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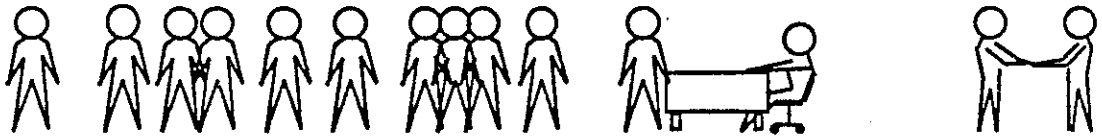
October 1990 A.E. Ext. 90-25

EMPLOYEE RECRUITMENT AND SELECTION



Teaching Manual

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I. THE EXTERNAL BUSINESS ENVIRONMENT:
Setting the Stage for Effective Recruitment and Selection

Learning Objectives

At the end of this section you will be able to:

1) Understand the factors in the external labor environment that are important to your business.

2) Understand how these factors affect your recruitment and hiring practices.

A. What is the External Environment?

More and more frequently, we hear how difficult it is to hire and keep good help. Managers are able to control many aspects of their business. However, there are numerous factors which are out of their direct control.

There are many factors outside of the business that impact the recruitment and hiring process. These factors are part of the "external environment" and encompass such things as demographics, the economy, labor regulations, the image of the agricultural worker, and the local labor environment.

Being able to recognize these factors will help you choose and understand the appropriate recruitment selection methods.

As you develop a recruitment and selection program, you will produce:

A staffing plan
A recruitment process
A compensation package
A selection process

Learning Objectives

1. The participants should understand the factors in the external environment that are important to them.

2. The participants should better understand how these factors affect their recruitment and hiring practices.

Teaching Step 1.

Exercise 1. In exercise 1, the participants are asked to talk with their neighbors about problems they have encountered when recruiting and hiring workers. Use a flip chart or transparency to jot down the comments the participants make about those problems as they are discussed.

Time Required: 10 Minutes.

Teaching Step 2.

Define "external environment" as it relates to labor management. Emphasize why it is important to recognize these factors in order to plan and manage the recruitment and selection process. The most important point is that as the external environment changes, the manager may have to change some of the practices being used in the internal environment. For example, when workers were in short supply in the late 1980's, many managers found that they had to increase wages to stay competitive.

Use Overhead I-T-1 to Define the External Environment.

Time Required: 5 Minutes.

Exercise 1.

Take 3 minutes to introduce yourself to your neighbors. Many times while recruiting and hiring workers, you may feel you are forced by conditions or factors out of your control to change your practice of recruiting workers. Ask your neighbors what one or two external factors influenced their ability to recruit and hire their last worker. At the end of the exercise, introduce your neighbors to the group and tell what factors they felt were important in recruiting and hiring their last worker.

Teaching Step 3.

Discuss the factors within the external environment that affect the internal environment of the business by using the following overheads.

Overhead I-T-2. Important Factors Within the External Environment.
Overhead I-T-3. Population by Age: 1990.
Overhead I-T-4. National and New York State Unemployment Rates.

Time Required: 25 Minutes.

Suggested Readings:

Crispell, Diane, "Workers in 2000". American Demographics, March 1990.

DeSantis, Vincent, "Labor Force 2000: Projections for New York State and Economic Development Regions". New York State Department of Labor, Albany, New York, March 1990. (Draft).

Erven, Bernard L., "External Factors Affecting Farm Labor Employment", from Managing Farm Personnel in the 90's, A.E. Ext. 90-6, by Bernard L. Erven, Guy K. Hutt, Thomas R. Maloney, and Robert A. Milligan. Cornell University, Ithaca, N.Y.

Johnston, William B. and Arnold H. Packer, 1987. Workforce 2000: Work and Workers for the 21st Century, Hudson Institute, Indianapolis, Indiana.

"New York State Occupational Needs in the 90's". New York State Department of Labor, Albany, New York, July 1989.

Uchitelle, Louis, "Unexpected Shift in a Labor Rate". The New York Times, Monday, July 16, 1990.

The external environment impacts all these steps. For instance, if you develop a staffing plan that includes youths and if you are covered by federal wage standards, your plan will specify (among other things) that no more than 10 percent of your total man-hours be worked by youths.

Or, if you find you are having difficulty getting people to apply for jobs, it may be that the pool of workers you are most used to drawing from is declining and you may have to turn to other recruitment methods to attract workers from different pools.

Understanding the forces in the external environment that are influencing your ability to hire and keep help is one of the keys to developing and managing a good recruitment and selection program.

B. Important Factors Within the External Environment

1. Work Force Demographics

The labor supply is changing, including the pools of workers that producers have traditionally drawn upon. Along with changes in the U.S. economy, this is having a major impact on producers' abilities to recruit and retain their workers. One of the major challenges for the producer will be to recognize the changes in labor supply and demand and how they will affect the pool of traditional agricultural workers. Producers may be challenged to hire a different type of employee and/or provide highly competitive wage and benefit packages.

The supply of workers in the U.S. is getting older. A look at the age demographics will illustrate why . As the baby boom generation gets older, so does the general population. By the year 2000, the share of workers ages 35-54 will increase by 9 percent (from 40% to 49%) and the share of workers16-34 will decrease by almost 10 percent (from 48% to 38%). Women in the work force will also increase from 45% to 47% by the year 2000.

Young people from high schools, technical schools and agricultural schools have supplied much of the minimum wage, technical, and seasonal work in agriculture. This group of young people is also recruited heavily by service industries such as fast food restaurants and retail shops. The service industry is going to be agriculture's top competitor, as the U.S. labor market turns away from manufacturing to more service oriented industries. Jobs predicted to gain the most workers, such as retail sales and fast food service, will require specialized skills, but not necessarily postsecondary education.

This trend, however, could have an advantage for agricultural producers. People who lose their manufacturing jobs may choose a career in agriculture, where their manual skills are sufficient to do many tasks, rather than one in a service industry, where they could be faced with retraining in order to do the job.

The decrease in the share of young workers combined with the continued decline in the number of students enrolled in agricultural programs in high schools, technical schools, and colleges, has affected the pool of young, trained agricultural workers. As a result, producers may be forced to recruit and select untrained workers for technical jobs and train them on the job. Another trend may find producers continuing to mechanize as much of their work as possible and then hiring more highly skilled workers to handle and manage the technical jobs.

2. The Economy

In recent years, a growing economy with low unemployment has increased the competition for workers. Wages have also increased steadily in recent years and wages for many entry level positions are above the minimum wage law. Changes in the federal farm minimum wage have increased it from $3.35 per hour to $3.80 per hour beginning April 1, 1990 with a subsequent increase to $4.25 on April 1, 1991. Bernard Erven suggests that although many employers are already paying more than the required minimum wage, this increase could, in turn, boost wages for other, higher paid, hourly workers.

An interesting note is that the wages paid to young people have fallen by more than 20 percent over the last 15 years when adjusted for inflation, and young people are not willing to work at low pay, unless the jobs lead to promotions. The implication is that the already declining share of young people in the work force could decline even further if fewer young people enter and participate in the work force.

3. Federal and State Regulations

Increasing numbers and types of labor regulations affect producers' management plans. Minimum wage regulations concerning employment of minors along with the increase in the federal minimum wage affect your staffing, recruitment, selection, and compensation plans. Staffing plans should include minimum wage considerations. The following case in point will serve as an example of this. Hiring students can be a very effective means of obtaining part-time or seasonal workers. But the law says that students can't provide more than 10% of your total labor hours. And part-time student workers can't work more than 20 hours per week during the school year.
Here is another example of how you are constrained by regulations. If, for example, you want one of your supervisors to be a certified pesticide applicator, be sure to include in your staffing plan that the person is literate in English, has good math skills and is trainable and dependable. If you need to send this person for certification training, you will also need to plan to reimburse him or her for overtime or be flexible enough to fill in for him or her during working hours. Paper work generated by compliance with Right-to-Know, pesticide notification, pesticide application, OSHA, and labor regulations have even made some producers consider hiring a person just to maintain up-to-date records.

4. The Image of the Agricultural Worker

The image of the agricultural worker is not a positive one. Long hours, hard physical work, few vacations and low wages and benefits create negative impressions. The limited opportunity for promotion is also a deterrent to potential agricultural workers. Even parents who farm often discourage their children from remaining in agriculture.

Producers need to emphasize the positive factors of the business, such as working outdoors, working with modern equipment, and the opportunity to perform a variety of tasks. As the labor supply continues to shift and the demand for labor in the service sector increases, managers will need to overcome this negative image in order to recruit and keep the best people for each position. Planning to provide vacations and promotions along with improved benefit packages will help to recruit and keep workers. Again, increased investment in modern equipment may be needed if there is too much competition for workers in a given area. This may even relieve the long hours you and your people work as well as improve the negative image.

Improving personnel management skills in all areas will be very important in reversing the negative image people have about production workers and will only improve agriculture's competitive position.

5. The Local Environment

All of the above factors may not affect your area. Each factor will probably impact every business differently. For instance, the labor supply in every locale is probably very dependent upon whether it is an agricultural community or a manufacturing community; or whether there is a large, successful employer who can offer a number of jobs with good wages.

According to the New York State Department of Labor, by the year 2000, the work force growth for New York State is predicted to be 11% compared to the Nation's 17.7%. The work force growth and the worker age in your area may be quite different from the State's. Population changes between 1980 and 1988 for each county range between -6.1% to 14.7%.

However, recognition of some of the external factors listed above may give you an edge in such things as recruiting from different labor pools, offering useful training and certification in various skills, and offering competitive wage and benefit packages. Even though you may not be able to change the external environment, you can take it into account as you develop an effective recruitment and selection program.

Teaching Step 4.

Do Exercise 2.
Relate the answers from Exercise 1 to the appropriate factors in the external environment. Emphasize how recognition of the factors in the participants' external environment will help them find solutions to problems in recruiting and hiring workers. Use a transparency or flip chart to jot down the participants' comments on changes they could make in their staffing plan, recruitment process, compensation package, or selection process to address these factors.

Time Required: 20 Minutes.

Exercise 2.

Now that you have been introduced to some of the important factors in your external environment, discuss the findings in Exercise 1, and think about alternative tools you could use, or changes you could make, in your staffing plan, recruitment process, compensation package or selection process to manage these factors. Jot them down on this page.

DEFINITION OF THE EXTERNAL LABOR ENVIRONMENT

CONDITIONS OR FACTORS EXTERNAL TO THE BUSINESS THAT INFLUENCE THE PRODUCERS AND OFTEN REMAIN OUT OF THEIR CONTROL.

IMPORTANT FACTORS WITHIN THE EXTERNAL ENVIRONMENT

1) WORK FORCE DEMOGRAPHICS

2) ECONOMY

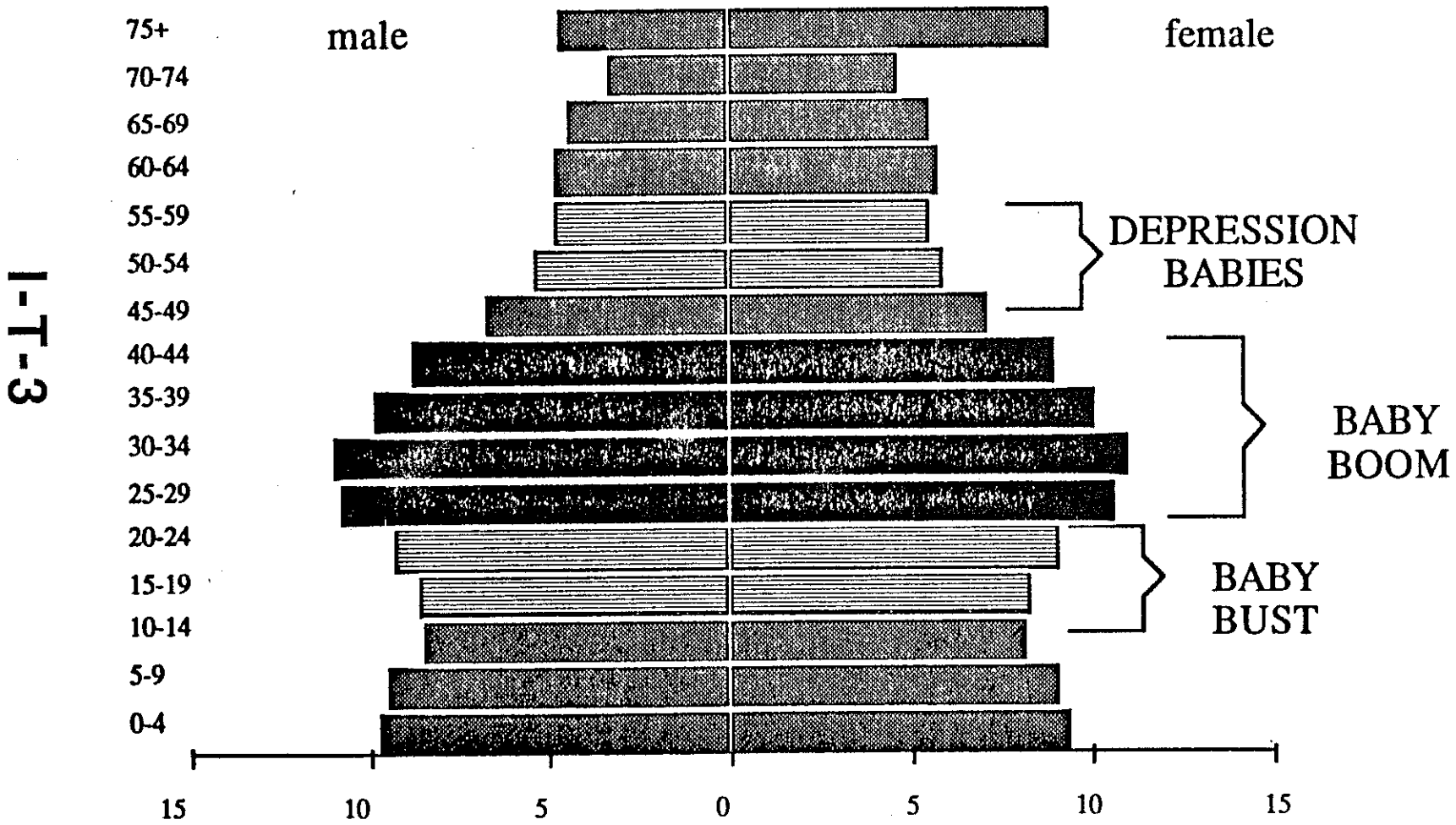
3) FEDERAL AND STATE REGULATIONS

4) IMAGE OF THE FARM WORKER

5) LOCAL LABOR ENVIRONMENT

POPULATION BY AGE: 1990

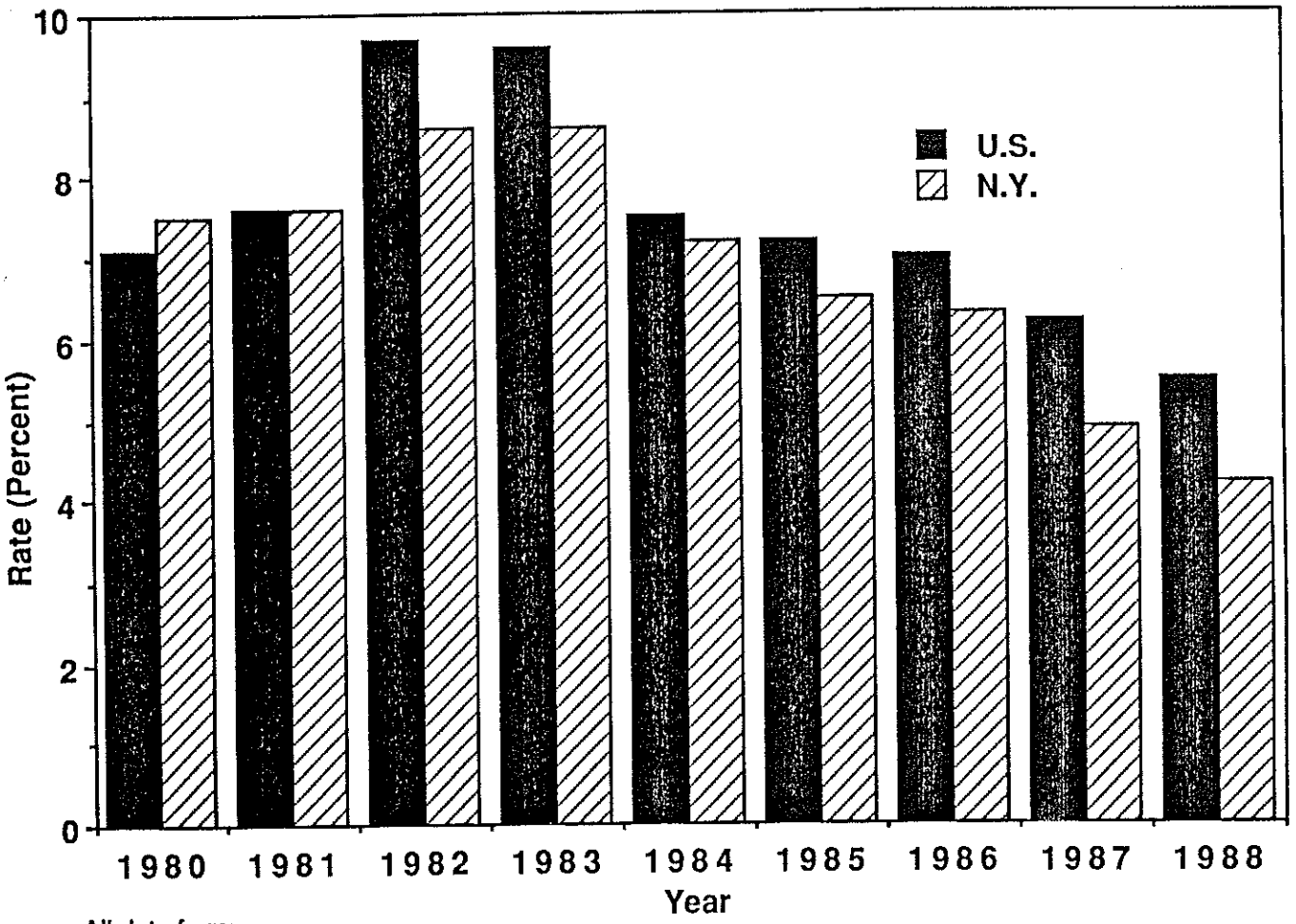
(MILLIONS)



I-T-3

I-T-4

National and New York State Unemployment Rates



All data from:

U.S. Bureau of Census: Statistical Abstract of the U.S.
National Data Book & Guide to Sources
U.S. Department of Commerce, 1980-1990

References:

Crispell, Diane, "Workers in 2000". American Demographics, March 1990.

DeSantis, Vincent, "Labor Force 2000: Projections for New York State and Economic Development Regions". New York State Department of Labor, March 1990. (Draft).

Erven, Bernard L., "External Factors Affecting Farm Labor Employment", from Managing Farm Personnel in the 90's, A.E. Ext. 90-6. by Bernard L. Erven, Guy K. Hutt, Thomas R. Maloney, and Robert A. Milligan. Cornell University, Ithaca, N.Y.

"New York State Occupational Needs in the 90's". New York State Department of Labor, Albany, New York, July, 1989.

Uchitelle, Louis, "Unexpected Shift in a Labor Rate". The New York Times, Monday, July 16, 1990.

PLANNING TO STAFF

Learning Objectives

At the end of this section participants will be able to:

1) Assess the amount of work required for all aspects of their business and identify the skills required to do the work.

2) Develop a functional organization chart that follows the "one employee one boss" rule and insures that the authority given matches the responsibility of each position.

3) Understand how to develop job descriptions for hiring and evaluating employees.

4) Understand how cross training, flex-time, part-time labor, job sharing and overtime might fit into the management schemes for their business.

Teaching Step 1 Why Plan to Staff?

Exercise 1

This exercise is designed to be used as either a warm-up to this section, Planning to Staff, or as a transition from the previous section on the external environment.

Suggested Teaching Method

Prepare the meeting room by placing a participant workbook at each seat. Show Overhead II-T-1 on the screen. As the participants arrive, direct their attention to the overhead. Have them analyze the mini-cases on Worksheet 1. and write out their answers. When they are finished, lead a group discussion.

Here are some possible recommendations for each mini-case.

1. Do a better job screening applicants.
More clearly express your expectations for the job.
Develop a back-up system to be used when an employee is sick.

2. Look at an alternative staffing plan; possibly hire two part-time people, one for afternoon hours and one for morning hours.

3. Better communication is needed among Ralph, Roger, and Mom.
A clear organizational chart is needed for the business, defining who should be communicating with whom.

4. Develop a staffing plan for peak periods. Consider hiring some temporary labor during the peak spring planting time.

5. Develop job descriptions to send or give to potential applicants together with an application form. This will help Jill and Justin screen the number of applicants down to just the few they want to interview, thus saving them time.

Time Required: 30 Minutes.

Worksheet 1

Why Plan to Staff?

Consider the following cases. How could a staffing plan have helped these businesses? Write your answers in the spaces provided.

1. Sharon and Susan, operators of Kelly's Greenhouse, are frustrated. Their business has grown to include two retail outlets, and they often find themselves spending too much time on weekends working the sales counters at the stores. This is due to the unreliability of their week-end clerks.

2. Sally and Ron, together with Sally's parents Ruth and Elmer, operate a 120 cow dairy farm. The couple's son Ron is an active worker on the farm. They also need one full-time person to milk the cows in the morning and feed them in the evening, along with other related chores. Housing for the employee is not available on the farm, and the couple has to hire people who live twelve miles away. Their most recent employees (3 hired and fired in the last year) never seem to be able to get to the barn by the 5:30 a.m. starting time and want to leave before 7:00 p.m. when the work is done. Sally and Ron are fed up, and feel that "nobody wants to put in an honest day's work anymore."

3. Roger and his son Ralph operate a vineyard. Last winter, their pruning crew spent half a day pruning a section of vineyard, as per Ralph's instructions. Two weeks later, Roger had it bulldozed and replanted with newer stock. During the fall harvest, Roger's wife instructed the crew to harvest a section of the vineyard that had recently been sprayed. It was not supposed to be harvested for another week. The workers are threatening to refuse to work at the vineyard next season because they have been blamed for the mistakes.

4. Henry wants to have all of his corn planted by June 1st so he can harvest high quality alfalfa hay to sell to his dairy customers. Again this year, his profits were reduced $100,000 because of low corn yields and the poor quality of his hay. Even though Henry and his son work 20 hours a day, they can't seem to get their 1,500 acres of corn planted before June 20th each year. Their first cutting, 200 acres of alfalfa hay, was low protein because it was cut too late. Due to a late first cutting, Henry was unable to get a third cutting, which further reduced his yield and profitability.

5. Jill and Justin spend a lot of time in January talking to potential workers for their bedding plant business. They run an ad in the local pennysaver and then talk to each person who calls or stops in to ask about the available positions. It takes 10 to 15 mintes to tell each applicant about the job and take some basic information from each. This is a busy time of year for Jill and Justin. They have to get their greenhouse started and plant seedlings. They are frustrated with talking to everyone who answers their ad since they only have three available positions.

Teaching Step 2 Review Outline of Section

Exercise 2

Use overhead II-T-2 to review the topics covered in this section.

Use overhead II-T-3 to review the Planning to Staff learning objectives.

Time Required: 10 Minutes

II. PLANNING TO STAFF

Learning Objectives

At the end of this section you will be able to:

1) Assess the amount of work required for your business and identify the skills needed to do the work.

2) Develop a functional organization chart that follows the "one employee one boss" rule and insures that the authority given matches the responsibility of each position.

3) Understand how to develop job descriptions to hire and evaluate employees.

4) Understand how cross training, flex-time, part-time labor, job sharing and overtime can fit into the management scheme for your business.

Teaching Step 3 Lecture: Routine versus Seasonal Workers. Refer to text, Section A. **Workload Assessment**

Overhead II-T-4 provided.

Suggested Teaching Aid: An Analysis of the Effects of Field Operations Management On Productivity and Profitability of New York Dairy Farms, by Dale Johnson and Robert Milligan, published by the Department of Agricultural Economics, Cornell University.

Time Required: 10 Minutes

Teaching Step 4. Workload Distribution Graph

Exercise 4

This exercise should enable the participants to gain a greater understanding of the labor force required by their business, particularly during peak periods. The goal is to create an awareness of the need rather than an absolute measure of it.

Have each participant complete the workload assessment bar graph which reflects the amount of work that their business requires each month.

The X-Axis represents the months of the year.

The Y-Axis is the workload scale. Use either hours or full-time man equivalents as the scale.

Instruct participants to estimate the amount of routine work that is required by their business each month and mark that on the graph.

Then estimate the amount of seasonal work to be completed each month. Overhead II-T-5 should be shown as an example.

This graph can then be used to identify peak periods when additional labor must be planned for.

Encourage participants to follow up this exercise by completing the workload assessment worksheets in the appendix. This will give them a more detailed picture of the labor force their business requires.

Time Required: 15 Minutes

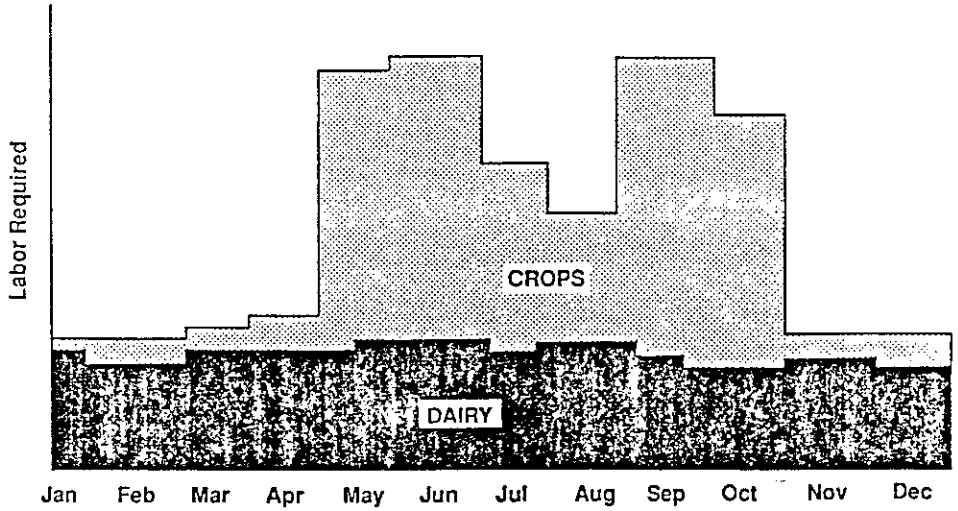
A. Workload Assessment

Agriculture is a very labor intensive business. Most farm and horticulture operations require people to perform a variety of tasks on a routine basis. Other tasks must be done weekly, monthly, seasonally, or annually. Often, particularly on dairy and poultry farms, there is an overlap between routine and seasonal workloads. Overlaps necessitate that managers plan their staffing needs carefully in order to insure that critical tasks are completed on time.

A workload inventory can be used to better understand how much work is required each week or month and also to determine how best to staff to get the work done. Begin by listing all the tasks and chores that must be done. The workload inventory worksheets in the appendix provide a framework for listing the tasks. The worksheets are designed so that you may consider the tasks or chores required for each enterprise in a systematic way. Tasks are grouped according to the frequency with which they are performed, whether daily, weekly, monthly, seasonally, or annually. Dividing the tasks according to enterprise and frequency will help you to be certain you have included every task.

Once the inventory is completed, you can begin to determine how tasks fit together most effectively to define a job. This framework can also be used to determine when workload peaks occur. By identifying the workload peaks, and the type of work that needs to be done during those times, you can evaluate alternatives for staffing. The following graph is an example of workload requirements on a dairy farm.

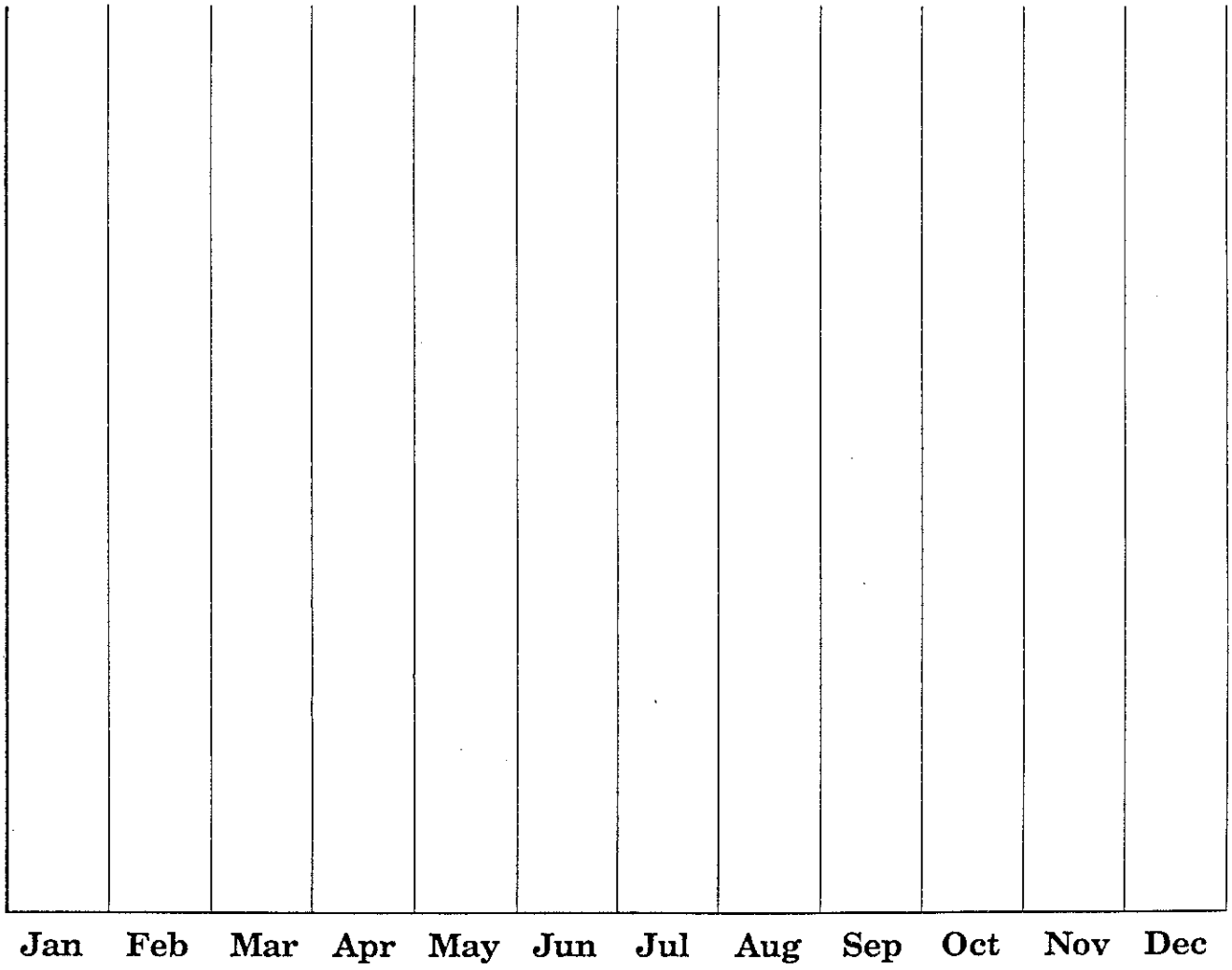
CONTRASTING LABOR REQUIREMENTS FOR DAIRY AND CROP ENTERPRISES



Workload Assessment Exercise

Use the graph on this page to estimate the amount of routine and seasonal work that needs to be done in your business each month.

WORKLOAD GRAPH



Teaching Step 5. Classification of Skills Required

Exercise 5

Organize the audience into small groups. Have each group answer the job classification questions listed with respect to an assigned agricultural worker described by the instructor.

Possible workers: Herdsman, retail clerk, secretary, greenhouse manager, milker, equipment operator, bookkeeper.

Try to assign a middle manager to some groups, an independent worker to others, and a laborer to others.

Have the groups report on their answers to the group as a whole.

Time Required: 20 Minutes

B. Classification of Skills Required

At this point, you are beginning to evaluate the skills required to do the job. Here are a few questions to assist you in making those assessments.

1. Identify a job which is specific to your business.

2. How much experience is needed to do this job?

3. What are the basic skills needed to do the job?

4. Can these skills be taught?

5. Is it possible to recruit someone to do the job? For what price? Can your business afford to pay the price?

Teaching Step 6.

Lecture: Business Organization

Use overheads II-T-6, II-T-7 and II-T-8 and examples provided to review the principles of business organization.

Time Required: 20 Minutes

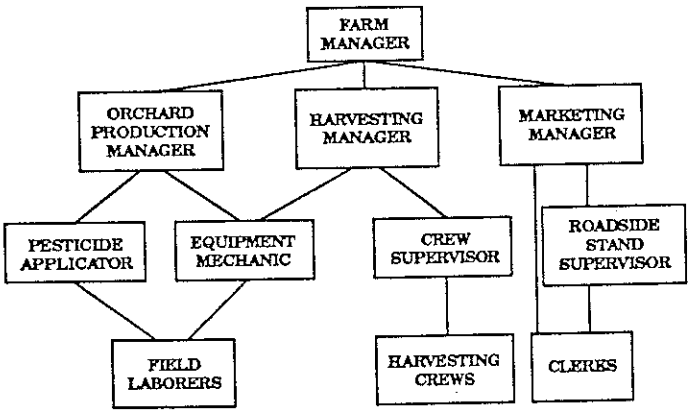
C. Business Organization

Agricultural businesses are very complex organizations often involving family members. For this reason, it is imperative that organizational relationships are clearly defined. It is critical that you match the delegated authority to the responsibility each position demands.

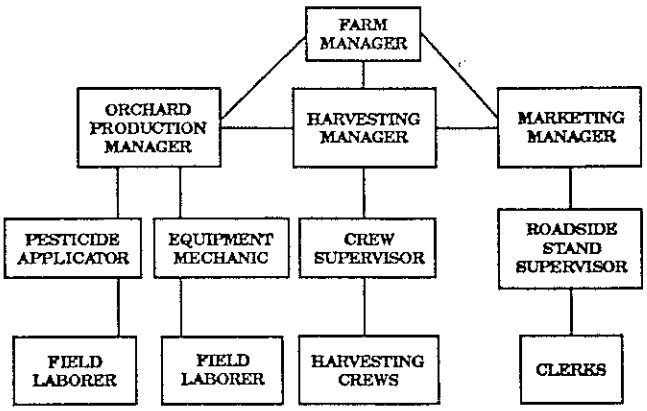
The "one person one boss" rule is also important. People don't like a work situation where they have to answer to more than one person. However, one person should not be expected to directly supervise a large number of people. As a rule of thumb, supervision of ten people is the suggested limit.

In many situations, particularly when family is involved, it's easy to fall into the trap of keeping people on the same level. This results in what is referred to as a flat organization. Management of a flat organization is more difficult than management of a multi-level business. A business with more management depth also has more opportunities to advance its people and use the cheapest available labor to accomplish its tasks.

The following charts are two examples of how a fruit farm can be organized.



This illustrates a violation of the "one boss" rule. The harvest manager is working with people in parts of the business supervised by others. This structure invites disaster.



This is the same organization with a straight line structure. It is less confusing to workers, particularly laborers and clerks. The interaction between divisions occurs at the management level. It is important to recognize that in smaller businesses, employees often hold more than one position. This situation calls for a clearly defined organizational chart, so that everyone knows whom to consult in any given situation.

Teaching Step 7. Business Organization Case Example

Exercise 7

Instruct participants to work in pairs (not from the same business) to draw the organizational chart for the Super Select Fruit Farms using Organizational Chart Worksheet 2. After a few minutes at this exercise it will become apparent to the participants that the business is disorganized and cannot be clearly drawn on an organization chart.

Now ask the participants to draw an organizational chart for the Super Select Farm that will be effective. Encourage them to make any assumptions they wish about which family members to place in specific roles. There are a variety of ways that this can be done. However, the most appropriate organizational chart should have one person at the top and a level of middle management.

Time Required: 20 Minutes

Case Study Super Select Family Fruit Farm

Determine the current organizational structure of the Super Select Family Fruit Farm. Recommend any changes that might be necessary to operate the business more effectively. Use Worksheet 2 on the following page.

The Super Select Family Fruit Farm is owned and operated by George and Janice Henry. The Henry's farm and family objective is to produce and sell high quality fruit at an affordable price at their roadside market, and to sell fruit wholesale throughout the storage season in order to provide a comfortable living for family members and employees. George and Janice purchased the business from Janice's parents, who are since deceased, and they would like the farm to remain in the family.

George Sr. runs the production side of the farm. He markets the wholesale fruit and makes field decisions on a daily basis. He would like to become less involved in the farm operation and retire in four or five years.

Janice does the bookwork, most of the pricing, and customer relations for the roadside market. Janice wants her daughter Jennifer to become more involved in the management of the family business. Presently, all hourly workers report to Janice when they arrive, to sign a time card, and when they leave to report on the piece work they have accomplished. She often instructs them on what to do each day.

Jennifer graduated from a two year Agricultural College five years ago. She has worked on the farm ever since, and has been in partnership with her parents for two years. She likes tractor work and shares responsibility for investment decisions with her parents. She is also learning about spray programs.

George Jr. has been working at the roadside stand, pruning, and helping with general farm work since he received his high school diploma two years ago. He thinks he would like to become a partner, but isn't quite sure he wants to stay on the farm. His most recent girlfriend is an accountant who graduated from his high school but now lives 150 miles away.

Roger has worked for George Sr. for nearly 15 years and handles much of the spraying and packing work. He and Jennifer have frequent conflicts over who should be taking orders from whom and who should be training and supervising the picking, pruning, and packing crews.

Organizational Chart Worksheet 2.
The Super Select Family Fruit Farm

In the following space, draw a chart showing the current organizational structure of the Super Select Family Fruit Farm.

Draw an organizational chart for the Super Select Family Fruit Farm, making changes to make it a more productive business.

Teaching Step 8.

Lecture: Job Description. Indicate that the job description is important because it helps the manager define the skills needed and it provides a way of communicating responsibilities to the new employee.

Review the sample job description in the text.

Use Overhead II-T-9 which is provided as a lecture outline.

Time Required: 10 Minutes

Sample Job Description for Country Valley Farm

Job Title: Milker

Summary Description: Member of a six person team responsible for milking 400 cows. Also responsible for set-up and clean-up of parlor.

Major Duties and Responsibilities:
1. Milking cows at scheduled times.
2. Treating and separating mastitis cows.
3. Cleaning parlor following each milking.
4. Reporting cows in heat to herdsman.

Minor Duties:
1. Assisting herdsman with sorting and moving cows.
2. Changing milker inflations as assigned.

Supervision: by Herdsman.

Work Environment: Modern, high producing, 400 cow family owned and operated dairy farm. New automatic take-off parlor.

Job Qualifications: Formal Education: Tenth Grade or higher.

Experience: Dairy Farm experience desirable. Will train.

Skill Requirements: Ability to milk dairy cows, identify signs of standing heat in cattle, and maintain records of cows treated.

Personal Characteristics: Prompt, calm, friendly, team worker.

Physical Requirements: Must be able to work with arms chest high for extended periods. Must be able to lift up to 50 pounds.

Other Requirements: Reliable transportation to and from work.

Compensation: Wage Rate: Beginning, $4.75 per hour. Range: $4.75 to $7.00.

Benefits: Milk - up to 1 gallon per day. Also eligible for subsidized employee health insurance plan after 6 months of coninuous employment.

Time Off: Vacation: 1 week paid per year. Sick Leave: As needed.

Regular Work Hours: Five hour shifts available: 4 am, 12 noon, and 8 pm. Average work week: 30 hours. Every other week-end off.

Teaching Step 9

Exercise 9. Own Job Description

Have participants work individually or in pairs to complete job descriptions for their current key employee or one they will soon be hiring. Use the Job Description Worksheet provided.

Time Required: 20 Minutes

D. Developing Job Descriptions

Job Descriptions are important tools in any business. They can be used to recruit, train, and evaluate employees. The purpose of a job description is to summarize the job a manager expects an employee to do. This summary includes the duties and responsiblities of the job, the qualifications necessary to do the job, and information about compensation, including wages, housing, insurance, etc.

In this section, you will develop a description of a key position in your business. The Job Description Worksheet 3 on the next page is a guide for your use.

JOB DESCRIPTION WORKSHEET 3

Business Name_____

Job Title_____

Summary Description_____

_____

_____

Major Duties and Responsibilities:

1. _____
2. _____
3. _____
4. _____
5. _____

Minor Duties:

1. _____
2. _____
3. _____

Supervision: By_____

Amount: None____ Minimal____ Average____ Close____

Work Environment_____

_____

_____

Job Qualifications:

Formal Education_____

_____

Experience_____

_____

_____

Skill Requirements_____

_____

_____

Personal Characteristics_____

_____

_____

Physical Requirements_____

_____

_____

Other Requirements_____

_____

Compensation

Wage Rate: Beginning $_____ per _____; Range_____

Benefits_____

_____

Time Off

Vacation:_____ Sick Leave_____

Regular Work Hours_____ Average per week_____

Overtime Required

Never_____ Seldom_____ Often_____

Teaching Step 10

Exercise 10.

Lecture: Flexibility for Durability. Refer to text.

Overhead II-T-10 provided.

Time Required: 20 Minutes

E. Flexibility for Durability in Your Staffing Plan

When managing people, an unwritten rule is to expect the unexpected. Many managers say that everything goes smoothly so long as no one is sick or quits. Workers today expect to be able to take time off for personal activities. Your competition (local factories and service businesses) offer weekends off and flexible work hours. They have set the standard that the work force now demands. You, too, must be prepared for absences, both expected and unexpected.There are a number of scheduling and staffing patterns that industry uses that may relate to your business. It's clear that there is much greater flexibility with a large staff than with a small one. As a small business manager, you must keep an open mind and be creative. What follows is a list of scheduling and staffing patterns which may serve as tools to help you develop an effective staffing plan.

Cross Training

Cross training is defined as having more than one individual in the organization trained to do each task. It involves teaching two or three people how to carry out the tasks of others in the event of absences. Developing a backup system to cover important tasks when absences occur is important in order to keep your operation running smoothly.

Flex-Time or Adjustable Schedules

There are many tasks in agricultural enterprises which must be done precisely on time. But that doesn't always happen. Try to allow your workers to adapt their work schedules to their personal lives. For example, during the summer, if your mechanic prefers to work when it is cool, let him be on call during the afternoon and work on his regular maintainence chores during the evening hours. Another example of flex-time scheduling is to allow roadside market clerks to trade shifts among themselves to allow time off for appointments or special activities.

Substituting Part-Time Help and Full-Time Help

An increasing number of parents share responsibility for caring for their children. This issue has changed the character of the workforce. Many people are seeking part-time positions. This may give you an opportunity to divide your current full time job into two or three part-time positions. This gives you more flexibility and can also be an insurance policy against absences.

Job Sharing

Job sharing is defined as dividing the responsibilities of a single position among two or more individuals. This option allows employees to work less than

full time, perhaps on alternate days, in order to cover a job. Job sharing also provides an excellent cross training opportunity. It can ensure that backup help is available during absences caused by extended illness or maternity, and enhances your staffing resources.

Overtime for Peak Period Coverage

Traditionally, agricultural businesses have offered employees a weekly salary. But you may have to rethink that policy if you want to remain competitive in today's workplace. Perhaps employees would feel better rewarded for extra work during peak periods if their pay check reflected that effort. A1988 study of the effect of field operations on dairy farm profitability showed that during peak planting and harvest times, farmers could afford to pay between $15 and $65 per hour for additional workers. Just a portion of this rate could prove to be an adequate incentive to many farm workers to put in a few extra hours during peak seasons.

When planning for flexibility in staffing, remember to be creative and remain open to all alternatives. It is important to accomodate the needs of employees within your organization as well as to meet your own business goals.

Teaching Step 11. Summary of Key Points

Exercise 11.

Use overhead II-T-11 to review key points.

Time Required: 15 Minutes

F. Summary

A staffing plan is critical to the success of your business. Your organization is only as strong as the people employed. As a manager, you must know yourself first and then strive to complement your own personal skills with those of the people you hire. A thorough knowledge of the amount and nature of the work that needs to be accomplished is essential in order to develop an effective staffing plan. Invest some of your time and effort into accurately assessing the workload of your business. Determine what level of skill and training are required for the work to be done. Group the tasks into logical job descriptions. Use an organizational chart to clarify the lines of authority and responsibility and stick to it. Remember that creativity and flexibility are necessary if your plan is to be successful. If you use these tools, you, as a business manager, will be better able to develop a staffing plan that accomplishes your goals.

