studied in this series. We're glad you chose to study them.

Assignment V

A systematic procedure for performance appraisal and evaluation will help keep workers progressing in their jobs and ease the work of the supervisor. Complete Assignment V now and send it to your Cooperative Extension office. Don't forget to put your name and address on it. The corrected assignment will be returned to you promptly.

Name _____

Address _____

ASSIGNMENT V

PERFORMANCE APPRAISAL AND EVALUATION

1. What can you hope to accomplish through conducting a performance appraisal and evaluation with your employees?

2. List five guides successful employers use to increase the accuracy and clearness of their messages to employees.

3. Why is it important for farm operators to be good listeners?

4. Suggest several important practices a good supervisor would use to motivate employees to do better work.

5. Would you expect that doing performance appraisals would add to the time you spend supervising workers or not, and why?

6. Dairy farmer, Sam Brown, has just hired a new employee, Joe Able. What should Sam do to find out what Joe thinks of the job, get suggestions from him on how the work might be done better, and let Joe know how he thinks he is getting along and how he could improve?

Name _____

Address _____

KEY FOR

ASSIGNMENT I

LABOR NEEDS AND RECRUITMENT

1. The lesson suggests dividing personnel management into several "steps" for easier understanding. Which two of these steps should be developed before the employee is recruited?

Assess labor needs

Develop an organizational structure

2. (a) What does the term "job design" mean?

An assessment of the total work to be done, and division of work into the number and kind of jobs.

(b) Why is the job design felt to be an important part of the farm labor planning? Because it will help you make more efficient use of labor,

minimize unnecessary labor costs, pay better wages, and make more money.

3. What two important functions of personnel management does the "job description" help to accomplish?

Help the employee understand what is expected of him or her.

Provide a sound base for you to encourage an employee to accept responsibilities.

4. What is Organizational Structure in personnel management?

Organizational structure refers to lines of authority and delegation of responsibility.

5. What method of recruiting farm employees is the most productive in finding potential workers?

The grapevine, or word of mouth.

6. List four important points that should be included in a newspaper advertisement for farm employees?

Tells about the job

Information on salary, living conditions, and benefits

Minimum qualifications required

Need for statement of qualifications and references

7. Consider the example used in lesson 1 where the farm owner wants a herdsman. He was not looking for a laborer or a farm manager, but someone to work full time with the dairy herd. Consider the following ads:

A. Herdsman, married man to work on dairy farm. House, insurance, vacation and beef provided. Experience required. Send references to Box 200, Your Town, NY.

B. Herdsman - for 90-cow free-stall operation, raising own replacements. \$200.00 weekly starting salary with opportunity to advance. Comfortable 3-bedroom house with all utilities paid, plus health insurance, two weeks paid vacation and beef furnished. Two-year agricultural degree or three or more years dairy farm experience preferred. Send statement of qualifications and references to Box 200, Your Town, NY.

Which ad would you respond to? A _____ or B X.

Why Gives more information about the job, wages, and qualifications

Gives a better impression of the work environment

8. Using the job description form attached, complete a job description for one of the jobs on your farm.

JOB DESCRIPTION

JOB IDENTIFICATION

Job Title Herdsman - 90-cow Farm

Summary Description Major responsibility for the dairy herd - milking, herd health and breeding. Plan feeding program in cooperation with farm owner.

Salary Range: Minimum \$200/week Maximum \$250/week

Work Hours: 5 a.m. to 6 p.m. Average hours per week 60 hours

Overtime: Never _____ Seldom X Often _____

Other Information Responsible for feeding and clean-up of facilities when the owner is away.

JOB CONTENT

Major Functions:

1. Overall dairy herd management including milking, herd health, breeding
2. and raising of replacements.
3. Plan and implement feeding program in consultation with farm owner.
4. Supervise other dairy employees.

Minor Functions:

1. Assist with field work and/or machinery maintenance as time permits.
2. _____
3. _____
4. _____

Supervised by Farm owner

Supervise Other employees working with dairy herd.

Report to Farm owner

Assist with other jobs Field work - as time permits during planting and harvest.

JOB REQUIREMENTS

Formal Education At least two-year degree from Ag and Technical School with major in dairy herd management.

Experience Three to five years working with dairy herd.

Skill Requirements Good milker, able to work with modern milking equipment, automated feeding system. Keep herd health and breeding records up-to-date.