APPENDIX 1: Worksheet 4. Enterprise Workload Estimation

Enterprise: _____ Size of Enterprise: _____

Daily Tasks

Tasks	Labor/ Mngmnt	Time Needed to Finish		No. of Times Daily		Annual Hours
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____

Total Annual Hours = _____

Weekly Tasks

Tasks	Labor/ Mngmnt	Time Needed to Finish		No. of Times Weekly		Annual Hours
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____
_____	_____	_____	x	_____	x 365 =	_____

_____ _____ _____ x _____ x 365 = _____

_____ _____ _____ x _____ x 365 = _____

Total Annual Hours = _____

Monthly Tasks

Tasks	Labor/ Mngmnt	Time Needed to Finish	No. of Times Monthly		Annual Hours
_____	_____	_____	x _____	x 365 =	_____
_____	_____	_____	x _____	x 365 =	_____
_____	_____	_____	x _____	x 365 =	_____
_____	_____	_____	x _____	x 365 =	_____
_____	_____	_____	x _____	x 365 =	_____
_____	_____	_____	x _____	x 365 =	_____

Total Annual Hours = _____

Seasonal Tasks

Tasks	Labor/ Mngmnt	Time Needed to Finish	No. of Times per Season		Annual Hours
_____	_____	_____	x _____	x 365 =	_____
_____	_____	_____	x _____	x 365 =	_____
_____	_____	_____	x _____	x 365 =	_____
_____	_____	_____	x _____	x 365 =	_____

Total Annual Hours = _____

Annual Tasks

Tasks	Labor/ Mngmnt	Time Needed to Finish	No. of Times Annually		Annual Hours
_____	_____	_____	x _____	=	_____

_____	_____	_____	x	_____	=	_____
_____	_____	_____	x	_____	=	_____
_____	_____	_____	x	_____	=	_____
_____	_____	_____	x	_____	=	_____

Total Annual Hours = _____

APPENDIX 2: Worksheet 5. Routine Workload Summary

Enterprise	Daily Hours	Weekly Hours	Monthly Hours	Total Hours
_____	_____	+ _____	+ _____	= _____
_____	_____	+ _____	+ _____	= _____
_____	_____	+ _____	+ _____	= _____
_____	_____	+ _____	+ _____	= _____
_____	_____	+ _____	+ _____	= _____
_____	_____	+ _____	+ _____	= _____
_____	_____	+ _____	+ _____	= _____
_____	_____	+ _____	+ _____	= _____

APPENDIX 3: General Management Worksheet 6

This worksheet is to be used to estimate the amount of management time required by your business.

Daily Tasks	Time Required	Number of times per year	Total Time required
Weekly Tasks			
Monthy Tasks			
Seasonal Tasks			
Annual Tasks			

Suggested Readings

Thomas, Kenneth H., and Bernard L. Erven, 1989. Farm Personnel Management, North Central Regional Extension Publications, Ames, Iowa.

Maloney, Thomas R., and C. Arthur Bratton, Kay Embrey, and Joan S. Petzen, 1988. Human Resource Management On the Farm: A Management Letter Series, Cornell University, Ithaca, New York.

WHY PLAN TO STAFF?

Mini-Cases

1. Welcome. Please make yourselves at home.

2. Open your workbooks to page 4 and review the mini-cases which appear on there. Think about how the staffing problems in each example could have been avoided and write your answers in the spaces provided on Worksheet 1.

3. Be prepared to share some of your ideas with the group.

PLANNING TO STAFF

WHY PLAN TO STAFF?

WORKLOAD ASSESSMENT

CLASSIFICATION OF REQUIRED SKILLS

BUSINESS ORGANIZATION

JOB DESCRIPTIONS

FLEXIBILITY FOR DURABILITY IN YOUR STAFFING PLAN

LEARNING OBJECTIVES

At the end of this section you will be able to:

1. Assess the amount of work load requirements.

2. Develop a functional organization chart.

3. Understand how to develop job descriptions and evaluate labor needs.

4. Understand the principles of cross training, flex-time, part-time labor, job sharing and overtime.

ROUTINE VERSUS SEASONAL WORKLOAD

ROUTINE TASKS

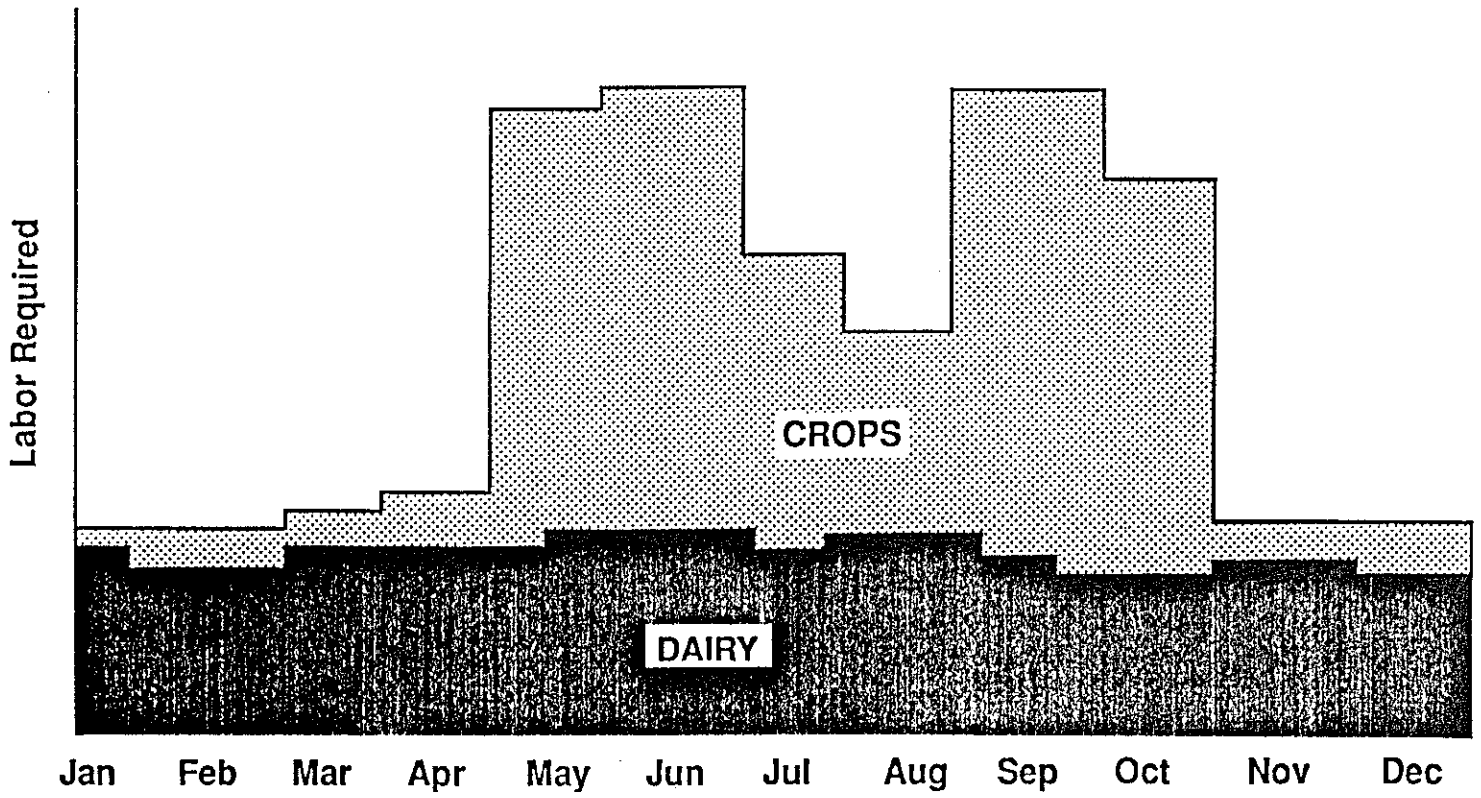
PEAK PERIODS

- AVAILABLE LABOR
- WEATHER INFLUENCES

NORMAL DAIRY FARM WORKLOAD DISTRIBUTION

II-T-5

CONTRASTING LABOR REQUIREMENTS FOR DAIRY AND CROP ENTERPRISES



BUSINESS ORGANIZATION

DELEGATION:

PASSING ON RESPONSIBILITIES

ASSIGNING TASKS APPROPRIATE TO JOB LEVEL:
- COST CONTROL
- BEST USE OF SKILLS AVAILABLE

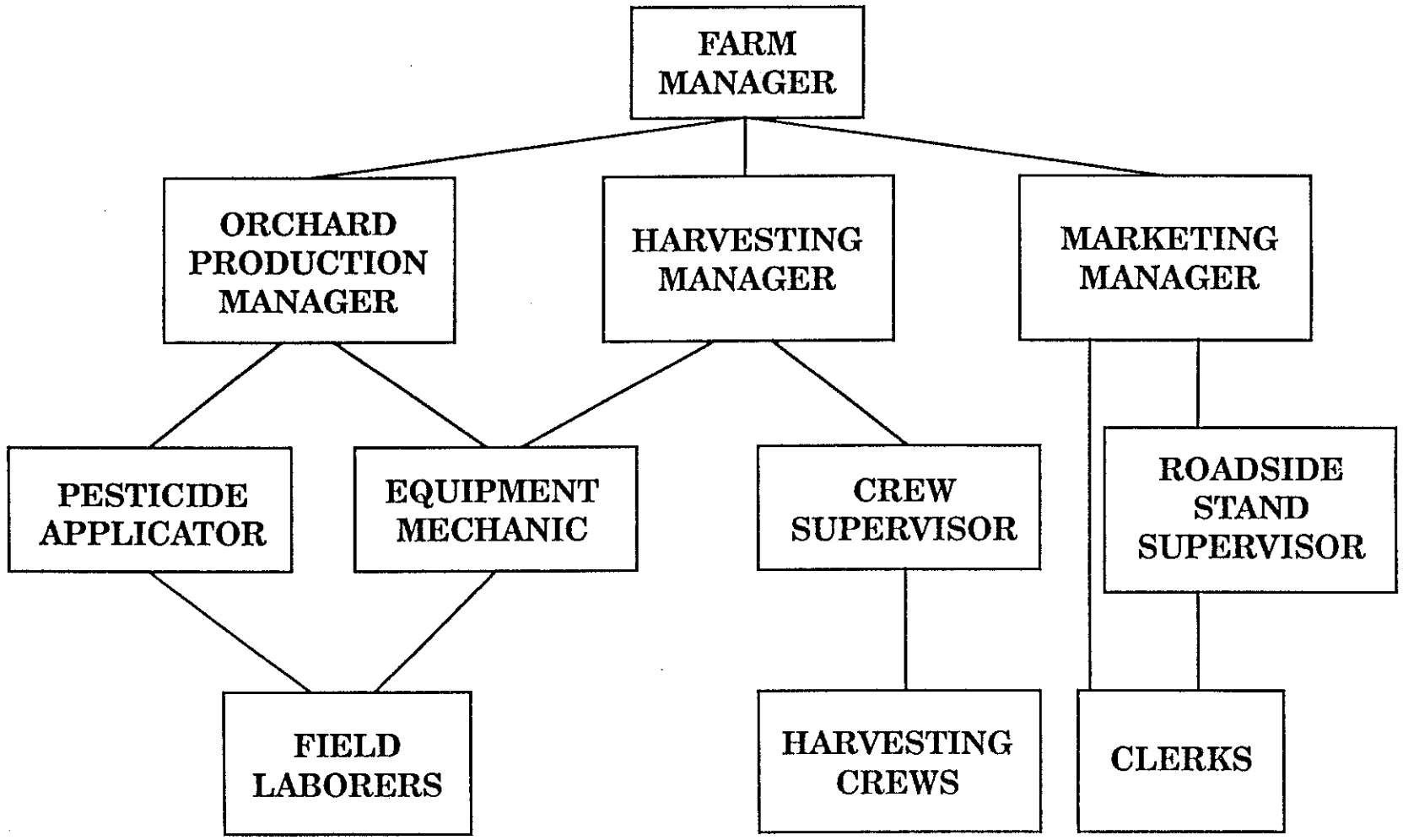
AUTHORITY AND RESPONSIBILITY:

TO MAKE DECISIONS

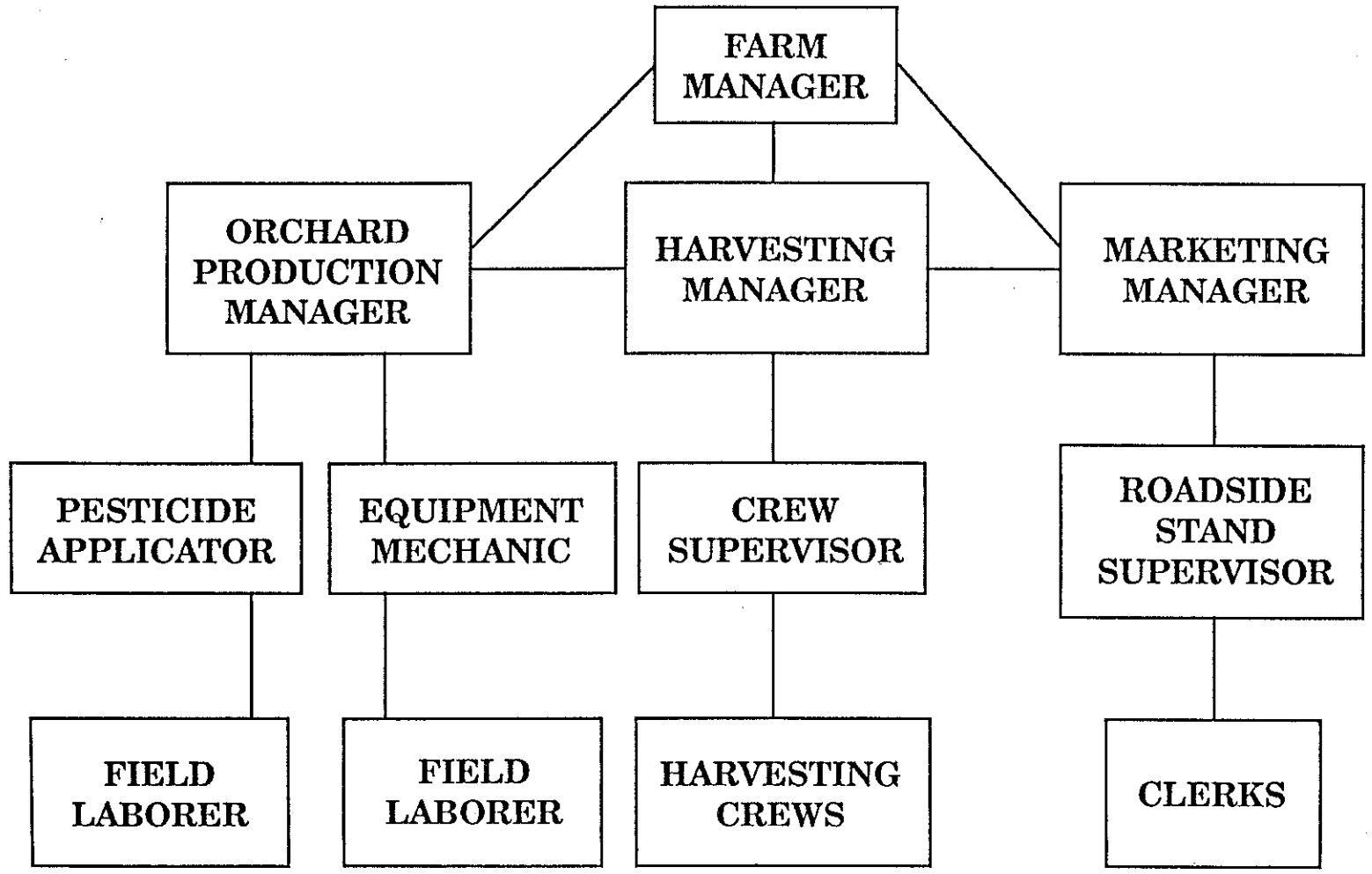
TO INSURE EFFICIENCY

STEPS TO DEVELOPMENT OF AN ORGANIZATIONAL CHART:

1. INVENTORY TASKS
2. DEFINE POSITIONS
3. DRAW CHART


FARM MANAGER
ORCHARD PRODUCTION MANAGER
HARVESTING MANAGER
MARKETING MANAGER
PESTICIDE APPLICATOR
EQUIPMENT MECHANIC
CREW SUPERVISOR
ROADSIDE STAND SUPERVISOR
FIELD LABORERS
HARVESTING CREWS
CLERKS

II-T-7


FARM MANAGER
ORCHARD PRODUCTION MANAGER
HARVESTING MANAGER
MARKETING MANAGER
PESTICIDE APPLICATOR
EQUIPMENT MECHANIC
CREW SUPERVISOR
ROADSIDE STAND SUPERVISOR
FIELD LABORER
FIELD LABORER
HARVESTING CREWS
CLERKS

THE JOB DESCRIPTION

JOB SPECIFICS

1. DUTIES
2. SUPERVISION
3. WORK ENVIRONMENT
4. QUALIFICATIONS
5. COMPENSATION

WORKING STATEMENT USED

1. FOR RECRUITMENT
2. FOR ORIENTATION AND TRAINING
3. FOR PERFORMANCE EVALUATION

FLEXIBILITY FOR DURABILITY:

CROSS TRAINING

FLEX-TIME OR ADJUSTABLE SCHEDULES

SUBSTITUTING PART AND FULL TIME WORKERS

JOB SHARING

OVERTIME FOR PEAK PERIODS

SUMMARY

A business staffing plan can reduce the stress involved with managing people and help you prepare for the unexpected.

Classifying the skills required for each job will help you to recruit more suitable employees.

Clear business organization defines the relationships among employees and clarifies appropriate lines of communication.

The job description provides an outline of the job and can be used for recruitment, training, and evaluation of staff.

Cross training, flex-time, part and full time employees, job sharing and overtime pay build flexibility into a staffing plan.

III. EMPLOYEE RECRUITMENT - BUILDING A POOL OF APPLICANTS

Learning Objectives

At the end of this section you will be able to:

1) Define recruitment

2) Identify the most appropriate recruitment methods for your business

3) Write an attractive "help wanted" ad using the six steps for writing more effective ads

4) Identify appropriate labor pools for filling positions in your business

A. Employee Recruitment

Building a Pool of Applicants

Recruitment can be defined as: the process of attracting individuals on a timely basis, in sufficient numbers, with appropriate qualifications, to apply for jobs within a business. This definition implies an organized, managed process of recruitment as opposed to hiring employees on a walk-in basis. It is common practice in many businesses to recruit many more applicants than are actually needed to fill a position. How many applicants would you initially need in order to end up with three you would hire? Assume that a farm or horticultural business attempting to fill a middle management position ran a series of newspaper and magazine advertisements to recruit applicants. The ads generated resumes and applications from fifty people. Twenty of these people were judged to be potentially qualified. These twenty were screened down to ten. Of the ten applicants, six were invited to come for an interview and five came. Three of the applicants were worthy of being offered the job. One of the three was willing to accept. This scenario illustrates the importance of having a sufficiently large pool of applicants from which to choose. During times of tight labor the number of applicants and acceptances decreases because job seekers have more alternatives from which to choose.

Learning Objectives

At the end of this section participants will be able to:

1) Define recruitment

2) Identify the most appropriate recruitment methods for their business

3) Write an attractive "help wanted" ad using the six steps for writing more effective ads

4) Identify appropriate labor pools for filling positions in their business

Teaching Step 1

Time Required: 15 Minutes

Open the session by starting with introductions; then perhaps a group discussion of recruitment issues producers face in business. Note: If time permits, the section on the Labor Environment provides an excellent introduction to the topic of recruitment.

Teaching Step 2

Time Required: 5 Minutes

Define recruitment by using overhead III-T-1. Emphasize the fact that to get a few qualified people it may be necessary to start with a relatively large pool of applicants. Accomplishing this in a tight labor market may require spending more time than ever before on the recruiting effort.

Teaching Step 3

Time Required: 20 Minutes

Using overhead III-T-2, identify the seven methods of employee recruitment and give a brief explanation of each. Important points:

A. Research shows that most employers use only one or two recruitment methods.

B. In today's labor environment it is important to use a variety of methods.

C. Define each method and lead a discussion asking the audience to give you advantages and disadvantages of each. The advantages and disadvantages are listed below.

Encourage participants to use the Recruitment Methods Worksheet to follow along with the discussion and take notes on the advantages and disadvantages of each method.

Recruitment Methods: Advantages and Disadvantages

1. Recommendations from current employees:

   Advantages:
   - Can be fast and efficient.
   - Can be effective because the employee has a vested interest.

   Disadvantages:
   - Limits scope of the job search.
   - May not get the qualified applicants.
   - May not work in a tight job market

2. Word of mouth

   Advantages:
   - Can be fast.
   - Eliminates time consuming search for applicants.
   - Allows manager more control over the candidate pool.

   Disadvantages:
   - Limits scope of the job search.
   - May not get the most qualified applicants.
   - May not work in a a tight job market.

3. Want Ads

   Advantages:
   - Allows you to reach a larger applicant pool.
   - Creates an opportunity to attract more highly qualified candidates.

   Disadvantages:
   - Time consuming.
   - Requires careful screening process.

4. Government Job Services

   Advantages:
   - Staffed by qualified professionals.
   - Provides job announcement writing service.
   - Provides screening assistance.

Disadvantages:
•May not have the best applicant pools.
•May not understand needs of agricultural businesses.
•Not highly regarded by some managers.

5. College Placement Office

Advantages:
•Source of highly qualified applicants.
•Allows manager to hire skills.
•Eliminates training.

Disadvantages:
•Shortage of available graduates.
•Graduates may command high salaries.

6. Posting Job Announcements

Advantages:
•Inexpensive.
•May provide wide exposure.

Disadvantage:
•Takes time to write and distribute the announcements.

7. Executive Search Firms

Advantages:
•Recruitment is usually done by professionals.
•Opportunity to reach highly qualified candidates.

Disadvantage:
•May Cost 10-30 % of the first year salary.

Teaching Step 4 *Time Required: 5 Minutes*

Using overhead III-T-3, discuss recruitment methods used on Maine farms. Make the following points:

Word-of-mouth and individual contacts are the most commonly used recruitment methods, both in agriculture and other industries. These are followed by newspaper and magazine want-ads, student recruitment and Job Service. Note: This data is from Maine. However, most studies conducted in the Northeast show similar results.

Ask participants, in a group discussion, to compare their own situations to those of the Maine farmers. Encourage them to explore ways to improve their recruitment efforts.

B. Recruitment Methods

There are many ways to recruit job applicants. Let's take a look at seven of the most common methods of attracting good farm employees and discuss the value of each in your recruiting program.

1. **Suggestions from Current Employees** - Your current employees can be an excellent contact source for new farm workers. They know people in the community where your business is located and they have some idea of what your labor needs are. They also have a stake in the process since they are likely to be working with the person they have suggested if that person is hired. This method, while effective, should be used with care. If the new person does not work out, there could be friction between you and the employee who suggested the applicant. The criteria used for hiring another applicant should also be used when hiring friends or relatives of a current employee. This points out the need for dealing with all employees in a business-like fashion, with continual monitoring and appraising of employee performance.

2. **Word of Mouth** - This technique has been very successful for many farmers and is the most common recruitment method. Friends and neighbors can send potential applicants to you if they know you are hiring. Also, there are networks of agribusiness professionals (such as crop supply dealers, veterinarians, etc.) who get around to many businesses and may be in a position to inform you of prospective applicants.

3. **Want-Ads** - One frequently used recruitment method is the want-ad placed in newspapers or agricultural magazines. This approach has several advantages. It is quick, it is relatively inexpensive, and it provides a way to reach a potentially large audience. But newspapers may also have some draw backs. Farmers often complain that these ads bring them unsuitable applicants. Correctly targeting the ad might solve this problem.

4. **Government Job Services** - Job Service offices are found in county and regional locations in many states and offer valuable services to employers. Farmers and other business people can call Job Service when they are seeking applicants to fill a vacant position. A counselor will help the employer define the job and write up a job announcement. The announcement will then be posted in the Job Service office without the name of the employer. Interested applicants go to the Job Service personnel office to request more information. Applicants are screened by Job Service counselors and those qualified are referred to the employer. The State Job Service offices are often under-utilized by the agricultural community.

5. **College Placement Offices** - College placement offices (both two and four year) can be a very good source of farm employees. Graduates of these colleges are much in demand. Unfortunately, there are usually more agricultural production positions available than there are college graduates to fill them.

6. **Posting Job Announcements on Bulletin Boards** - This is another approach which can help get the word out. If you have a written job description, posting a job announcement is fairly easy. Take the key responsibilities from the job description and write an announcement which can be posted on bulletin boards in the community. (If you don't feel entirely comfortable with this process, New York State Job Service counselors can provide assistance.)
A job announcement should contain the following information:

- Title of job
- Description of responsibilities
- Description of skills required
- Description of working conditions, if appropriate
- Key components of the wage/benefit package, if appropriate
- How to apply

After a suitable position announcement is prepared and duplicated, post it in areas where farmers and potential farm workers will see it. Such places might include bulletin boards at agricultural college career offices, agricultural credit offices, Grange buildings, and agricultural supply stores. It might also pay to distribute the announcement to key agribusiness contacts. They will then have the details if they should come in contact with a potential applicant.

7. **Executive Search Firms** - There are a number of private firms (sometimes known as "head hunters") that find prospective employees for employers with vacant positions. In agriculture, most of these firms are located in the Midwest and their ads can usually be found in agricultural magazines. Some Northeast farmers, who are just beginning to use these firms to fill key farm positions, have found that they represent another legitimate avenue in the recruitment effort. A major consideration in deciding whether or not to use this alternative is cost. Most search firms work on a commission basis and may charge the employer from 10 to 30 percent of the new employee's annual salary. This approach is likely to be most appropriate for managerial positions.

In today's environment, aggressive marketing of your job vacancy is important and, if done carefully, often successful. One thing is certain: in a competitive labor market effective recruiting requires time, effort, and patience.

RECRUITMENT METHODS WORKSHEET

Recruitment Methods: Advantages and Disadvantages

Each recruitment method has strengths and weaknesses. Based on workshop discussion, jot down the advantages and disadvantages you feel are important to each. This exercise will help you to critically examine recruitment methods and determine those most appropriate for your situation.

1. **Suggestions From Current Employees:**

   Advantages:

_____

_____

_____

   Disadvantages:

_____

_____

_____

2. **Word of Mouth:**

   Advantages:

_____

_____

_____

   Disadvantages:

_____

_____

_____

3. **Want Ads:**

Advantages:

Disadvantages:

4. **Government Job Services:**

Advantages:

Disadvantages:

5. **College Placement Offices:**

Advantages:

Disadvantages:

6. **Posting Job Announcements:**

Advantages:

Disadvantages:

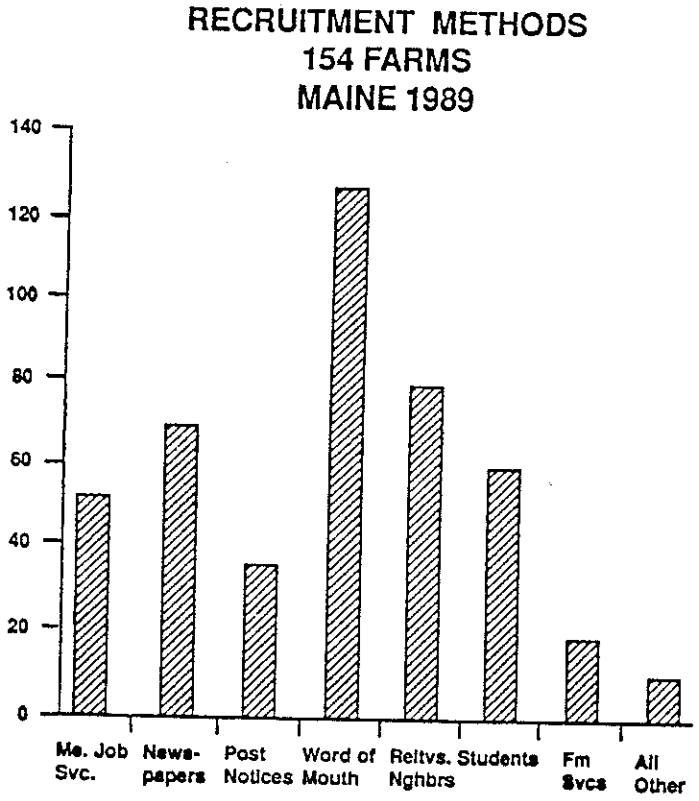
7. **Executive Search Firms:**

Advantages:

Disadvantages:

C. Recruiting Methods: Frequency of Use

The chart below illustrates how frequently Maine farmers used the recruitment methods listed.



Source: Survey Results: Maine Farm Labor Needs Survey

It is important to note that most agricultural employers use only one or two recruitment methods. During periods of tight labor supply, the use of a variety of recruitment methods may be necessary.

Teaching Step 5 *Time Required: 10 Minutes*

Make the point that effective recruitment advertising is becoming a more important part of employee recruitment. Using overhead III-T-4, review the four things advertising can do for the employer. Using overhead III-T-5, review the four things advertising can't do for the employer.

D. Recruitment Advertising

Personal contacts such as word-of-mouth and employee referrals are the most common form of recruiting. For many agricultural and horticultural producers this approach has worked very effectively. However, in the mid 1980's, as the labor pool began to shrink, many producers discovered that word-of-mouth alone was no longer sufficient to recruit qualified applicants. It became apparent that agricultural employers need to use a variety of recruitment methods.

There is a great deal of opportunity to improve recruiting effectivess when using "want- ads". This section focuses on the use of want ads in the recruiting process.

What Recruitment Advertising Can Do

It is important that managers appreciate the possibilities and limitations of advertising in order to utilize it effectively. What can advertising do for you?

1. Advertising can quickly produce a pool of applicants at a reasonable cost.

2. Advertising can help focus on positive aspects of the business.

3. Advertising can create interest among people who otherwise would not be contemplating a job change.

4. Advertising can help overcome the effect of a competitor's recruiting efforts.

What Recruitment Advertising Can't Do

Advertising may not solve all of your recruitment problems. Here are some things that advertising cannot do for you.

1. Advertising cannot make the poor working conditions and deserved bad reputation of a business disappear.

2. Advertising cannot create a pool of applicants if qualified workers are in short supply or do not exist.

3. Advertising cannot work if sufficient funds are not available to advertise properly.

4. Advertising cannot guarantee who or how many applicants will respond.

Teaching Step 6 *Time Required: 30 Minutes*

A) Using overhead III-T-6 and III-T-7, show the group an example of a poor ad and a good ad and discuss each.

B) For dairy audiences, overhead III-T-8 provides an excellent example of a creative and well written ad.

C) If you want to add some humor to the workshop, you can show overhead III-T-9 "weaklings, wimps, and whiners need not apply." This ad actually ran in the Dryden, N.Y. Shopper.

D) Using overhead III-T-10, review the steps for writing a help wanted ad. Refer to teaching instructions on the next page for teaching suggestions.

Steps to writing an effective help wanted ad:

1. Give job title, if appropriate.
2. Say something positive about the business.
3. Describe the job.
4. Highlight positive working conditions.
5. Provide information on wages and benefits, if appropriate.
6. Indicate how to apply for the job.

E) Have participants fill out Ad Writing I Worksheet as it relates to a job in their business. After they have filled out Ad Writing Worksheet I, have them write one or two ads using Ad Writing Worksheet II. Note: Participants usually do a better job when they have other examples to look at. You may want to provide newspapers or trade or industry magazines for them to refer to. You may also want to bring in ads that you find are effective examples of good or poor advertising.

Ad Writing Worksheet 1 (Answer Key)

Consider a position in your business that you may be recruiting for in the near future. Answer the following questions regarding that position in preparation for writing a balanced, attractive recruitment ad. Refer to the job description if one has been developed.

1. Give the job title, if appropriate.

   This may be more applicable to higher level positions in the business.

2. List as many positive things about the business as you can.

   By including positive aspects of the business in the ad, you attempt to sell the position to applicants. Example phrases may include: growing family business, use of state of the art equipment, modern facilities, progressive business, etc.

3. Describe the job in as much detail as possible.

   The ad should specifically describe the work to be done.

4. List as many positive working conditions as you can.

   Working conditions can make a big difference to potential employees. They can help sell the job. Examples include: flexible hours, opportunity to work independently, use of modern equipment, five-day work week, etc.

5. Provide information on wages and benefits, if appropriate.

   Highlight parts of the wage and benefit package that you feel are particularly attractive. Examples may include: housing and utilities, retirement benefits, and medical insurance. Use phrases such as attractive benefits, competitive wages, etc.

6. Indicate how to apply.

A manager who would prefer to screen applicants over the phone may wish to provide a phone number. Others may wish to direct recruits to fill out an application during business hours.

Teaching Step 7 *Time Required: 10 Minutes*

Review the various labor pools using overhead III-T-11. Make the point that it may be appropriate to target specific labor pools during the recruitment process.

E. Potential Labor Pools

When recruiting employees, it often helps to identify labor pools which can be tapped for the position you want to fill. The following are examples of potential labor pools which can be targeted:

1. Homemakers
2. High School Students
3. College Students
4. Retirees
5. Handicapped Workers
6. Moonlighters

If your advertising is going to target specific labor pools, careful thought should be given as to how to write the ad and where to place it for maximum response.

References

Hodes, Bernard S., 1982. The Principles and Practice of Recruitment Advertising, Frederick Fall Publishers, Inc., New York, N.Y.

Plunkett, Richard W., 1975. Supervision: The Direction of People At Work, Wm. C. Brown Company Publishers, Dubuque, Iowa.

RECRUITMENT:

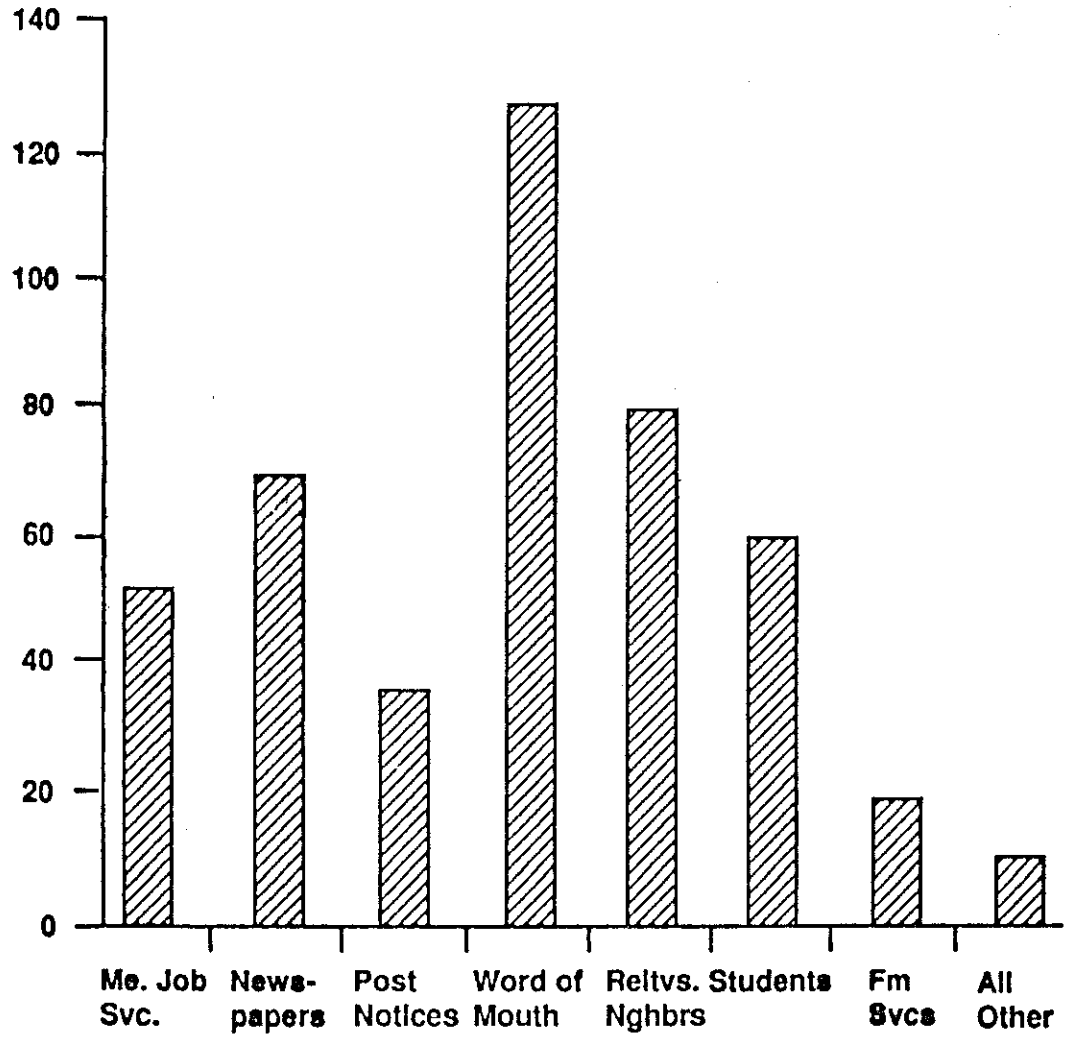
THE PROCESS OF ATTRACTING INDIVIDUALS ON A TIMELY BASIS, IN SUFFICIENT NUMBERS, AND WITH APPROPRIATE QUALIFICATIONS, TO APPLY FOR JOBS WITHIN A BUSINESS

RECRUITING METHODS

1. SUGGESTIONS FROM CURRENT EMPLOYEES
2. WORD OF MOUTH
3. WANT ADS
4. GOVERNMENT JOB SERVICES
5. COLLEGE PLACEMENT OFFICE
6. POSTING JOB ANNOUNCEMENTS
7. EXECUTIVE SEARCH FIRMS

III-T-3

RECRUITMENT METHODS
154 FARMS
MAINE 1989



WHAT ADVERTISING CAN DO

1. RECRUIT A POOL OF APPLICANTS AT REASONABLE COST

2. HELP FOCUS ON POSITIVE ASPECTS OF THE BUSINESS

3. CREATE INTEREST AMONG PEOPLE NOT CONTEMPLATING A JOB CHANGE

4. HELP OVERCOME THE AFFECT OF A COMPETITOR'S RECRUITING EFFORTS

WHAT ADVERTISING CAN'T DO

1. MAKE POOR WORKING CONDITIONS AND A DESERVED BAD REPUTATION DISAPPEAR

2. CREATE A POOL OF APPLICANTS IF QUALIFIED WORKERS DO NOT EXIST OR ARE IN SHORT SUPPLY

3. BE WORK EFFECTIVE IF SUFFICIENT FUNDS ARE NOT AVAILABLE TO ADVERTISE EFFECTIVELY

4. GUARANTEE WHO OR HOW MANY WILL RESPOND

Wanted: Full time employee for local fruit farm. Call 444-4444

III-T-6

Help Wanted: Full time employee for modern efficient fruit farm.
Responsibilities include supervision of harvesting and pruning crews, spray equipment operation and maintenance, and other production related responsibilities. Previous experience in employee supervision and pesticide application practices highly desirable.
Attractive wages and fringe benefit package.
Submit application at High Ridge Farms, Mon-Fri 8 am- 5 p.m.

LOOKING for a change?

Like farm work but not the extra long hours? We are looking for an ambitious individual to milk mornings and work during day. You can be done by 4 and home with your family. Good wages, benefits and 5 1/4 work days.

Call 555-1111

Wanted: Full time hired man for dairy farm, 3 miles south of Ourtown N.Y. Weaklings, wimps, and whiners need not apply. Should have the abilities of a nine year old, at least.

Call 444-4444

STEPS IN WRITING A WANT AD

1. IF APPROPRIATE, GIVE THE JOB TITLE

2. SAY SOMETHING POSITIVE ABOUT THE BUSINESS

3. DESCRIBE THE JOB

4. HIGHLIGHT POSITIVE WORKING CONDITIONS

5. IF APPROPRIATE, PROVIDE INFORMATION ON WAGES AND BENEFITS

6. INDICATE HOW TO APPLY

POTENTIAL LABOR POOLS

1. HOME MAKERS
2. HIGH SCHOOL STUDENTS
3. COLLEGE STUDENTS
4. RETIREES
5. HANDICAPPED
6. WORKER SHARING
7. MOONLIGHTERS
8. OTHERS

IV. COMPENSATION

Learning Objectives

At the end of this section, you will be able to:

1) Understand the meaning of the term compensation.

2) Identify the components of a compensation package.

3) Describe the relationship between the compensation package provided and the recruitment process.

4) Identify areas where improvements are needed in your own compensation package.

A. Introduction

The term compensation refers to the exchange of pay in return for work. Compensation includes both cash wages and a variety of benefits. The primary goal of a compensation plan is to help you attract, retain, and motivate capable employees. To accomplish this goal, the following actions are necessary:

1) Your compensation plan must be competitive with those of other businesses in the local labor market. Agricultural employers in an area must not only compete among themselves, but with the rest of the business community as well.

2) The time, cost, and energy you devote to the compensation plan should be reasonable. For small agricultural businesses the system should be relatively simple and easily understood by both employer and employee. It should, however, be extensive enough to address employee needs.

3) Employees must understand your compensation policies and believe that they are being impartially administered.

4) Your compensation package should help create a climate in which employees will be motivated, productive, and goal oriented.

The level of compensation you provide can be vital to your recruitment process. Prospective employees are not only interested in wages, they also want to know what other benefits are offered.

Learning Objectives:

At the end of this section, participants will be able to:

1) Understand the meaning of the term compensation package.

2) Identify the components of a compensation package.

3) Describe the relationship between the compensation package provided and the recruitment process.

4) Identify areas where improvements are needed in individual compensation packages.

Teaching Step 1

The purpose of this section on compensation is to help workshop participants to understand the importance of compensation, as well as the relationship between compensation and an employer's ability to recruit the best people for positions in the business.

1) Using overhead IV-T-1, review the learning objectives for the compensation section with the participants.

2) Using overhead IV-T-2, define the term compensation as it relates to this curriculum. Indicate that compensation refers to *both* wages and benefits.

3) Again, using overhead IV-T-3, indicate the goals that the compensation plan is designed to accomplish.

Time Required: 15 Minutes

Teaching Step 2

Indicate to participants that benefits are a very important part of the compensation package.

1) There are five primary reasons why employers provide benefits as a part of their compensation package. Show overhead IV-T-4 and describe each of the five reasons for providing benefits to the participants.

a) To attract the best employees.

b) To maintain a favorable competitive position

c) To enhance the image of the business.

d) To improve employee morale.

e) To reduce turnover.

2) Voluntary benefits. Describe the voluntary benefits. Show overhead IV-T-5, listing all of the voluntary benefits included in a compensation package. Using the overhead, review and describe each voluntary benefit individually. **Note: When discussing housing as a benefit, use Overhead IV-T-6 to outline the advantages of providing housing and Overhead IV-T-7 to outline the disadvantages of providing housing.**

Voluntary Benefits:

a) Housing

b) Utilities

c) Meals

d) Farm Produce

e) Health Insurance

f) Retirement Programs

g) Bonuses

h) Incentives

i) Paid Vacation

j) Hours Worked

k) Miscellaneous

Suggested Readings: 1) Human Resource Management On the Farm: Attracting, Keeping, and Motivating Labor On Ontario Swine Farms, Wayne H. Howard, Kenneth A. McEwan, George L. Brinkman, Julia M. Christensen. 2) Farm Labor Regulations, Dale Arrison Grossman, Mark J. Henderson, Jeremiah P. Cosgrove. 3) Wages and Benefits of Full Time Non-Family Employees on Larger Than Average New York State Dairy Farms, Thomas R. Maloney and Sue A. Woodruff.

Time Required: 40 Minutes

Teaching Step 3

The law requires employers who meet certain criteria to provide specific benefits to their employees.

1) Show on Overhead IV-T-8 the list of mandatory benefits that employers are required to provide to their employees and describe each one.

Mandatory Benefits Include:

a) Workers Compensation

b) Unemployment Insurance

c) Social Security

2) Finally, after discussing all of the benefits, indicate that wages are the most substantial portion of the compensation package and discuss their importance, using Overhead IV-T-9.

Time Required: 30 Minutes

For example, an individual employee may put a high value on one component of the benefit package, such as housing or medical coverage. Or, the prospective employees' decision to join a business may rest heavily on their perception of the wages and benefits they can expect now and in the future. To be effective, the recruitment process should emphasize the most positive aspects of the compensation plan in an effort to attract the most highly qualified employees.

Regardless of the size of the business, compensation is important. The business manager who hires one employee must compete in the same labor market as the business manager who hires five or ten employees. Therefore, components of the compensation package should be carefully considered.

In recent years, many larger employers have created flexible benefit plans to better meet the needs of individual employees. Commonly referred to as "cafeteria style benefits", these programs feature a basic set of employee benefits and then allow the employee to select others. In a small business, the same principal may apply. For example, some agricultural producers offer medical coverage. If, however, an employee's spouse has medical coverage from another job, the employer can provide extra cash in lieu of that particular benefit. Employees appreciate this kind of flexibility and sensitivity to their needs.

B. Components of Compensation

1. Benefits

Most businesses offer their employees a variety of benefits in addition to those required by law. This is done for the following reasons:

To attract the best employees - If wages are comparable, an employee may select employment based upon the benefits a business provides. Promoting the most desirable benefits as part of the employee recruitment process can help you attract a qualified applicant who might otherwise go to another business.

To maintain a favorable competitive position - Benefits play an important role in an employee's lifestyle. To stay competitive, you should:

- stay informed of the benefits most in demand by today's employees.
- keep abreast of benefits being offered by your competitors.
- make every effort to adjust your benefit package accordingly.

To enhance the image of the business - Businesses which provide excellent benefits often earn a reputation as good places to work. Consequently, current employees become promoters of the business among people with whom they come in contact.

To improve employee morale - Employees want to know that the employer is personally interested in them and their well being. One way to express that interest is by maintaining a comprehensive benefits plan. The good morale that results is likely to pay off in employee concern for business goals and higher productivity.

To reduce turnover - A benefits package with a slight edge over the competition can often help you retain employees. This is another reason why it is important to periodically remind employees of the value of their compensation package. A convenient time to do this is when the annual W-2 statement is issued to employees in January.

a. Voluntary Benefits

Housing

It is common in production agriculture for employers to provide housing to some or all of their employees. For example, a 1988 Cornell survey of New York dairy farms showed that 58% of the employees studied received housing as a benefit. On average, housing was the most valuable benefit provided. A 1988 survey of hog farms in Ontario, Canada, revealed that 34% of the employees studied received housing as a benefit.

Providing housing to employees has advantages and disadvantages to the employer.

Advantages:

1) Housing adds substantially to the value of the wage and benefit package.

2) Housing allows the employer the opportunity to have the employee close to the work site, thereby avoiding problems of tardiness and absenteeism.

3) Providing housing can be cost effective since it often allows the employer to use the physical resources already on the farm as an employee benefit.

Disadvantages:

1) The operator may have to spend additional time and money to maintain housing for employees.

2) It is sometimes difficult to move one employee out of a house so that another employee can move in.

3) Having employees live in close proximity to the employer may infringe on the privacy of both.

These factors should be carefully weighed when deciding whether to provide housing as a benefit.

Utilities

Many employers who provide housing also provide part or all of the utilities for their employees. Utilities can add substantially to the value of employee benefits. Some employers, however, choose not to provide utilities or provide only part of the utilities in an attempt to encourage the employees to use utilities carefully.

Meals

Some agricultural employers provide employees with meals, both as a benefit and a convenience. On an annual basis, the value to the employee can be substantial.

Farm Produce

Studies show that many agricultural producers provide farm produce for their employees in order to reduce family food bills. The types of produce provided include meat (beef, pork, or poultry), milk, eggs, fruits and vegetables. The value of farm produce is usually not as high as other benefits, such as housing or health insurance; however, providing farm produce allows the employee to reduce household expenses and is therefore a valued benefit. It is to the advantage of the employer to provide farm produce when possible, since the cost to the producer is usually substantially less than the value of that produce to the employee. As a result, both parties benefit.

Health Insurance

As health insurance costs rise, the issue of whether or not to provide health insurance to employees becomes more important. Two major advantages of providing health insurance to employees are taxability and group rates. Payments made by employers for health insurance are not considered income to the employee and are therefore not taxable. Also, the employer can usually become a part of a group health insurance plan, thus providing health insurance benefits to employees at less cost than if they had to get them individually. A number of farm organizations, particularly agricultural cooperatives, provide these group plans. Considering the increasing cost of health insurance, some employers find it advantageous to share the cost of health insurance with their employees. However, not all employees desire or need health insurance. In some cases, if an agricultural employee has a spouse who receives family health insurance through another employer, that employee often does not want health insurance. In such cases, some employers have simply increased employee wages in lieu of providing health insurance. Other employees may simply value the additional income, and prefer to go without health insurance. However, in that case, the financial risk to the employee can be substantial. A1988 study of New York dairy farm employees showed that less than half of the employees studied received health insurance benefits from their employer. If agricultural businesses are going to remain competitive in the labor market, increased emphasis on health insurance may be necessary.

Retirement Programs

Recent studies show that the majority of farm employees have no pension benefits other than social security. There is, however, a growing recognition that social security benefits may not provide complete financial security during retirement years. As a result, the United States Government has encouraged employees to plan for their own future retirement by participating in 401K plans or simplified employee pension

plans (SEP). In the future, agricultural employers are likely to be under pressure to provide pension programs, particularly for their longer tenured and older employees. Common retirement plan options include savings programs, 401K plans, simplified employee pension plans, and a variety of insurance based pension plans.

Bonuses

Bonuses are often defined as rewards for a certain level of measurable performance. Recent studies have indicated that in agriculture, bonuses are frequently given at Christmas or at year's end and are not necessarily tied to levels of performance. However, some bonus payments in agriculture are tied to performance and are discussed as incentives.

Incentives

Today, incentive programs are not uncommon in production agriculture. In jobs where productivity or performance can be quantified, incentive programs are often used. Incentives may be tied to the amount of product harvested, the speed with which a job is done, or the quality of the product produced. Managers who have used incentives in agriculture report that while they are sometimes effective, they must be managed carefully and be well received by both management and employees.

Paid Vacation

The purpose of vacation is to give employees time away from the job for rest and relaxation. The challenge for many agricultural employers is to provide paid vacations which are competitive with other employers in the community. As lifestyles change, it is likely that agricultural employees will place a greater value on paid vacations.

Hours Worked

In production agriculture, the length of the work week is one of the critical issues in attracting and retaining productive employees. Crop agriculture and horticulture require long work days at certain seasons of the year, and agricultural employees often work more than 60 hours per week. Such long work weeks, when averaged out, can result in low hourly wages for salaried employees. In addition, time off for family and other personal interests is limited. The challenge for many producers is to find creative ways to reduce the hours worked per week.

Miscellaneous

This category may include transportation, life insurance, sick leave, dental insurance and others.

b. Mandatory Benefits

Workers Compensation

Workers Compensation provides weekly cash payments and medical care benefits to workers who are hurt on the job or who develop an illness caused by their working conditions. Under New York law, agricultural producers must purchase workers compensation insurance from a private firm or from the state insurance fund if cash wage payments to their farm employees totaled $1,200 or more in the previous calendar year.

Unemployment Insurance

Agricultural workers receive unemployment insurance coverage if their employer is subject to the law. Agricultural employers must pay for unemployment insurance if they employ ten or more workers for twenty or more different weeks throughout the year, or, if they have cash labor payments of $20,000 or more per calendar quarter. The majority of farmers in New York State do not meet this requirement and therefore do not provide unemployment insurance. However, some seasonal employers elect to provide unemployment insurance to ensure that they have a work force from one year to the next.

Social Security

The Social Security Act covers all farm and other agricultural employees unless the employer spends less than $2,500 for payroll during a calendar year. Currently the employee and the employer are required to contribute 7.51 percent of cash wages for a total of 15.02 percent. While social security is designed to provide income for the employee during retirement years, it is now believed that social security benefits alone will no longer be sufficient to support most people in their retirement. In addition to old age benefits, social security also provides disability benefits, aid to dependents and survivors, medical insurance, and death benefits. Therefore, social security continues to be an important component of a wage and benefit package.

2. Wages

Cash wages are usually the largest and most important component of compensation, but they are only a portion of the cost of labor. In a business, the cost of labor is reflected not only in wages, but also in other voluntary and mandatory benefits. Managers should make sure that their wage and benefits package is competitive.

Teaching Step 4

Many agricultural employers and employees are not aware of the total value of the compensation package. The manager may not realize the actual value of all of the non-wage items provided and the employee may not appreciate the value of the benefits provided in addition to wages.

Exercise 1. On Compensation Worksheet 1, have each employer list the value of the wages and benefits provided for a specific job in the business. Suggestions on how to value each benefit are given in parentheses on the worksheet. Be prepared to answer questions and provide back-up information on how some of these benefits are valued. If possible, workshop participants should be encouraged to bring cost information on the benefits that need to be looked up for their own employees.

Lead a discussion regarding the competiveness of the wage and benefit packages represented in the group. Make the following points:

1. It is important that managers know the value of the wages and benefits provided.

2. It is the managers' responsibility to know how competitive the wage and benefit package is compared to other employers in the same geographical area.

3. In non-agricultural businesses, this is done formally or informally through the use of salary surveys.

Time Required: 30 Minutes

Exercise 1. **COMPENSATION WORKSHEET 1**

In the worksheet below, list the value of the benefits that you provide to your employees.

	Annual Value
Wages	_____
Housing (Comparable Rental Value)	_____
Utilities (Annual Cost to Employer)	_____
Farm Produce (Estimated Retail Value)	_____
Health Insurance (Annual Premium Paid by Employer)	_____
Retirement Benefit (Annual Cash Cost)	_____
Bonuses (Annual Cash Cost)	_____
Incentives (Annual Cash Cost)	_____
Paid Vacation (Comparable Value of Wages)	_____
Workers Compensation Insurance (Annual Premium)	_____
Unemployment Insurance (Annual Premium)	_____
Social Security (7.51 Percent of Wages)	_____
TOTAL	_____

C. Competitiveness In Compensation

If the compensation package is going to aid in attracting the most qualified applicant, it must be competitive. It must compete with compensation packages provided by other agricultural employers as well as non-agricultural employers. This assumes that in order to be competive, the manager must know what competing businesses and industries are providing in both wages and benefits.

In industry, this is commonly done through the use of compensation surveys. In developing a compensation survey, the business makes a series of decisions regarding what to study. Decisions include the purpose of the study, what types of jobs to survey, what geographical area to cover, and what businesses to contact.

From a practical standpoint, there are important differences between the ability of large industries and small agricultural businesses to conduct compensation surveys. Large firms often allocate substantial monies to their human resource management divisions and may also be able to afford extensive surveys conducted by outside professionals.

While the manager of a small agricultural business may not have the time or financial resources to conduct large scale compensation surveys, some information must be gathered to determine compensation competitiveness. The most common sources of this information are surveys conducted by agricultural universities, lenders, and magazines. Periodically, these organizations conduct salary surveys to aid their agricultural constituents in making management decisions. Very often, the purpose of conducting these surveys is to encourage agricultural employers to provide better wages and more benefits.

Surveys conducted by outside agencies can be very helpful but should not be relied upon as the only source of compensation information. They quickly become outdated and do not always include jobs you may be interested in. They may also be of limited value in a given geographical area Ultimately, it becomes the manager's responsibility to do some of the information gathering. This can be done by surveying agricultural producers in your area. (It is important to recognize that some may be reluctant to provide this information.) It is also important to contact non-farm businesses in the area since some are likely to compete with you for workers. For example, researchers at the University of Guelph studied wages and benefits provided to employees on area hog farms. To get a sense of how competitive these wages were, they were compared to salaries of construction workers in the area since there were some similarities between the jobs.

Determining compensation competitiveness can be difficult in some cases but it is an important managerial function when determining compensation packages which will attract the best people.

D. Relating Compensation to Employee Skills

As employees learn new skills they become more valuable to your business. By tying compensation to the growth of an employee's abilities, you increase your chances for retaining good workers. Turnover of entry level staff in agricultural businesses is a common problem. Agricultural employers are often frustrated by employees who leave just when they are becoming valuable. Adjusting your compensation package to reflect an increase in employees' value to the business may help you retain them. Salary increases that are related to skills learned have been used in many industries to enhance employee productivity and retention.

New employees are frequently lacking some of the skills necessary to perform the job for which they were hired. A constant supply of completely trained, new employees does not exist. The challenge for agricultural employers is to assess the skills of a new employee, work with that employee to develop a plan for gaining the additional skills needed and reward the employee once the needed skills have been mastered.

Written job descriptions and annual performance reviews are important communication tools in planning and rewarding employee growth. When filling a position, the job description should already be in place to indicate what skills are necessary. The applicant chosen should start the job with a clear understanding of the skills required as well as what his/her perceived weaknesses are.

It is common to have a probationary period for new employees. At the end of the probationary period, the supervisor and the employee should review the job description and the employee's progress in meeting it. They should discuss salary adjustments and plan for additional skills to be learned by the employee in the future.

After the probationary period, the skills review and planning process can be conducted on an annual basis. The initial job description can be updated every year to reflect the individual's growth. An entry level position can be upgraded to reflect more responsibility for selected tasks and may include a title change. Thus, ongoing salary adjustments continue to be related to employee skill growth. The key to this process is communication. Both the employer and the employee need to clearly understand the process and what is expected of each of them.

One potential problem with tying salary increases to skills learned is encountered when an employee has mastered all the skills required in the job description. But these employees can still receive salary increases for other reasons. Options to consider are: 1) upgrading the position to include some management responsibilities; 2) changing to performance/incentive based salary adjustments.

E. Evaluating Your Compensation Package

The compensation package can help you achieve the following human resource objectives:

1. To recruit the best possible employees.
2. To motivate employees.
3. To enhance productivity and profitability.
4. To retain valuable employees.
5. To meet legal compliance.

Think about your current compensation plan as it relates to the above mentioned goals. You may want to jot down some notes regarding how well your human resouce program meets these goals. When you have finished, there will be a group discussion.

Teaching Step 5

Exercise 2. Relating Compensation to Labor Goals

This exercise is intended to help course participants understand the effect of each component of the compensation package.

The answers to each section are:

1.) Recruitment. A, B, C, D, E, F, G, J, M, N, O.

2.) Employee Satisfaction. H, I, M, O

3.) Productivity & Profitability. F, H, I, M, N, O.

4.) Retention of employees. A, B, C, D, E, F, G, M, N, O.

5.) Legal compliance. J, K, L, M, N.

Time Required: 15 Minutes

Exercise 2.

Place the letters next to the components of a compensation package they affect the most.

1.) Recruitment_____

2.) Employee Satisfaction_____

3.) Productivity & Profitability_____

4.) Retention of Employees_____

5.) Legal Compliance_____

Components

A. Housing
B. Utilities
C. Meals
D. Produce
E. Medical Insurance
F. Paid Vacation
G. Retirement
H. Incentives
I. Bonuses
J. Unemployment Insurance
K. Workers Compensation
L. Social Security
M. Hours Worked
N. Wages
O. Work Environment

Teaching Step 6

Exercise 3. Evaluation of Your Labor Program

The participants should use this exercise to begin to evaluate the success of their overall labor program. Have them rate each labor measure in Exercise 3 from 1-10, based on their knowledge of their business. The participants should compare their businesses with those competing with them for the same labor pool.

Time Required: 10 Minutes

Exercise 3.

Use a scale of 1-10 (10 being excellent) to evaluate your human resource efforts in the following areas:

	Rating 1-10
Salary competitiveness	_____
Employee turnover	_____
Use of incentives	_____
Motivation of staff	_____
Ability to recruit good employees	_____
Productivity of employees	_____
Profitability of labor expense	_____
Legal compliance	_____

Teaching Step 7

Exercise 4. High Ridge Poultry Farm

This exercise is intended to give participants experience in objectively evaluating a compensation package. Have participants read the case. Then, on Worksheet 2, have participants evaluate the High Ridge compensation package.

Case Study for Rating Components of the Compensation Package

Read the case study and then use Worksheet 2. to evaluate the compensation plan described in the case.

High Ridge Poultry Farm

John Stevens has been a key employee on the High Ridge Poultry Farm for five years. His position would probably be classified as that of a working manager. He answers directly to two brothers who own and operate the farm but he works independently, makes some business decisions with regard to feeding and day-to-day management of the laying flock and oversees the work of several employees. As compensation for his work, John is provided with a variety of benefits along with his weekly wage of $300. John has a wife and two young children. The family lives in a house provided by the farm. Although the house is large enough for a family of four, John's wife is unhappy that it is in a state of poor repair. However, their utility bills are paid by the farm and John and his wife are very pleased with the excellent medical insurance plan that is also provided. These benefits were much needed when the couple's second child was born. The insurance covered all of the expenses incurred during Mrs. Steven's difficult delivery and it continues to be a highly valued part of John's compensation package.

John is thirty-two years old and a long way from retirement; yet, each year, the business puts $1,000 into a retirement account in his name. Although John will not be able to receive benefits from this retirement fund until he has been with the business for at least ten years, if he changes jobs after ten years, he will be able to take a portion of the retirement fund with him.

John receives no incentive plan, but he does receive a year-end bonus tied to the productivity of the business which, in the past five years, has ranged from $100 to $1,000. He also receives a small smount of farm produce in the form of eggs, poultry, and garden vegetables.

The business is too small to require the owners' to provide unemployment insurance on their workers, so they do not. However, they do provide full workers' compensation coverage, and they also pay the employee part of social security.

John works seventy-five hours a week and has one weekend day off. He also receives two weeks paid vacation each year which he can take any time he wishes. The working conditions on this farm are excellent. The facility that houses the laying flock was new five years ago and built with state-of-the-art equipment. The field machinery is modern and in excellent repair. Working conditions are also good in the egg-processing room and hourly employees are paid well.

Exercise 4: Worksheet 2. High Ridge Poultry Farm

Rate the Components of a Compensation Package

Recruitment, motivation and productivity are three human resource management goals. Use the worksheet below to rate the components of the High Ridge Poultry compensation package in meeting these goals.

Instructions:
1) Place an X under "not applicable" if this part of the compensation package cannot be used in your operation.
2) Place a +1 if this component of your compensation package has a positive impact on the labor goal being considered.
3) Place a 0 if you feel that this part of your compensation package has no effect on this goal.
4) Score a -1 if this part of your package has a negative impact on the labor goal being considered.

	Not Applicable	Recruitment	Motivation	Productivity
Retention				
Housing				
Utilities				
Meals				
Produce				
Medical Insurance				
Paid Vacation				
Retirement				
Incentives				
Bonuses				
Unemploy-ment Compensa-tion				
Worker's Compensa-tion				
Social Security				
Hours Worked				
Wages				
Work Environment				

Teaching Step 8

Now that participants have evaluated the High Ridge Poultry Farm, have them do the same with their own business, using Worksheet 3. At the end of the exercise, lead a discussion about the advantages and disadvantages of providing various components of compensation. The participants will probably want to use the "not applicable" column a lot when they do this exercise. However, this column should only be used if the particular component of the compensation package isn't relevant to the participant's businesss.

Time Required: 15 Minutes

Exercise 5: Worksheet 3.

Rate the Components of Your Compensation Package

Instructions:
1) Place an X under "not applicable" if this part of the compensation package cannot be used in your operation.
2) Place a +1 if this component of your compensation package has a positive impact on the labor goal being considered.
3) Place a 0 if you feel that this part of your compensation package has no effect on this goal.
4) Score a -1 if this part of your package has a negative impact on the labor goal being considered.

	Not Applicable	Recruitment	Motivation	Productivity
Retention				
Housing				
Utilities				
Meals				
Produce				
Medical Insurance				
Paid Vacation				
Retirement				
Incentives				
Bonuses				
Unemploy-ment Compensa-tion				
Worker's Compensa-tion				
Social Security				
Hours Worked				
Wages				
Work Environment				

Exercise 6

Now that you have evaluated your compensation package, list your goals for improvement. Goals should be S.M.A.R.T.- Specific, Measurable, Attainable, Rewarding, and Timed.

1.

2.

3.

4.

Teaching Steps 9 & 10

Exercises 6 and 7: Goal Development and Tactical Plan Worksheet

After the participants have evaluated their labor programs, they should be given time to formulate specific goals and tactics which they need in order to improve their compensation packages.

Instructors should use a workshop style for these exercises. Participants who seem to be unable to do these exercises should be given individual attention.

The goal of these two exercises is to give participants a plan of action to take with them so they can follow through with the information and materials provided by the course.

Time Required: 20 Minutes

Exercise 7.

Tactical Plan Worksheet

Based upon the previous evaluation exercise, you have identified potential weaknesses in your compensation package. You have also identified a few goals to improve your labor program. What specific actions will you take in the next month to evaluate new options and make changes in your compensation package. Examples might include doing a compensation survey of your area, adding a new benefit, or reducing the hours worked each week.

Tactical Plan

Goal 1._____

Action to be taken	Person Responsible	Completion

Goal 2._____

Action to be taken	Person Responsible	Completion

Goal 3._____

Action to be taken	Person Responsible	Completion

Goal 4._____

Action to be taken	Person Responsible	Completion

Teaching Step 11

Exercise 8. Have participants read the exercise and respond to the questions at the end. Then lead a discussion which focuses on the price paid for labor versus the productivity expected.

F. Selecting Staff Who Will Help Make Your Business Profitable.

One temptation for many employers is to hire the cheapest available employees. Labor costs should be measured the same way that other costs of production are.

Labor costs invested in the business have a profit associated with them. Hiring the least expensive employee can adversely affect the amount of production and profits, while hiring a good employee can increase the profit potential of your business. How much can a poor employee cost your business?

Exercise 8.

In order to provide a basis for group discussion of this issue, please read the following case study, which deals with the hiring of a secretary.

Cornell Cooperative Extension is accepting applications for a secretarial position. As part of the application process, each applicant is given a skills test which includes proof reading a rough draft of a letter. The letter contains twenty errors.

The applicants are also asked to demonstrate their typing speed. The pool of applicants has been narrowed to four candidates. Each of the four has also indicated the hourly wage he/she requires to accept the job.

Candidate A: Ms. Jill Jones has no secretarial experience. She found four of the twenty errors and types at a speed of 20 words per minute. Her salary requirement is $160 per week.

Candidate B: Mr. Frederick Smith has one year of secretarial experience. He found seven of the twenty errors and types at a speed of 40 words per minute. His salary requirement is $240 per week.

Candidate C: Mrs. Janet French has three years of secretarial experience. She found fourteen of the twenty errors and types at a speed of 60 words per minute. Her salary requirement is $240 per week.

Candidate D: Mrs. Penny Topnotch has ten years of secretarial experience. She found nineteen of the twenty errors and types at a speed of 80 words per minute. Her salary requirement is $480 per week.

Discussion Questions:

1. Based on this information and assuming that the candidates are equal in all other areas, which one would you hire?

2. What additional information would you like to have in order to make that decision?

3. How does the skills test make the selection process easier?

4. How does this example relate to your particular selection process?

Appendix 1
Summary of Wages and Benefits
for 88 Full-Time Nonfamily Employees on 59 New York Dairy Farms (1988)

	# Receiving	% Receiving	Average Value for all 88 Employees
Cash Wage	88	100 %	$12,812
Social Security	87	100 %	1,217
Workers' Comp.	87	100 %	999
Farm Produce	68	77 %	729
Housing	52	59 %	1,060
Bonuses	48	55 %	2,025
Utilities	41	46 %	201
Health Ins.	30	34 %	822
Incentives	11	13 %	366
Retirement	6	7 %	38
Unemployment Insurance	5	6 %	11
Average Value of Wages and Benefits			$19,283

Source: Wages and Benefits of Full-time NonFamily Employees on Larger than Average New York State Dairy Farms, Thomas R. Maloney and Sue A. Woodruff, Department of Agricultural Economics, Cornell University, Ithaca, New York 14853

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References:

Arthur, Diane, 1987. Managing Human Resources in Small and Mid-Sized Companies, AMACOM, New York, N.Y.

Belcher, David W. and Thomas J. Atchison, 1987. Compensation Administration, Prentice Hall, Inc., Englewood Cliffs, N.J.

Douglas, John, Stuart Klein, and David Hunt, 1985. The Strategic Managing of Human Resources, John Wiley and Sons, New York, N.Y.

LEARNING OBJECTIVES

AT THE END OF THIS SECTION, YOU WILL BE ABLE TO:

1) UNDERSTAND THE MEANING OF THE TERM COMPENSATION

2) IDENTIFY THE COMPONENTS OF A COMPENSATION PACKAGE

3) DESCRIBE THE RELATIONSHIP BETWEEN COMPENSATION AND RECRUITMENT

4) IDENTIFY AREAS WHERE IMPROVEMENTS ARE NEEDED IN YOUR COMPENSATION PLAN

COMPENSATION

THE EXCHANGE OF PAY IN RETURN FOR WORK

IV-T-2

GOALS OF A COMPENSATION PLAN

1) SHOULD BE COMPETITIVE WITH OTHER BUSINESSES

2) TIME, ENERGY, AND COST DEVOTED TO THE COMPENSATION PLAN

3) COMPENSATION POLICIES SHOULD BE UNDERSTOOD BY EMPLOYEES AND IMPARTIALLY ADMINISTERED

4) COMPENSATION PLAN SHOULD ENCOURAGE EMPLOYEES TO BE MOTIVATED, PRODUCTIVE, AND GOAL ORIENTED

REASONS FOR PROVIDING BENEFITS

1) TO ATTRACT THE BEST EMPLOYEES

2) TO MAINTAIN A FAVORABLE COMPETITIVE POSITION

3) TO ENHANCE THE IMAGE OF THE BUSINESS

4) TO IMPROVE EMPLOYEE MORALE

5) TO REDUCE TURNOVER

VOLUNTARY BENEFITS

1) HOUSING

2) UTILITIES

3) MEALS

4) FARM PRODUCE

5) HEALTH INSURANCE

6) RETIREMENT PROGRAMS

7) BONUSES

8) INCENTIVES

9) PAID VACATION

10) HOURS WORKED

11) MISCELLANEOUS

ADVANTAGES OF PROVIDING HOUSING

1) ADDS SUBSTANTIALLY TO THE VALUE OF THE COMPENSATION PACKAGE

2) HELPS ENSURE THAT THE EMPLOYEE IS CLOSE TO THE WORKSITE AND AVAILABLE FOR WORK

3) COST EFFECTIVENESS - ALLOWS EMPLOYER TO UTILIZE EXISTING RESOURCES OF THE BUSINESS

DISADVANTAGES OF PROVIDING HOUSING

1) COST AND TIME INVOLVED WITH MAINTAINENCE

2) EVICTION IS SOMETIMES NECESSARY AND OFTEN DIFFICULT

3) EMPLOYER AND EMPLOYEE HAVE LESS PRIVACY

MANDATORY BENEFITS

1) WORKERS COMPENSATION

2) UNEMPLOYMENT INSURANCE

3) SOCIAL SECURITY

WAGES

1) SHOULD BE COMPETITIVE

2) SHOULD BE INCREASED AT APPROPRIATE TIMES

3) SHOULD BE EQUITABLE AMONG EMPLOYEES

ANNUAL VALUE

WAGES _____

HOUSING (Comparable Rental Value) _____

UTILITIES (Annual Cost to Employer) _____

FARM PRODUCE (Estimated Retail Value) _____

HEALTH INSURANCE (Annual Premium Paid by Employer) _____

RETIREMENT BENEFIT (Annual Cash Cost) _____

BONUSES (Annual Cash Cost) _____

INCENTIVES (Annual Cash Cost) _____

PAID VACATION (Comparable Value of Wages) _____

WORKERS COMPENSATION INSURANCE (Annual Premium) _____

UNEMPLOYMENT INSURANCE (Annual Premium) _____

SOCIAL SECURITY (7.51 Percent of Wages) _____

TOTAL _____

V. Employee Selection

Learning Objectives

At the end of this section you will be able to:

1) Understand the use and importance of the job application.

2) Identify and evaluate different screening techniques.

3) Conduct a successful interview.

4) Assess the attributes of the applicants.

5) Write a job offer/work agreement.

Introduction

Selection is defined as the process of choosing from a group of applicants those individuals best suited for a particular job. Managers use a variety of tools to aid them in making selection decisions. These tools include application forms, job descriptions, interviews, reference checks, skills tests, work samples, and medical checks.

A. Application Process

Many small employers view the application procedure as an unnecessary part of their labor management process. On the contrary, this procedure is very important to the development of a business-like relationship with a potential employee. It can help you gather valuable information about a large number of potential employees with a minimal investment of your time. In addition, it lets you organize information about the applicant into a format that is most useful to you. A job description and application tells the person who is looking for work a lot about you and the job you have to offer. It helps prospective employees evaluate their interest in the job.

B. Screening Applicants

As you begin to screen interested applicants you should first determine if the applicant can do the job. Does the applicant have the skills and experience to do the job outlined in the job description? Be sure an up-to-date job description lists the skills needed to perform the job. It should list the level of education and experience as well as the physical requirements needed for the job, compensation information (wage range, benefits, time-off, sick leave, etc.) length of the work week, and the work environment. Next, you should determine if the applicant is genuinely interested and willing to do all that the position requires. You will need to get the following information from each applicant:

Learning Objectives

At the end of this section, participants will be able to:

1. Understand the use and importance of the job application.

2. Identify and evaluate the different screening techniques.

3. Conduct a successful interview.

4. Assess the attributes of the applicants in order to hire the most appropriate candidate.

5. Write a job offer/work agreement.

Use Overhead V-T-1 to discuss these objectives.

Teaching Step 1. Use Overhead V-T-2 to define selection.

Time Required: 5 Minutes

Teaching Step 2. The Application Process

Exercise 1.

1. Ask group: How many have filled out an application form? This will give you an idea of how many participants have actually applied for a job. (Some producers never have.) Use this as a warm-up question.

2. Review the job application form and discuss its use.

Suggested Teaching Aid: Human Resource Management, #11, The Employee Application, Joan Sinclair Petzen.

Time Required: 10 Minutes

Teaching Step 3. Screening Applicants

Exercise 2.

1. Use Overhead V-T-2 to outline selection criteria to be used in screening applicants.

2. Have the participants use the completed job application (either the greenhouse example or the dairy example) to do some preliminary screening, i.e. measuring skills required in the job description vs. the applicant's credentials. Have the participants note their observations of candidates' positive and negative qualifications. Lead a discussion regarding those qualifications.

Time Required: 20 Minutes

Teaching Step 4.

Exercise 3. Use Overhead V-T-4 to discuss the important aspects of the different screening techiniques:

a. Job application
b. Phone
c. Resume
d. Reference

Job Applications

1) must be complete.
2) provide an excellent source of information for comparison of candidates.
3) can be used to screen those who do not meet the job's minimum requirements.

Telephone

1) can be useful in screening individuals early in the selection process.
2) can be very time consuming.
3) do not replace the job application.
4) keep a list of questions near the phone to aid you when talking with applicants.

Resume

1) provides detailed information about the candidate.
2) may not be appropriate for all positions.

References

1) should always be checked.
2) can help narrow down the pool of applicants.
3) occasionally, a glowing recommendation is given to try to get rid of someone.
4) make a list of things you want to know about an applicant before calling to check the references.

Time Required: 15 Minutes

Time Required: 20 Minutes

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4) make a list of things you want to know about an applicant before calling to check the references.

Time Required: 15 Minutes

1. Relevant work experience - What skills does the candidate bring from previous positions?

2. Skill and competency levels - What skills does the position require and what level of skills does the applicant possess?

3. Interest in the job - Is the candidate's interest genuine?

4. Productivity - Is the applicant interested in completing a task in a timely manner?

5. Adaptability - What is the person's degree of flexibility? Can the applicant handle change?

6. Motivation - What is the person's level of determination and self-direction?

7. Ability to get along with others -Is the individual a "people person"? This is particularly important if the job requires a lot of interaction with fellow employees or customers.

8. Maturity - Is the individual responsible?

9. Leadership ability -The importance of this quality will depend upon the level the position has in the business.

10. Growth and development potential - How long do you envision an applicant staying in this position? If there is room for advancement, does it appear that the candidate has the potential to move up the ladder?

C. Screening Tools

Various screening tools can be used to save you time and help you narrow the interested individuals to a manageable number. It is difficult to say how many applicants are ideal for every position. However, you should keep in mind that it's best to have at least 3 or 4 good candidates from which to choose. Many applicants will try to learn more about the position by discussing it with you over the phone. This can be time consuming for you if a lot of people try to apply for the job in this fashion, but you can do some effective screening, especially if applicants do not have the basic qualifications for the job. Remember to encourage those individuals who sound qualified to follow up by completing an application. Anyone who is genuinely interested in the job must complete a job application. Sort through the completed applications and match the job responsibilities with the experience listed by the applicant. Other applicants can be eliminated at this point. Some jobs, such as supervisory or secretarial positions, may require a resume. This prepared summary of a person's credentials often lists education obtained, related work experience, course work completed, awards and extra curricula activities and the names of references.

People seeking management positions often utilize this tool. Such a level of detailed information may not be needed for your purposes, and most entry level candidates do not have a resume. However, it may be appropriate for particular jobs in your operation. Word-of-mouth references from the applicant's co-workers, from your colleagues or from those listed by the applicant will be useful in narrowing down the pool of viable candidates. Although you may favor one screening tool over another, always use a combination to help you make the best decision. The use of any or all of these screening tools will take time and energy, but the effort will pay off.

Sample Job Application Form

Name_____ Date_____

Address_____

Home Phone Number_____ Work Phone Number_____

Position Applying For_____Date You Can Start_____

Education

	Dates Attended from	to	Major	Degree
High School				
College				
Other Training				

Previous Employment History (List most recent employment first)

From mo/yr	To mo/yr	Employer address/phone	Duties performed

References

(List the names of three persons not related to you with whom we may discuss your character, integrity, and ability).

Name	Address/Phone #	Occupation	Years

_____

_____

Do you have any physical disablities? _____ If so, explain_____

_____

What are your main agricultural/horticultural interests and skills?_____

_____

Explain why you feel you are qualified for this position_____

_____

_____

I hereby certify that the above information is correct.

Signature_____ Date_____

Teaching Step 5. The Interview

Exercise 4

Ask the group: How many of you have conducted an interview?

As them how it felt to prepare for an interview. It is not unusual for the manager to be a little nervous during the interview process.

1) The employer should prepare a list of interview questions using the following steps.

a) Identify job behaviors specific to the job.
b) Write questions which relate to those job behaviors.
c) If helpful, the manager can score the answers to each question.

Refer to the Sample Interview Checklist in the text.

2) Have participants refer to the list of sample job behaviors or skills in the text. Also show Overhead V-T- 5, which contains the same information. Have participants work in groups of three and give each group 1 or 2 job behaviors or skills from the text. Have them develop questions which will help the interviewer determine if the applicant is able to perform the skill. Note: You may wish to give each group a blank transparency and overhead pen to complete this assignment, and then show their answers to the group on the screen when they are completed.

3) Ask participants to refer to the interview score sheet. Explain how it can be used to compare one applicant with another.

4) Review the interview biases using Overhead V-T-6.

5) Ask participants to refer to the EEO worksheet. Review the EEO information in the text and ask participants to fill out the worksheet. There are only four questions on the entire list that are not discriminatory. They are: 1)Name three references we may call who are familiar with your abilities; 2) List your past working experiences and the reason you left each position; 3) Are you a United States citizen?; 3) What foreign languages do you speak, read, or write?

Use Overhead V-T- 6 on biases when completing this part of the exercise.

6) How to conduct the interview

Use transparency V-T-7 to review steps in conducting an interview.

Use a role play to demonstrate good and bad interviewing techniques.

a) show pitfalls

b) ask illegal questions

c) have obvious biases

You are encouraged to develop a role play that you feel will work effectively, or use the following role play.

Sample Role Play

Your neighbor, Russ Northup, wanted to hire some one with mechanical experience. After having no luck through the local newspaper or feedstore bulletin board, he placed the following ad in a college newspaper of an agricultural college about ten miles away.

Help Wanted: Part-time mechanic for machinery repair and engine maintenance on a large crop farm. Individual needed 4-6 hours per day, 5 days per week from November through May. Opportunity for full-time work during summer months helping with harvest. Good pay, flexible hours, warm, well-equipped shop, room and board at a nominal fee if desired. Apply Northrup Farms , corner River Road and Rt. 23, 2 miles west of Holly.

Two college students responded to the ad and Mr. Northrup interviewed each. Following is a general description of each and some excerpts from the interviews.

Applicant # 1 - Abe

Abe arrived in a fairly old but well preserved Chevy 2-door. There was no hood, the rear end was jacked up with racing slicks on the rear wheels. Abe himself was tall, very muscular, had a beard and fairly long hair. He was very clean but his clothes consisted of a T-shirt, black leather vest and faded blue jeans. He seemed very self confident and friendly. Part of the interview included the following:

Northrup: "What experience have you had as a mechanic?"

Abe: "I like fixing machinery and rebuilding engines. I was fine tuning tractor engines back on the old man's ranch in Kansas when I was 10. I dug an old Ford out of the scrap heap when I was 14 (it had been there 7 years) and completely restored it. I built a dune buggy from old car parts with a modified 256 cube Ford truck engine at 16. I've worked on combines too. Now I'm a senior at the college. My major is mechanical engineering with a minor in engine design. Next year I'm going on for a M.S. if I can swing it. While here at college I've worked at

Waco's Speed Shop and some at Sam's Garage. Even the engine in my car is rebuilt. I started with a 304 Chrysler, planned the heads, put on racing cams, twin carbs and turned down the fly wheel. She'll do 0-60 in 7.5 seconds but also idles so smooth you can't hear it."

Northrup: "Do you race a lot?"

Abe: "No. I want to live awhile. Besides that, racing tears the guts out of a machine. My thing is making a machine, any machine , operate so smoothly that it becomes a work of art."

Northrup: "What happened to the hood on your car?"

Abe: "I tossed it. An engine like that is a beautiful thing. I don't want it covered up with a piece of tin."

Northrup: "Why, with your experience, did you apply for this job so far from your classes?"

Abe: "A couple of reasons. First, I have this hang-up about physical fitness. I'm not too big on competition so I don't go out for sports. I thought working out here in the country was a chance to get a real workout . I could work and still keep in shape. Also with classes as they are, I like the flexible schedule.

Northrup: "For the right man I was planning to pay $6.00 per hour. Is that OK ?"

Abe: "Ouch! That hurts! I've been getting $7.00 at Sam's. I'm willing to take a cut for the country air and flexibility, but I gotta have 6.50 just to make ends meet and afford a little partying."

Northrup: "Aren't your parents helping?"

Abe: "The old man is loaded and the checkbook is always open but that parasite bit is not for me."Tell you what. Try me for a week at 6.00. If your happy, raise me to 6.50 If you're not, I'll leave and nobody has lost."

Applicant #2 - Ben

Ben drove in in an old, well preserved Ford with no modifications. He was dressed in a sport shirt, slacks and loafers. He seemed to be average in height and weight, clean shaven with a short haircut. It was learned that he was a junior in college majoring in General Agriculture. He seemed friendly but quite shy.

Northrup: "What experience have you had as a mechanic?"

Ben: "I come from a fairly large dairy farm about 60 mile from here and we have a lot of machinery. I have helped Dad repair it sometimes. For awhile I was responsible for maintaining one of our tractors as a 4-H project. Also, another boy and I overhauled a tractor engine in a Farm Shop course in high school.

Northrup: "How did you happen to apply for this job?"

Ben: "Well, sir, I feel more comfortable on a farm and I think I can do the work if you can sort of get me started. I need the money because Dad believes a fella should help put himself through school."

Northrup: "For the right man I was planning to pay $6.00 per hour. Is this OK?"

Ben: "Oh, yes sir! That's great! I've never received that much before. I only hope you feel I'm worth it."

Northrup: "Would you want to work next summer?"

Ben: "Oh, no sir, I'll have to go home and help Dad. He feels that since he's helping me go to school, I should help on the farm whenever possible."

Your neighbor Russ Northrup, after telling you about these two applicants, said that he'd decided to hire Applicant #2, Ben. Some of his comments were as follows:

"When that second boy, Ben, showed up, I knew what my decision was before he said a word. I was even more convinced after talking to him. He could have been my own son. He may be short on ability but I think that boy will make a good mechanic."

"That other guy was a little rough looking and a hot rod fanatic. He's really not like my son or the other employees. He'll never fit in here. I'm open minded so I went through with the interview but I knew he wouldn't work out."

Lead a discussion of the case with the group. You may want to pose the following questions.

Why do you think Mr. Northrup chose Ben?

If you had to make this choice, is there any other information you would want? If so, what?

Have you ever interviewed an employee that you thought would be excellent but after he was hired performance was poor?

Have you ever interviewed someone you thought would be a marginal employee but after they were hired turned out to be an excellent employee?

Key Points Regarding the Interview:

1. Use an organized process to ensure reliability.

2. Resist bias as much as possible.

3. Remember, you are looking for information about how this individual will perform on the job.

How to wrap up the Interview

Use Overhead V-T-8 to outline steps for concluding the interview.

Suggested Teaching Aid: Human Resource Management #12, Conducting a Successful Job Interview, Thomas R. Maloney.

Time Required: 120 Minutes

D. The Interview

Always use an organized approach to interviewing. It makes the selection process much easier. Develop a list of questions that helps you identify job behaviors. For example, if the job you are hiring for requires an individual who can identify pest problems, determine the current recommended pest management practices as well as the application of these practices. You might ask, "What common pests have you found in the greenhouse?" Or, "What control practices have you used? Or, "Are you a certified pesticide applicator?" Ask open-ended questions which encourage a response beyond "yes" or "no". This will allow you to gain more insight into the candidate's abilities. Instead of asking, "Have you used a sprayer?", ask "What kinds of spray equipment are you familiar with and how do you calibrate them?". Ask each applicant the same questions. The following sample interview checklist shows how interview questions can be developed based on the job behaviors you are seeking in a new employee.

Sample Interview Checklist

Behaviors	Questions designed to predict behaviors
Job Stability	How long have you been in the last two jobs What are your career goals?
Ability to Make Decisions	Describe a situation in a previous job where you had to make an important decision. What did you decide? How did you feel about being in that situation?
	Assume your boss was not around and the following situation arose (describe a decision making situation). What would you do and why?
	How do you feel about making decisions which impact on the success of the business you work for?
Ability to Work With People	Given a choice, do you prefer to work alone or in cooperation with others?
Technical Skills	Describe your experience with developing pesticide spray schedules.
	What farm equipment have you operated?
	Describe your knowledge of animal nutrition programs.
Ambition/ Industriousness	Describe a particularly productive day in a previous job.
	Describe a major job related task you have performed that you are quite proud of.
Ability to be Trained	Describe your formal educational background.
	Have you voluntarily taken any adult educational courses?
	Describe an instance where you had to learn a new skill for a former job.
Leadership	Have you ever been an officer in a club or community organization? Describe.
	What supervisory roles have you played in previous jobs?
	How do you feel about supervising the work of other people?
Good Attendance	In the past year, how many days off work have you taken for sickness or personal reasons?

Make certain those questions are legal. To employ fairly, keep one basic rule in mind: the questions must be relevant to the work for which the applicant is applying. The interview and application form must concentrate on distinguishing between peoples' ability to satisfactorily perform the job.

1. Interview Bias

As you prepare to interview candidates, beware of biases. Occasionally an interviewer's personal biases can get in the way of assessing a candidate's potential for employment. The challenge is to recognize the opportunity for error and resist it as much as possible. The most common biases include:

a. **Stereotyping.** This refers to the tendency to attribute certain characteristics to particular groups of people. For example, you may believe that women do a better job caring for calves or handling foliage plants than men do. This could bias your thinking and prevent you from selecting a highly qualified male.

b. **Halo Effect.** This is the tendency to highly regard an individual who has a characteristic you particularly like, while disregarding some of the person's less desirable characteristics.

c. **First Impressions.** Your first impression of an applicant can color your assessment of the applicant as the interview progresses. Any premature judgement can bias the remainder of the interview.

d. **Projection.** People tend to believe that others share their interests. For example, if one of your major motivators is money, you may assume that others share that interest.

e. **Contrast.** This is the tendency to measure people by those with whom we have just had contact. For example, if you have just interviewed an unqualified applicant, an ordinary applicant may look great by comparison.

Selection of the right employee for your operation is critical; be sure to give it the priority it deserves. Interruptions from other employees or sales reps will give the impression that the interview is not important enough to you to warrant your full attention. To avoid this, select a location that is private where you won't be interrupted. Review the applicant's job application and/or resume before the interview so you are familiar with the person's background, education, experience, etc. List areas about the applicant that you would like to learn more about during the interview and jot those questions down. At the beginning of the interview be sure to help the applicant relax. Light conversation helps. Describe the job as thoroughly as possible and give the applicant a copy of the job description. Remember to ask questions which will give applicants a chance to describe their experience and knowledge.

Ask applicants questions that will help you learn:

a) The accuracy of the person's application, which is useful in gauging the reliability of the individual.

b) The person's ability to perform job related tasks.

c) The applicant's job expectations and career aspirations. Candidates often answer this question with what they think the employer wants to hear. For example, if they plan to use this job as a stepping stone they will instead discuss it as though it were their life long career goal.

When all the information is obtained, the interview is over! Wrap up the session by giving the candidate an opportunity to ask questions; then, review the firm's policies, philosophy, and goals. Briefly discuss the working conditions, the niche this job fills in the business, and the conditions under which the new employee will be working. Tell the applicant when you will be making a hiring decision for this position.