Physical Requirements No physical disabilities

Quantity and Quality Requirements _____

Work Environment 90-cow free-stall operation, work with farm owner and other workers.

Name _____

Address _____

KEY FOR
ASSIGNMENT II
THE SELECTION PROCESS

1. List five things that are important for you to find out about a job applicant during the interview:

- | | |
|---|---------------------------|
| 1) <u>Name, address, and telephone number</u> | 6) <u>References</u> |
| 2) <u>Previous employers and positions</u> | 7) <u>Personal traits</u> |
| 3) <u>Skills the applicant possesses</u> | |
| 4) <u>Date available to start work</u> | |
| 5) <u>Salary and benefit expectations</u> | |

2. Why is it important for you to mask your reactions to the responses of the applicant?

If the applicant senses your feelings, he or she may tailor their responses to those feelings.

3. List three responsibilities that you have to the applicant at the end of the interview:

- 1) Provide the applicant with a written list of benefits
- 2) Make sure the applicant understands the job responsibilities
- 3) Let the applicant know when the final decision will be made

4. Dan Dairyman invited an applicant for his herdsman job over at 10:00 a.m. one morning to be interviewed. The applicant found Dan in the barn still in the middle of morning barn chores. Said Dan, "Since I'm shorthanded I'm behind today, if you don't mind talking to me while I work we can

conduct our business right out here." The applicant agreed and spent 45 minutes talking to Dan as he worked. There was a phone call and an interruption by the A.I. Technician during that time. Since Dan left his list of questions in the house he decided to "wing" the interview.

List five things that Dan should have done to greatly improve this interview situation:

- 1) Make a checklist of information you want to obtain

- 2) Select a time and place for the interview where you will not be
disturbed

- 3) Keep control of the interview

- 4) Sell the applicant on the job

- 5) Fulfill responsibilities to the applicant

Name _____

Address _____

KEY FOR

ASSIGNMENT III

THE HIRING PROCESS

1. List three advantages of a written "Terms of Employment Agreement."

Forces you to come to a decision on each of the specific terms

Provides a record of what each of you agreed upon

Enables you to review together important items

2. Many good farm employees have indicated that the items listed below are important to them. Check the ones that you're now providing your regular employee(s).

___ 1) Reasonable hours of work (50-55 hours per week)

___ 2) Plan for certain weekends and holidays off for family activities

___ 3) Comfortable living quarters

___ 4) A competitive living wage

___ 5) Health and disability insurance

___ 6) Paid vacation

___ 7) Definite understanding about sick time off

___ 8) Provision for personal time (doctor's appointments, shopping,
school events, etc.)

___ 9) Made to feel a part of the business

___ 10) Opportunity to learn and develop skills

Individual to check what he/she is providing

3. Fringe benefits today are a significant part of most workers' compensation.

Estimate the yearly value of the fringe benefits John Holt was providing Andrew Wicks in the sample terms of employment agreement above.

| | <u>Low</u> | <u>High</u> |
|--|------------|-------------|
| House - Modern (\$125 to \$200/mo.) | \$1,500 | \$2,400 |
| Electricity (\$20 - \$25/mo.) | 240 | 300 |
| Milk 4 qt./day (25¢ wholesale 50¢ retail) | 365 | 730 |
| Quarter Beef (120 lbs. @ 75¢ to \$1.00) | 90 | 120 |
| Garden Plot 1/4 acre @ (\$20 to \$40) | 5 | 10 |
| | | |
| Paid vacation 1 week 1st yr. then 2 wks @ \$200 | 200 | 400 |
| Sick leave up to 1 day/mo. or 2 weeks | 100 | 400 |
| Personal time up to 3 hrs/wk (50 to 150 hrs) | 200 | 600 |
| Health Insurance (Blue Cross-Blue Shield - Extension Group Plan) | 1,460 | 1,460 |
| Workers' Compensation (assume 1/2 benefit for worker - cost \$10/100 payroll) | 500 | 500 |
| Life Insurance \$10,000 term @ \$10 | 100 | 100 |
| Retirement IRA after 5 yrs. | 0 | 500 |
| Employer's Share Social Security | <u>670</u> | <u>670</u> |
| | \$5,430 | \$8,190 |

4. Estimate the cost of the fringe benefits you are providing your regular employee.

Individual situation should be along lines in 3 above -
but actuals will vary greatly.

Name _____

Address _____

KEY FOR

ASSIGNMENT IV

ORIENTATION, TRAINING AND SUPERVISION

1. List five things an effective orientation program should accomplish.

- A. Help you learn more about the employee's background and interests
- B. Provide an opportunity to explain the job in detail
- C. A time to review the rules with respect to starting times, etc.
- D. An introduction to other employees
- E. Explanation of lines of authority

2. According to a Michigan study most hired men on dairy farms have had some previous experience, and are given only minimum training in how to go about their duties. A common policy for training a new milker is for the farmer to milk the first time while the hired man watches. The second time the hired man milks and the farmer watches. After this the farmer only checks the hired man when he happens to be near the barn at milking time.

A. What is good about this training procedure?

The farmer does demonstrate the desired procedures, and observes what the hired man does

B. What may be left out of this procedure that should be included?

- Does not explain the importance of the job
- Does not determine what the employee already knows
- Does not encourage questions
- Does not provide for repetition to develop proper habits
- Does not provide for systematic follow-up

3. Name the three types of leadership style.

A. Autocratic

B. Free-rein

C. Democratic

4. What determines which leadership style may be best in a given situation?

The employee's readiness to assume responsibility

The job itself

The pressure of time

5. Overheard on a Cortland County dairy farm recently were these instructions being given to a new man: "Part of your job will be to take care of that tractor. I don't want you to spend all day doing it, but I want it ready and running any time we need it. The last man we had made a career out of it, and that is part of the reason he is not around now. Make sure that it is clean. Don't let the fuel get too low. Better check the oil regularly. If it needs greasing, do it, but don't overdo it. You'll need to check the tires too. I don't want to waste a lot of money keeping it in running condition, but if we burn it out because you didn't keep it up you'll be sure to know about it. Now you and I both know what doing a good job means, so do it."

A. Where do you see problems occurring in the way the man does the job, and how might these have been avoided?

Statements were much too general

The attitude was threatening rather than cooperative

Problems might be avoided by

Being more specific about maintenance procedures

Offering to help if needed

Finding out more about the employee's knowledge of maintenance

6. Place a check next to the statements that portray effective disciplinary techniques.

- A. My help know that if I say nothing, everything must be all right.
- B. If I find somebody doing something wrong, I let him know right then and there.
- C. You have to use judgement in discipline. For example, I wouldn't land as hard on a good worker for breaking a rule as I would on a poor worker.
- D. If the work of one of my people drops off, I will call him in right away and let him know what the score is - that I'll only tolerate 100 percent effort.
- E. I review the work rules periodically with my people, explain why they are necessary, and then enforce them.
- F. If I hear about an employee coming in late, I take him aside right away for a reprimand.

Only E reflects good positive disciplinary procedures.

Name _____

Address _____

KEY FOR

ASSIGNMENT V

PERFORMANCE APPRAISAL AND EVALUATION

1. What can you hope to accomplish through conducting a performance appraisal and evaluation with your employees?

To improve performance - to motivate continued development and growth,
to encourage better communication and participation by both employer
and employee - all for the ultimate benefit of the farm business.

2. List five guides successful employers use to increase the accuracy and clearness of their messages to employees.

They make the message relevant

They don't talk too fast

They use plain and simple words

They speak in short clear sentences

They repeat key points They use voice inflections and gestures

3. Why is it important for farm operators to be good listeners?

Good listening pays off in better communications and working

relationships

Good listening can pick up ideas and suggestions that could be helpful

4. Suggest several important practices a good supervisor would use to motivate employees to do better work.

They make all rules clear and positive

They are firm, fair and consistent

They praise a job well done

They criticize if needed in a positive manner

They set an example for their employees They request rather than order

They treat employee with dignity They encourage ideas and suggestions

5. Would you expect that doing performance appraisals would add to the time you spend supervising workers or not, and why?

It could lessen time needed for supervision as worker would be better trained

6. Dairy farmer, Sam Brown, has just hired a new employee, Joe Able. What should Sam do to find out what Joe thinks of the job, get suggestions from him on how the work might be done better, and let Joe know how he thinks he is getting along and how he could improve?

Develop an employee agreement and go over it with Joe

Set up a schedule for performance review

Review with Joe how he feels about the job and how he might improve

Listen to him and ask him questions

Avoid arguments

Keep an open mind

Be willing to change ideas