3. Equal Employment Opportunity and The Interview

Interviewing each applicant is very important in order to select the right candidate for the job. However, you should be aware of guidelines set by the Equal Employment Opportunities Act. Those guidelines are aimed at prohibiting discrimination in employment. What is discrimination in hiring? Equal employment opportunity legislation prohibits discrimination based on a wide range of criteria. Under Federal legislation, it is forbidden to discriminate against anyone because of the following:

a) Sex
b) Race
c) Age (40 or over)
d) Color
e) Creed
f) Religion
g) National Origin
h) Veteran Status
i) Disability
j) Pregnancy

The New York State Human Rights Law includes all of the above categories as well as the following:

k) Marital Status
l) Age 18 and over

Interview questions that can be interpreted as discriminatory based on the above criteria should not be asked. Some examples of such interview questions are:

What is your marital status?
Do you plan to have children?
How many children do you have?
Are you divorced?
Have you ever been arrrested?
What is your birthdate?
Where were you born?
Does your religion prevent you from working weekends or holidays?
Do you have any physical disabilities?
How old are you?

Interview Score Sheet

Position_____

Information:	Candidate 1	Candidate 2	Candidate 3

Skills and Abilities:_____

Strengths:_____

Improvement Areas:_____

References:_____

Willingness to Learn:_____

Ability to Work with Others:_____

Job Expectations:_____

Concerns:_____

Rating:_____

Score: 5= Excellent. 3= Good. 1= Below Average.

Sample List of Job Behaviors and Skills

Transplanting seedlings.

Potting crops.

Identifying pests.

Selecting recommended pest management practices.

Calibrating spray equipment.

Properly applying pesticides.

Pruning.

Calibrating fertilizer applicators.

Driving a fork lift.

Driving a tractor.

Fitting a crop field.

Operating harvest equipment.

Developing a feeding ration.

Milking cows properly.

Equal Employment Opportunity Worksheet

Which of the following questions or requests are appropriate to ask a candidate? Place a check next to those you feel are appropriate.

_____ What is your height?

_____ How much do you weigh?

_____ How old are you?

_____ Are you single or married?

_____ What is your maiden name?

_____ Name 3 reference we may call who are familiar with your abilities.

_____ List the names of your dependent children under the age of 18.

_____ What is your religious denomination?

_____ List your previous jobs and the reasons you left each one.

_____ Are you a United States citizen?

_____ Are you available for work on weekends?

_____ List organizations, clubs, or societies to which you belong.

_____ Please attach a photograph of yourself. (optional)

_____ What is your spouse's occupation?

_____ Do you own your own home?

_____ What is the lowest salary you would accept?

_____ What foreign language(s) do you speak, read, or write?

_____ Have you ever had your wages garnished or assigned?

_____ What arrangements have you made for child care?

_____ Have you been arrested? If yes, state when, and the reason.

Teaching Step 6.

Exercise 5 Discuss other selection tools by using transparency V-T- 9:

1. Check references.

2. Skills tests/work samples.

3. Medical check.

Suggested Teaching Aid: Human Resource Management On the Farm Letter #13, The Hiring Process, R. Brian How

Time Required: 10 Minutes

E. Other Selection Tools

References checks, skills tests, work samples and medical checks will also allow you to collect more information about the applicants' abilities and limitations. References must be checked. This individual is unknown to you in most instances. You should attempt to reduce the risk associated with hiring a new employee. Individuals provided as a reference are often reluctant to hinder the chances of others and therefore the comments must be considered carefully. When checking references, you may want to ask previous employers the following questions:

1. How long did you employ the individual?
2. What was the individual's quality of work?
3. How much responsibility was the worker given?
4. How did the individual get along with fellow workers, agribusiness reps , etc?
5. Was it necessary to provide very close supervision?
6. Why did this worker leave your business?

A standard reference form is often used to obtain unbiased information. Because of the timeliness of the selection process, written references may be replaced with a phone call or a fax machine.

Skills tests are a good tool to use when making an informed decision about candidates. If being able to operate equipment is part of the daily routine, a "test course" can be set up. If produce, animals, flowers, or ornamentals require special handling, the respect an individual shows for each can be evaluated by a test. Measurement can be subjective (how carefully is the task completed) or objective (take a count of how many errors were made, or how much time it took to perform the task).

It may be advisable to consider a medical check for some positions. Examples of situations where a medical check may be in order include jobs requiring lifting. Does the applicant have any back problems? Or, if the work area is dusty (grain chaff), does the applicant have lung problems?

F. Interpretation & Decision Making

The final decision-making process involves assembling the informational elements (interview, references, application, resume, personal impressions, test results, and medical results). Use a score sheet to compare all of the candidates. If you have any further questions about individuals, a follow-up call or interview can be scheduled, along with follow-up calls to references. The time you invest in the proper selection of workers can have a big payoff.

G. Inform Applicants Who Have Not Been Selected

After an interview, it can be awkward to tell candidates that they are not qualified for or don't meet the current demands of the farm/business. It is easy to brush aside

Teaching Step 7

Exercise 6

1. Have the group look over NYS Department of Labor sample Farm Work Agreement.

2. Review the typical contents of a work agreement using Overhead V-T-10.

3. Have the group write their own employment agreement on the worksheet provided. Encourage them to include aspects of employment specific to their business.

Time Required: 25 Minutes

individuals with "we will keep your application on file" or "we will keep in touch for another time". If you are certain that the individual is not suited to the goals of the firm it is a disservice not to make your intentions known immediately. If there might be a position with your firm in the future an indication of that is realistic. You should try to balance the farm/business's goodwill and reputation with the candidate's ego. You can say that the skills and knowledge of the applicant are too extensive for the position. This allows the applicant to withdraw. If the person's skills may be useful in other positions (in or out of your operation) you can say so. If it is a personality trait that is the cause of your desire not to hire the individual, this can be touchy. Objectivity is difficult when this occurs. Your skills as an interviewer are tested in this situation. The most often-used technique is to say that the position is very competitive and only one candidate will be chosen from a pool of several. After the selection has been made, don't delay in notifying all of the people who were part of the recruitment and selection process.

G. Writing Terms of The Employment Agreement and Offering the Job

Time is of the essence when offering a person a job. After checking all available resources (references,etc.) schedule a meeting with the leading candidate to reach an agreement on the conditions of employment. New York law requires that all agriculture employees be notified in writing of the terms and conditions of employment. A copy of a NYS Department of labor work agreement is included here. If you develop your own form, it should contain all the same information. For those not covered by this law, it would still be wise to include this same information to foster better relations between employee and employer. The job offer should include the position title, the starting date, and the pay rate and benefits (which should be spelled out). The offer may include holidays and other time off. Now is the time to discuss the probationary period. Although this is often left until the orientation session, it should be mentioned now. This and all future meetings with the new employee should be upbeat and positive.

Work Agreement

Employer's full name_____ Telephone_____

Address_____ City_____ Town_____County_____

Specific location where worker will work_____

Type of work to be performed_____

Hours for standard work day_____ Hours for standard work week_____

Describe housing arrangements_____

Indicate allowances to be deducted from wages_____

List benefits provided by employer_____

Wage rate to be paid hourly_____ piece rate_____ bonus_____other_____

How often wages are paid_____

Approximate period of employment_____

List other planned payroll deductions_____

_____

List benefits other than wages_____

_____

Will overtime be paid?_____ If yes, specify agreement for same_____

_____

Name of owner, partner or corporate officer_____

Name of employee_____

Employer signature_____Employee Signature_____

Date_____ Date_____

Worksheet . Write Your Own Employment Agreement

Teaching Step 8.

Exercise 7

Use Overhead V-T-11 to go over the steps that need to be taken during a new employee's orientation.

Suggested Teaching Aid: Human Resource Management On the Farm Letter #16, New Employee Orientation, Stewart E. Ackerman.

Time Required: 10 Minutes

LEARNING OBJECTIVES

AT THE END OF THIS SECTION YOU WILL BE ABLE TO:

1) UNDERSTAND THE USE AND IMPORTANCE OF THE JOB APPLICATION.

2) IDENTIFY AND EVALUATE DIFFERENT SCREENING TECHNIQUES.

3) CONDUCT A SUCCESSFUL INTERVIEW.

4) ASSESS THE ATTRIBUTES OF THE APPLICANTS.

5) WRITE A JOB OFFER/WORK AGREEMENT.

SELECTION:

THE PROCESS OF CHOOSING FROM AMONG A GROUP OF APPLICANTS THOSE INDIVIDUALS BEST SUITED TO A PARTICULAR JOB.

SELECTION CRITERIA

- RELEVANCE OF WORK EXPERIENCE
- SKILL AND COMPETENCY LEVELS
- INTEREST IN THE JOB
- PRODUCTIVITY
- ADAPTABILITY
- MOTIVATION
- ABILITY TO GET ALONG WITH OTHERS
- MATURITY
- LEADERSHIP ABILITY
- GROWTH AND DEVELOPMENT POTENTIAL

SCREENING TOOLS

JOB APPLICATIONS

TELEPHONE

RESUMES

REFERENCES

SAMPLE LIST OF JOB BEHAVIORS AND SKILLS

TRANSPLANTING SEEDLINGS.

POTTING CROPS.

IDENTIFYING PESTS.

SELECTING RECOMMENDED PEST MANAGEMENT PRACTICES.

CALIBRATING SPRAY EQUIPMENT.

PROPERLY APPLYING PESTICIDES.

PRUNING.

CALIBRATING FERTILIZER APPLICATORS.

DRIVING A FORK LIFT.

DRIVING A TRACTOR.

FITTING A CROP FIELD.

OPERATING HARVEST EQUIPMENT.

DEVELOPING A FEEDING RATION.

MILKING COWS PROPERLY.

SELECTION BIASES

STEREOTYPING:
ATTRIBUTE CERTAIN CHARACTERISTICS TO A PARTICULAR GROUP OF PEOPLE

HALO EFFECT:
HIGHLY REGARD AN INDIVIDUAL WHO HAS A CHARACTERISTIC YOU PARTICULARLY LIKE

FIRST IMPRESSIONS:
A PREMATURE JUDGEMENT CAN BIAS THE REMAINDER OF THE INTERVIEW

PROJECTION:
YOU ASSUME THAT OTHERS SHARE A SIMILAR INTEREST

CONTRAST:
TENDENCY TO MEASURE PEOPLE AGAINST THOSE YOU HAVE JUST MET

STEPS FOR CONDUCTING A SUCCESSFUL INTERVIEW:

1. RELAX THE APPLICANT.

2. DESCRIBE JOB AS THOROUGHLY AS POSSIBLE.

3. GIVE APPLICANT A COPY OF THE JOB DESCRIPTION.

4. ASK OPEN-ENDED QUESTIONS.

5. LET THE CANDIDATE DO MORE OF THE TALKING AND LISTEN CAREFULLY.

6. ASK THE APPLICANT QUESTIONS THAT WILL HELP YOU LEARN:
   - THE ACCURACY OF THE CANDIDATE'S APPLICATION.
   - THE CANDIDATE'S ABILITY TO PERFORM JOB RELATED TASKS.
   - THE CANDIDATE'S JOB EXPECTATIONS, CAREER ASPIRATIONS.

CONCLUDING THE INTERVIEW

OUTLINE FOR EACH APPLICANT:

1. YOUR BUSINESS POLICIES.
2. YOUR BUSINESS PHILOSOPHY.
3. YOUR BUSINESS GOALS.
4. WORKING CONDITIONS.
5. YOUR EXPECTATIONS OF THE EMPLOYEE.
6. OUTLINE OPPORTUNITY FOR GROWTH AND ADVANCEMENT.
7. WHEN YOU PLAN TO MAKE A DECISION ABOUT THE POSITION.

ASK IF THEY HAVE ANY QUESTIONS ABOUT THE JOB.

OTHER SELECTION TOOLS

1. REFERENCES CHECKS

2. SKILLS TESTS/WORK SAMPLES

3. MEDICAL CHECK

THE WORK AGREEMENT SHOULD INCLUDE:

1. POSITION TITLE.
2. STARTING DATE.
3. DATE OFFER WILL CLOSE.
4. PAY.
5. BENEFITS.
6. HOURS OF WORK REQUIRED WEEKLY.
7. TIME OFF.
8. HOLIDAYS.
9. PROBATIONARY PERIOD.

ORIENTATION STEPS:

1. WELCOME THE NEW EMPLOYEE AND BUILD CONFIDENCE.

2. REVIEW THE WORK RESPONSIBILITIES.

3. PROVIDE AN OVERVIEW OF THE OPERATION.

4. RESTATE THE OPERATION'S POLICIES, PHILOSOPHY AND GOALS.

5. INTRODUCE THE SUPERVISOR, OTHER EMPLOYEES AND FAMILY MEMBERS.

H. New Employee Orientation

Once an employee has been hired, the introduction and orientation of this individual to the farm/business begins. This should be given a high priority in order to get the new employee off to a productive start. The result will be lower levels of personnel turn over. This is the time to reinforce and share again the farm/business' policies, philosophy and goals. This can be done in person and supplemented with a employee handbook. A follow-up session between the individual who hired the individual and the recent employee is useful to clarify the job niche and afford a time to respond to early employment questions.

Remember to use the first orientation session to:

1. Welcome the new employee and build confidence.

2. Review the work responsibilities.

3. Provide an overview of the operation.

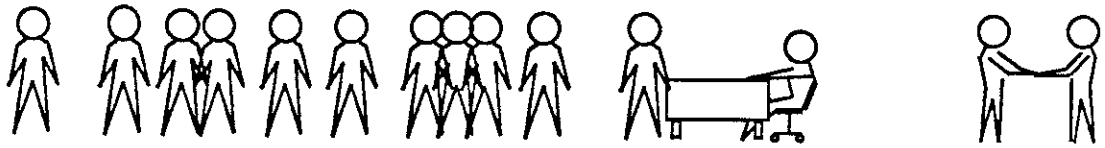
4. Restate the operation's policies, philosophy and goals.

5. Introduce the supervisor, other employees, and family members to the new employee.

October 1990

A.E. Ext. 90-25

EMPLOYEE RECRUITMENT AND SELECTION



Participant Manual

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III. EMPLOYEE RECRUITMENT - BUILDING A POOL OF APPLICANTS

Learning Objectives

At the end of this section you will be able to:

1) Define recruitment

2) Identify the most appropriate recruitment methods for your business

3) Write an attractive "help wanted" ad using the six steps for writing more effective ads

4) Identify appropriate labor pools for filling positions in your business

A. Employee Recruitment

Building a Pool of Applicants

Recruitment can be defined as: the process of attracting individuals on a timely basis, in sufficient numbers, with appropriate qualifications, to apply for jobs within a business. This definition implies an organized, managed process of recruitment as opposed to hiring employees on a walk-in basis. It is common practice in many businesses to recruit many more applicants than are actually needed to fill a position. How many applicants would you initially need in order to end up with three you would hire? Assume that a farm or horticultural business attempting to fill a middle management position ran a series of newspaper and magazine advertisements to recruit applicants. The ads generated resumes and applications from fifty people. Twenty of these people were judged to be potentially qualified. These twenty were screened down to ten. Of the ten applicants, six were invited to come for an interview and five came. Three of the applicants were worthy of being offered the job. One of the three was willing to accept. This scenario illustrates the importance of having a sufficiently large pool of applicants from which to choose. During times of tight labor the number of applicants and acceptances decreases because job seekers have more alternatives from which to choose.

B. Recruitment Methods

There are many ways to recruit job applicants. Let's take a look at seven of the most common methods of attracting good farm employees and discuss the value of each in your recruiting program.

1. **Suggestions from Current Employees** - Your current employees can be an excellent contact source for new farm workers. They know people in the community where your business is located and they have some idea of what your labor needs are. They also have a stake in the process since they are likely to be working with the person they have suggested if that person is hired. This method, while effective, should be used with care. If the new person does not work out, there could be friction between you and the employee who suggested the applicant. The criteria used for hiring another applicant should also be used when hiring friends or relatives of a current employee. This points out the need for dealing with all employees in a business-like fashion, with continual monitoring and appraising of employee performance.

2. **Word of Mouth** - This technique has been very successful for many farmers and is the most common recruitment method. Friends and neighbors can send potential applicants to you if they know you are hiring. Also, there are networks of agribusiness professionals (such as crop supply dealers, veterinarians, etc.) who get around to many businesses and may be in a position to inform you of prospective applicants.

3. **Want-Ads** - One frequently used recruitment method is the want-ad placed in newspapers or agricultural magazines. This approach has several advantages. It is quick, it is relatively inexpensive, and it provides a way to reach a potentially large audience. But newspapers may also have some draw backs. Farmers often complain that these ads bring them unsuitable applicants. Correctly targeting the ad might solve this problem.

4. **Government Job Services** - Job Service offices are found in county and regional locations in many states and offer valuable services to employers. Farmers and other business people can call Job Service when they are seeking applicants to fill a vacant position. A counselor will help the employer define the job and write up a job announcement. The announcement will then be posted in the Job Service office without the name of the employer. Interested applicants go to the Job Service personnel office to request more information. Applicants are screened by Job Service counselors and those qualified are referred to the employer. The State Job Service offices are often under-utilized by the agricultural community.

5. **College Placement Offices** - College placement offices (both two and four year) can be a very good source of farm employees. Graduates of these colleges are much in demand. Unfortunately, there are usually more agricultural production positions available than there are college graduates to fill them.

6. **Posting Job Announcements on Bulletin Boards** - This is another approach which can help get the word out. If you have a written job description, posting a job announcement is fairly easy. Take the key responsibilities from the job description and write an announcement which can be posted on bulletin boards in the community. (If you don't feel entirely comfortable with this process, New York State Job Service counselors can provide assistance.)

A job announcement should contain the following information:

- •Title of job
- •Description of responsibilities
- •Description of skills required
- •Description of working conditions, if appropriate
- •Key components of the wage/benefit package, if appropriate
- •How to apply

After a suitable position announcement is prepared and duplicated, post it in areas where farmers and potential farm workers will see it. Such places might include bulletin boards at agricultural college career offices, agricultural credit offices, Grange buildings, and agricultural supply stores. It might also pay to distribute the announcement to key agribusiness contacts. They will then have the details if they should come in contact with a potential applicant.

7. **Executive Search Firms** - There are a number of private firms (sometimes known as "head hunters") that find prospective employees for employers with vacant positions. In agriculture, most of these firms are located in the Midwest and their ads can usually be found in agricultural magazines. Some Northeast farmers, who are just beginning to use these firms to fill key farm positions, have found that they represent another legitimate avenue in the recruitment effort. A major consideration in deciding whether or not to use this alternative is cost. Most search firms work on a commission basis and may charge the employer from 10 to 30 percent of the new employee's annual salary. This approach is likely to be most appropriate for managerial positions.

In today's environment, aggressive marketing of your job vacancy is important and, if done carefully, often successful. One thing is certain: in a competitive labor market effective recruiting requires time, effort, and patience.

RECRUITMENT METHODS WORKSHEET

Recruitment Methods: Advantages and Disadvantages

Each recruitment method has strengths and weaknesses. Based on workshop discussion, jot down the advantages and disadvantages you feel are important to each. This exercise will help you to critically examine recruitment methods and determine those most appropriate for your situation.

1. **Suggestions From Current Employees:**

   Advantages:

_____

_____

_____

   Disadvantages:

_____

_____

_____

2. **Word of Mouth:**

   Advantages:

_____

_____

_____

   Disadvantages:

_____

_____

_____

3. **Want Ads:**

Advantages:

Disadvantages:

4. **Government Job Services:**

Advantages:

Disadvantages:

5. **College Placement Offices:**

Advantages:

Disadvantages:

6. **Posting Job Announcements:**

Advantages:

Disadvantages:

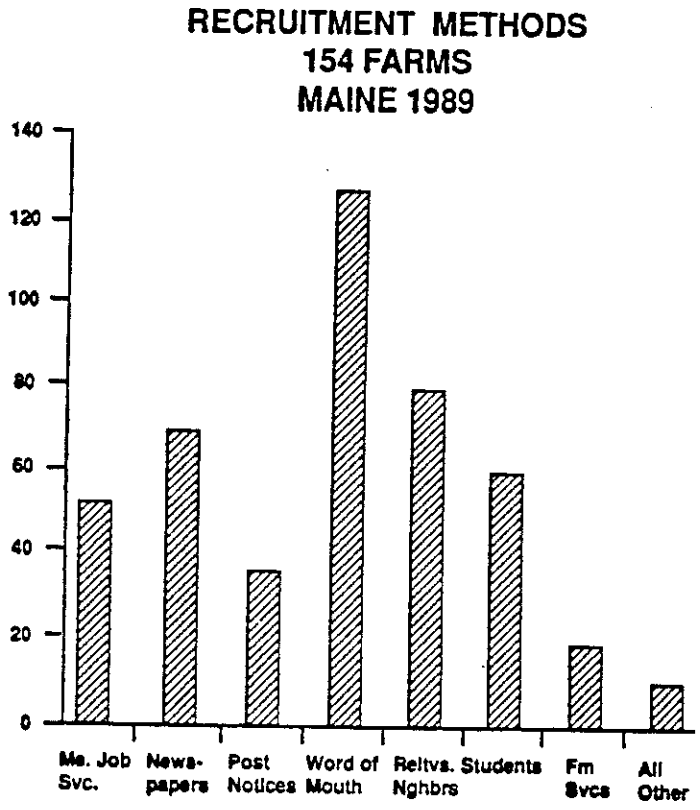
7. **Executive Search Firms:**

Advantages:

Disadvantages:

C. Recruiting Methods: Frequency of Use

The chart below illustrates how frequently Maine farmers used the recruitment methods listed.



Source: Survey Results: Maine Farm Labor Needs Survey

It is important to note that most agricultural employers use only one or two recruitment methods. During periods of tight labor supply, the use of a variety of recruitment methods may be necessary.

D. Recruitment Advertising

Personal contacts such as word-of-mouth and employee referrals are the most common form of recruiting. For many agricultural and horticultural producers this approach has worked very effectively. However, in the mid 1980's, as the labor pool began to shrink, many producers discovered that word-of-mouth alone was no longer sufficient to recruit qualified applicants. It became apparent that agricultural employers need to use a variety of recruitment methods.

There is a great deal of opportunity to improve recruiting effectivess when using "want- ads". This section focuses on the use of want ads in the recruiting process.

What Recruitment Advertising Can Do

It is important that managers appreciate the possibilities and limitations of advertising in order to utilize it effectively. What can advertising do for you?

1. Advertising can quickly produce a pool of applicants at a reasonable cost.

2. Advertising can help focus on positive aspects of the business.

3. Advertising can create interest among people who otherwise would not be contemplating a job change.

4. Advertising can help overcome the effect of a competitor's recruiting efforts.

What Recruitment Advertising Can't Do

Advertising may not solve all of your recruitment problems. Here are some things that advertising cannot do for you.

1. Advertising cannot make the poor working conditions and deserved bad reputation of a business disappear.

2. Advertising cannot create a pool of applicants if qualified workers are in short supply or do not exist.

3. Advertising cannot work if sufficient funds are not available to advertise properly.

4. Advertising cannot guarantee who or how many applicants will respond.

Ad Writing Worksheet

Consider a position in your business that you may be recruiting for in the near future. Answer the following questions regarding that position in preparation for writing a balanced attractive recruitment ad. Refer to the job description if one has been developed.

1. Give the job title, if appropriate.

2. List as many positive things about the business as you can.

3. Describe the job in as much detail as possible.

4. List as many positive working conditions as you can.

5. Provide information on competitive wages and attractive benefits.

6. Indicate how to apply.

Ad Writing Worksheet II

After you have filled out Ad Writing Worksheet I, write your ad in the space provided.

Example Ad:

Production Manager. Expanding family fruit business seeks qualified individual to manage apple production operations including pesticide application, cultural practices, and harvesting. Manage five full time and twenty seasonal employees. Sixty hour work week in summer and forty-five hour work week in winter. Salary $25,000 plus house and health insurance. Request application at Valley Farms Market, Rte. 3, Yourtown, N.Y.

Your Ad Here:

E. Potential Labor Pools

When recruiting employees, it often helps to identify labor pools which can be tapped for the position you want to fill. The following are examples of potential labor pools which can be targeted:

1. Homemakers
2. High School Students
3. College Students
4. Retirees
5. Handicapped Workers
6. Moonlighters

If your advertising is going to target specific labor pools, careful thought should be given as to how to write the ad and where to place it for maximum response.

References

Hodes, Bernard S., 1982. The Principles and Practice of Recruitment Advertising, Frederick Fall Publishers, Inc., New York, N.Y.

Plunkett, Richard W., 1975. Supervision: The Direction of People At Work, Wm. C. Brown Company Publishers, Dubuque, Iowa.

V. Employee Selection

Learning Objectives

At the end of this section you will be able to:

1) Understand the use and importance of the job application.

2) Identify and evaluate different screening techniques.

3) Conduct a successful interview.

4) Assess the attributes of the applicants.

5) Write a job offer/work agreement.

Introduction

Selection is defined as the process of choosing from a group of applicants those individuals best suited for a particular job. Managers use a variety of tools to aid them in making selection decisions. These tools include application forms, job descriptions, interviews, reference checks, skills tests, work samples, and medical checks.

A. Application Process

Many small employers view the application procedure as an unnecessary part of their labor management process. On the contrary, this procedure is very important to the development of a business-like relationship with a potential employee. It can help you gather valuable information about a large number of potential employees with a minimal investment of your time. In addition, it lets you organize information about the applicant into a format that is most useful to you. A job description and application tells the person who is looking for work a lot about you and the job you have to offer. It helps prospective employees evaluate their interest in the job.

B. Screening Applicants

As you begin to screen interested applicants you should first determine if the applicant can do the job. Does the applicant have the skills and experience to do the job outlined in the job description? Be sure an up-to-date job description lists the skills needed to perform the job. It should list the level of education and experience as well as the physical requirements needed for the job, compensation information (wage range, benefits, time-off, sick leave, etc.) length of the work week, and the work environment. Next, you should determine if the applicant is genuinely interested and willing to do all that the position requires. You will need to get the following information from each applicant:

1. Relevant work experience - What skills does the candidate bring from previous positions?

2. Skill and competency levels - What skills does the position require and what level of skills does the applicant possess?

3. Interest in the job - Is the candidate's interest genuine?

4. Productivity - Is the applicant interested in completing a task in a timely manner?

5. Adaptability - What is the person's degree of flexibility? Can the applicant handle change?

6. Motivation - What is the person's level of determination and self-direction?

7. Ability to get along with others -Is the individual a "people person"? This is particularly important if the job requires a lot of interaction with fellow employees or customers.

8. Maturity - Is the individual responsible?

9. Leadership ability -The importance of this quality will depend upon the level the position has in the business.

10. Growth and development potential - How long do you envision an applicant staying in this position? If there is room for advancement, does it appear that the candidate has the potential to move up the ladder?

C. Screening Tools

Various screening tools can be used to save you time and help you narrow the interested individuals to a manageable number. It is difficult to say how many applicants are ideal for every position. However, you should keep in mind that it's best to have at least 3 or 4 good candidates from which to choose. Many applicants will try to learn more about the position by discussing it with you over the phone. This can be time consuming for you if a lot of people try to apply for the job in this fashion, but you can do some effective screening, especially if applicants do not have the basic qualifications for the job. Remember to encourage those individuals who sound qualified to follow up by completing an application. Anyone who is genuinely interested in the job must complete a job application. Sort through the completed applications and match the job responsibilities with the experience listed by the applicant. Other applicants can be eliminated at this point. Some jobs, such as supervisory or secretarial positions, may require a resume. This prepared summary of a person's credentials often lists education obtained, related work experience, course work completed, awards and extra curricula activities and the names of references.

People seeking management positions often utilize this tool. Such a level of detailed information may not be needed for your purposes, and most entry level candidates do not have a resume. However, it may be appropriate for particular jobs in your operation. Word-of-mouth references from the applicant's co-workers, from your colleagues or from those listed by the applicant will be useful in narrowing down the pool of viable candidates. Although you may favor one screening tool over another, always use a combination to help you make the best decision. The use of any or all of these screening tools will take time and energy, but the effort will pay off.

Sample Job Application Form

Name_____ Date_____

Address_____

Home Phone Number_____ Work Phone Number_____

Position Applying For_____Date You Can Start_____

Education

	Dates Attended from	to	Major	Degree
High School				
College				
Other Training				

Previous Employment History (List most recent employment first)

From mo/yr	To mo/yr	Employer address/phone	Duties performed

References

(List the names of three persons not related to you with whom we may discuss your character, integrity, and ability).

Name	Address/Phone #	Occupation	Years

Do you have any physical disablities? _____ If so, explain_____

What are your main agricultural/horticultural interests and skills?_____

Explain why you feel you are qualified for this position_____

I hereby certify that the above information is correct.

Signature_____ Date_____

D. The Interview

Always use an organized approach to interviewing. It makes the selection process much easier. Develop a list of questions that helps you identify job behaviors. For example, if the job you are hiring for requires an individual who can identify pest problems, determine the current recommended pest management practices as well as the application of these practices. You might ask, "What common pests have you found in the greenhouse?" Or, "What control practices have you used? Or, "Are you a certified pesticide applicator?" Ask open-ended questions which encourage a response beyond "yes" or "no". This will allow you to gain more insight into the candidate's abilities. Instead of asking, "Have you used a sprayer?", ask "What kinds of spray equipment are you familiar with and how do you calibrate them?". Ask each applicant the same questions. The following sample interview checklist shows how interview questions can be developed based on the job behaviors you are seeking in a new employee.

Sample Interview Checklist

Behaviors	Questions designed to predict behaviors
Job Stability	How long have you been in the last two jobs What are your career goals?
Ability to Make Decisions	Describe a situation in a previous job where you had to make an important decision. What did you decide? How did you feel about being in that situation?
	Assume your boss was not around and the following situation arose (describe a decision making situation). What would you do and why?
	How do you feel about making decisions which impact on the success of the business you work for?
Ability to Work With People	Given a choice, do you prefer to work alone or in cooperation with others?
Technical Skills	Describe your experience with developing pesticide spray schedules.
	What farm equipment have you operated?
	Describe your knowledge of animal nutrition programs.
Ambition/ Industriousness	Describe a particularly productive day in a previous job.
	Describe a major job related task you have performed that you are quite proud of.
Ability to be Trained	Describe your formal educational background.
	Have you voluntarily taken any adult educational courses?
	Describe an instance where you had to learn a new skill for a former job.
Leadership	Have you ever been an officer in a club or community organization? Describe.
	What supervisory roles have you played in previous jobs?
	How do you feel about supervising the work of other people?
Good Attendance	In the past year, how many days off work have you taken for sickness or personal reasons?

Make certain those questions are legal. To employ fairly, keep one basic rule in mind: the questions must be relevant to the work for which the applicant is applying. The interview and application form must concentrate on distinguishing between peoples' ability to satisfactorily perform the job.

1. Interview Bias

As you prepare to interview candidates, beware of biases. Occasionally an interviewer's personal biases can get in the way of assessing a candidate's potential for employment. The challenge is to recognize the opportunity for error and resist it as much as possible. The most common biases include:

a. **Stereotyping.** This refers to the tendency to attribute certain characteristics to particular groups of people. For example, you may believe that women do a better job caring for calves or handling foliage plants than men do. This could bias your thinking and prevent you from selecting a highly qualified male.

b. **Halo Effect.** This is the tendency to highly regard an individual who has a characteristic you particularly like, while disregarding some of the person's less desirable characteristics.

c. **First Impressions.** Your first impression of an applicant can color your assessment of the applicant as the interview progresses. Any premature judgement can bias the remainder of the interview.

d. **Projection.** People tend to believe that others share their interests. For example, if one of your major motivators is money, you may assume that others share that interest.

e. **Contrast.** This is the tendency to measure people by those with whom we have just had contact. For example, if you have just interviewed an unqualified applicant, an ordinary applicant may look great by comparison.

Selection of the right employee for your operation is critical; be sure to give it the priority it deserves. Interruptions from other employees or sales reps will give the impression that the interview is not important enough to you to warrant your full attention. To avoid this, select a location that is private where you won't be interrupted. Review the applicant's job application and/or resume before the interview so you are familiar with the person's background, education, experience, etc. List areas about the applicant that you would like to learn more about during the interview and jot those questions down. At the beginning of the interview be sure to help the applicant relax. Light conversation helps. Describe the job as thoroughly as possible and give the applicant a copy of the job description. Remember to ask questions which will give applicants a chance to describe their experience and knowledge.

Ask applicants questions that will help you learn:

a) The accuracy of the person's application, which is useful in gauging the reliability of the individual.

b) The person's ability to perform job related tasks.

c) The applicant's job expectations and career aspirations. Candidates often answer this question with what they think the employer wants to hear. For example, if they plan to use this job as a stepping stone they will instead discuss it as though it were their life long career goal.

When all the information is obtained, the interview is over! Wrap up the session by giving the candidate an opportunity to ask questions; then, review the firm's policies, philosophy, and goals. Briefly discuss the working conditions, the niche this job fills in the business, and the conditions under which the new employee will be working. Tell the applicant when you will be making a hiring decision for this position.

3. Equal Employment Opportunity and The Interview

Interviewing each applicant is very important in order to select the right candidate for the job. However, you should be aware of guidelines set by the Equal Employment Opportunities Act. Those guidelines are aimed at prohibiting discrimination in employment. What is discrimination in hiring? Equal employment opportunity legislation prohibits discrimination based on a wide range of criteria. Under Federal legislation, it is forbidden to discriminate against anyone because of the following:

a) Sex
b) Race
c) Age (40 or over)
d) Color
e) Creed
f) Religion
g) National Origin
h) Veteran Status
i) Disability
j) Pregnancy

The New York State Human Rights Law includes all of the above categories as well as the following:

k) Marital Status
l) Age 18 and over

Interview questions that can be interpreted as discriminatory based on the above criteria should not be asked. Some examples of such interview questions are:

What is your marital status?
Do you plan to have children?
How many children do you have?
Are you divorced?
Have you ever been arrrested?
What is your birthdate?
Where were you born?
Does your religion prevent you from working weekends or holidays?
Do you have any physical disabilities?
How old are you?

Interview Score Sheet

Position_____

Information:	Candidate 1	Candidate 2	Candidate 3

Skills and Abilities:_____

Strengths:_____

Improvement Areas:_____

References:_____

Willingness to Learn:_____

Ability to Work with Others:_____

Job Expectations:_____

Concerns:_____

Rating:_____

Score: 5= Excellent. 3= Good. 1= Below Average.

Sample List of Job Behaviors and Skills

Transplanting seedlings.

Potting crops.

Identifying pests.

Selecting recommended pest management practices.

Calibrating spray equipment.

Properly applying pesticides.

Pruning.

Calibrating fertilizer applicators.

Driving a fork lift.

Driving a tractor.

Fitting a crop field.

Operating harvest equipment.

Developing a feeding ration.

Milking cows properly.

Equal Employment Opportunity Worksheet

Which of the following questions or requests are appropriate to ask a candidate? Place a check next to those you feel are appropriate.

____ What is your height?

____ How much do you weigh?

____ How old are you?

____ Are you single or married?

____ What is your maiden name?

____ Name 3 reference we may call who are familiar with your abilities.

____ List the names of your dependent children under the age of 18.

____ What is your religious denomination?

____ List your previous jobs and the reasons you left each one.

____ Are you a United States citizen?

____ Are you available for work on weekends?

____ List organizations, clubs, or societies to which you belong.

____ Please attach a photograph of yourself. (optional)

____ What is your spouse's occupation?

____ Do you own your own home?

____ What is the lowest salary you would accept?

____ What foreign language(s) do you speak, read, or write?

____ Have you ever had your wages garnished or assigned?

____ What arrangements have you made for child care?

____ Have you been arrested? If yes, state when, and the reason.

E. Other Selection Tools

References checks, skills tests, work samples and medical checks will also allow you to collect more information about the applicants' abilities and limitations. References must be checked. This individual is unknown to you in most instances. You should attempt to reduce the risk associated with hiring a new employee. Individuals provided as a reference are often reluctant to hinder the chances of others and therefore the comments must be considered carefully. When checking references, you may want to ask previous employers the following questions:

1. How long did you employ the individual?
2. What was the individual's quality of work?
3. How much responsibility was the worker given?
4. How did the individual get along with fellow workers, agribusiness reps , etc?
5. Was it necessary to provide very close supervision?
6. Why did this worker leave your business?

A standard reference form is often used to obtain unbiased information. Because of the timeliness of the selection process, written references may be replaced with a phone call or a fax machine.

Skills tests are a good tool to use when making an informed decision about candidates. If being able to operate equipment is part of the daily routine, a "test course" can be set up. If produce, animals, flowers, or ornamentals require special handling, the respect an individual shows for each can be evaluated by a test. Measurement can be subjective (how carefully is the task completed) or objective (take a count of how many errors were made, or how much time it took to perform the task).

It may be advisable to consider a medical check for some positions. Examples of situations where a medical check may be in order include jobs requiring lifting. Does the applicant have any back problems? Or, if the work area is dusty (grain chaff), does the applicant have lung problems?

F. Interpretation & Decision Making

The final decision-making process involves assembling the informational elements (interview, references, application, resume, personal impressions, test results, and medical results). Use a score sheet to compare all of the candidates. If you have any further questions about individuals, a follow-up call or interview can be scheduled, along with follow-up calls to references. The time you invest in the proper selection of workers can have a big payoff.

G. Inform Applicants Who Have Not Been Selected

After an interview, it can be awkward to tell candidates that they are not qualified for or don't meet the current demands of the farm/business. It is easy to brush aside

individuals with "we will keep your application on file" or "we will keep in touch for another time". If you are certain that the individual is not suited to the goals of the firm it is a disservice not to make your intentions known immediately. If there might be a position with your firm in the future an indication of that is realistic. You should try to balance the farm/business's goodwill and reputation with the candidate's ego. You can say that the skills and knowledge of the applicant are too extensive for the position. This allows the applicant to withdraw. If the person's skills may be useful in other positions (in or out of your operation) you can say so. If it is a personality trait that is the cause of your desire not to hire the individual, this can be touchy. Objectivity is difficult when this occurs. Your skills as an interviewer are tested in this situation. The most often-used technique is to say that the position is very competitive and only one candidate will be chosen from a pool of several. After the selection has been made, don't delay in notifying all of the people who were part of the recruitment and selection process.

G. Writing Terms of The Employment Agreement and Offering the Job

Time is of the essence when offering a person a job. After checking all available resources (references,etc.) schedule a meeting with the leading candidate to reach an agreement on the conditions of employment. New York law requires that all agriculture employees be notified in writing of the terms and conditions of employment. A copy of a NYS Department of labor work agreement is included here. If you develop your own form, it should contain all the same information. For those not covered by this law, it would still be wise to include this same information to foster better relations between employee and employer. The job offer should include the position title, the starting date, and the pay rate and benefits (which should be spelled out). The offer may include holidays and other time off. Now is the time to discuss the probationary period. Although this is often left until the orientation session, it should be mentioned now. This and all future meetings with the new employee should be upbeat and positive.

Work Agreement

Employer's full name_____ Telephone_____

Address_____ City_____ Town_____County_____

Specific location where worker will work_____

Type of work to be performed_____

Hours for standard work day_____ Hours for standard work week_____

Describe housing arrangements_____

Indicate allowances to be deducted from wages_____

List benefits provided by employer_____

Wage rate to be paid hourly_____ piece rate_____ bonus_____other_____

How often wages are paid_____

Approximate period of employment_____

List other planned payroll deductions_____

_____

List benefits other than wages_____

_____

Will overtime be paid?_____ If yes, specify agreement for same_____

_____

Name of owner, partner or corporate officer_____

Name of employee_____

Employer signature_____Employee Signature_____

Date_____ Date_____

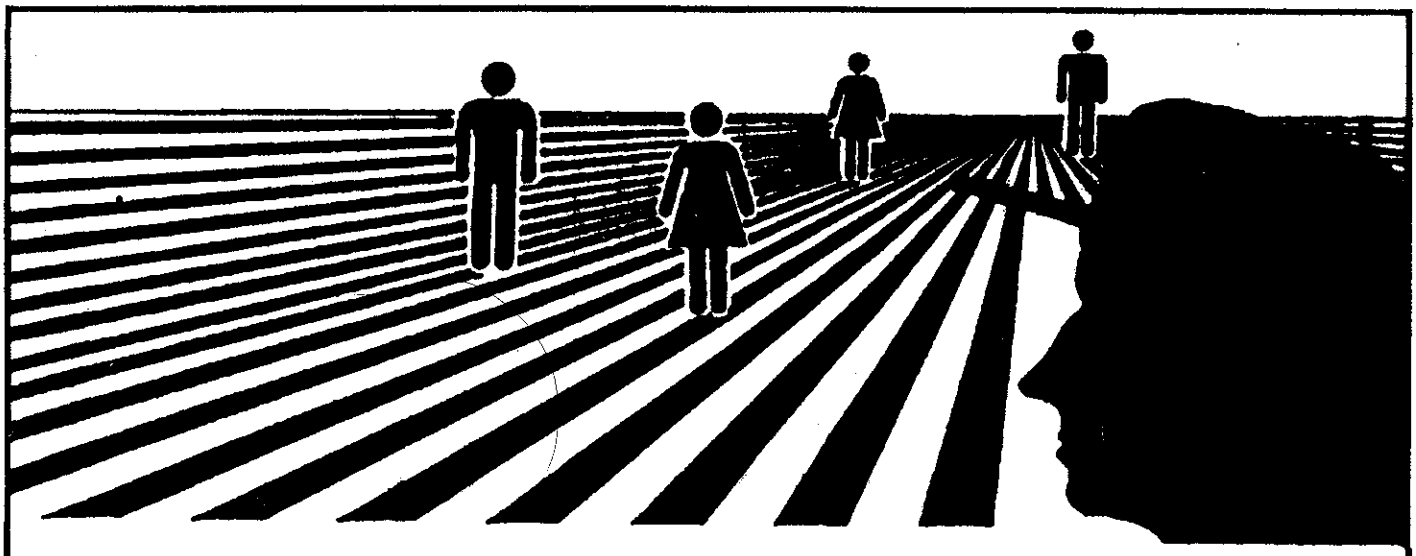
Worksheet . Write Your Own Employment Agreement

H. New Employee Orientation

Once an employee has been hired, the introduction and orientation of this individual to the farm/business begins. This should be given a high priority in order to get the new employee off to a productive start. The result will be lower levels of personnel turn over. This is the time to reinforce and share again the farm/business' policies, philosophy and goals. This can be done in person and supplemented with a employee handbook. A follow-up session between the individual who hired the individual and the recent employee is useful to clarify the job niche and afford a time to respond to early employment questions.

Remember to use the first orientation session to:

1. Welcome the new employee and build confidence.
2. Review the work responsibilities.
3. Provide an overview of the operation.
4. Restate the operation's policies, philosophy and goals.
5. Introduce the supervisor, other employees, and family members to the new employee.



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Conflict: The Good, The Bad and The Managed
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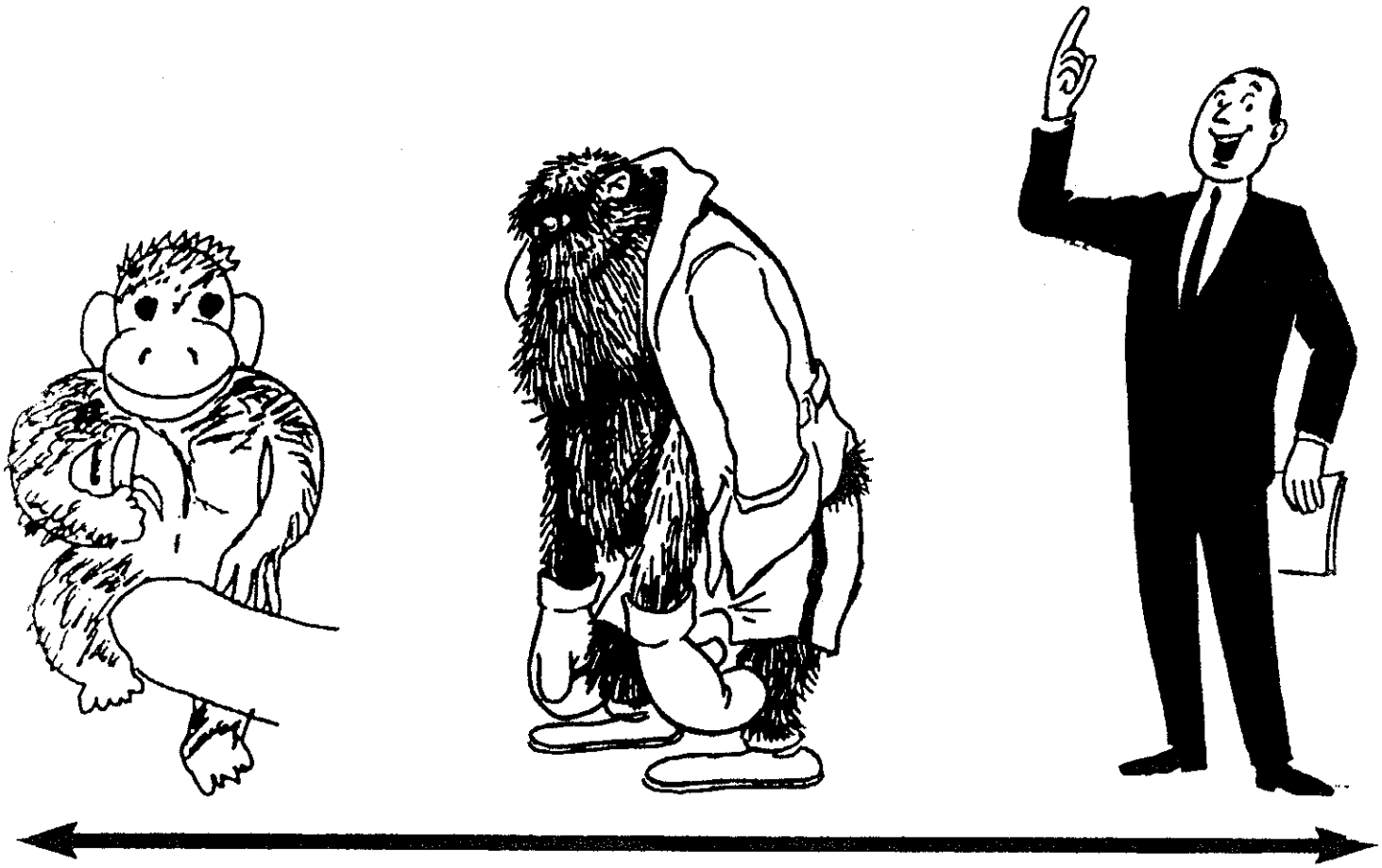
March 11 & 12, 1991 Ramada Inn, Schenectady, NY

March 14 & 15, 1991 Sheraton Inn, Batavia, NY

Human Resource Management



Natural Age **Man Age**

Management is not a natural act.

PERSPECTIVE ON HUMAN RESOURCES

R.A. Milligan[1]
Guy K. Hutt
Thomas R. Maloney

Management is the key to the successful operation of any business including the human resources. In agriculture we have viewed management as a generic term describing essentially anything dealing with successful operation of an agricultural business and have failed to give the term definition and rigor. The result is that management has not been a subject of study and has become an almost mystical term that we apply to agricultural businesses with high productivity and/or profitability. In contrast, in other sectors of the economy, management is viewed as having a definite structure and is an important subject of study by students and managers. In this paper we introduce management as a subject for study and for use in operating an agricultural business.

To introduce management as a subject for study, it can be defined as:

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

Three aspects of this definition are important. First, management is defined in terms of people. Management deals with people, including oneself, who then work with animals, crops, etc. This can be illustrated by an example of analyzing why a farm has a high employee turnover. The usual answers -- good employees are not available, employees do not like agricultural work, people just do not work like they used to, agriculture can not compete with other businesses, little room for advancement, difficult to train people without a farm background -- are technical and/or are external to the agricultural business. If one continues to search for root causes for the turnover question by asking "why", answers relating to management activities referred to in the definition are detected:

- -- No one plans employee tasks; consequently employees become unproductive and/or unmotivated.
- -- No one is monitoring how employees are performing and feeling.
- -- It is unclear who the employees supervisor is.

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[1] The authors are Professor and Extension Associates, respectively, in the Department of Agricultural Economics at Cornell University.

-- The skills of the individuals hired are not appropriate for the job they are performing.
-- The manager is not providing leadership.

These root causes based in management are people oriented and are more amenable to a long lasting solution.

Secondly, the definition provides a structure to management by including the functions involved in management. A management definition of a problem always involves one of the five functions. The management causes delineated above point out the opportunities for improved planning, controlling, organizing, staffing, and directing respectively. Figure 1 is the management function wheel and provides more definition to the functions (Milligan and Hutt; Hutt et al.). These functions can serve as a job description for the farm manager.

The third important aspect of the definition is the critical importance of mission, objectives, and goals. Objectives and goals are necessary to provide direction, motivation and to provide satisfaction through accomplishment. Successful execution of the planning function results in clarity of objectives and goals for each person in the business. In turn, this can enhance motivation and performance.

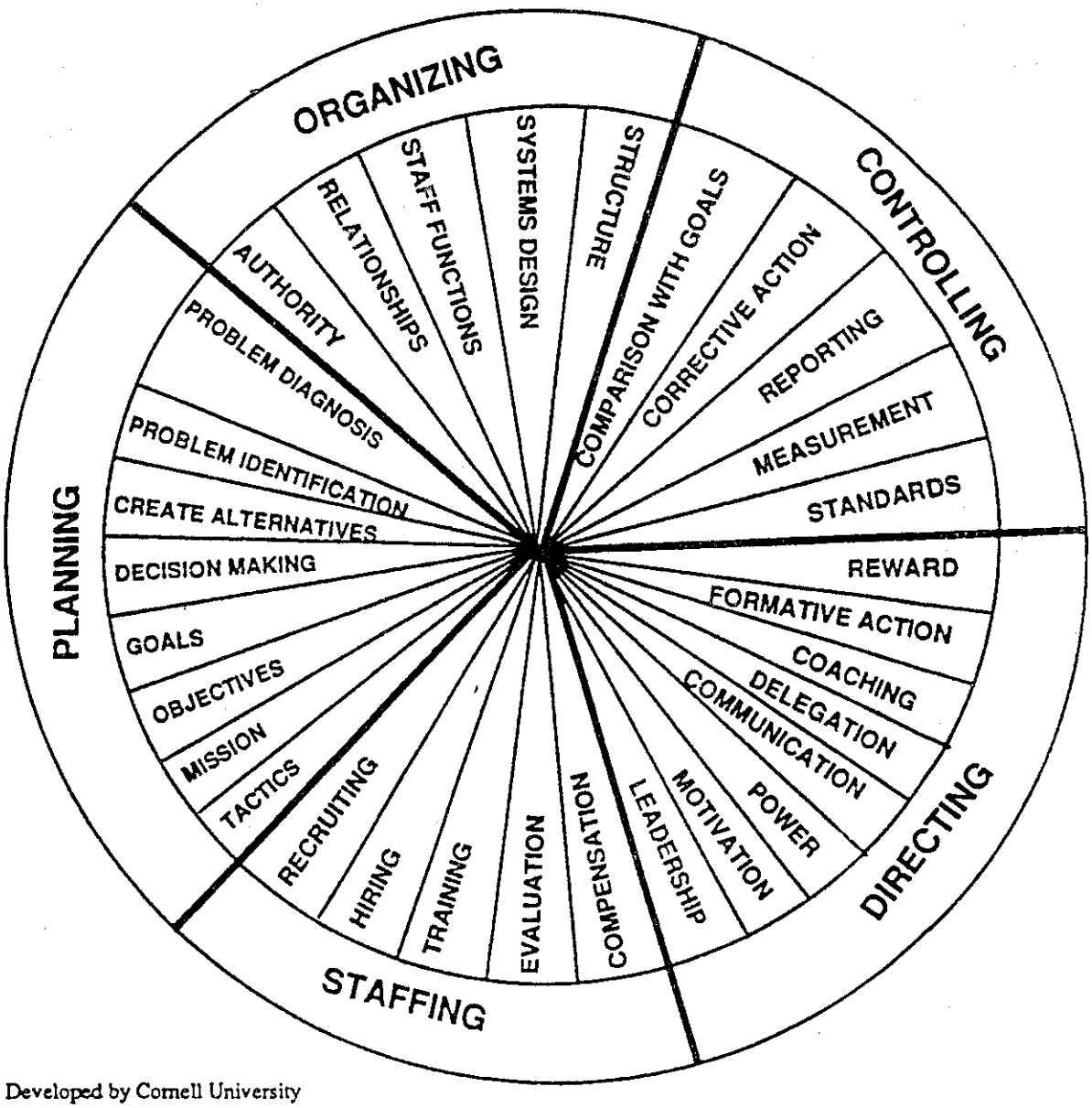
Management is People

To complete an integrated and clear description of management, it is instructive to illustrate how the human aspect and the technical production aspects are all related. Nothing can be produced unless people act upon things. Both aspects of the farm must be managed together in harmony for efficiency and focused productivity to occur. Prior to this time our approach to farm management has left people out of the equation.

A farm manager cannot manage technology and production successfully without managing the all important human resource. This warrants special consideration and attention as it is the most critical resource for any business.

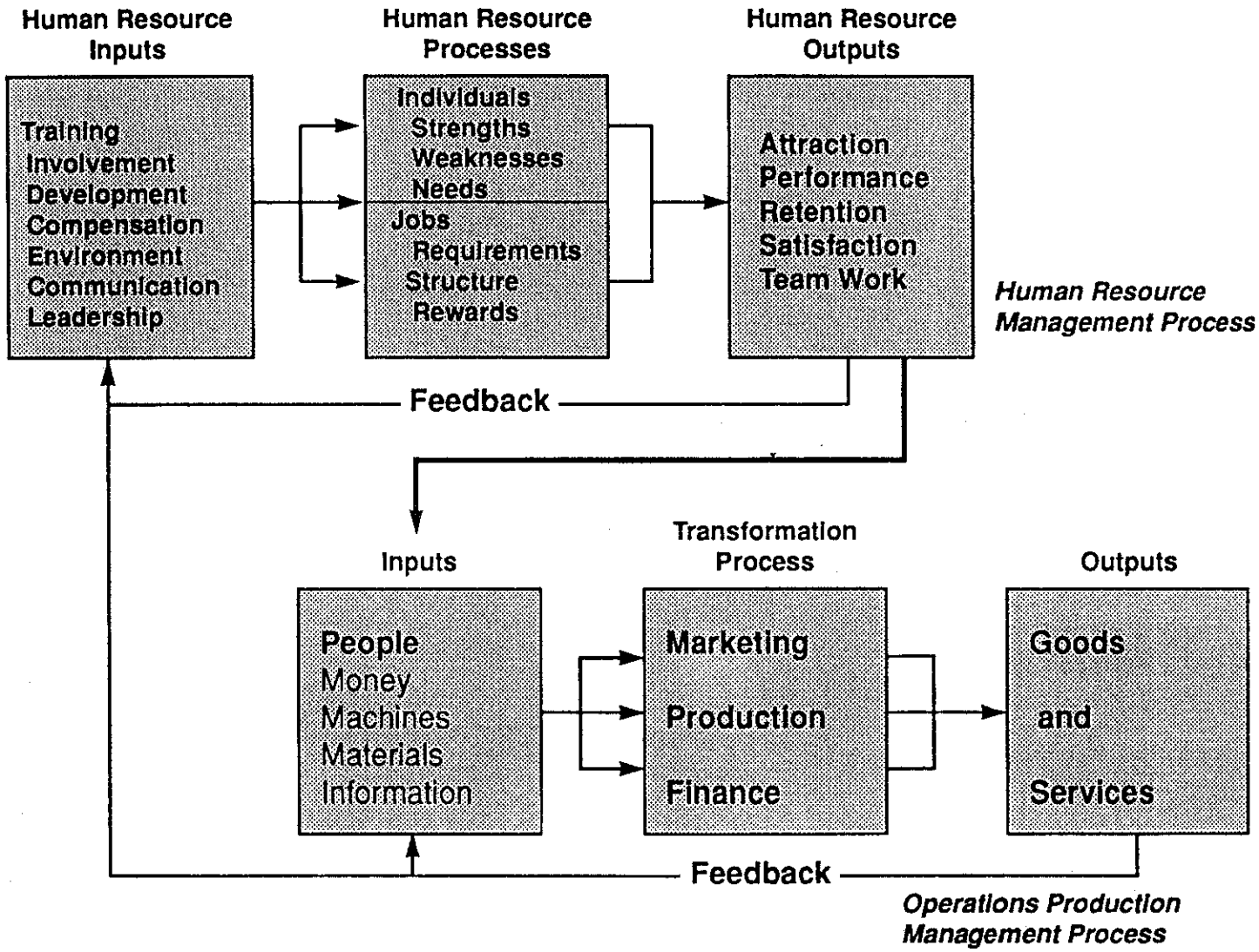
The lower portion of (Figure 2) depicts a simple process model of production. Our past research and extension efforts have focused almost totally on this model with our conception and understanding of management limited to a rather vague activity only defined as not labor and often confused with record keeping and accounting.

FUNCTIONS OF THE FARM MANAGER



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

Figure 2


Human Resource Inputs
Training
Involvement
Development
Compensation
Environment
Communication
Leadership
Human Resource Processes
Individuals
Strengths
Weaknesses
Needs
Jobs
Requirements
Structure
Rewards
Human Resource Outputs
Attraction
Performance
Retention
Satisfaction
Team Work
Human Resource Management Process
Feedback
Inputs
People
Money
Machines
Materials
Information
Transformation Process
Marketing
Production
Finance
Outputs
Goods
and
Services
Feedback
Operations Production Management Process

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

The complete production process model (Figure 2) then places the emphasis on the human resource as primary in meeting the objectives of production. In this conception human resource management is viewed as the application of management to the human resource process in order that the outcomes of that process would become a resource to be utilized in the marketing, production, and finance processes that produce goods and services. In practice, these processes occur dynamically and are difficult to separate.

The Five Management Functions

The five functions of planning, organizing, staffing, directing, and controlling are outlined in the management wheel (Figure 1). Each are described in more detail in the following definitions:

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

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

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

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

Controlling is measuring and reporting actual performance against set standards and taking appropriate corrective actions when events are not conforming to plans.

Mission, Objectives, and Goals

The opening line of Paul Mali's book Managing by Objectives brings to light a challenge of any manager:

"The greatest challenge offered to management is to reconcile and integrate human effort, resources, and facilities toward common goals while avoiding discord and common disasters."

The manager cannot accomplish this challenge without first determining the mission, objectives, and goals of the organization.

At first glance, the mission of a farm may be quite apparent. Yet, it is amazing how many managers are unsure as to why they are actually in the dairy business. The mission of any business summarizes why the firm exists. These reasons for being in business are based on the personally held values of the owner/operators. The mission describes what enterprises will make up their business and their purposes. For example, a farm's mission could be "to produce and market high quality milk in sufficient quantity to provide a good standard of living for our family." The value that is held high by this owner/operator is to provide a good standard of living for all family members, and to support this endeavor, special priority will be given to producing and marketing high quality milk. This mission summarizes a long term vision of where the business will go and has established a broad commitment to reach this dream. Worksheets 1 and 2 provide a process for developing a mission statement.

Following the summarization of the business' mission, concentration of efforts are made toward the establishment of objectives. Objectives are general, observable, challenging and untimed descriptions of the farm business. They outline what the owner/operator wants the business to look like in the future. The mission becomes realized through the accomplishment of recorded objectives by oneself and other people. For example, in support of the farm's mission, two objectives could be: "increase milk sold per cow to 18,000 lbs" and "breed and sell registered animals." By accomplishing these two objectives, the farm's mission of producing and marketing high quality milk will be partially attained. Objectives are the aim given to the mission or the "big picture."

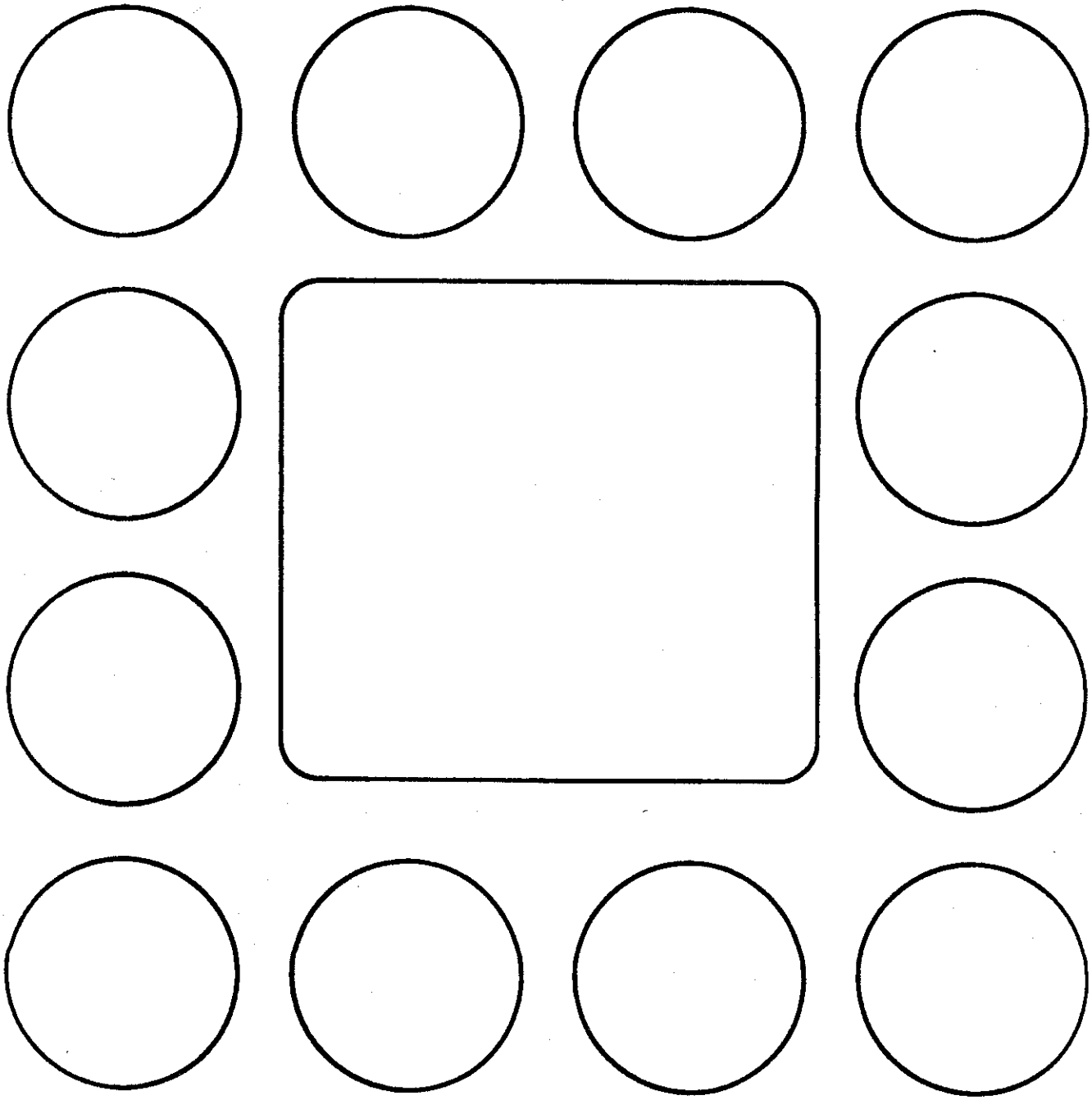
Worksheet 1.

Farm Business Purpose, Philosophy and Mission

1. In the square, write a phrase which describes your farm business, the type of farm business you are in.

2. In the outer circles, jot down things that, as a farm business

   a. are important to you
   b. are valued
   c. indicate your future direction



Worksheet 2.

Farm Business Planning and Development

Purpose, Philosophy and Mission

Using the analysis on the previous page, prepare a brief (maximum 4 sentences or 50 words) statement which describes the purpose, philosophy and mission of your farm business.

Seeing "The Big Picture" does not replace the need for more specific goals for each job. Goals are defined as being specific, measurable, attainable, rewarding, and timed (SMART) statements of what is to be done en route to the accomplishment of an objective. Goals include a specific action, a monitoring system for control, and reward for its completion. Goals are stated in quantitative terms such as pounds, miles, or scores and provide motivation, organization and measures of progress. Frequently, the goal is of little value in itself, but it is important in supporting the accomplishments of objectives and providing incentives for activities that are themselves of great value. In sports, of what importance is it to get a ball in a basket or a hockey puck in a net? The answer, of course, is to get points in order to win the game! The goal makes the objective more meaningful and tangible. An example of a goal is to reduce somatic cell count to 250,000 by December 31. This goal will help realize the objective of increasing milk produced to 18,000 lbs.

The systematic setting of objectives and goals facilitates rational and systematic planning because you know what you are trying to achieve. Not setting objectives and/or goals can continually result in a person responding to all the urgent tasks, leaving no additional time for those important activities that are not urgent. Routinely responding to all urgent matters is effective in emergency situations but leaves no time for the accomplishments of planned activities in support of both objectives and goals. This might explain why not setting objectives/goals is preferred by people who do not feel in control of their business.

The manager who has established objectives with employees can more easily free himself from the urgent tasks and can concentrate upon those tasks which require organization and planning. In this situation employees become objective oriented instead of task oriented, and, therefore, can set their own goals to support the organizations objectives. The employee becomes responsible for the accomplishment of goals, which may include setting up emergency plans to become responsible for unplanned situations.

Having goals can also add to job motivation by providing standards by which progress can be measured. Working on a concrete intermediate project will relieve the frustration that can arise from the magnitude and challenge of an objective. Goal setting has been reported to increase the probability of achieving an objective from 5-70%. By breaking an objective into smaller, more attainable goals, the project is less vast. Completion of a project within a given time period contributes to job satisfaction and increased productivity because the goal's accomplishment before the required time limitations would suggest superior performance by the employee. The results that have been planned for have occurred and efforts toward their accomplishment have not been in vain.

How we use objectives and goals adds to their success. Objectives are used to plan, coordinate, and motivate ourselves, as well as those who work for us, so that related activities can be synchronized. Objectives must define why activities are being done and they must be understood by everyone involved in attaining that objective. Goals must reflect upon the objective and they must be measurable. Evaluation becomes easier as you now have set standards by which to measure productivity. Therefore, objectives and goals require and demand responsibility and accountability by both employee and employer.

By combining the requirements and actualization of both objectives and goals, your business should run more smoothly and everyone who is involved will understand the steps taken to achieve the business' success.

The Planning Function[2]

Planning is the usual starting place for studying the management functions. In planning the manager attempts to influence future activities by actions taken in the present. Planning has two components:

1. Setting mission, objectives, goals, and tactics.
2. Problem solving.

The importance of mission, objectives, and goals was described in the previous section. In this section, problem solving is introduced.

Of the many planning activities performed by farm managers, problem-solving is potentially one of the most challenging and fun. It can also be one of the most threatening and feared. Regardless, problem-solving is important to the success of the farm manager and the organization. However, constant "fire fighting" (crisis management) is a strong indication that managerial functions (such as planning, organizing, controlling, etc.) are not being performed well (if at all) by management.

Most managers do not follow a systematic approach to problem solving; rather, each situation is handled differently. Lack of documentation makes identification of trends, patterns, and learning very difficult if not impossible. The ultimate objective of a manager should be to become the facilitator of problem solving among all people who work with the farm. The earlier a problem is detected and solved the less it will effect the farm. That is why it is important to have even the person feeding calves involved with problem solving.

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[2] This section draws heavily on Hutt, et al.

The following systematic approach to problem solving is easy to use in time sensitive problems and helpful in determining long-range solutions. First, ask the following questions and see if they can be answered.

1. What is the problem?
2. What are the causes of the problem?
3. What are the possible solutions to the problem?
4. What is the best solution to the problem?
5. What action is to be taken?

Secondly, follow through on the process to answer each question. What follows is a more in depth description of each of the five steps in problem solving. The five steps, which relate directly to the five questions listed above are (1.) problem identification, (2.) problem diagnosis, (3.) generating alternatives, (4.) decision making, and (5.) tactical planning.

Problem identification answers the question, "What is the problem?" and defines the problem in terms of unmet, unset, or conflicting objectives. Operations do not always run smoothly. Despite our carefully laid plans and our meaningful objectives and goals, there are still times when we wish we could be more productive. Maybe something doesn't feel quite right, but we don't know what to do. This brings us to the discussion of **problem identification.**

The manager of any business must continually monitor and analyze the environment in terms of its impact on the organization and applicability to set objectives and goals. This causes the manager to responsibly act to change. For example, when we navigate to the moon, we do not point in the direction of the moon today, but where it is to be when landing is scheduled. Similarly, good managers force themselves to become responsible for any situation and not merely reactionary to the forces of today.

There are three guidelines for determining opportunity areas (future or present problem areas):

1. Define the internal and external environment.
2. Evaluate current situation compared to objectives and goals.
3. Determine "What is wrong!"

In defining the environment a manager evaluates the current state of his surroundings. The surroundings are studied to detect important trends and changes. The state of the environment for the future and the actions needed to bring about innovation are analyzed. This analysis is completed through the analysis of data and records that show what is happening today. Look at and analyze output

(milk weights, forage yields, growth, reproduction efficiency), product quality (SCC, forage quality, feed quality), labor attitudes, favorable and unfavorable external conditions.

Once the environment has been defined, the current situation is evaluated in comparison to the farm's objectives and goals. In comparing objectives and goals to the current situation, three types of opportunity areas can be evidenced. Those opportunity areas arise from three types of unsatisfied objective and goal situations:

Unmet:	Plan in place which is not achieving the specified objectives and goals.
Conflicting:	Plan in place in which the objectives or goals are clashing.
Unset:	An area where no objectives and goals currently exist.

Problem identification culminates with a declarative statement answering "what is wrong?" in terms of unmet, conflicting, or unset objectives/goals. For example, it has been observed that the cows in the barn are skinny. The current situation is analyzed by gathering body condition scores. It is found that the cows average 2+ at 150 days in milk and the goal is for these cows to be averaging 3. Therefore the statement would read: "I have an unmet goal because my goal is to have the cows at a body score of 3 at 150 days in milk and they are currently averaging 2+." The problem has been identified by defining the current situation (skinny cows), analysis of data (body scores), evaluate objectives/goals (2+ average), and determine what is wrong (unmet goal of 3 because it is 2+).

Problem Diagnosis answers the question, "What are the causes of the problem?" After having identified a problem, one frequently jumps to generating alternative solutions to solve the problem. This tendency skips the essential step of problem diagnosis. Problem diagnosis helps to determine the cause or causes of a problem. If the step of problem diagnosis is skipped, one is much more likely to solve a "symptom" of a deeper problem rather than the "real" problem.

If problem diagnosis were to be summed up in one word, the word would be "why." Why has the problem occurred? In answering that question, one will be finding causes for the occurrence of the problem. Often it is necessary to ask "why?" repeatedly in order to get an answer which is causal rather than symptomatic.

The initial answers to "why" are usually technical answers. Going beyond the technical causes for a problem is necessary in order to identify causes which the manager can deal with. Identifying management causes is referred to as "asking the management why." Management causes involve one of the five management functions and involve people.

Often multiple technical causes will converge on one management problem. Equipment breakdowns, undersized equipment, and clogging blower pipe might all converge on the management problem of no one having been assigned responsibility for the equipment (organizing).

Generating Alternative Solutions answers the question, "What are the possible solutions to the problem?" The method known as brainstorming is frequently used for this step. In brainstorming, everyone who might be helpful is encouraged to suggest possible solutions; and no ideas are rejected or evaluated until all ideas have been noted. Even seemingly ridiculous alternatives should be shared and listed; they may become the spark needed to produce a really creative solution. The most important aspect of this step is to generate many possible solutions before selection one.

The rules for brainstorming:

1. No evaluation of ideas; defer judgement.
2. Goal is quantity of ideas: not quality; Piggy-backing is good.
3. Be free-wheeling -- don't feel inhibited.

Decision making or selecting a course of action answers the question, "What is the best solution to the problem?" Now is the time to evaluate! Evaluate alternatives, score them on the basis of some rational criteria, and select the alternative to implement through the creation of a tactical plan detailing action.

Some problems require multiple solutions. The process does not always result in the choice of a single alternative. Caution should be taken not to choose more solutions than the available resources can implement.

When analyzing alternatives for implementation during problem solving, several options may be of equal value and choosing the best one may be difficult. Reviewing the decision making matrix (Figure 3) may be of help in narrowing down the best possible choice.

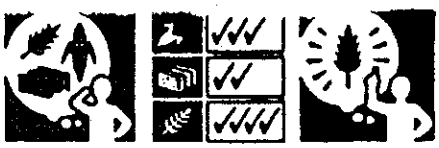
The steps in the decision making process are:

1. Develop criteria for evaluating alternatives.
2. Rate each alternative on each of the criteria.
3. Compare the alternatives based on the ratings each received.
4. Rank the alternatives.
5. Choose the best alternative (or a combination of those that are highly ranked).

Tactical Planning answers the question, "What action is to be taken?"
The final step in the problem solving process is to revise and or make a new tactical plan to exploit the opportunity area that has been identified. Tactical plans are used to translate decisions made into actions to be taken. They provide a road map of activities to be accomplished in meeting goals.

Tactical plans are composed of answers to the following questions: What task is to be done?, who is responsible?, where will the task be done?, how will it be done?, and when will it be accomplished? (Figure 4) Writing out tactical plans helps the manager to clearly define the tasks to be done in order to accomplish goals. The process of writing down the plan may cause the manager to address areas that may have been neglected without going through the process. Tactical plans should also be used to monitor progress toward goals, that is, as a controlling device.

DECISION MAKING GRID



Ratings: 3 — Good rating for criterion

2 — Fair rating for criterion

1 — Poor rating for criterion

Problem: _____

_____

Alternatives

Rating Criteria							
(Totals)							
Ranking (order 1- to 6)							

TACTICAL PLAN

Tactics are precise, individually itemized plans for action. Tactics describe exactly who, what, when, where, and how activities will take place in order to accomplish a goal.

Goal to be actualized: _____

What task or activity is to be done?	Who is respon-sible?	How and/or where should the task be done?	When to perform task or activity (deadline, frequency, under what conditions)

The Crucial Role of Human Resource Management

In the previous section we discussed a systematic approach to the planning function culminating in a tactical plan. The manager in his controlling function then must monitor to see that the actual performance is conforming to the plan. Successful development and execution of the plan is dependent upon the people involved. Management of the people involved in a business is often referred to as human resource management. A manager who recognizes the crucial importance of the business personnel will recognize the crucial importance of the organizing, staffing, and directing functions (Figure 1). Our lack of emphasis on management of people in agricultural education explains our emphasis on planning and controlling and almost absence of organizing, staffing, and directing.

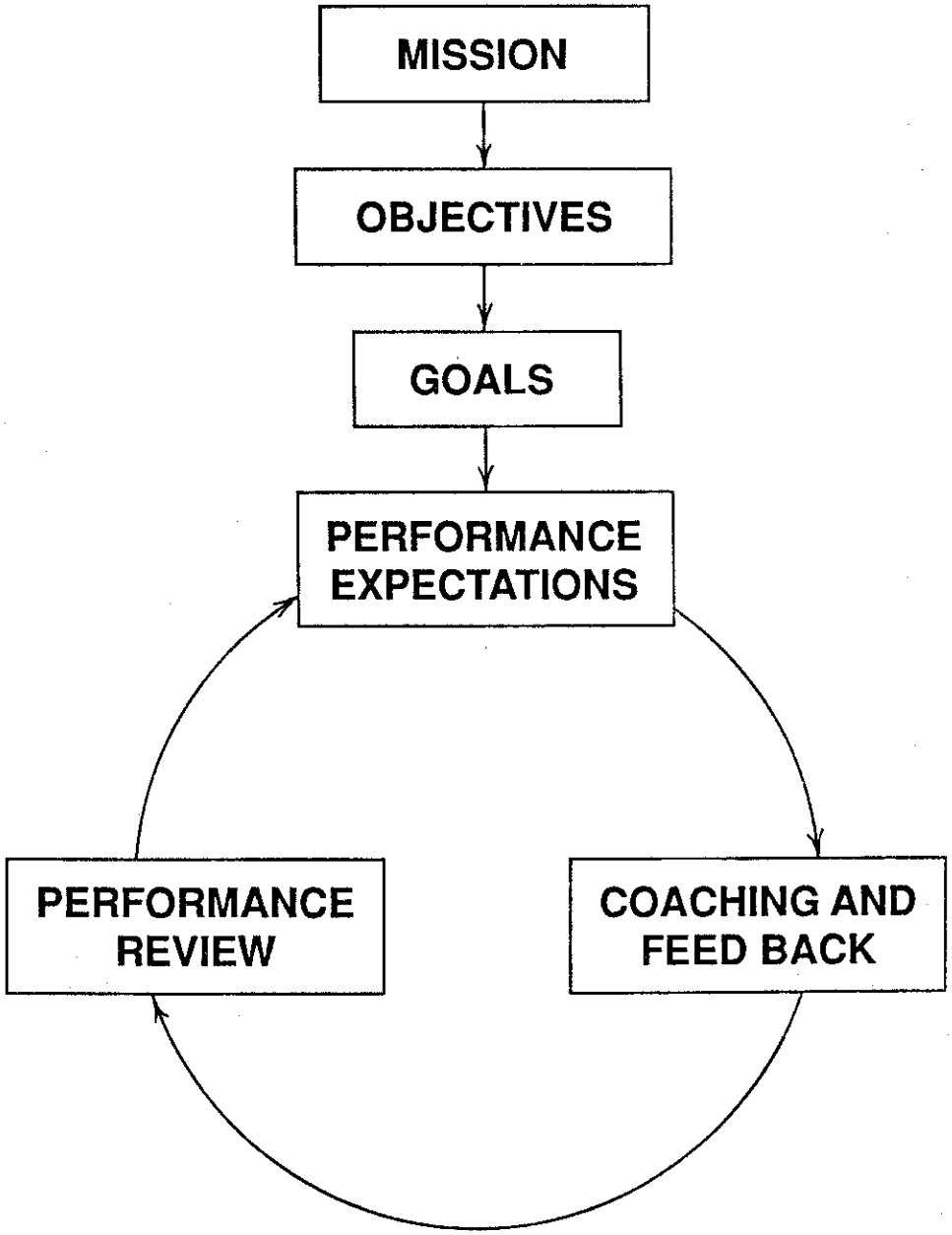
Three approaches to the management of personnel have developed over the years. The three can be referred to as classical, human relations, and human resource management. In the classical approach people are viewed as alternatives to and extensions of machines. In this approach the role of management is simply to control employee behavior. As the inadequacies of this approach became apparent, innovative management specialists and managers moved to a human relations approach, This approach recognizes that people matter and that if people are treated well, they will be satisfied and motivated.

In the last three decades, management specialists and leading managers have recognized that treating people well is not enough. The resulting human resource management approach is based on the belief that results are obtained through people and that people are the most important asset of the business. This approach builds on the tenet that the satisfaction and productivity of everyone involved in the business will be maximized when each person know and feels they are a member of the team and an important part of the business. In this approach the role of management is to facilitate the development of all business personnel. This approach permeates the business with management down to the lowest levels as people take responsibility and initiative to plan and control their own activities in line with business objectives.

All three approaches to the management of people are common on farms. In the author's opinion, only the human resource management approach can maximize the success of the manager, the business personnel, and the business itself. Only by using a human resource management approach can management, as defined in the introduction to this paper, be successfully implemented. In the human resource management approach organizing, staffing, and directing must be explicitly executed and become crucial to success. Organizing is necessary to develop a structure in which the potential of all personnel is attained. The staffing function must then find the right person for each job and keep staffed the positions required

MANAGING EMPLOYEE PERFORMANCE

Thomas R. Maloney



Worksheet #1

All managers have a way of evaluating employee performance. For some, it is a formal process, for others it is an informal process. In the space below, write down what form performance appraisal takes in your work. In other words, write down how you convey to your employees what you expect of them and also how you communicate your evaluation of their performance to them.

Worksheet #2

MANAGER ATTITUDES TOWARD PERFORMANCE MANAGEMENT

Indicate your opinion of the performance management process you have been using by evaluating each of the following statements. Circle your responses.

Performance Management Process.	*Agree*	*Not Sure*	*Disagree*
1. ...measures all relevant dimensions of performance.	A	?	D
2. ...is objective.	A	?	D
3. ...is accepted as legitimate and important by both managers and subordinates.	A	?	D
4. ...is constructive and enhances employee development.	A	?	D
5. ...is an integral part of day-to-day managing.	A	?	D
6. ...is useful in the planning and job staffing processes.	A	?	D
7. ...is uniform across the organization.	A	?	D
8. ...is clearly understood by those who use it.	A	?	D
9. ...is useful in performing supervisory responsibilities.	A	?	D
10. ...is regularly used as a basis for various personnel actions (for example: training, compensation, promotion, etc.).	A	?	D

Adapted from the Performance Appraisal Sourcebook by Baird, Beatty, and Schneier.

Worksheet #3

Using the Job Performance Guide, Appendix I, as an aid, select one or two job-related behaviors of a position in your business. Then, in the space provided, describe the expected performance in terms of measurability, attainability, and time constraints.

Job Behavior _____

Description of expected performance _____

_____

_____

_____

_____

_____

Job Behavior _____

Description of expected performance _____

_____

_____

_____

_____

_____

MANAGING EMPLOYEE PERFORMANCE

Thomas R. Maloney

I. Introduction

Employees want to know the answer to two questions -- "What is my job?" and "How am I doing?" A performance management process properly conducted will help managers provide employees with answers to both of these questions. The complete process of performance appraisal is often referred to as performance management. **Performance management is defined as the daily process of working toward previously established performance expectations followed by a formal performance review.** The traditional performance appraisal or review is a part of this process. To many, performance appraisal refers to an evaluation which is often done once a year and often accompanies the process of giving employee raises. To be effective, performance management must be a process with several phases. It should be looked at as a process of communicating behavior-related information between employer and employee. Dr. Kenneth Blanchard, co-author of *The One Minute Manager* tells us: "Management is something you do **with** your people, not **to** your people." A constructive interchange of information is essential for the process to work effectively. Performance management represents the following three-step process conducted under the leadership of the manager:

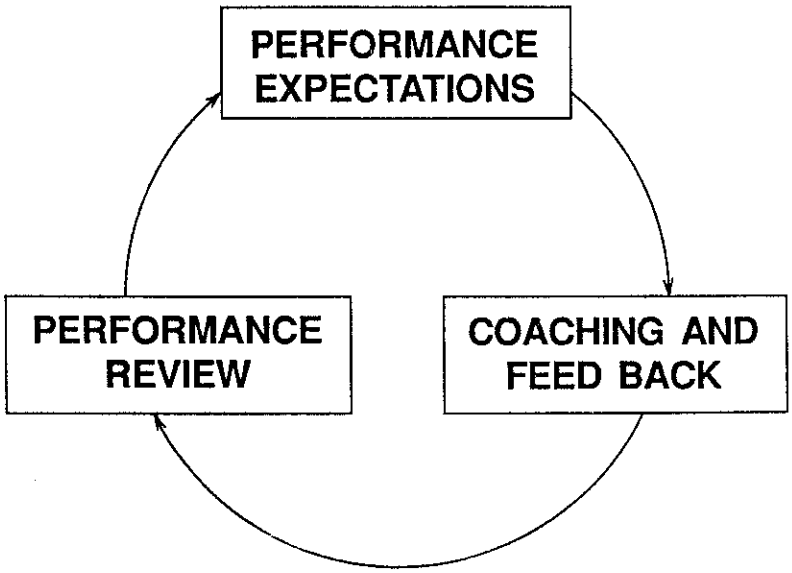
Step 1 - Convey Performance Expectations

Step 2 - Provide Regular Coaching and Feedback Regarding Employee Performance

Step 3 - Conduct The Performance Appraisal Interview.

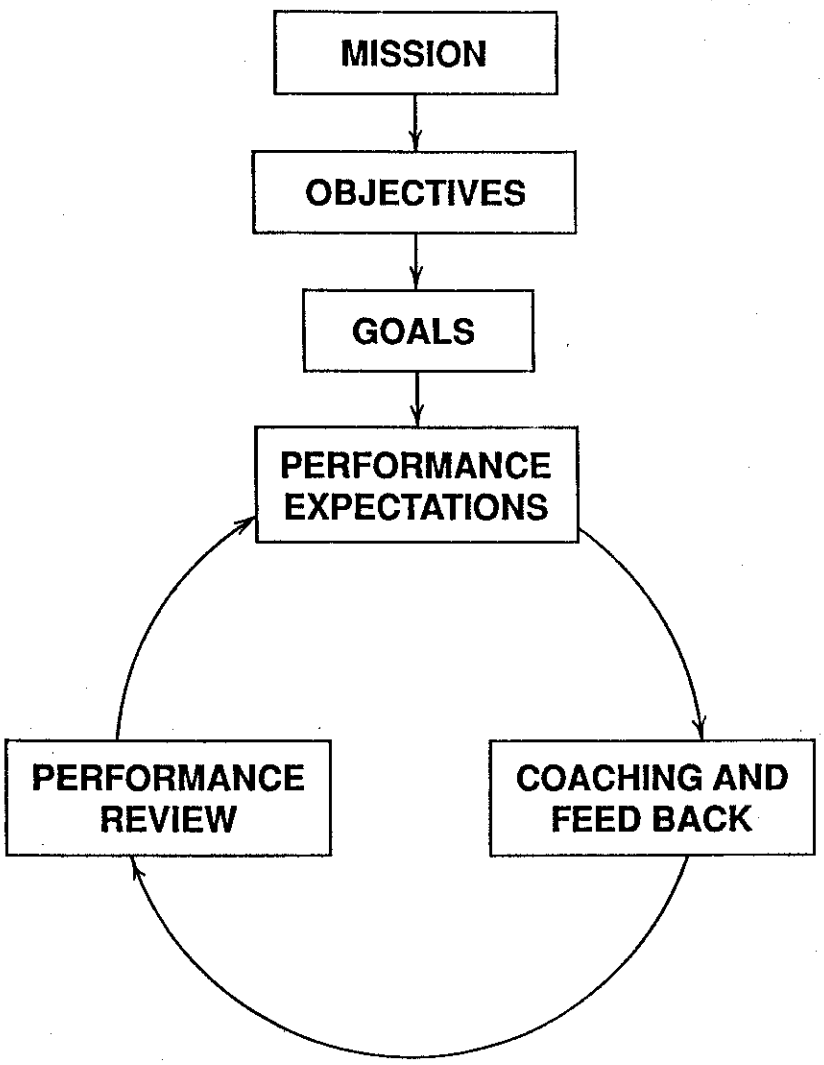
Figure 1 illustrates this process.

Figure 1.



For performance management to work effectively, direction of this process and the business as a whole must come from management. An effectively led organization has a clear and established direction, which comes from a formal mission statement supported by written objectives and goals. Each of these must be considered when employee performance expectations are established. All employees must be working toward the mission objectives and goals for the business to achieve maximum workforce efficiency and productivity. If we integrate mission, with its objectives and goals, into our original figure, a new figure emerges.

Figure 2.



The integration of business objectives with performance expectations is a key to improved business productivity and employee satisfaction.

II. Mission Objectives and Goals

Integrating the business's mission, objectives, and goals into the performance expectations of individual employees is a critical step in the performance management process. Employees will be more highly motivated if they understand how their performance expectations and their work contributions fit into the success of the business. Further, all individuals working in the business want it to succeed. In short, people want to be on a winning team. The manager's challenge, then, is to create a winning mission and actualize it through clear objectives and goals. Once objectives and goals are set, the performance expectations of each individual in the business should be tied to them.

Let's review briefly the process of creating mission, objectives, and goals for the business. Direction for the business begins with the statement of mission, which explains that the business is based on the personal values of the owner(s) and summarizes why the business exists. The mission statement should be in writing and should be a broad description of planned business direction. Here is one example of what a business mission statement might look like.

"To operate a profitable business by selling high quality products at an affordable price and to provide a good living for the owners and all of the people who work in the business." Once the mission statement is written, the next step is to define the broad objectives for the business.

Objectives are general, observable, challenging and timed descriptions of business direction based on the mission statement. They outline what the operator wants the business to look like in the future. The mission is realized through the accomplishment of objectives. For example, in support of the mission statement above, objectives may include an annual percentage increase in the gross sales, diversification of enterprises, profit potential, etc.

Goals are Specific, Measurable, Attainable, Timed statements of what is to be done in the process of accomplishing an objective. Goals are stated usually in quantitative terms that can be measured. Goals adopted in support of objectives help create a winning mission.

However, writing a mission statement, with objectives and goals, is not enough to create a winning organization. The mission must be internalized by the leader and then articulated to all the individuals in the business. The mission can, and should, be communicated in a variety of ways including written statements given to employees. Discussion of the business mission should take place in staff meetings and in each step of the performance

management process. A manager should constantly communicate where the business is going. In addition, business success should be tied to personal success. For example, part of the process of articulating the vision of the business is the need to convey that when the business makes a profit "we all benefit". After mission, objectives, and goals are set, they should provide the basis for setting performance expectations for each individual employee.

Having discussed mission, goals, and objectives, let's look at the three primary components of performance management.

III. Establishing Performance Expectations

At least once each year, performance expectations should be conveyed to the employee in a clear and understandable way. Individual performance expectations or standards are defined as the **conditions or results of satisfactory work.** They should be discussed and agreed upon **before** the performance period begins. Performance expectations for the individual should be consistent with the mission, objectives, and goals previously discussed. In addition, performance expectations should consider the tasks performed in the employee's position and the employee's past performance in conducting those tasks. Performance expectations should be clear and behavioral-based; that is, the employee must understand the behavior required to meet established performance expectations. In many businesses, performance expectations are given to the employee verbally through discussions, meetings, and other forms of communication. Many believe performance expectations should be in writing and kept up to date. Written performance expectations have several advantages. They allow the manager and employee to discuss and agree on expected performance. They also provide a permanent record which can be referred to at any time through the performance period. To be most effective, the establishment of performance expectations should be a two-way process where the employee has input in deciding on expectations based on the goals of the business and the goals of the individual job that he or she is performing.

Performance expectations have several specific components. The following are three essential components of effective performance expectations.

1. **Measure** - Truly result-oriented performance expectations must contain measures by which performance can be judged. Measures may include dollars, percentages, numbers of items, ranges, etc. By integrating measures into performance expectations, both manager and employee know clearly what level of performance is expected.

2. **Time** - Productivity is often determined by how quickly desired results can be achieved. The employee and the manager should be clear on just when results are expected.

3. **Attainability** - Performance expectations must be within the individual's and the organization's reach if they are to be an effective performance management tool. If either internal or external business constraints prevent attainability, they may serve to demotivate rather than motivate the individual.

It was mentioned earlier that performance standards should be put in writing. This can be done through a job description, if the job description is specific enough. A job description for the purposes of establishing performance expectations might include a general position goal statement or an umbrella statement of several sentences describing the objectives of the position. The remainder of the position description could include five to ten key statements of the results expected in the position. In some businesses, a job performance guide or similar tool separate from the general job description, is used. (Refer to Appendix I)

IV. Coaching and Feedback

Ongoing performance feedback, both positive and negative, is critical for employee development, growth, and productivity as well as business success. Yet this is an area of management which can be fraught with difficulties. Before we look at proper coaching feedback skills, let's look at some reasons why managers do not always provide feedback as much as they could.

A. Reasons Why Managers Fail to Provide Positive Feedback

1. Managers often use the excuse that it's not necessary. "Joe already knows he's doing a good job."

2. Some managers have a difficult time expressing their feelings to others, (both positive and negative). As a result, they often say nothing.

3. Some managers feel that praise or positive feedback will be perceived as insincere. They feel uncomfortable complimenting or praising their employees.

B. Reasons Why Managers Fail to Deliver Negative Feedback

1. Some managers tend to avoid uncomfortable situations with employees hoping they will "go away". Unfortunately they tend to get worse.

2. Sometimes managers think "I don't have time to deal with that problem right now, I'll deal with it another time." In the meantime, the problem usually persists.

3. A manager may resist giving negative feedback out of fear of being disliked by the employee.

The importance of performance feedback, both positive and negative, cannot be overstated. Employees want to know where they stand and even the best employees appreciate compliments and praise for work well done. Likewise, immediate negative or corrective feedback is important. If it is not provided, the employee's poor performance will be repeated and reinforced making it much harder to correct in the future.

Performance management as defined earlier suggests an ongoing process of working toward established performance expectations. Periodically, manager and employee should review the employee's performance. If it is satisfactory, praise and acknowledgement of success is appropriate to reinforce good work behavior. Many managers admit they don't provide positive feedback often enough. The authors of *The One Minute Manager* encourage supervisors to "catch your employees doing something right."

Conversely, if improvement is needed, the manager should not hesitate to discuss the areas of difficulty and coach the employee regarding ways to improve performance. Employee involvement in developing strategies for improved performance is important.

Coaching on a timely basis can prevent numerous problems, particularly unpleasant "surprises" at the time of the performance review. It also avoids the problem of reinforcing poor work habits through continued improper performance.

For managers who feel the need to improve their coaching skills, more effective communication techniques can often provide the answer. The following formula provides a practical five-step communication process for delivering performance feedback.

Reach Method of Communication

Each letter in the word "reach" stands for a step in a process of communicating your wishes to another person.

R: This step stands for rapport. Developing rapport involves verbal and nonverbal communications to put the person you are talking with at ease. Weather, sports, hobbies, or family are common topics.

E: This step stands for established purpose. Establishing the purpose for the communications gives your discussion a clear goal. Without purpose, the person may be worrying whether what you say next will be good or bad.

A: This step stands for asking questions. Asking questions and listening to the response helps managers gain additional information and also to be certain that the person who is listening understands what is wanted. Prepare questions in advance.

C: This step stands for committing to plans. Getting commitments to plans makes it clear to both people what steps are to be taken next. Managers should take notes as a written record for future reference.

H: This step stands for highlight to plans. HIghlighting what has been discussed and agreed to gives the manager a last chance to clarify key issues, action plans, and procedures for follow through.

V. The Performance Appraisal

Unfortunately, in many businesses, perceptions of performance appraisals are negative. The process becomes one of criticism and confrontation, rather than one of employee growth, development, and reward. To avoid the negative aspects of the performance appraisal that often trap many managers, let's look at performance appraisal mistakes that managers commonly make.

A. The appraisal becomes a confrontation.

If indeed the purpose of the performance appraisal is one of employee development and growth, it is important to avoid confrontation. Corrections in performance should have taken place through coaching during the ongoing performance management process. Efforts at the appraisal can then be focused on employee development as opposed to criticism of past performance.

B. **The manager springs "surprises" on the employee.**

Any negative behavior and corrective action should have been discussed at the time it occurred. Saving performance problems or issues for the appraisal interview surprises and angers the employee and creates a "fear of the unknown" for future performance reviews.

C. **Managers sometimes act as a judge of an individual's worth.**

By keeping the appraisal interview "performance and behavior" oriented, there is less chance of the individual taking criticisms or suggestions for improvement personally. Focus should be on the level of performance observed and the level of performance required by the position.

D. **The performance review is conducted with unclear objectives.**

The main objective should be to review past performance and discuss future expectations and plans. When performance expectations are in writing the process becomes clearer.

E. **The manager tries to improve too many performance problems at one time.**

Studies have shown that individuals have a tolerance limit for criticism, and once this limit is met, the individual becomes increasingly upset (Carol and Schneier). It is important to focus on one or two areas of improvement, and integrate those areas into job expectations and plans for the coming year.

F. **The appraisal focuses on filling out a form rather than on actual employee performance.**

Forms for performance appraisal are not nearly as important as the manager's relationship with the employee and the expertise with which the manager executes the appraisal interview. If a form is used, it should be used as a management tool rather than as the focus of the performance appraisal itself.

G. **Performance data is not gathered in advance.**

If some kind of information gathering or sharing process does not take place ahead of time, the manager may be dealing with general instances of work behavior and the appraisal interview will become a discussion of vague issues as opposed to specific performance-related issues.

H. **Clear-cut action plans are not established.**

An important objective of the formal appraisal is to plan future goals, performance, and job expectations. Before the appraisal interview is complete, there should be some agreement between the manager and the employee regarding general performance expectations for the coming year. If necessary, a follow-up meeting can be planned to elaborate on those expectations in detail. (Guinn)

VI. Conducting a Positive Performance Review

At its worst, a performance appraisal interview can be a negative experience for both the employer and the employee, filled with confrontation, criticism, and focused on mistakes of the past rather than on opportunities for the future. At its best, a performance review is a developmental tool. It is an opportunity for the employer and the employee to sit down and discuss performance results. Then, using those results, they can plan for the employee's growth and development in the future.

Performance evaluation should be kept simple. The purpose of the appraisal is to provide clear, useful information to employees about their performance related behavior. Perhaps the most important thing a manager can do, is properly prepare for the performance appraisal interview. The interview should be conducted in a quiet place where both manager and employee will not be interrupted. Allow an adequate amount of time. The manager should try to create as positive an atmosphere as possible and to speak in positive terms during the appraisal. Prior to the interview, the manager should have gathered any written information regarding the employee's performance over the past year, and any written performance expectations prior to the start of the performance period. This information should be reviewed and highlighted. If much of this information has not been put in writing, the manager should make notes, both positive and negative, of past performance, remembering that there should be no surprises. He or she should

also remember that the employee's tolerance for criticism is limited and it is important to select only one or two areas where improvement is most needed. Avoid being too easy or too tough minded. Be fair and honest.

When conducting the performance review, the manager should follow a set of steps to provide structure to the process and insure that it is conducted completely and thoroughly. The steps in conducting the performance appraisal interview as follows:

1. **Explain the purpose of the discussion and the procedures that the discussion will follow.** For example, a manager might begin by indicating that the purpose of the discussion is to review the employee's performance over the past year. The beginning of the discussion may be a review of the performance standards set before the performance period began, followed by a comparison of actual performance within those standards.

2. **Elicit the subordinate's ideas and opinions, making sure not to say anything that might influence or contaminate them.** Early in the conversation, the manager should ask for an employee's perception of his or her performance over the past year. Be sure the employee has an opportunity to discuss a self-evaluation of that performance. Effective listening and communication skills are very important in this step.

3. **The manager communicates his or her views regarding performance over the past year.** This can be based on notes or an outline that the manager has written. If possible, it should also be based on performance measures that have been observed in the past year.

4. **Discuss with the subordinate any differences between you and how those differences might be resolved.** During this part of the appraisal process, the manager and the employee should openly discuss any differing perceptions and come to agreement on how to resolve any differences of opinion.

5. **Together with the subordinate, devise a plan of action for carrying out whatever has been agreed upon.** This is the goal setting part of the process. After analyzing and discussing the past year's performance, place emphasis on setting performance expectations for the year to come, making those expectations measurable, time bounded, and attainable. If the complete process cannot be carried out during the performance appraisal interview, set up a

separate time to finish the goal setting process for the coming performance period. End the interview by restating the positive aspects of the employees' performance and reinforce their value to the business.

VII. Use of Forms in the Review Process

Businesses with formalized personnel functions tend to use a variety of forms in the performance review process. Performance appraisal rating forms provide a tool for the manager to conduct a complete and accurate performance appraisal. Very often employees or managers within a large business may resist the use of specific forms for conducting performance appraisals either because they do not like to use the forms or because they do not find the forms helpful for the job that they are trying to evaluate. The majority of farm businesses in New York State (and even in the entire country) do not conduct formal performance appraisals. Likewise, most farm businesses that do conduct performance appraisals do not use a formal performance appraisal form. However, it is important to be aware that a variety of performance appraisal forms exist, and have an understanding of why and how they are used.

A. Comparative Procedures

Comparative procedures are based on the relative standing of an individual among other employees. For example, comparative procedures might suggest that employee A is a better performer than employee B at a specific job, but both are better than employee C. The two most commonly used comparative procedures are straight ranking and forced distribution.

1. Straight Ranking - This is a simple procedure that compares a group of employees with one another. The manager will typically decide who is the top performer in a group, who is the second performer, etc. down to the poorest performer.

2. Forced Distribution - In this case, the manager assigns employees to a small number of categories, typically three to seven. The distribution is forced in the sense that the appraiser puts a certain percentage of employees in each category. Employees are compared to one another during the process of placing each employee into a specific category.

Comparative procedures can be useful when sorting out differences in employee performance. They are relatively easy to develop and supervisors can understand the process without too much difficulty. However, the disadvantage of comparative procedures is that they do not indicate if an employee's performance is acceptable or unacceptable. They simple compare one worker to another.

Comparative procedures are not very good when feedback to employees is necessary since they only tell the employee if performance evaluation is above or below others. They also may breed resentment since one employee may resent being told that he or she is doing less well than another individual. Typical comparative procedures are designed so that an assessment is made of the overall workforce performance as opposed to specific individual performance. They tend to be global rather than specific.

B. Absolute Standards

This approach involves determining specific standards of performance and writing them down. The person rating the performance then refers to the absolute standard to make the rating determination. The three absolute standard approaches to performance appraisal most frequently used are: the trait rating scale, the behaviorally anchored rating scale, and management by objectives.

1. **The Trait Rating Scale** - This scale is used widely and usually has the following characteristics, which assess such general performance dimensions as job quality, quantity, timeliness, etc. (Appendix II).
   - Performance dimensions are determined and they are usually not based on job analysis.
   - The job dimensions used are often presumed to be equally applicable to a wide variety of jobs and, therefore, tend to be general in nature. For example, one performance appraisal form may be used throughout a very diverse organization.
   - Absolute standards are judgemental by nature, and represent different levels of performance. For example, each rater may use the same rating of one through five for each performance dimension. However, one individual's judgement of what constitutes a five rating may be different from someone else.

2. **Behaviorally Anchored Rating Scales** - In this procedure, job behaviors are defined and integrated into a rating form. The

rater is then asked to pick the description that most closely illustrates the behavior of the employee whose performance is being appraised. Behaviorally anchored rating scales are unique in that they indicate specifically and concretely the levels of performance for each performance dimension. The specific performance standards described in the rating form are designed to minimize rating errors that can occur in traditional rating scales. This approach is time consuming and has not been adopted as widely as the trait rating scales or management by objectives.

3. **Management by Objectives** - Under this approach, a set of performance objectives for the employee is established and implemented during some future period, perhaps six months or a year after their establishment. This step is very similar to the job expectations step discussed earlier. The next step in management by objectives is evaluation of the employee's performance at the end of the specified period, when the actual performance is compared with the goals established at the beginning of the process. Management by objectives is the most individualized appraisal system. It is important for the manager to monitor this system to see that the goals established for each employee are equally difficult.

C. Measures of Physical Output

A third approach to measuring employee performance is simply to use specific production measures or quality measures which indicate actual output. For example, produce grading or quality standards are one way to measure quality output. Fruits or vegetables packed per hour may be another way to measure production output. In cases where this approach is used in agriculture, a piece rate or an incentive rate is often used for payment. An advantage to using this approach is that in some aspects of agriculture and horticulture, production is easily quantified and it's easy to determine how productive an individual is compared to other workers in the business.

While performance appraisal forms are widely used in the business world, they should be used with caution by the farm manager. A rating form or written outline should be a tool for structuring the interview. They should not be used as a substitute for good communication skills. In the final analysis, the success of the performance review will depend more on the manager's execution of the total performance management process than on the use of a particular rating form.

Worksheet #4

TAKE HOME IDEAS

Based on this discussion of Performance Management, what one or two changes would you like to make in your business in each of the following three areas:

1) Performance Expectations

_____

_____

_____

_____

2) Coaching and Feedback

_____

_____

_____

_____

3) Performance Appraisal Interview

_____

_____

_____

_____

Appendix I:

PARTIAL JOB PERFORMANCE GUIDE

CROP ENTERPRISE MANAGER

Duties/Responsbilities:	Expected Performance
Financial Control	This duty has been performed well when:
Control costs	Costs never exceed approved budget limitations by more than $100 unless approval is given; cost reductions are made wherever possible but with no loss of crop yield, or quality.
Prepare crop budgets.	The budget is accurate if it reflects realistic needs, and can be justified. It is submitted to the farm owner on or before February 15th.
Assist in the accounting process.	All invoices are forwarded to the farm bookkeeper and all expenses are accounted for. Previous year's expenses are used in the next year's budget preparation.
Inventory and Ordering of Crop Supplies	
	At the end of the crop season, all crop supplies have been inventoried in preparation for ordering next year's supplies.
Order Fertilizer, Pesticides, and Seed for Coming Crop Year	
	Based on crop planting plans for the coming year, quantities of various pesticides, various fertilizers, and specific seed varieties are ordered.

Employee Relations

Interview and hire new personnel.	At least 90 percent of the people hired meet all job performance standards within predetermined time required to master the job; no complaint from any candidate is received concerning the courtesy or professionalism of the interview.
Conduct new employee orientation.	Orientation is initiated the first day the employee reports for work and is continued until the employee is comfortable with the job and work environment. No employee leaves within the first 90 days because of inadequate orientation to the organization and the job.
Train subordinates.	Following proper training, no employee errors occur because of knowledge deficiencies or instructional problems; there are no employee resignations within the first 90 days of employment due to training program failures.
Provide adequate staffing.	Future labor needs are anticipated and budgeted; positions becoming vacant are evaluated before replacement requisitions are originated.

Appendix II:

TRAIT RATING SCALE EXAMPLE

	VERY POOR		BELOW AVERAGE		AVERAGE			ABOVE AVERAGE		VERY GOOD
EMPLOYEE CHARACTERISTIC	1	2	3	4	5	6	7	8	9	10
Attendance	1	2	3	4	5	6	7	8	9	10
Enthusiasm	1	2	3	4	5	6	7	8	9	10
Ambition	1	2	3	4	5	6	7	8	9	10
Initiative	1	2	3	4	5	6	7	8	9	10
Perseverance	1	2	3	4	5	6	7	8	9	10
Attitude @ Work	1	2	3	4	5	6	7	8	9	10
Cooperation	1	2	3	4	5	6	7	8	9	10
Leadership Ability	1	2	3	4	5	6	7	8	9	10
Quantity of Work	1	2	3	4	5	6	7	8	9	10
Quality of Work	1	2	3	4	5	6	7	8	9	10

COMMENTS:

References

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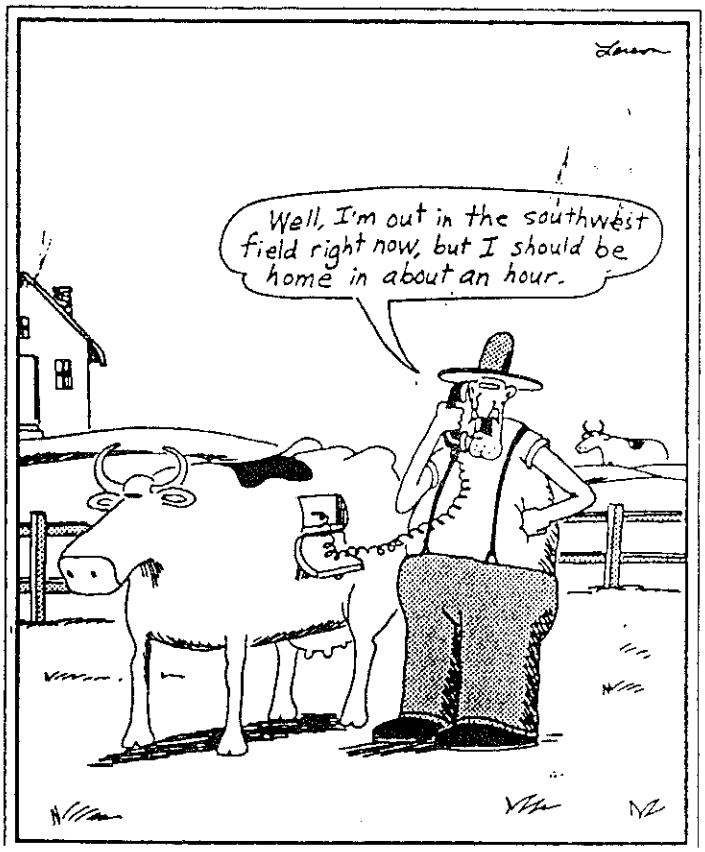
Total Quality Managed Communication

Guy K. Hutt



The rural professional and his cowphone

Total Quality Managed Communication
Guy K. Hutt

Communication is critical to the the long term success of a business because it allows people to contribute not only their production talents but also and perhaps more importantly their ideas. It is the ideas and brain power that make valuable progress possible. These ideas can only be translated into progress, business transactions and profit if they are communicated successfully.

Communication is critical for the manager interested in working through people to achieve quality products and services. Communication is a key tool necessary to carry out all the functions of management Planning, Organizing, Staffing, Directing and Controlling (see the model that follows). Managers must be persuasive and effective in influencing the behavior of other people in order to insure progress toward mutually held objectives.

Communication has many objectives not the least of which are these:

-We would like to be understood exactly as we intended

-We would like our messages to be accepted and agreed with

-We would like to secure favorable influence over others reactions to our messages

-We would like to retain favorable relations with those with whom we communicate

Communication: A process which involves the transmission and reception of ideas, feelings and attitudes verbally and/or nonverbally. Effective total quality managed communication employs a variety of tactics and strategies for expressing messages and enhancing reception.

Research leads to the conclusion that there is a positive correlation between effective communication and each of the following factors: employee productivity, personal satisfaction, rewarding relationships and effective problem solving. Two major components of effective communication are sending and receiving messages. Techniques of listening and verbalizing help in both these directions.

> Effectiveness of management is very dependent upon the ability to communicate orally not only the policy of the company but suggestions as to how work should be done, criticism of poor work, and the application of discipline, and of course the general field of human relationships. (Lull, 1955)

> It seems safe to conclude from research studies that by and large, the better supervisors (better in terms of getting the work done) are those who are more sensitive to their communication responsibilities. They tend to be those, for example, who give clear instructions, who listen empathetically, who are accessible for questions or suggestions, and who keep their subordinates properly informed. (Redding & Sanborn, 1964)

> No one is wrong. At most, someone is uninformed. If I think a man is wrong, either I am unaware of something, or he is. So unless I want to play a superiority game I had best find out what he is looking at. "You're wrong" means "I don't understand you" - I'm not seeing what you're seeing. But there is nothing wrong with you, you are simply not me and that's not wrong. (Prather, 1970)

This paper is divided into several sections:

1. A discussion of communication as a process
2. Blocks to effective communication
3. Interpersonal communication inventory and its explanation
4. Nonverbal communication tactics
5. Verbal communication tactics
6. REACH: A generic tactical process
7. Strategies for work communication
8. Total quality managed communication
9. References

Total Quality
Managed Communication

A. Management Defined

Management is determining what must be done and achieving results through the efforts of **O** _____ and other **P**_____. Management is

P_____

O_____

S_____

D_____, and

C_____

the business' resources toward the accomplishment of established **O**_____ and **G**_____.

B. Communication Defined

Communication is a means of **D**_____, which is one of the major **F**_____ of a **M**_____.

Communication is the **S**_____ conveying of **I**_____ between people.

Definition of Terms

Management Management is continuously determining what must be done and achieving results through the efforts of oneself and other people. Management is planning, organizing, staffing, directing, and controlling resources to accomplish established objectives and goals.

Communication: A process which involves the transmission and reception of ideas, feelings and attitudes verbally and/or nonverbally. Effective communication employs a variety of tactics and strategies for expressing messages and enhancing reception.

Customers: (receivers) The individuals who receive outputs from suppliers

Suppliers (senders) The individuals who provide inputs such as information of materials for a process.

Inputs: Materials, energy, information or other measurable tangibles which, through a process, is converted to outputs.

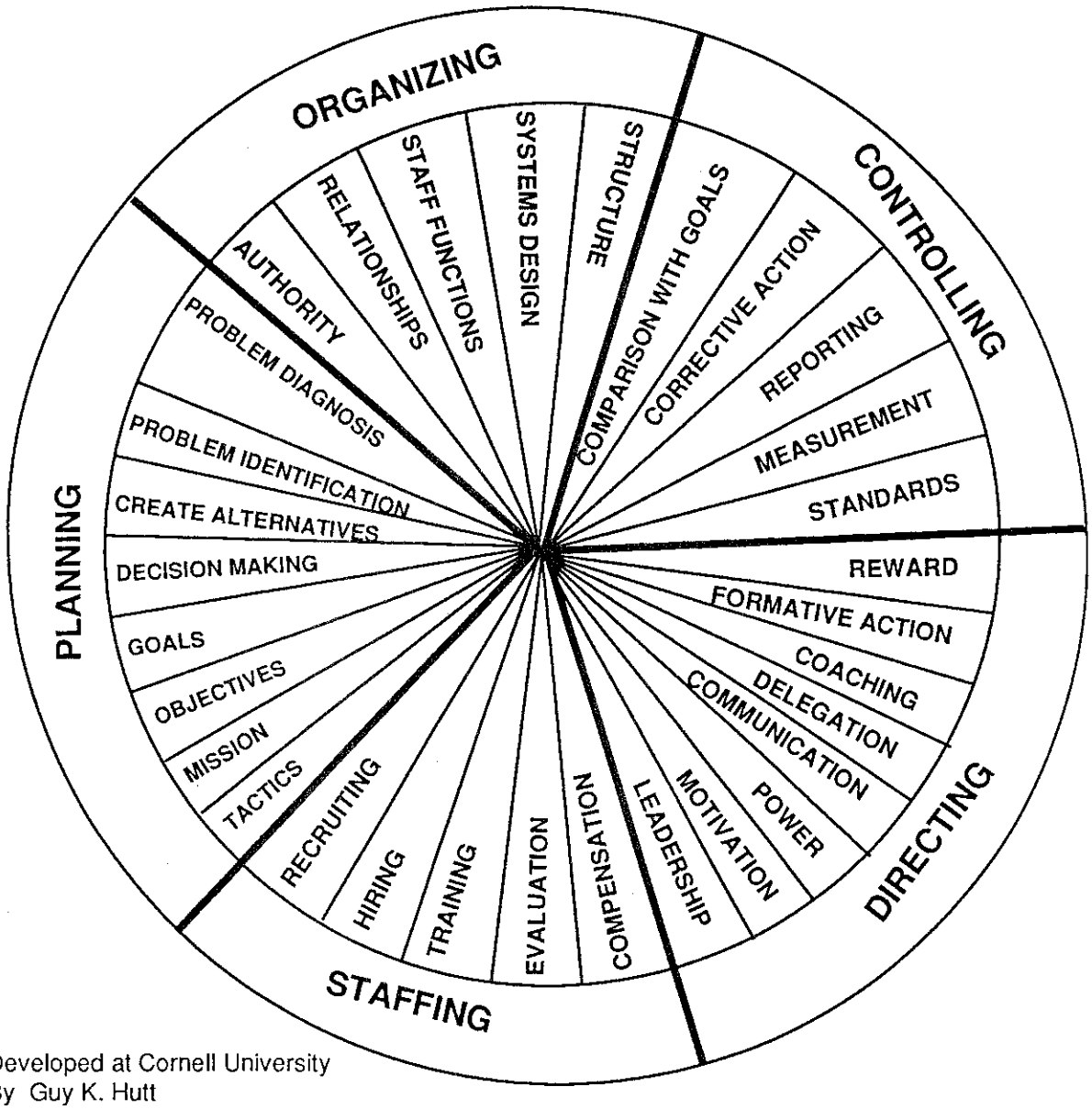
Outputs: The results of a process, Outputs are tangible and measurable

Process: The activities that individuals and teams engage in to convert inputs to outputs.

Definition of Terms Continued

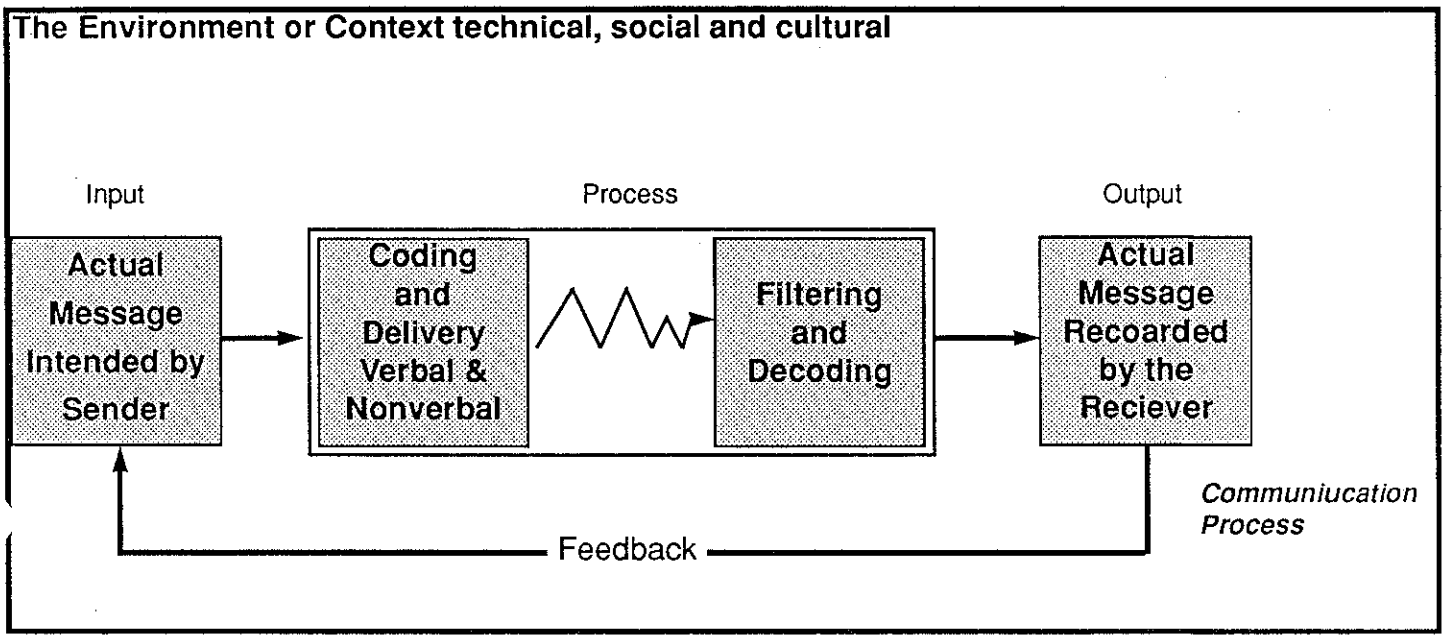
Total Quality	The continuous improvement of processes in response to internal and external customer needs through the total evolvement of people.
Leadership:	Leadership is any *behavior* which develops or uses *power* in order to *influence* other peoples' *behavior.*
Influence:	Influence is the ability to affect the behavior of others.
Power:	Power is influence potential.
Authority:	Authority is the source or power base from which influence is achieved.
World Class	**The state of total harmony with customers, suppliers, other peoples and the internal and external environment in which the organization operates. World class products, service and other outputs result from total quality efforts.**

Management Functions



Developed at Cornell University
By Guy K. Hutt
PRO-DAIRY

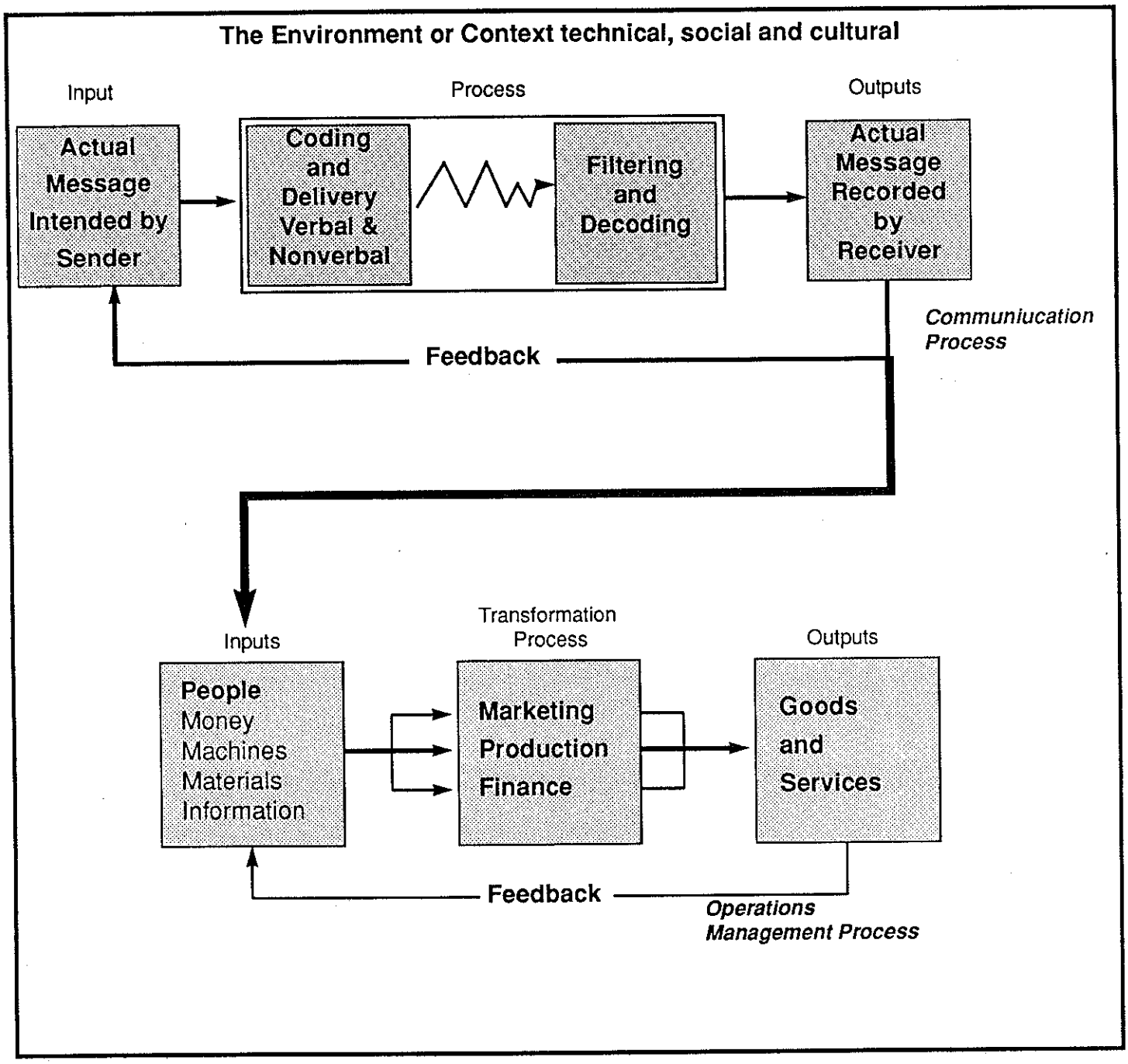
Communication Process Model



"I know you believe that you understand what you think I said, but I am not sure you realize that what you heard is not what I meant."

When a person (sender) communicates a message to another person (reciever), the message usually contains two elements: content and feeling. Both elements are important because both give the message meaning. However, we often do not understand other people's messages or are misunderstood by others because because of our coding, decoding and forgetting that meanings are found in people and all their behaviors, not just in words. This Process model illistrates the inputs process and outputs of the communication process all in the context of a technical, social and cultural environment.

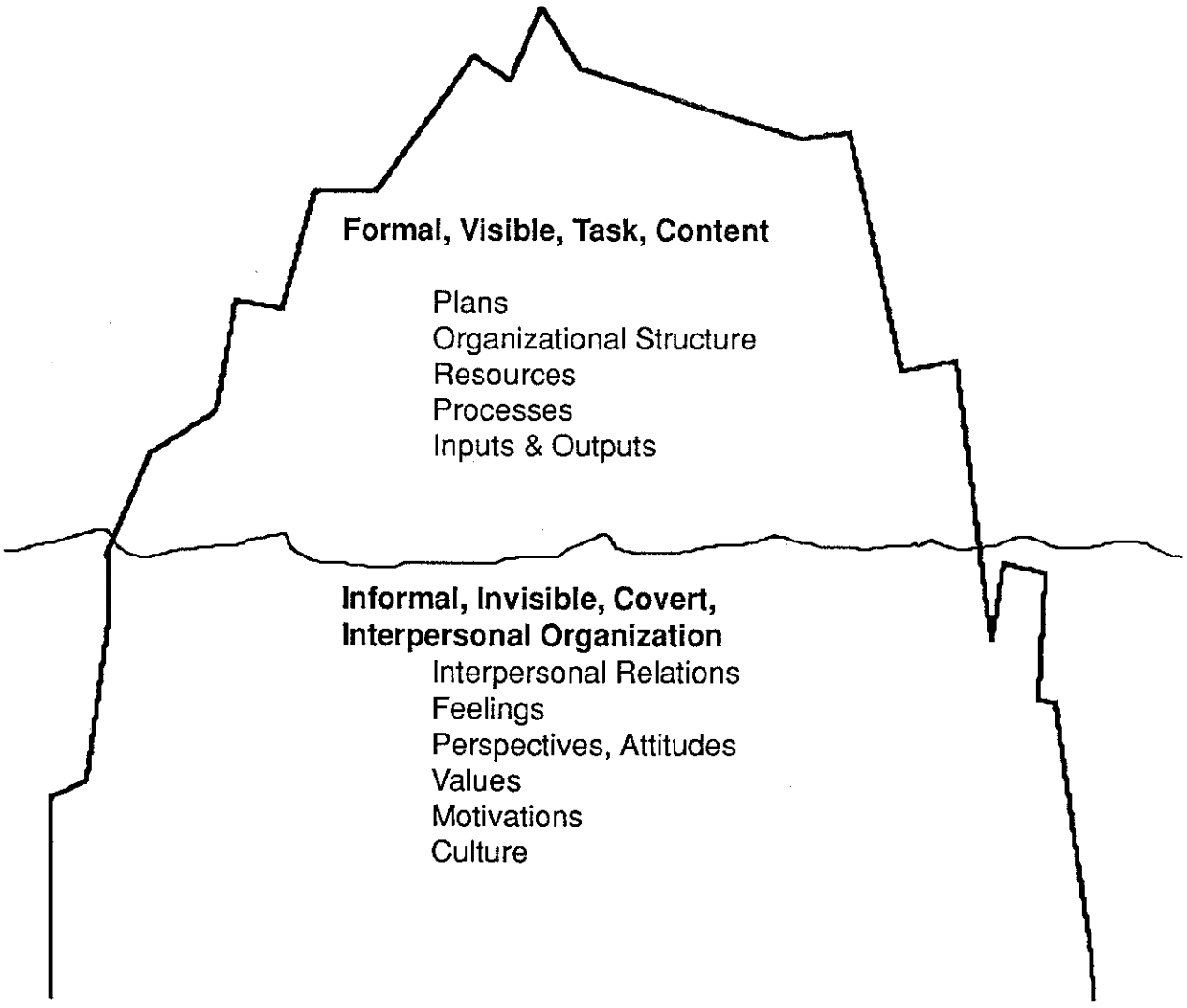
Communication Process Model



The outputs from the communication process become the inputs for other operations processes.

The Formal and Informal Dimensions of People and Organization

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



Blocks to effective Communication

I.The Risk of Communicating Nonacceptance

The communication of mutual acceptance is vital to developing and maintaining work and personal relationships. However, various ways of responding to situations run the risk of communicating nonacceptance. To understand a person's point of view effectively, it is necessary not to communicate nonacceptance. According to Gordon (1970, pp. 41-44), author of several books on active listening, most people, in a listening situation, commonly respond in one or more of the following twelve ways:

1. Ordering, Directing:	"You have to . . ."
2. Warning, Threatening:	"You'd better not . . ."
3. Preaching, Moralizing:	"You ought to . . ."
4. Advising, Giving Solutions:	"Why don't you . . ."
5. Lecturing, Informing:	"Here are the facts . . ."
6. Evaluating, Blaming:	"You're wrong . . ."
7. Praising, Agreeing:	"You're right . . ."
8. Name-calling, Shaming:	"You're stupid . . ."
9. Interpreting, Analyzing:	"What you need . . ."
10.Sympathizing, Supporting:	"You'll be OK . . ."
11.Questioning, Probing:	"Why did you . . ."
12.Withdrawing, Avoiding:	"Let's forget it . . ."
13.Topping Response:	"When I was a child . . ."

These modes of response may communicate to the sender that it is not acceptable to feel the way he or she feels. If the sender perceives one of these messages as indicating nonacceptance, there is a risk that he will become defensive about new ideas, will be resistive to changing behavior, will tend to justify certain feelings, or will turn silent because the listener is perceived as only passively interested in the sender.

Elaboration on Responses That Can Block Effective Communication

Warning, Admonishing, Commanding Response. "You had better," "If you don't," "You have to," "You will," "You must" are used constantly in the everyday work environment. Usually such responses produce resentment, resistance and rebellion. There are times, of course, when this response is necessary, such as in an emergency situation when the information being given is critical to human welfare.

Logical, Lecturing Response. "Don't you realize . . .," "Here is where you are wrong . . .," "The facts are . . .," "Yes, but . . ." can be heard in any discussion with two people of differing opinions. Such responses tend to make the other person feel inferior or defensive. Of course, persuasion is part of the world we live in. In general, however we need to trust that when people are given correct and full data they will make logical decisions for themselves.

Advice-Giving Response. "Why don't you try . . .," "You'll feel better when . . .," "It would be best for you to . . .," "My advice is . . ." are phrases that give advice. Advice is best given at the conclusion of conversations and generally only when one is asked.

Evaluation Response. The phrases "You should . . .," " You are wrong," " You should know better," "You are bad," "You are such a good person" create blocks to communication. There is a time for evaluation, but if it is given too soon, the speaker usually becomes defensive.

Diagnosing, Psychoanalytic Response. "What you need is . . .," "The reason you feel the way you do is . . .," "You don't really mean that," "Your problem is . . ." are phrases that tell others what they feel. Telling people how to feel or why they feel the way they do can be a two-edged sword. If the diagnosis is wrong, the speaker feels pressed; if the diagnosis is right, the speaker may feel exposed or captured. Most people do not want to be told how to feel and would rather volunteer their feelings than to have them exposed.

Devaluation Response. "It's not so bad," "Don't worry," "You'll get over it," or "Oh, you don't feel that way" are familiar phrases used in responding to others' emotions. A listener should recognize the sender's feelings and should not try to take away the feelings or deny them to the owner. In our desire to alleviate emotional pain, we apply bandages too soon and possibly in the wrong place.

Prying-Questioning Response. "Why," "who," "where," "when," "how," "what" are responses common to us all. But such responses tend to make the speaker feel "on the spot" and therefore resist the interrogation, At times, however, a questioning response is helpful for clarification, and in emergencies it is needed.

Topping Response, or My Sore Thumb. "That's nothing, you should have seen . . .," "When that happened to me, I . . .," "When I was a child . . .," "You think you have it bad . . ." are phrases of one-upmanship. This approach shifts attention from the person who wants to be listened to and leaves him or her feeling unimportant.

Whenever a listener's responses convey nonacceptance of the speaker's feelings, the desire to change the speaker, a lack of trust, or the sense that the speaker is inferior or at fault or being bad, communication blocks will occur.

Interpersonal Communication Inventory

adapted from the work of Millard J. Bienvenu

Being an effective communicator seems to be based on five interpersonal components: 1) an adequate self-concept, the single most important factor affecting people's communication with others; 2) the ability to be a good listener, a skill which has received little attention until recently; 3) the skill of expressing one's thoughts and ideas clearly - which many people find difficult to do; 4) being able to cope with one's emotions, particularly angry feelings, and expressing them in a constructive way; and 5) the willingness to disclose oneself to others truthfully and freely. Such self-disclosure is necessary for satisfactory interpersonal relationships.

In recent years, several research techniques and devices have been developed in a number of areas involving the study of interpersonal communication. The "Interpersonal Communication Inventory" (ICI) is applicable generally to social interaction in a wide variety of situations. It is an attempt to measure general tendencies in interpersonal communication.

A 54-item scale measures the process of communication as an element of social interaction; it is not intended to measure content but to identify patterns, characteristics, and styles of communication.

The items included were drawn from a review of the literature in the field and from the author's counseling experience and his work on related communication scales.

Items in the ICI are designed to sample the dimensions of self-concept, listening, clarity of expression, difficulties in coping with angry feelings and self disclosure.

Interpersonal Communication Inventory

adapted from Millard J. Bienvenu, Sr.

This inventory offers you an opportunity to make an objective study of the degree and patterns of communication in your interpersonal relationships. It will enable you to better understand how you present and use yourself in communicating with persons in your daily contacts and activities. You will find it both interesting and helpful to make this study.

Directions

The questions refer to persons *other than your family members or relatives.*

Please answer each question as quickly as you can according to the way you feel *at the moment* (not the way you usually feel or felt last week).

Please do not consult anyone while completing this inventory. You may discuss it with someone after you have completed it. Remember that the value of this form will be lost if you change *any* answer during or after this discussion.

Honest answers are very necessary. Please be as frank as possible, since your answers are confidential.

Use the following examples for practice. Put a check in one of the three blanks on the right to show how the question applies to your situation.

	Yes usually	**No** seldom	**Sometimes**
Is it easy for you to express your views to others?	_____	_____	_____
Do others listen to your point of view?	_____	_____	_____

The **Yes** column is to be used when the question can be answered as happening *most of the time* or *usually*. The **No** column is to be used when the answer can be answered as *seldom* or *never.* The **Sometimes** column should be marked when you definitely cannot answer **Yes** or **No.** *Use this column as little as possible.*

Read each question carefully. If you cannot give the exact answer to a question, answer the best you can but be sure to answer each one. There are no right or wrong answers. Answer according to the way *you* feel *at the present time*. Remember, do not refer to family members in answering the questions.

	Yes usually	**No** seldom	**Sometimes**
1. Do your words come out the way you would like them to in conversation?	_____	_____	_____
2. When you are asked a question that is not clear, do you ask the person to explain what he means.	_____	_____	_____
3. When you are trying to explain something, do other persons have a tendency to put words in your mouth?	_____	_____	_____
4. Do you merely assume the other person knows what you are trying to say without your explaining what you really mean?	_____	_____	_____
5. Do you ever ask the other person to tell you how he feels about the point you may be trying to make?	_____	_____	_____
6. Is it difficult for you to talk with other people?	_____	_____	_____
7. In conversation, do you talk about things which are of interest to both you and the other person?	_____	_____	_____
8. Do you find if difficult to express your ideas when they differ from those around you?	_____	_____	_____

	Yes usually	**No** seldom	**Sometimes**
9. In conversation, do you try to put yourself in the other person's shoes?	_____	_____	_____
10. In conversation, do you have a tendency to do more talking than the other person?	_____	_____	_____
11. Are you aware of how your tone of voice may affect others?	_____	_____	_____
12. Do you refrain from saying something that you know will only hurt others or make matters worse?	_____	_____	_____
13. Is it difficult to accept constructive criticism from others?	_____	_____	_____
14. When someone has hurt your feelings, do you discuss this with him or her?	_____	_____	_____
15. Do you later apologize to someone whose feelings *you* may have hurt?	_____	_____	_____
16. Does it upset you a *great deal* when someone disagrees with you?	_____	_____	_____
17. Do you find it difficult to think clearly when you are angry with someone?	_____	_____	_____
18. Do you fail to disagree with others because you are afraid they will get angry?	_____	_____	_____

	Yes usually	No seldom	Sometimes
19. When a problem arises between you and another person, can you discuss it without getting angry?	_____	_____	_____
20. Are you satisfied with the way you settle your differences with others?	_____	_____	_____
21. Do you pout and sulk for a long time when someone upsets you?	_____	_____	_____
22. Do you become very uneasy when someone pays you a compliment?	_____	_____	_____
23. Generally, are you able to trust other individuals?	_____	_____	_____
24. Do you find it difficult to compliment and praise others?	_____	_____	_____
25. Do you deliberately try to conceal your faults from others?	_____	_____	_____
26. Do you help others to understand you by saying how you think, feel and believe?	_____	_____	_____
27. Is it difficult for you to confide in people?	_____	_____	_____
28. Do you have a tendency to change the subject when your feelings enter into a discussion?	_____	_____	_____
29. In conversation, do you let the other person finish talking before reacting to what he or she says?	_____	_____	_____

	Yes usually	No seldom	Sometimes
30. Do you find yourself not paying attention while in conversation with others?	_____	_____	_____
31. Do you ever try to listen for meaning when someone is talking?	_____	_____	_____
32. Do others seem to be listening when you are talking?	_____	_____	_____
33. In a discussion is it difficult for you to see things from the other person's point of view?	_____	_____	_____
34. Do you pretend you are listening to others when actually you are not?	_____	_____	_____
35. In conversation, can you tell the difference between what a person is saying and what he may be feeling?	_____	_____	_____
36. While speaking, are you aware of how others are reacting to what you are saying?	_____	_____	_____
37. Do you feel that other people wish you were a different kind of person?	_____	_____	_____
38. Do other people understand your feelings?	_____	_____	_____
39. Do others remark that you always seem to think you are right?	_____	_____	_____
40. Do you admit you are wrong when you know you are wrong?	_____	_____	_____

Interpersonal Communication Inventory

Scoring Key and Norms

Instructions: Look at how you responded to each item in the ICI. In front of the item, write the appropriate weight from the table on this page. For example, if you answered "Yes" to item 1, you would find below that you get three points; write the number 3 in front of item 1 in the inventory and proceed to score item 2. When you have finished scoring each of the forty items, add up your total score. You may wish to compare your score to the norms listed below.

	Yes	No	Sometimes		Yes	No	Sometimes
1.	3	0	2	21.	0	3	1
2.	3	0	2	22.	0	3	1
3.	0	3	1	23.	3	0	2
4.	0	3	1	24.	0	3	1
5.	3	0	2	25.	0	3	1
6.	0	3	1	26.	3	0	2
7.	3	0	2	27.	0	3	1
8.	0	3	1	28.	0	3	1
9.	3	0	2	29.	3	0	2
10.	0	3	1	30.	0	3	1
11.	3	0	2	31.	3	0	2
12.	3	0	2	32.	3	0	2
13.	0	3	1	33.	0	3	1
14.	3	0	2	34.	0	3	1
15.	3	0	2	35.	3	0	2
16.	0	3	1	36.	3	0	2
17.	0	3	1	37.	0	3	1
18.	0	3	1	38.	3	0	2
19.	3	0	2	39.	0	3	1
20.	3	0	2	40.	3	0	2

Means and Standard Deviations for the ICI

Age Groups	Males	Females
17 - 21	Mean 81.79	Mean 81.48
	S.D. 21.56	S.D. 20.06
	N. 53	N. 80
22 - 25	Mean 86.03	Mean 94.46
	S.D. 14.74	S.D. 11.58
	N. 38	N. 26
26 and up	Mean 90.73	Mean 86.93
	S.D. 19.50	S.D. 15.94
	N. 56	N. 45
All Age Groups by Sex	Mean 86.39	Mean 85.34
	S.D. 19.46	S.D. 18.22
	N. 147	N. 151

All Ages, Males and Females Combined: Mean 85.93; S.D. 19.05; N. 298

Five Components Contributing to Effective Interpersonal Communication an explanation of the Communication Inventory

adapted from Myron R. Chartier

Five interpersonal components offer clear distinctions between good communicators and poor communicators. These components are **Self Concept, Listening, Clarity of Expression, Coping with Angry Feelings and Self-Disclosure.**

I. Self-Concept

The most important single factor affecting people's communication with others is their self concept - how they see themselves and their situations. While situations may change from moment to moment or place to place, people's beliefs about themselves are always determining factors in their communicative behavior. The self is the star in every act of communication.

Everyone has literally thousands of concepts about himself: who he is, what he stands for, where he lives, what he does and does not do, what he values, what he believes. These self-perceptions vary in clarity, precision and importance from person to person.

Importance of the Self-Concept

A person's self concept is how he is. It is the center of his universe, his frame of reference, his personal reality, his special vantage point. It is a screen through which he sees, hears, evaluates, and understands everything else. It is his own filter on the world around him.

A Weak Self-Concept

A person's self concept affects his way of communicating with others. A strong self concept is necessary for healthy and satisfying interaction. A weak self concept, on the other hand, often distorts the individual's perception of how others see him, generating feelings of insecurity in relating to other people.

A person with a poor view of himself may have difficulty in conversing with others, admitting that he is wrong, expressing his feelings, accepting constructive criticism from others or voicing ideas different from those of other people. In his insecurity he is afraid that others may not like him if he disagrees with them.

Because he feels unworthy, inadequate and inferior, he lacks confidence and thinks that his ideas are uninteresting to others and not worth communicating. He may become seclusive and guarded in his communication, negating his own ideas.

Forming the Self Concept

Even as a person's self concept affects his ability to communicate, so his communication with others shapes his self concept. As man is primarily a social animal, he derives his most crucial concepts of self from his experiences with other human beings.

Individuals learn who they are from the ways they are treated by the important people in their lives - sometimes called "significant others." From verbal and nonverbal communication with these significant others, each person learns whether he is liked or not liked, acceptable or unacceptable, worthy of respect or disdain, a success or a failure. If an individual is to have a strong self concept, he needs love, respect and acceptance from significant others in his life.

Self concept, then, is a critical factor in a person's ability to be an effective communicator with others. In essence, an individual's self concept is shaped by those who have loved - or have not loved - him.

II. Listening

Most communication education has focused on skills of self-expression and persuasion; until quite recently, little attention has been paid to listening. This overemphasis on the skills of expression has led most people to underemphasize the importance of listening in their daily communications activities. However, each person needs information that can be acquired only through the process of listening.

Listening, of course, is much more intricate and complicated that the physical process of hearing. Hearing is done with the ears, while listening is an intellectual and emotional process that integrates physical, emotional and intellectual inputs in a search for meaning and understanding. Effective listening occurs when the listener discerns and understands the sender's meaning: The goal of communication is achieved.

The "Third Ear"

Reik (1972) refers to the process of effective listening as "listening with the third ear." An effective listener listens not only to words but to the meanings behind the words. A listener's third ear, Reik says, hears what is expressed soundlessly, what the speaker feels and thinks.

Clearly, effective listening is not a passive process. It plays an active role in communication. The effective listener interacts with the speaker in developing meaning and reaching understanding.

Several principles can aid in increasing essential listening skills:

1. The listener should have a *reason* or *purpose* for listening.

2. It is important for the listener to *suspend judgement* initially.

3. The listener should *resist distractions* - noises, views, people - and focus on the speaker.

4. The listener should *wait before responding* to the speaker. Too prompt a response reduces listening effectiveness.

5. The listener should *repeat verbatim* what the speaker says.

6. The listener should *rephrase in his own words* the content and feeling of what the speaker says, to the speaker's satisfaction.

7. The listener should *seek the important themes* of what the speaker says, by listening through the words for the real meaning.

8. The listener should use the time differential between the rate of speech (100 - 150 words per minute) and the rate of thought (400 - 500 words per minute) to *reflect* upon content and to *search for meaning.*

9. The listener should *be ready to respond* to the speaker's comments.

III. Clarity of Expression

Effective listening is a necessary and neglected skill in communication, but many people find it equally difficult to say what they mean or to express what they feel. They often simply assume that the other person understands what they mean, even if they are careless or unclear in their speech. They seem to think that people should be able to read each other's minds: "If it is clear to me, it must be clear to you, also." This assumption is one of the most difficult barriers to successful human communication.

A "Longer" Board

Satir (1972) tells of a family ruckus that occurred when the father sent his son to the lumber yard for a "longer" board. The child thought he knew what his father wanted and dutifully went to the lumber yard, but the "longer " board he brought back was still three feet too short. His father became angry and accused the boy of being stupid and not listening. The father had simply assumed that since he knew what he meant by "longer," his son would also know. He had not bothered to make himself clear or to check his meaning with his son.

The poor communicator leaves the listener to guess what he means, while he operates on the assumption that he is, in fact, communicating. The listener, in turn, proceeds on the basis of what he guesses. Mutual misunderstanding is an obvious result.

To arrive at planned goals or outcomes - from accomplishing the mundane work of everyday life to enjoying the deepest communion with another person - people need to have a means for completing their communication satisfactorily.

An Effective Communicator

A person who can communicate his meaning effectively to others has a clear picture in his mind of what he is trying to express. At the same time he can clarify and elaborate what he says. He is receptive to the feedback that he gets and uses it to further guide his efforts at communication.

IV. Coping with Angry Feelings

A person's inability to deal with anger frequently results in communication breakdowns.

Suppression

Some people handle their anger by suppressing it, fearing that the other person would respond in kind. Such people tend to think that communicating an unfavorable emotional reaction will be divisive. They may become upset even when others merely disagree with them.

I may, for example, keep my irritation at you inside myself, and each time you do whatever it is that irritates me, my stomach keeps score . . .2 . . .3 . . .6 . . .8 . . . until one day the doctor pronounces that I have a bleeding ulcer, or until one day you do the same thing that you have always done and my secret hatred of you erupts in one great emotional avalanche.

You, of course, will not understand. You will feel that his kind of over-charged reaction is totally unjustified. You will react angrily to my buried emotional hostility. Such a failure to cope with anger can end in homicide.

Expression

Expression of emotions is important to building good relationships with others. People need to express their feelings in such a manner that they influence, affirm, reshape and change themselves and others. They need to learn to express angry feelings constructively rather than destructively.

The following guidelines can be helpful:

1. *Be aware* of your emotions.
2. *Admit* your emotions. Do not ignore or deny them.
3. *Own* your emotions. Accept responsibility for what you do.
4. *Investigate* your emotions. Do not seek for a means of rebuttal to win an argument.
5. *Report* your emotions. Congruent communication means an accurate match between what you are saying and what you are experiencing.
6. *Integrate* your emotions with your intellect and your will. Allow yourself to learn and grow as a person.

Emotions cannot be repressed. They should be identified, observed, reported and integrated. Then people can instinctively make the necessary adjustments in the light of their own ideas of growth. They can change and move on with life.

V. Self-Disclosure

Sidney Jourard, author of *The Transparent Self* (1971) and *Self-Disclosure* (1971), says that self-disclosure - the ability to talk truthfully and fully about oneself - is necessary to effective communication. Jourard contends that an individual cannot really communicate with another person or get to know that person unless he can engage in self-disclosure.

Indeed, this is a mutual process. The more I know about you, and the more you know about me, the more effective and efficient our communication will be.

A person's ability to engage in self-revelation is a symptom of a healthy personality. Powell (1969) puts it this way:

> I have to be free and able to say my thoughts to you, to tell you about my judgements and values, to expose to you my fears and frustrations, to admit to you my failures and shames, to share my triumphs, before I can really be sure what it is that I am and can become. *I must be able to tell you who I am before I can know who I am. And I must know who I am before I can act truly, that is, in accordance with my true self*.

It can be argued that an individual will understand only as much of himself as he has been willing to communicate to another person.

Blocks to Self Revelation

To know themselves and to have satisfying interpersonal relationships, people must reveal themselves to others. Yet self-revelation is blocked by many. For example (Powell, 1969):

Powell: "I am writing a booklet to be called *Why Am I Afraid to Tell Who I Am?*"
Other: "Do you want an answer to that question?"
Powell: "That is the purpose of the booklet, to answer the question."
Other: "But do you want my answer?"
Powell: "Yes, of course I do."
Other: "I am afraid to tell you who I am, because if I tell you who I am, you may not like who I am, and it's all that I have." (pg. 12)

This conversation from real life reflects the fears and doubts that many people have - that they are not totally acceptable to others, that parts of themselves are unlovable, that they are unworthy. Cautious, ritualized communication behavior is the result.

Dynamics of Trust

The dynamics of fear can be exchanged for the dynamics of trust. No one is likely to engage in much self-disclosure in a threatening situation. Self-disclosure can be made only in an atmosphere of good will. Sometimes it takes one person's risk of self-disclosure to stimulate good will in other people. Trust begets trust, self disclosure generates self-disclosure. The effective communicator is one who can create a climate of trust in which mutual self disclosure can occur.

Being an effective communicator, then, is based on these five basic components: an adequate self-concept; the ability to be a good listener; the skill of expressing one's thoughts and ideas clearly; being able to cope with emotions such as anger, in a functional manner; and the willingness to disclose oneself to others.

Verbal and Non-Verbal Communication Tactics

Managers need to encourage employees to communicate **O** _____ with them. To do this requires effective **N** _____ -verbal tactics as well as effective **V** _____ tactics.

Non-Verbal Tactics

1. **O** _____ body postures:
   a. Maintain even eye level with other person.
   b. Keep your body evenly **B** _____ .
   c. Stand at a **C** _____ but comfortable distance from the other person.

2. **A** _____ facial expressions:
   a. Make direct **E** _____ contact -- Look at the person!!
   b. Nod your head to show agreement.
   c. **S** _____ during the conversation.

3. **S** _____ and **T** _____ considerations:
   a. Where
   b. When
   c. Who present and/or informed.

Verbal Tactics

1. **Q** _____ : Use open-ended questions.

2. **P** _____ :
   a. Use encouraging prods like "uh-huh", "go on" and "yes".
   b. Use the persons **N** _____ during the communication.
   c. Use an **E** _____ tone of voice -- not too loud, not too soft.

3. **C** _____ :
   a. Paraphrase - restate what is said in your own words.
   b. **E** _____ - repeat exactly what has been said.
   c. Summarize - review aloud what you have heard.

4. I **S** _____ :
   a. I **S** _____
   b. I **F** _____
   c. I **W** _____

Nonverbal Communication Tactics

Their is an inherent conflict between verbal and nonverbal messages. They are both sent at the same time and are decoaded at the same time. Interestingly enough if the two messages conflict the reciever is most likely to find the nonverbal message more beleaveable. Nonverbal media include our vision, smell and sence of touch.

Nonverbal technique should be used in order to increase your ability to get your message across. Eye contact, gestures, body posture and vocals should be used to emphasize or highlight the content of the message. Each technique should draw attention to the idea, not to the gesture or skill itself. Gestures or techniques that draw attention to themselves are distracting, particularly if they are used excessively.

Review the following list of various uses of the techniques, noting adaptations that tend to be supporting or distracting from your message.

I. Space and Time

The When Where and who is there. Perhaps one of the strongest messages.

II. Eye Contact

Supporting	Distracting if Excessive
establishing immediate eye contact with the receiver	looking down looking at ceiling or walls
maintaining steady eye contact with one person at a time for as long as it takes to complete a thought (about 5 seconds)	eyes darting around without controlled focus eyes "scanning" while fixating on no one
opening eyes wider for emphasis	
starting eye contact with a few supportive types to get comfortable, then expanding to the rest of the group	staring at one person or a few people

III. Facial and Gestures

Supporting	Distracting if Excessive
active, expressive face	inactive poker face
smiling	somber, glum expression
conveying enthusiasm through emphatic expressions	frowning
changing facial expressions according to content	no energy or enthusiasm, expressions are flat or bland
maintaining a "neutral" position when not gesturing	maintaining same facial expression throughout
moving arms expansively; making complete gestures	hands on hips
varying types of gestures	crossing arms in front of chest
vertical or chopping motions to emphasize precise points	wringing
palms up to invite acceptance or participation	twitching fidgeting twiddling
	constant, overly repeated gestures
	clenches, stiff, or partial gestures drumming fingers jingling keys or change

IV. Body Posture and Positioning

Supporting	Distracting if Excessive
deliberate, timed movements to 1) change the mood or pace of the presentation, 2) relieve tension within you, 3) draw attention to you, 4) emphasize a point	excessive pacing slouching leaning on hips
squaring to the audience (feet balanced, weight evenly distributed, standing up straight on balls of feet)	turning your back to the reciever sitting on the edge of the table
leveling with the reciever (with a small group, sit at a table rather than standing over them)	no movement standing or sitting behind table
projecting confidence, readiness, openness	leaning on anything
backing up or moving to the side to give the floor to the reciever	projecting fear, closed demeanor
approaching or moving toward the reciever to assume control	

V. Vocals

Supporting	Distracting if Excessive
raising or lowering your tone of voice according to content	speaking in monotone
conveying enthusiasm, & a positive attitude through expressive tone	speaking too fast or too slow
speaking at a conversational, even rate or pace, varying this tempo at appropriate times to emphasize points	nervous, tight, shrill quality
speaking with a clear, relaxed quality (it helps to drink water or do deep, slow breathing)	mumbling
speaking loudly enough so that those in the back of the room can hear you	voice dropping at the end of sentences
using pauses to emphasize points	too many "uh's", "you knows",or "o.k.'s"
	excessive reading of material

Verbal Tactics

I. You and I Statements

A. You Message

A You Message is a scape goat goaling message; it doesn't express the sender's own feeling, but instead blames and judges the receiver. This doesn't have to be just a manager message, it can also be an employee message as well.

The "You" Message

They blame
Judge
Transfer conversational responsibility.

The effects of a "You" Message

Inhibit the receiver
Create defensiveness
Become ineffective and a waste of energy. Instead of opening a conversation up, they make the receiver wary of the sender's motive and make him fight for his own personal integrity.

An example of "You" Message - Manager to the herdsman, "You screwed up the training of the somatic cell reduction program with the milkers. That's why we got an increase in cell count."

B. An "I" Message - an "I" Message is a "feeling message."

"I" Messages

Express the sender's feelings

Means for the sender to level about the situation and how it directly affects him.

Therefore, they allow conversation to be open.

"I" Messages create

Empathy

Build trust

Facilitate understanding.

An example of an "I" message - "I am very concerned about the progress of our somatic cell reduction program because we are going to have a significant drop in premium in an already tight year."

In order to deal with interpersonal issues on a personal level you must be willing to share your feelings, perceptions and needs in order to have effective two way communication. I statements provide a simple tactic for disclosing of your personal perceptions and feelings in a non threatening non aggressive manner.

1. State the facts — When.....this happens.....
2. State your feelings — I feel.....
3. State what you want — I Want.....

II.Active Listening

An effective way of responding to a listening situation is called "active listening." Gordon (1970) defines active listening as a communication skill to help people solve their own problems. In active listening, the listener is involved with the sender's need to communicate. To be effective, the listener must take an "active" responsibility to understand the content and feeling of what is being said. The listener can respond with a statement, in his own words, of what he feels the sender's message means. For example:

Sender: "The deadline for this report is not realistic!"
Listener: "You feel you're pressured to get the report done."

If the listener is to understand the sender's meaning, he will need to "put himself in the other person's place." Feeding back perceptions of intended meaning allows the listener to check the accuracy of his listening and understanding.

Benefits of Active Listening

An open communication climate for understanding is created through active listening. The listener can learn to see what a person means and how the person feels about situations and problems. Active listening is a skill that can communicate acceptance and increase interpersonal trust among people. It can also facilitate problem solving. Therefore, the appropriate use of active listening increases the communication effectiveness of people.

Pitfalls in Active Listening

Active listening is not intended to manipulate people to behave or think the way others think they should. The listener also should not "parrot" someone's message by repeating the exact words used. Empathy is a necessary ingredient -- the listener should communicate warmth toward and feeling about the sender's message by putting himself in the sender's place. Timing is another pitfall; active listening is not appropriate when there is no time to deal with the situation or when someone is asking only for factual information. Also, it is important that the listener be sensitive to nonverbal messages about the right time to stop giving feedback. Avoiding these common pitfalls will make active listening a more effective communication skill.

Principle of Problem Ownership

Since active listening is most appropriate when a person expresses feelings about a problem, it is necessary to ask who owns the problem. The principle of problem ownership can be demonstrated in the following situations.

1. Person A's needs are not being satisfied by his or her own behavior, and A's behavior does not directly interfere with Person B's satisfaction of his or her own needs. Therefore, A owns the problem.

2. Person A's needs are being satisfied, but his or her behavior interferes in some way with Person B's satisfaction of his or her own needs and thus creates a problem for B. B then owns the problem.

3. Person A is satisfying his or her own needs, and his or her behavior does not directly interfere with Person B's needs. In this case, there is no problem.

Active listening is very useful, but it is not appropriate to use if another person's behavior is creating the problem.

III. Communicating One's Needs

Problems can be confronted and one's needs can be made known without making other people feel defensive. An effective needs communication message involves three components: 1) owning feelings, 2) sending feelings, and 3) describing behavior.

Ownership of feelings focuses on "who owns the problem." The sender of a message needs to accept responsibility for his or her own feelings. Message that own the sender's feelings usually begin or contain "I."

Sometimes, communicating feelings is viewed as a weakness, but the value of sending feelings is communicating honesty and openness by focusing on the problem and not evaluating the person.

Describing the behavior concentrates on what one person sees and hears and feels about another person's behavior as it affects the observer's feelings and behavior. The focus is on specific situations that relate to specific times and places.

It is useful to distinguish between descriptions and evaluations of behavior. The italicized parts of the next statements illustrate *evaluations* of behavior:

"I can't finish this report *if you are so inconsiderate as to interrupt me.*"

"You're a loudmouth."

The italicized parts of the following statements are descriptions of behavior:

"I can't finish this report *if you constantly interrupt me.*"

"I feel that *you talked considerably during the meetings.*"

A design for sending feeling messages can be portrayed as follows.

Ownership + Feeling Word + Description of Behavior = Feeling Message

Example:

"I (ownership) am concerned (feeling word) about finishing this report on time" (description of behavior).

The effectiveness of feeling messages can be attributed to several factors:

"I" messages are more effective because they place responsibility with the sender of the message.

"I" messages reduce the other person's defensiveness and resistance to further communication.

Behavioral descriptions provide feedback about the other person's behavior but do not evaluate it.

Although "I" messages require some courage, they honestly express the speaker's feelings.

Feeling messages promote open communication in work and personal relationships.

IV.Awareness of One's Own Feelings

For both senders and listeners, awareness of feelings requires the ability to stop and check what feelings one is presently experiencing and consciously to decide how to respond to the feelings. At first it may be uncomfortable and easy to forget, but only by using it will this technique become second nature. The individual should picture three lists:

Behaviors	**Feelings**	**Responses**
_____	_____	_____
_____	_____	_____
_____	_____	_____

At a given time, the person stops and mentally asks, "What am I feeling?" One usually experiences a kaleidoscope of emotions simultaneously, but the person can work on focusing on one present, dominant feeling. After the feeling is identified, the second "self-question" is what perceived behaviors are causing that feeling. Is it what the other person is saying or how he or she is saying it? Is it because I do not want to be bothered?

The next step is for the person to choose how he or she wants to react to the feeling. There is much written about letting others know one's feelings to bring congruence to actions and words. One can choose, however, not to express a feeling because of inappropriate time, place, or circumstances. For example, I may identify a feeling of annoyance at being interrupted. To share that feeling may not be worthwhile in the situation. The main thing is that *I am aware of my annoyance* and what caused the feeling and can now *choose whether or not to let it be a block to my listening*. I may tell myself that I am annoyed but that my feeling is not going to get in the way of my listening. I can decide if my feeling is to be a listening block and I can prevent it from becoming one, if I so choose.

Another way of becoming aware of feelings is "hindsight analysis." After any given situation, the individual can recheck his or her responses and/or feelings.

What happened to cause those feelings? What was I feeling during my responses? Why do I tend to avoid certain people and why do I enjoy being around others? "Why?" is very helpful in finding feelings and behaviors that cue those feelings. As a person works with this technique, identification and decision making will become better, resulting in more effective communication.

V. Stating Objective and Question (a Questioning tactic)

This tactic, **Stating Objective and Question**, involves stating the Objective of the work discussion and starting the conversation with an open-ended question. The Question a manager uses to begin the work discussion should be directly related to the Objective of the discussion.

Examples

Objective: "I want to talk to you today about the heifer pens."
Question: "What are your thoughts about the new water buckets?"

Objective: "I'm concerned about the complaints I've heard that you are showing favoritism in the scheduling."
Question: "How have you been determining which employees get the most preferred hours?"

Objective: "I want you to start enforcing the new milking policy today."
Question: "What difficulties might you have enforcing the new policy, starting today?"

Objective: "I want us to share hours evenly between the field and the milk house."
Question: "How would you feel if I had him work in the barn on weekend mornings?"

VI. Questioning with Broken record (a Questioning tactic)

There will be times when managers deliver a carefully prepared Objective and Question, but the person with whom they are speaking does not answer the Question directly. There are many reasons why people don't always answer

managers' questions, but their job is to continue to direct the conversation back to the Objective of the work discussion. To do this, managers can restate their Question up to five times, much like a Broken Record which plays the same phrase over and over again.

Most people don't notice that managers are asking the same question over and over again, so managers shouldn't feel embarrassed or self-conscious about using this tactic. By the fourth or fifth repeat of the same question, the person will recognize that he or she has been evading the issue, and cooperate by answering the manager's question.

VII. Questioning with Disclosure (a Questioning tactic)

After asking the same question three or four times, another tactic managers can use to get the conversation back on track is Questioning with Disclosure. To do this, managers disclose the fact that they have now repeated their question several times.

When done in an even tone of voice, without criticism or judge ment, Questioning with Disclosure can be used very effectively. This tactic can reflect a manager's patience and commitment to getting the work discussion back on track. When confronted with their own failure to answer a manager's question, other managers, employees, customers, and vendors will generally be eager to help get the discussion back on track.

VIII. Open-ended Questions

"What do you think?"

IX. Close-ended questions

"Are your shoes brown?"

X. Selective Listening

People interpret listening behaviors as approval; if managers use Active Listening, they are encouraging someone to continue talking. But managers don't always approve of what is being said, or want to spend time listening to issues that aren't related to the discussion at hand. Selective Listening is a tactic that managers can use to stop or redirect the conversation.

Selective Listening involves using non-verbal communication tactics negatively, to show someone that you aren't listening to what they are saying. Selective Listening is a strong non-verbal tactic, and should be used sparingly. As soon as the other person has stopped talking, managers should IMMEDIATELY use positive non-verbal and verbal communication tactics to direct the discussion back to the Objective.

Selective Listening means using the following non-verbal communication tactics: Negative Non-Verbal Communication Skill Tactics Break eye contact Keep facial expressions neutral Lean away from speaker Shake head from side to side (meaning "no")

The "Reach" Communication Process

Each letter in the word "**REACH**" stands for one step in a process for **Q** _____ **C** _____.

1. Step **R** **R** _____ **D** _____
   Developing rapport involves using verbal and non-verbal communication tactics to put the person you are talking with at ease.

2. Step **E** **E** _____ **P** _____
   Establishing the purpose for the communication gives your discussion a clear direction and goal.

3. Step **A** **A** _____ and **L** _____
   Asking questions and listening to responses helps managers get all the information they need. It is important to prepare questions in advance!

4. Step **C** **C** _____ to plans.
   Getting committments to plans makes it clear to both people what steps are to be taken next. Managers should take notes as a written record for future reference.

5. Step **H** **H** _____ discussion.
   Highlighting what has been discussed and agreed to gives the manager a last chance to clarify key issues, action plans and procedures for follow-through.

R.E.A.C.H. A Generic Tactical Process

Many times managers conduct work discussions which seem unclear—managers are left wondering what was said, or what was agreed upon. When managers use a formula for work discussions, they insure that discussions are purposeful and efficient.

The **REACH** formula gives managers a series of steps, or checkpoints, to follow in a discussion. If managers apply the **REACH** formula, they will find that work discussions have planned objectives, give managers, employees, vendors and customers an opportunity to express important information, and conclude with specific next steps and follow-up plans.

Each letter of **REACH** stands for a specific step in a work discussion: R = Rapport E = Establish Objectives A = Ask & Listen C = Commit to Plans H = Highlight.

These steps are discussed in more detail on the following pages.

R = Rapport

Establishing Rapport includes using non-verbal and verbal communication skill tactics. To establish Rapport, managers pay special attention to Open-Body Posture and Attentive Facial Expressions. Managers also pay attention to their Questioning, Prompting, and Clarifying skills. The goal in step "R" is to put the person with whom you are speaking at ease.

Remember, the climate of a work discussion is set in the first 60 seconds. Establishing **Rapport** takes 1 - 4 minutes, and is a manager's key to an effective work discussion.

E = Establish Objective

Stating the Objective of a work discussion lays the groundwork for the conversation. When managers state the Objective of a discussion, the conversation will have a direction and a purpose. A stated Objective also reduces the chances of a work discussion getting off on tangents which have nothing to do with what the managers want to discuss.

After establishing Rapport, managers should establish the Objective of a work discussion by saying something like: "I want to get some information from you about. . ." "I want to discuss this problem we are having with . . ." "I want to tell you how we are going to . . ." "I want to show you how my ideas could help you." The most important thing to remember about stating the Objective of a work discussion is that, if at all possible, your Objective should be prepared **BEFORE** you begin the conversation. A carefully planned Objective will help you conduct an effective work discussion.

A = Ask and Listen

Asking and Listening take up most of a manager's time in a work discussion. After stating the Objective, managers want to ask a Question to get the other person talking about the Objective. Questions help managers get all the information they need. Asking questions can also help managers evaluate how well they are communicating. If managers do not receive appropriate answers to their questions, then they know that they need to restate the Objective and Question.

Prompting and Clarifying tactics are used in the Listen and Question step to help managers listen carefully to what is being said. Managers want to use open- and close-ended questions, encouraging prods, naming, an even tone of voice, active paraphrasing, echo/restating, and summarizing during the Listen and Question step of all types of work discussions. Managers can ask questions such as: "What do you think I should know about that?" "What is the problem as you see it?" "How will this new policy affect you?" "Tell me how my idea will help you."

Again, it is strongly recommended that you prepare your questions in **ADVANCE** of the conversation. Prepared questions will help you listen to what is being said and get the information you need from a work discussion.

C = Commit to Plans

Managers move a work discussion on to Establish Next Steps when it is time to

make an action plan, firm up work assignments, or finalize an agreement. It is a good idea for managers to take notes at this point in the discussion so that they will have a written record of commitments and agreements. Establishing Next Steps is the time for managers to: Explain what they will do with the information collected. Indicate what steps will be taken. Make sure directions will be followed correctly. Confirm that they have "sold" their idea.

No matter how satisfied managers are with work discussions, until they achieve Committment to Plans, the discussion has little meaning. Next Steps are those things that will be done as a consequence of the discussion. Managers should never skip this portion of a work discussion.

H = Highlight

After managers have gained Committment to Plans, it is time to Highlight the work discussion. This is a managers last chance to clarify key issues and action plans. If a manager took notes during Planning, Highlighting simply involves reading the notes aloud and getting a final agreement on the plans.

During the Highlighting step, managers also establish a follow-through-control procedure. This is where managers determine how they will know if each of the plans are completed correctly. Often a manager will identify check off points or schedule subsequent meetings to check on someone's progress. Managers want to make sure that they have: Gathered all the information they need. Helped the person(s) solve the problem. Given directions clearly. "Sold" their idea(s).

When Highlighting, a manager wants to make sure that the Next Steps are agreed upon, and that a follow-through procedure has been established. After these two steps are accomplished, the work discussion is completed.

Summary of REACH

A Generic Tactical Process

Each letter in the word "REACH" stands for a step in this generic tactical process for communicating. REACH can be used as an outline or frame work to use when implementing many different communication strategies in a wide range of work situations.

R this step stands for **rapport.** Developing rapport involves verbal and nonverbal communications to put the person you are talking with at ease. Weather, sports, hobbies, or family are common topics.

E this step stands for **establish purpose**. Establishing the purpose of the communications gives your discussion a clear discussion and foal. With out purpose the person may be worrying whether what you next say will be good or bad.

A This step stands for **asking** questions. Asking questions and listening to the response helps managers gain additional information and to be certain that the person understands what you want. Prepare questions in advance.

C This step stands for **committing** to plans. Getting committments to plans makes it clear to both people what steps are to be taken next. Manager's should take notes as a written record for future references.

H this step stands for **highlight** plans. Highlighting what has been discussed and agreed to gives the manager a last chance to clarify key issues, action plans, and procedures for following through.

R apport Development puts people at ease

E stablish Purpose gives the discussion focus

A sking Questions helps gather information

C ommitting to plans makes clear what must be done

H ighlighting clarifies key issues and plans

Communication Strategies

There are four basic strategies for the conduct of work discussions:

Give information

1. T _____ - to give directions or information to others.
2. S _____ - to persuade others to accept an idea or cource of action.

Gather information

3. A _____ - to gather information from others.
4. S _____ - to resolve a problem issue.

Key Points of the Four Work Discussion Strategies

Method	Purpose	Manager's Primary Role
Tell	Provide information to others.	Present information, ask for questions or feedback, summarize what is said.
Sell	Convince others to accept your ideas.	Present the positive side of a situation, show how your ideas will benefit everyone.
Ask	Find out what you need to know from others.	Ask questions, listen without making judgements.
Solve	Help others arrive at a solution to their work problems.	Ask questions and listen - possibly make suggestions.

Strategies for Work Communication

Throughout the day, people have many kinds of work discussions with customers, managers, employees and service personnel. Work discussions can be classified according to the strategic purpose of the discussion. There are four basic strategies for the conduct of work discussions:

1. **Tell** - To give directions to others.

Often we need to conduct communication which is principally to Tell. This is often the case when highly factual information must be transferred in a concise manner. This type of transaction is used to convey messages of policy, performance standards, scheduling and other data transfers to any number of receivers be they managers, employees, vendors, customers and the like.

2. **Sell** - To persuade others to accept an idea.

We employ a Sell when we are trying to influence others to change their thoughts and behavior to conform with our desires. Persuading and convincing others can be used when promoting ideas that need voluntary agreement and commitment to specific action such as a sale. Using this strategies involves presenting the positive side of a situation and clearly describing the benefits for all involved while asking questions to find and address concerns precluding people from responding positively.

3. **Ask** - To gather information from others.

When the primary strategies is to Ask than we are trying to find out something or obtain some information. In this type of discussion information is received without making judgements or criticisms. The use or this strategies involves asking the correct questions, listening carefully and recording the answers accurately.

4. **Solve** - To problem solve an issue.

A solving type of strategies is used when we are seeking to join others in their problem solving or when we are seeking to engage others in our problem solving. This strategy is designed to help guide our way through a mutual problem solving process. We must listen question and offer suggestions on content and process.

Total Quality
Managed Communication

There is no one best way to communicate. Therefore, quality communication must be managed. The best communication process strategies and tactics to use depend on the people and the context of each situation. In every instance, you can manage an approach that has a high probability for success, in getting messages across. The critical factors for you to consider in diagnosing each case are: **People, Process and Context.**

1. People

a. Factors of the Receiver (customers)

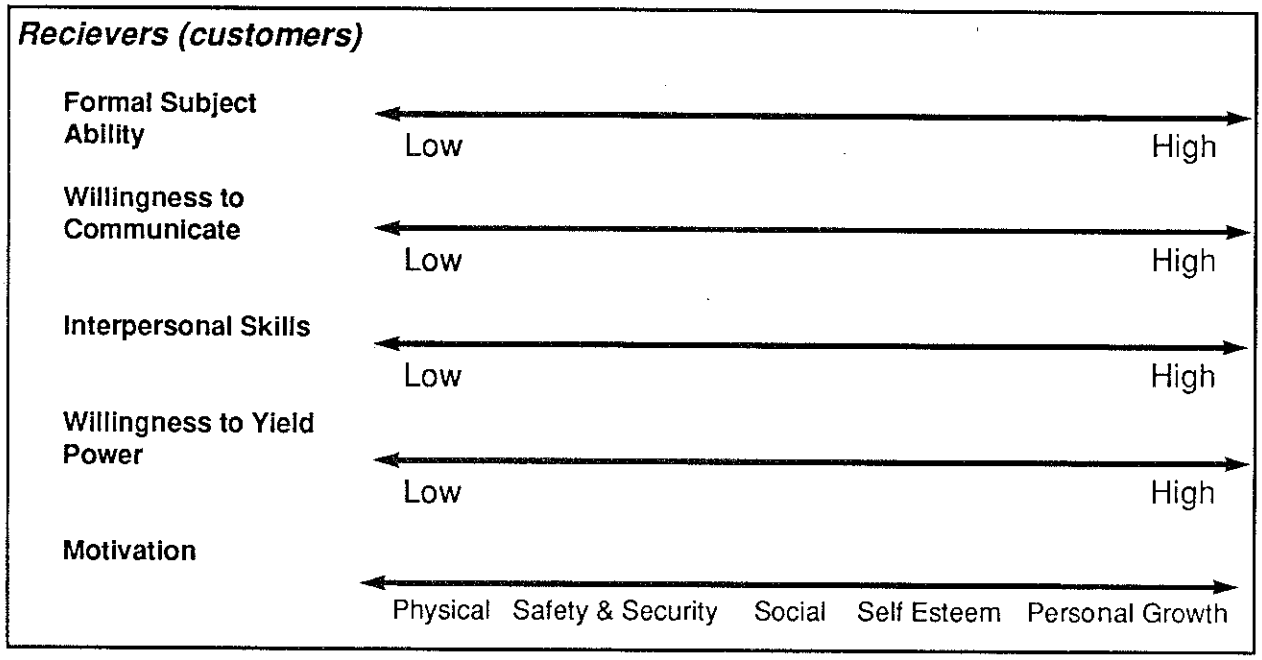
Formal subject ability
- Knowledge
- Skills
- Expertise in a particular area/task/job
- Experience in the subject

Willingness to communicate
- Readiness to accept responsibility for communication
- Ability to set high but realistic goals
- Match between individual motives and incentives to communicate
- Willingness to share thoughts and feelings

Motivational development
- Need for psychological basics
- Need for safety and security level
- Need for group social support/cohesiveness
- Need for self esteem
- Need for personal growth
- Need for independence
- Need for dependence
- Self concept

Interpersonal skills development
- Ability to listen and understand communication
- Ability to initiate communication
- Ability to understand and operate effectively within the informal dimension of the organization
- Perception and frame of reference
- Ability to know and clearly articulate feelings
- Knowledge of self and ideas and the ability to verbalize ideas and feelings
- Ability to set aside self and see another point of view
- Ability to deal with anger

A portion of the managed communication model follows. In this portion of the model several continuum are arranged from left, low, to right, high. These continuum allow you to record your analysis of the individual receivers personal factors which affect any given case. This portion of the top quality managed communication model also serves as a method of clarifying and rating some of the necessary factors for use in strategic and tactical communication decisions.



b. Factors in the Sender (supplier)

Communication management ability
- Planning
- Organizing
- Staffing
- Directing
- Controlling
- Experience in past with a particular method or style
- Default Style (At ease with a particular approach)
- Flexibility/rigidity

Willingness to manage and communicate feelings and thoughts
- Readiness to accept responsibility
- Match between individual motives and organizational incentives

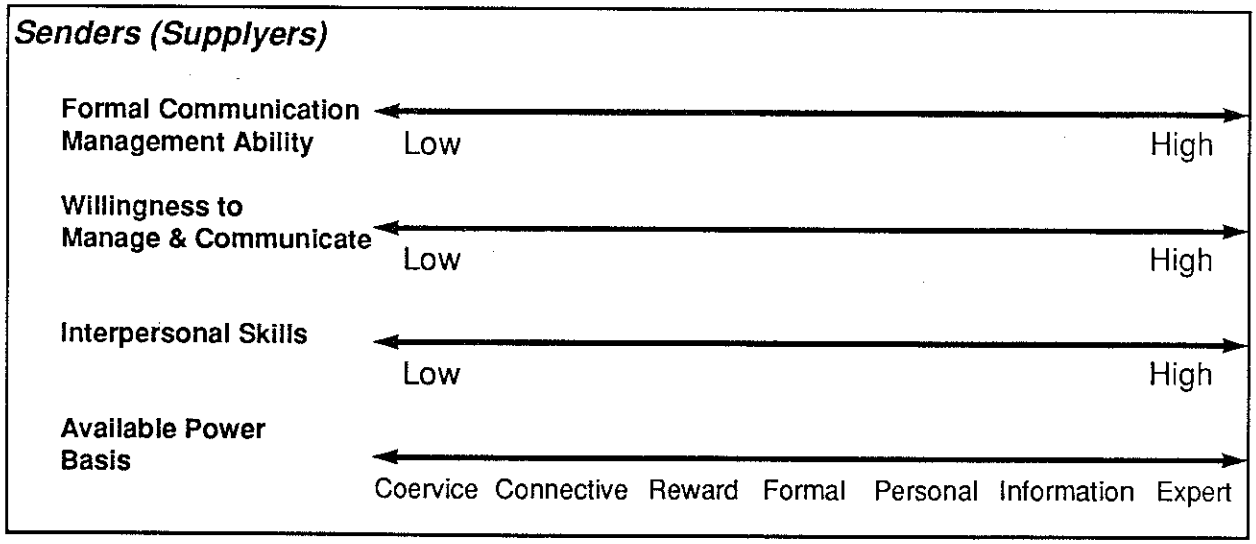
Motivational development
-Needs as described above under reciever

Interpersonal skills development
- Ability to listen and understand communication

- Ability to initiate communication
- Ability to understand and operate effectively within the informal dimension of the organization
- Perception and frame of reference
- Ability to know and clearly articulate feelings
- Knowledge of self and ideas and the ability to verbalize ideas and feelings
- Ability to set aside self and see another point of view
- Ability to deal with anger

Available power basis
- Coercive
- Connective
- Reward
- Formal
- Personal
- Information
- Expert

A portion of the managed communication model follows. In this portion of the model several continuum are arranged from left, low to right, high. These continuum allow you to record your analysis of the individual senders personal factors which affect any given case. This portion of the managed communication model also serves as a method of clarifying and rating some of the necessary factors for strategic and tactical communication decision making.



2. Communication Process Alternatives

Process refers to the communication objectives, goals, tactics, activities and behaviors demonstrated by the sender. From a tactical point of view, the number of communication behaviors available is endless. These behaviors

are grouped here and in the managed communication model. They are placed in four categories to assist in our strategic analysis, decision making and planning.

1- Tell
2- Sell
3- Ask
4- Solve

The two major factors, **transactional** and **transformational,** are used to classify communication behavior into different styles refer to the formal and informal aspects of the organization.

Transactional formal task messages refer to what is to be done, who will do it, when it needs to be done, where, and how. They involve providing direction, defining goals and roles, and instruction or guidance of some kind. Task-orientated communication is transactional and therefore the stratigies involved take the form of telling and selling .

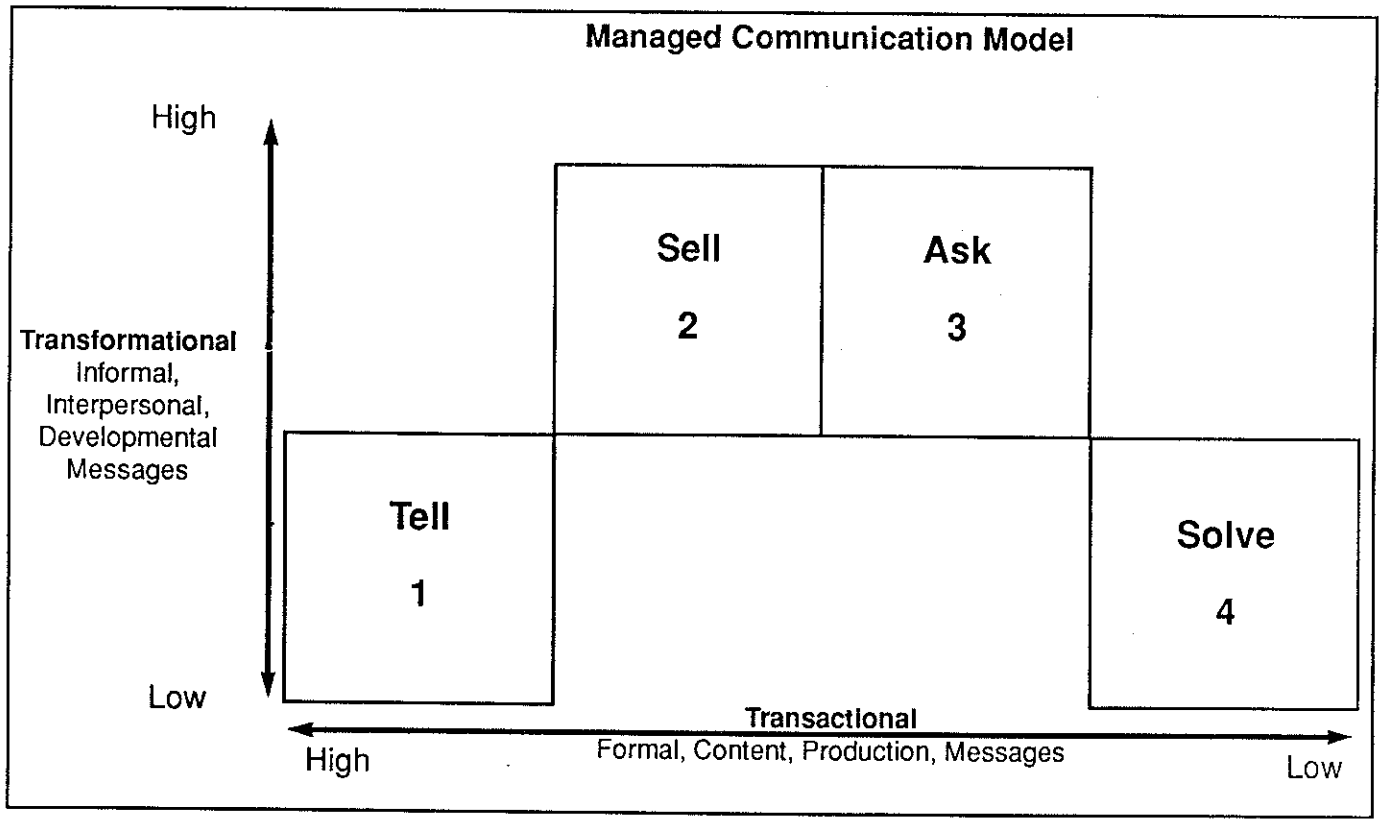
Transactional: Transactional messages are action oriented. This type of message is designed to improvise and do and fix. A transactional communicator rolls up his sleeves, gets involved and gets things done. Transactional communicators lay out the tactics and are able to make changes in mid-stream in order to efficiently get things done. Tactical communicators are the ones who actually make things happen and translate concepts into reality. A transactional communicator is a master of tactics. He is a tactician rather than a strategist. Both telling and selling display a great deal of this type of communication behavior.

Transformational informal interpersonal behavior refers to the communication and actions which might best be characterized as developmental transforming behaviors. Key elements include positively reinforcing comments and actions, demonstrations of trust and confidence, openness, seeking ideas, sharing, listening and allowing participation in management for planning, decision-making and problem-solving. For most people these are very positive, affirming behaviors, well-designed to create or perpetuate a positive relationship. Such behaviors are supported by transformational asking and solving communications.

Transformational: Transformational messages convert. Transformational behaviors develop people so they may eventually lead themselves. The transformational communicator has a managed style. In order to be transformational, one must see those being communicated to as having the potential to be managed communicators themselves. Asking and solving are strategies high in interpersonal transforming behavior.

1 and 2 are strategies high in formal content transactional messages.
3 and 4 are strategies low in formal content transactional messages.
2 and 3 are strategies high in informal interpersonal transformational messages
1 and 4 are strategies low in informal interpersonal transformational messages

The portion of the managed Communication model which follows shows the interrelationship between the two factors of formal content and informal interpersonal behaviors. The model also allows the utilization of different styles as alternatives in a strategic leadership style decision making matrix.

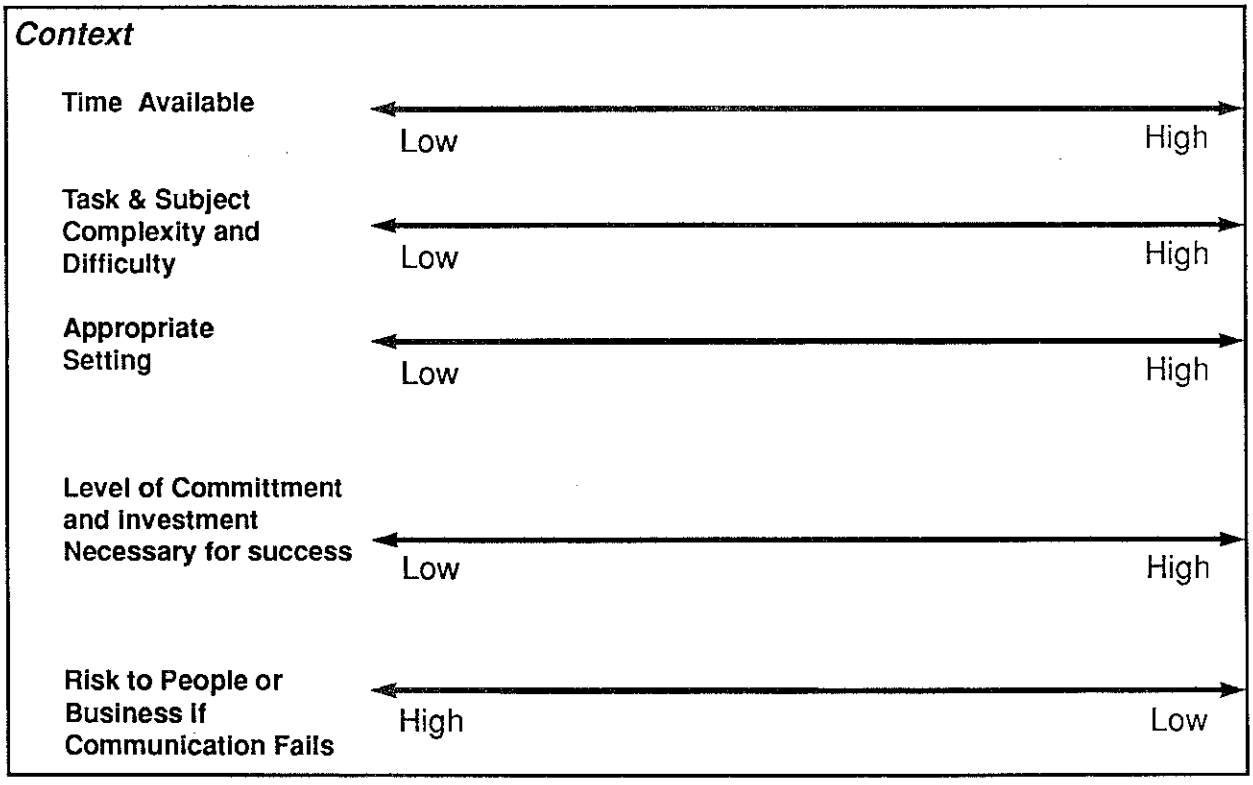


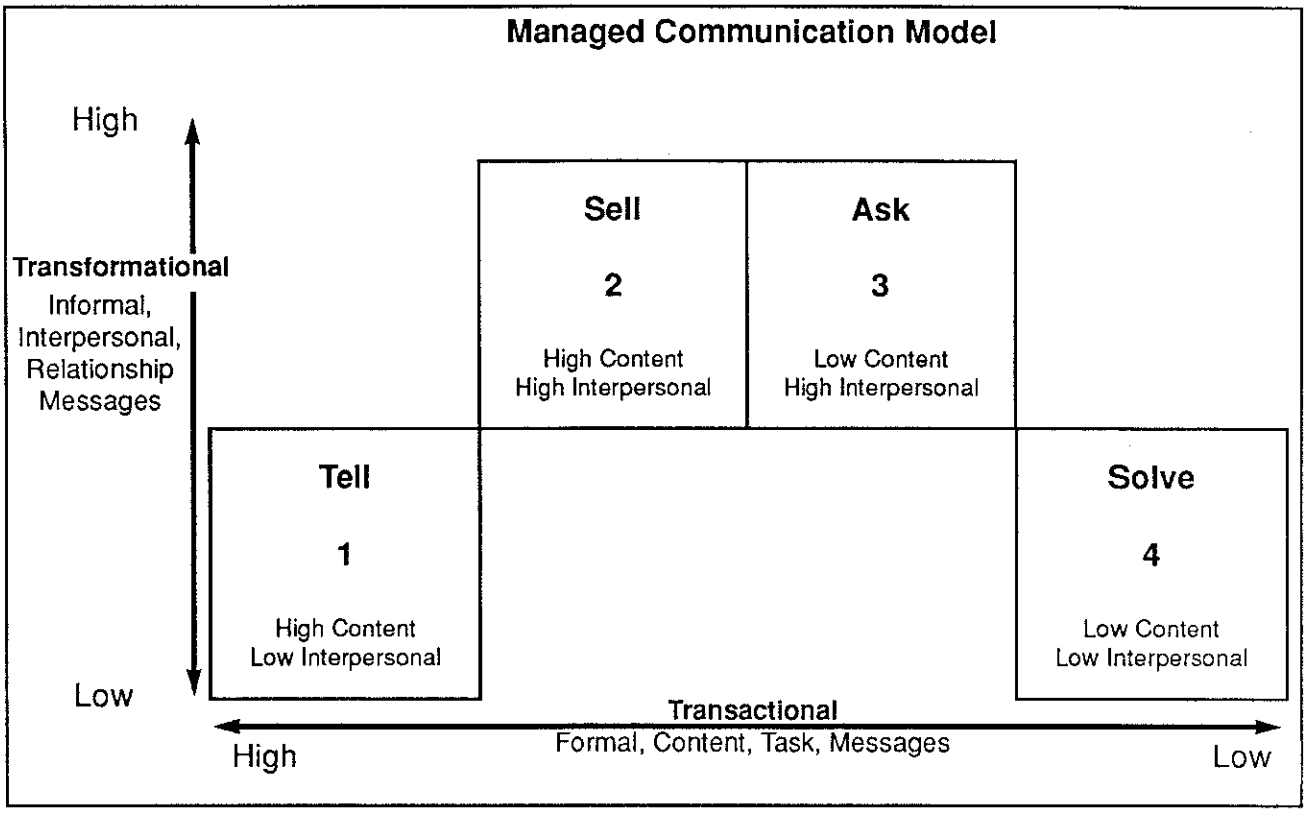
3. Context Factors

The general dynamics of each communication or context might influence, limit, constrain or demand a particular managed communication strategies. For time is one context factor limitating the communication options available to a sender.

- Technology
- Time constraints
- Communication channels available
- Organizational structure
- Complexity and difficulty of tasks & issues
- Past communications
- Importance and risk of messages and issues to organizational goals.
- Cost of investment
- Physical location or setting
-People present

A portion of the managed communication model follows. In this portion of the model several continuum are arranged from left, low to right, high. These continuum allow you to record your analysis of the context factors applicable for any given case. The portion of the managed communication model also serves as a method for clarifying and rating the necessary factors for use in making a strategic communication decision.



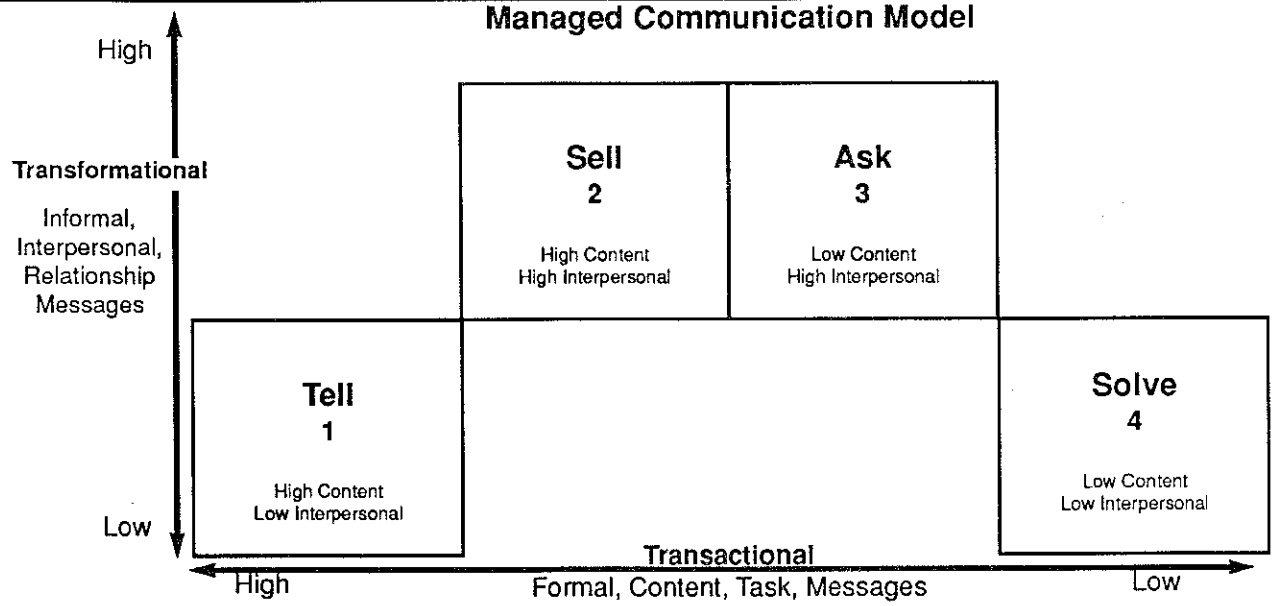


Receivers
Summary

Senders
Summary

Context
Summary

Managed Communication Model



Recievers (costomers)

Formal Subject Ability	Low	High
Willingness to Communicate	Low	High
Interpersonal Skills	Low	High
Willingness to Listen	Low	High
Motivation	Physical	Safety & Security — Social — Self Esteem — Personal Growth

Senders (supplyers)

Formal Communication Management Ability	Low	High
Willingness to Manage & Communicate	Low	High
Interpersonal Skills	Low	High
Available Power Basis	Coervice	Connection — Reward — Formal — Personal — Information — Expert

Context

Time Available	Low	High
Task & Subject Complexity and Difficulty	Low	High
Appropriate Setting	Low	High
Level of Committment and Investment Necessary for Success	Low	High
Risk to People or Business if Communication Fails	High	Low

TOTAL QUALITY MANAGED COMMUNICATION PROBLEM SOLVING AND DECISION MAKING STEPS TO IMPROVEMENT

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

Step I. Problem identification
Identify Communication Challenges, Opportunities or Problems (Unmet, unset and conflicting objectives)

Step II. Problem diagnosis

Diagnose Situation Factors	(context)
Diagnose Receiver / Customer Factors	(person)
Diagnose Sender / Supplier Factors	(person)

Step III. Generate alternatives
Generate some strategic ideas (process)
to improve or change communication
behaviors and patterns and messages
in the situation.

Step IV. Decision making
Make a decision by comparing the alternative strategies with the context and person factors in each case.

Step V. Tactical planning
Make a specific tactical action plan by repeating **steps III** (Brainstorm some tactics or specific communication behaviors) and **IV** as necessary on a tactical level. Then carry it out the plan with controls.

Conclusion

Total Quality Managed Communication is complex but vital to effective problem solving and successful personal relationships. It is a process that is never really mastered; one can continually improve on it. It requires certain attitudes, knowledge, techniques, common sense, and a willingness to try. Total Quality Communication happens as we have work to achieve sufficient clarity or accuracy to handle each situation and persons needs effectively.

Using the REACH Outline in Different Situations

The **REACH** process can be applied in all of the different work situations. It is important to keep several things in mind in adapting **REACH** to best fit the work discussions:

1. Consider the **P** _____ involved: their position, attitude, maturity, experience and your relationship with them.

2. Modify the **P** _____ of the discussion stated in Step **E.** The purpose of the discussion is directly related to the **S** _____ of a work discussion - tell, sell, ask or solve.

3. Consider the types of **Q** _____ to ask during Step **A.**
   a. In **Tell** discussions, questions focus and direct the discussion.
   b. In **Sell** discussions, questions will often center on determining needs of the other party.
   c. In **Ask** discussions, questions are used to obtain information and uncover the "real" underlying issues involved in the situation.
   d. In **Solve** discussions, questions attempt to stimulate the person to think of alternative solutions to problems.

4. Weight the amount of time the manager spends **T** _____ vs. **L** _____ . Generally, more time will be spent talking in **Tell** and **Sell** discussions; more time will be spent listening in **Ask** and **Solve** discussions.

Matching Communication Strategies with Work Situations

M = Most of the time

S = Some of the time

Work Situation	Discussion Type			
	Tell	Sell	Ask	Solve
Example: Assign work to an inexperienced employee	M	S	___	___
Coordinate field and barn work among partners	___	___	___	___
Assist herdsman with problem	___	___	___	___
Mediate conflict between two employees	___	___	___	___
Discipline an employee	___	___	___	___
Establish a new milking procedure	___	___	___	___
Coach family member on performance	___	___	___	___
Deal with employee complaint	___	___	___	___
Try a new feeding routine	___	___	___	___
Seek information from veterinarian on reproductive performance standards	___	___	___	___

1. Action Plan for Managed Communication

Describe a **current work situation** on the farm where you must communicate with another person. In your description, include the context or circumstances, people involved, and events that have taken place (the facts!):

2. What Strategic **Type** of discussion will you conduct?

3. What **Verbal** and **Non-Verbal Tactics** will you utilize?

4. How will you develop **Rapport?**

5. What will you **Establish** as the **Purpose** of the discussion?

6. What are some **Questions** you will **Ask** during the discussion?

7. What **Committments** do you anticipate for next steps to be taken?

8. What will you do to establish a follow-through procedure in the **Highlight** step?

Summary: Managed Communication

1. Communication is the **successful conveying of information between people.**

2. In order to insure that information is shared to the benefit of the business, managers need to encourage people to **communicate openly**. To do this requires effective **non-verbal** and **verbal** communication tactics.

3. The "**REACH**" managed communication process stands for

   R _____ Development

   E _____ Purpose

   A _____ and Listen

   C _____ to plans

   H _____ the discussion

4. The "**REACH**" process may be applied to any of the four types of work discussion strategies:

   Give information

   1. **T** _____
   2. **S** _____

   Gather information

   3. **A** _____
   4. **S** _____

5. The appropriate adaptation of the **REACH** process depends on

   a. the **P** _____ involved and

   b. the **C** _____ or situation.

6. Communication can be **M** _____ for increased productivity and profitability just as we manage other aspects of our businesses.

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A THOROUGH APPROACH TO EMPLOYEE SELECTION

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INTRODUCTION

Farmers' costs are in some way related--directly or indirectly--to the quality of those they hire. The greater the importance of the decision-making outcomes of the person being hired, the larger the effort that should go into the selection process. Few jobs are so unimportant as to require no effort at all in employee selection.

First, we will review several employee selection research cases I have conducted in the past nine years. They show that workers perform at different levels, and better workers can be selected through the use of properly designed selection systems that include tests. What applicants claim they can do when they apply for a job, also, is not always supported by their performance in a test.

Next, we will outline a step-by-step approach to employee selection; a practical approach that has helped farmers achieve excellent results.

Part I: AGRICULTURAL EMPLOYMENT TESTS

As someone once said, employee testing is not new. More than a millennium B.C., Gideon selected for battle those warriors who brought water to their mouths rather than those who bowed down to drink. Around the turn of the century, the modern testing movement was launched by Francis Galton, James McKeen Cattell, and Alfred Binet (Anastasi, 1982). Major developments in testing occurred during the two world wars. However, today most farm workers are not tested but are simply selected on a first-come, first-hired basis.

Differences in Worker Performance

Most farmers are comfortable with the notion of adapting varieties of plants and breeds of animals to different uses. When it comes to workers' differences, however, some agriculturalists neglect the great variability in people and their

perform better than others. Workers who excel in one area, however, might not compare so well with others in a different task.

The best worker can be four times as productive as the worst worker. This kind of difference--if consistent--can greatly increase the utility of a test to select the more productive workers. Productivity is a result of both worker ability (the "can do") and motivation (the "will do"); the greater the differences in applicant abilities, the more effective a test can be in identifying these differences. Motivation--the "will do" --is equally important.

CASE 1: Agricultural Secretary Selection

A secretarial job was analyzed and job specifications were laid out. In developing the testing strategy, particular attention was paid to testing for skills that would be needed on a day-to-day basis on the job. A short employment advertisement specifying qualifications, including typing speed--sixty words per minute (wpm) minimum--and artistic ability, was run twice in the largest and only local daily paper. Other recruitment efforts were made at a local college.

The correlation between what applicants said they could do and how they performed on a test was measured. One-hundred eight complete applications were received, plus additional inquiries, resumes, and incomplete applications. Most of the 108 were invited to demonstrate their artistic ability. The test consisted of (1) writing "Agriculture is California's Future" using dry transfer letters, (2) designing a flyer/poster and (3) free hand drawing an object. Only about 60 of the applicants showed up for the art test. A few of these did not stay after the procedure was explained. Others left before completing the exam.

The quality of the art work, which varied enormously, was evaluated by three raters. The 25 applicants who performed at a satisfactory or better level were scheduled to be tested for typing speed and for spelling and punctuation.

Actual typing speeds ranged from 15 wpm to 76 wpm. The 11 (of 25) applicants claiming typing speeds of 60 wpm on the application were rather evenly dispersed from 15 wpm to almost 60 wpm. The range between expected and actual typing speeds narrowed for those who claimed they could type faster than 60 wpm. The average claimed typing speed was 65 wpm while the actual average speed in the test was about 44 wpm.

In the spelling and punctuation test, applicants were provided a dictionary and were asked to re-type a letter and make any necessary corrections. This portion of the exam allowed sufficient time for applicants to finish, review their work, and re-type if necessary. Applicants ranged from those who found and corrected

almost every mistake in the original letter and re-typed it without changing the meaning to those who missed many of the mistakes and took correctly spelled words and misspelled them. Eight persons qualified for a final interview; three of these showed the most potential; one was selected unanimously by a five person panel.

This test was directly related to the performance required on the job. It brought out the differences in more than 100 applicants, all of who claimed to have some degree of artistic ability and secretarial skills. Had applications been taken on face value and top candidates interviewed, it is likely that a much less qualified candidate would have been selected. The applicant who was hired, never would have been interviewed in a usual selection process as she had much less secretarial job experience than many of the other applicants.

CASE 2: Testing of Vineyard Pruners

The purpose of this portion of the study was to determine if a work-sample test--when workers knew they were being tested--can be used to predict on-the-job performance of piece-rate paid crew vineyard pruners.

Test measure. Test data were collected on two work-sample pruning periods of 46 minutes each--Test 1 and Test 2--during which workers knew they were being tested and that they needed to prune as fast as possible and still maintain quality. Workers were consistent. There was a large range of scores within each group. For example, one crew ranged from individuals pruning 3 to 24 vines.

On-the-job measure. Data were obtained from each farm's payroll records on two randomly selected days. These measures were taken after the pruning season and thus were free from contamination. Again, data showed that workers were consistent.

There was one exception. On one farm the manager was apparently not careful about documenting exact working hours since his workers were being paid by the piece. Because there were no accurate records of job performance the pruners efforts appeared inconsistent.

So, did the test predict on-the-job worker behavior? Yes, test data corresponded well with on-the-job worker behavior, except on the one farm with poor payroll record practices.

Conclusions. There is little doubt that these tests could predict on-the-job performance. It also seems certain that employers cannot assume that a test will

always work. Where there are inconsistencies in performance on the job, the best test could not predict such performance.

PART II: STEP-BY-STEP APPROACH TO EMPLOYEE SELECTION

Outline

STEP 1 DETERMINE IF TEMPORARY EMPLOYEE IS NEEDED
STEP 2 JOB ANALYSIS AND SPECIFICATIONS
STEP 3 WEIGHTING OF JOB SPECIFICATION ITEMS
STEP 4 JOB DESCRIPTION
STEP 5 RECRUITMENT STRATEGY
STEP 6 DETERMINATION OF WHERE TO TEST FOR WHAT
STEP 7 DRAW UP QUESTION & SITUATION POOL FOR WRITTEN TEST, INTERVIEW, AND PRACTICAL TEST
STEP 8 MAKE INVITATIONS TO PARTICIPATE
STEP 9 PRE-INTERVIEW
STEP 10 WRITTEN TEST
STEP 11 INTERVIEW (ORAL TEST)
STEP 12 PRACTICAL TEST
STEP 13 SELECT TOP FEW CONTENDERS
STEP 14 MEDICAL SCREENING
STEP 15 CHECK REFERENCES
STEP 16 FINAL INTERVIEW (IF NEEDED)
STEP 17 MAKE OFFERS AND REJECTIONS
STEP 18 FIT JOB DESCRIPTION TO NEWLY SELECTED EMPLOYEE
STEP 19 ORIENTATION
STEP 20 PLAN LONG-TERM TRAINING

STEP 1

It is difficult to go through a long selection and recruitment process when a new employee was needed to start "yesterday." Cows will not get milked and tractors driven on their own while farmers invest time in a careful selection process.

One alternative is to hire a temporary herd manager, tractor driver, or secretary. These workers are told that they are being hired for a temporary position but that they can apply for the regular (**1**) position. This situation can also result in a mutual tryout between farmer and employee. (**2**)

When the employment is of a seasonal nature to begin with, some farmers may find it more appropriate to judge workers' performance through the season and use the results to determine who they will hire during the next period of employment.

When a full selection process is out of the question farmers may want to use an abridged process to hire such temporary personnel.

STEP 2

A thorough understanding of the job a new employee will be performing is essential to a successful employee selection strategy.

Figure 1: Tractor Operator, General

Major Function	Major Activities
1. Construction, maintenance, repair and operation of agricultural machinery (92)	1. Operating large gas engine 2. Operating diesel equipment 3. Adjusting and calibrating field equipment 4. Setting up equipment for use 5. Operating small gas engine equipment 6. Maintaining large gas engine equipment 7. Maintaining diesel equipment
2. Growing of Plants (80)	1. Soil tillage and land preparation 2. Weed, pest, disease control 3. Soil fertilization and nutrition 4. Harvesting. 5. Planting and transplanting plants 6. Pruning, thinning, training,
3. Handling Agricultural Materials (25)	1. Lifting and hoisting materials 2. Transporting 3. Positioning, weighing, controlling 4. Conveying
4. Development of Air, Land and Water Resources (20)	1. Land leveling 2. Construction, drainage systems 3. Servicing irrigation systems 4. Installing irrigation systems

5. Supervision of Personnel (10)	1. Direct effort of others 2. Train new employees 3. Orient new employees to job

Figure 1. Taken from *Functions And Activities Performed By Workers In Agriculture*, by O. E. Thompson and R. L. Thomas, UCD, 1972. Numbers in parenthesis are % listing the function (interviewees).

There are several ways to determine what the job duties of a worker will be. One of the best ways (although rather long) is to write a job analysis based on one or more workers who hold similar positions. This is done by a combination of worker observation; worker interviews; and supervisor interviews. Two good sources to get started on job analysis information for agricultural positions include the Dictionary of Occupational Titles (3) (DOT); and, Functions and Activities of Agricultural Jobs in California. (4) A sample from Functions and Activities, figure 1, includes the major functions as well as the major activities of a general tractor driver. But regardless of how the grower arrives at the job analysis, it is up to each farmer to determine which skills will need to be added or deleted for the new position.

From the job analysis a list of job specifications can be drawn up. Farmers can specify which skills, knowledge, or abilities could be easily acquired on the job and which could not (these would be different to fit every employer's needs).

A word of caution: do not to take any skill, ability or knowledge for granted!

A job specification list is different from a job analysis in that it consolidates requirements. For instance, if a job analysis shows that an assistant herdsman has to lift 50 lbs feed sacks, 100 lbs calves, and 120 lbs alfalfa bails, then it would simply list: ability to lift/carry 120 lbs. Likewise, if a farm supervisor had to read pesticide labels, read trade journals, and read special reports, a job specification list would simply say: ability to read/understand instructions.

Here are a few assorted examples of agricultural job specifications:

possesses a valid drivers license with the proper classification (including a Department of Motor Vehicles check)
drives wheel tractor
backs up equipment into ramp
directs personnel
mends fences
lifts/carries 100 lbs

maintains tractors
welds equipment
irrigates

STEP 3

Next, using the specific case of a tractor driver to illustrate, one can rate (or give a weight of importance) every skill/knowledge and ability (see figure 2). For this tractor driver, for example, the most importance was given to skills such as operating a wheel tractor and crawler (x3) and fewer for skills such as planting and transplanting (x2) and fewest to skills such as supervision of personnel (x1) because this was to be done mainly by others on the farm.

Figure 2.

Skills/Knowledge/Ability	Weight x Score = Result
1. Operating wheel tractor	3
2. Operating crawler tractor	3
3. Adjusting/calibrating equipment	2
4. Setting up equipment for use	2
5. Preventive maintenance	2
6. Using basic implements (disk)	3
7. Other implements (cultivator)	3
8. Weed, pest, disease control	1
9. Soil fertilization/nutrition	1
10. Planting and transplanting	2
11. Direct efforts of others	1
12. Train new employees	1
13. Orient new employees to job	1
14. Punctuality	3
15. Motivation	3
16. Oral communication	2
17. Reading ability	2

Figure 2. Each skill/knowledge/ability is rated depending on its importance to the job. Some skills might be important but rated low because the worker can be trained for it or because the skill is not used very often. The table is constructed with the results in mind. Results are obtained by multiplying the weight column x the score (0 = not performed or totally unacceptable; 1 = below expected; 2 = expected; 3 = above expected). For example, an applicant would get a result of 6 points on crawler tractor operation if he did an expected job (3 x 2 = 6). It is important to define what an "above expected, expected, etc.," performance entails

before the applicants arrive.

A good exercise is to come up with some imaginary applicants that have different strengths and weakness. Score each imaginary applicant and multiply the score by the weight factor. Do the numbers reflect which of these imaginary applicants you would have hired? If not, work some more with the weighting process until you feel comfortable with it.

A good way of establishing a weight for each category is for a farmer to ask him or herself: If these two applicants were equal in every other factor except these two (for instance breeding and computer use), which one would I rather hire?

STEP 4

Job descriptions are brief (usually 1-2 pages) job summaries with examples of job duties. There are a number of possible approaches to job descriptions. One useful distinction between job descriptions is whether their purpose is to (1) attract applicants; (2) or to facilitate the understanding of job incumbent duties.

A position description used to attract applicants should paint the job as true to reality as possible. The more realistic the job preview, the more likely applicants will be motivated to either apply for a position or select themselves out of the running.

If workers will be unhappy in a job it is better that they find out before they are hired! Some of the parts of such a job description may include a job title, job summary, and examples of responsibilities. Besides knowing more about the job being offered, a job description will communicate to applicants the types of skills expected of them.

Position descriptions should have titles that applicants will recognize. Beyond that, variations in title may be used to communicate varying messages to applicants about the job. For instance, there are differences in connotation between a position opening for a herdsman and a herd manager; or between a tractor driver and a tractor operator.

A brief job summary paints the general picture of what the job is about. This may include general job duties; reporting and supervisory responsibilities; a description of the type of operation, crops, acreage, and type of equipment in use. A section on what is best and worst about the job is particularly effective. In addition, a starting salary, (5) benefits and hours of work or other pertinent information is desirable.

A section with specific examples of job responsibilities can add much to an applicant's understanding about a job. For instance, applicants may determine how much physical work is involved, how much work is done out-of-doors, what equipment they will be using, to what extent will they work with others, and so on. Examples of job duties should start with those that are most frequently used.

Finally, some way of communicating to the worker that the description is a living, changing document is desirable. One way of achieving this is by putting a date on the description with a notation "last revised" by it.

STEP 5

There are many sources where farmers can advertise a job. Some of the more common ones include present employees, other farmers, previous applicants, trade journals, local newspapers, vocational schools, universities, and employment agencies.

Often farmers are fearful of deciding where they want to advertise. The fear comes from avoiding "bad elements" who may apply. While the fear of obtaining undesired applicants is not without base, it is doubtful that an employer can always avoid obtaining questionable applicants by using any one recruitment effort.

Perhaps more importantly, the selection approach described here is especially designed to leave few questions unanswered about an applicant's job suitability: if there are differences in applicant qualification this process is likely to surface them.

But it is in the recruitment that the limits are set to the qualifications of the applicants. The most systematic selection approach cannot make up for an inferior candidate pool! This is why it is desirable to take the needed time during the recruitment stage, and advertise in abundance and in as multiple sources as permissible.

For most of the recruitment sources (e.g., employees, vocational schools) the application and job description (plus any other information of interest, such as a package on the locality from the Chamber of Commerce) may be sent immediately.

Ads placed in trade journals and papers cannot give applicants much information about the job, however. As applications come in from these sources, the job description can be sent out.

Figure 3
JOB TITLE
LAST REVISED: _____

JOB SUMMARY:
EXAMPLES OF JOB RESPONSIBILITIES:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10. Other duties as assigned.

STEP 6

The next step after establishing a recruitment strategy is to generally determine which skills, knowledge, or abilities can be measured where in the selection process (see figure 4). Tractor driving, for instance, could be best measured by a simple test (asking the person to get on and operate the machinery) while other factors such as "supervision" and "communication" could be tested through questions in the interview. The application blank, letters of recommendation, or a reference check can allow us to look at other factors.

Figure 4.

Skills/Knowledge/Ability	Test	Int.	Appl.	Recom.
1. Operating wheel tractor	X		x	
2. Operating crawler tractor	X		x	
3. Adjusting/calibrating equip.	X			
4. Setting up equipment for use	X			
5. Preventive maintenance	X		x	
6. Using basic implements (disk)	X			
7. Other implements (cultivator)	X			
8. Weed, pest, disease control		X		
9. Soil fertilization/nutrition		X		
10. Planting and transplanting		X		
11. Direct efforts of others		X	x	
12. Train new employees		X		

13. Orient new employees to job	X		
14. Punctuality	X		
15. Motivation		X	x
16. Communication	X		
17. Education		X	

Figure 4. Each skill/knowledge/ability was to be gauged through different parts of the selection process. A capital "X" indicates a principal method of measuring that skill/knowledge/ability while a lower case "x" indicates a secondary method. (From left to right the methods to be used in this selection process were: Test, Interview, Application, Letters of Recommendation.)

STEP 7

After the job specification and weighting process general areas of inquiry are selected now to proportionately cover all areas in the job specification. If the job is heavy on disease detection, there should be more questions or situations involving disease detection. The process can generally be divided into both (1) obtaining all the general areas to inquire into and (2) putting these specific inquiries in the form of questions or situations.

Again, a caveat, make applicants prove they really know what they claim to know!

In a small study of farm workers 8 of 10 workers did not know how to divide or subtract while most knew how to add and multiply. Few knew how to read a measuring tape. At higher level jobs, a proportionate type of problems exist--the lack of knowledge in these areas is simply more serious. Many of these problems can be detected through the selection process. Intelligent decisions may be made with all the information at hand.

General areas of inquiry might include, for instance, math proficiency related to the job, ability to read and follow instructions, aptitude at interpreting signs or results, familiarity with measuring instruments, tractor driving mastery, capability to speak another language, understanding of labor management principles, lifting strength, familiarity with applicable laws, welding expertise, and adequacy in disease detection.

While the recruitment effort is taking place there is much fun work to be done by drawing up specific questions and situations from the general areas of inquiry from the job analysis and specification process. In addition, some of the possible questions to ask previous employers and references may be drawn up at this time.

It is possible to be quite creative in all of the questions. Most important of all, farmers should have a purpose to every question and should avoid trite questions used elsewhere. Or questions that do not have any good answers to them. For instance, most applicants that have done any studying on the interview process know that they will be asked several standard questions, among these the following two: (1) What do you plan to be doing five years from now? (Most of us in farming do not know what will happen five years from now, how can we expect the applicant to know.) (2) What are your strengths and weakness? (The first part of the question is never out of line. However, applicants probably come with a well rehearsed answer to the second part--something along the lines that their worse trait is that they are a workaholic or something of the like.) **(6)**

There are a number of ways that applicants could approach questions: from an excellent answer that surpasses the best expectations of the question writer, to an admission that the test-taker does not know the answer but will try to draw certain conclusions, to a pleading of ignorance with an offer of how they would arrive at the answer, to giving an outright wrong answer. When the final question pool is selected these should be given to several friends, employees, or other "practice applicants" that can be trusted not to give the questions away. Not only a total maximum score is allowed for each question / situation but generally it is determined ahead of time how scoring will be given for partial or incomplete answers. Objective guidelines for scoring results should be drawn up to the extent possible. For effective results raters should be trained on scoring test and interview questions. **(7)** A few guidelines are given here to translate the general areas of inquiry into questions and situations:

WRITTEN TEST. In a written test a farmer has the opportunity to ask many more questions than would ever be possible in an interview. These questions can be of several types including: a) short answer or fill in the blanks, b) long answers or essays, or c) multiple choice. Another possibility is an in-basket test where applicants receive a series of written notes and problems and must determine how --and in what order--they would handle each.

Each of these has advantages. Short-answer questions and multiple-choice questions are easier to score. In essay questions applicants have a chance to show a more profound understanding of issues where answers depend on multiple factors (contingency approach). In-basket exercises are useful to determine how applicants work under time pressures and how they plan their time. One farmer mentioned that when he goes to town, he makes a list of everything he has to accomplish. If he needs to, he leaves something to be repaired and picks it up after doing other errands--he does not waste time waiting for the item to be fixed. Of course, ability to be efficient in a test might not necessarily correlate well with real life efficiencies. Above all, it probably shows ability to think things through,

however, which is the first step.

Written tests present an excellent opportunity for creativity. Farmers can attach a DHI (Dairy Herd Improvement) record and ask applicants several questions that show applicants' understanding of these records. The same approach can be taken with a number of other records. Diagrams or photos of diseases may also be presented in this way. If all applicants are taking the written portion together it is also possible to show a number of slides and ask applicants to comment or answer questions about these.

ORAL INTERVIEW. Just like with written tests, there are several types of interview questions and requirements. These include short answer, longer answer, applicant presentations, and situations (what would you do if ...). Interviews are particularly useful in bringing up more complicated questions. For instance, some inquiries are so constructed that applicants do not have all the information given to them at first. For instance, applicants can be told about a situation and asked what they would do under the circumstances. Some applicants will give an answer immediately, while others will start asking intelligent questions of the interviewers before formulating an answer. Video machines that can replay a situation equally for each applicant are especially useful to make sure all applicants hear the case in the same way. **(8)**

In general, questions that are open are better than those which require a "yes" or "no" answer.

STEP 8

It is at this stage, making a decision of who to invite to the interview, where one of the most harmful mistakes can be made. It is very easy to look at applications and resumes and start throwing out candidates that do not seem suitable. Many excellent candidates are thrown out in this manner. Some applicants present very nice applications but in many cases these were typed or even filled out by spouses or others. There are many professional resume services, too, that make candidates appear quite attractive on paper.

Instead, as many applicants as possible should be invited to participate in the selection process. The first stage in the selection process is self selection. Some candidates will drop out when they get the job description. Others will be even more excited about the job. The most expensive selection tools are usually the oral interview, medical screening, and practical tests because of either direct costs or time involved. The cheapest selection tools are usually the pre-interview and the written test.
Where feasible, most all applicants should be asked to the pre-interview and

written test. Where applicants are from out-of-state or country, and where the employer will bear a substantial cost for the applicant's travel, it may pay to give potential applicants an over-the-phone interview to see if they should be invited to participate. Written tests should not be mailed to applicants in order to protect question pool and to avoid giving some applicants a greater advantage. Written tests may be mailed if employers have someone they trust that can administer the test.
One possibility is to mail everyone an "open book" test. Applicants can consult any reference they desire. This minimizes the chance that some will have greater opportunities to seek help than others. This strategy should be avoided, however, because some applicants may have someone else take the test for them. An open book test is much more useful if applicants are allowed to bring books to a regular test where they must do their own work but can consult their references. In fact, open book tests can be quite demanding and some agricultural employers might choose to have an open book component to the written test.

As part of an invitation to participate the sequence of events needs to be stipulated. Where applicants will come from far away the sequence of events should try an minimize travel and expenses to both applicants and employer. A final sequence of events, however, depends on the total number of applicants for the position and the length of the interview and tests. A general rule of thumb for managerial positions is to allow for two hours for each (1) the written test, (2) the practical test, and (3) the interview.

Throughout the whole process farmers need to remember that only one of the many applicants will be hired. If most applicants can feel that they gained something from the application process, then the farmer has done well. It is very easy for applicants to get discouraged and everything the farmer can do to make the process a confidence-building and enjoyable one, will help the farmer and the industry to keep a positive face. Who knows, too, if one of these applicants will end up applying and working for you in the future.

It is true, however, that if a farmer has a requirement that is absolutely essential to the job and applicants indicate that they do not fill this requirement, then these candidates would not be invited to participate. For instance, applicants that must hit the job running might be required to have a pesticide applicator's license, type at a minimum of 60 words per minute, provide their own horse and tack, or speak Spanish.

STEP 9

In addition to the job description and the invitation to participate, the pre-interview can do much to inform applicants about the true nature of the job. In

fact, a well designed interview, practical and written tests will also be very helpful in painting a realistic job preview. While some employers use the pre-interview to try and find out something about applicants, farmers can best take opportunity of this selection tool by helping applicants know more about the job. One farmer invited applicants to come for the pre-interview in groups of five. He gave applicants a tour of the ranch while they asked questions. Here again, the farmer has a chance of sharing both the good points about the job and some of the possible difficulties. The farmer mentioned above had a list of issues he wanted to discuss with each of the groups of applicants that toured his farming operation.

After the tour farmers might want to encourage these applicants to walk around on their own and to talk to any personnel on the premises. At this point the farmer does not make any decisions not to invite any of the applicants to the next stage, but some will drop out on their own--better now than after they are already on the job!

STEP 10

Tests can be categorized as being either speed tests or power tests. Speed tests usually ask applicants to perform a task repetitively (task not necessarily difficult to do in itself). Examples of speed tests include typing and pruning speed tests.

Power tests, on the other hand, have some questions or situations that are easier to answer than others, and some that most applicants could not answer even if no time limits were imposed. Few power tests have no time component added to them, however. When allowing two hours for a power test --a test where applicants primarily show you what they know more than how fast they can do something--the test should be able to be performed comfortably within 1 1/2 hours or less.

The purpose of putting a time limit is not to make the test a speeded one, but rather, to put some limit on the testing time. **(9)** Some test takers will rush through tests and leave early while others will stay until the last moment. If no time limits are set some applicants may stay all day doing a two hour test--they might go through checking and double-checking every answer in an effort to improve it. Have someone take your test before administering it to applicants. Find out how long it takes them to do so, and if there where any questions that were not clear.

Have clear instructions for your applicants for when the big day comes. These instructions should be written down. If you give the test to more than one group of applicants, then you can say the same things in each case. Also, when you write down your instructions you are less likely to forget some of them. Try and

anticipate any questions test takers might have (everything from what to do if they finish early to where the rest room facilities are located). Discuss how you plan to score the test. If different questions have different point values, these might be printed along with the questions. Remove telephones from the room as well as other distractions.

A progressive hurdles approach to employee selection is one where those who pass the first step are invited to the next, and so on during each step. The applicant pool thus shrinks at each stage. When large numbers have applied for the position farmers need to determine which steps will be used as hurdles. Because written tests are easier to score and cheaper to give, the written test is usually the first hurdle. Many applicants are likely not to even show up to the written test after learning more details about the job. In other cases applicants will drop off just because there is a test. Farmers should be extremely pleased if they have more than 40 applicants show up to a written test.

If there are few applicants (e.g., 8 or less), it is useful to pass each of the invited participants through all of the steps, rather than using a progressive hurdles approach.

The test may be scored by one person although it helps to have multiple raters. Fine tuning the rating process should take meticulous care. After the test is scored the top 8 to 12 candidates might be invited to continue to the next step. If only 8 candidates are kept at this point, all candidates might be asked to continue with the process. If very many applicants did well in the written test, or if the written test was designed to be very important in the process, then there might be another single step given as a the next hurdle.

As soon as the test is given and scored letters of congratulation and continued invitation to participate may be mailed out. To speed up the process at this point candidates may also be phoned and given the date for the next step in the process.

Assuming that only 8 candidates are continuing, the practical test and interview may be scheduled for the same day--the order is not important. Just as it is a mistake to throw candidates out too freely, it is also a fault to be overly excited about one candidate. It is best to take a wait-and-see approach until all the results are in.

STEP 11

For interviews to be effective, a good percentage of the questions should be the same for all applicants. Questions and situations that are the same can help interviewers better compare candidate's responses. However, this should not be

taken to the extreme. One of the great advantages of an interview is that farmers can probe into areas where they would like more details or information. Perhaps 30% of the questions should be candidate specific. For instance, these questions might relate back to applicant's (1) previous jobs, (2) answers to previously given interview questions, or (3) responses to test questions.

Multiple interviewers are more effective than single interviewers. Interviewers should be trained to rate the responses and avoid rating errors. During the interview farmers will get the best chance to get a better feeling for the candidate's personality. It is good to have interviews that are long enough where farmers can get to know applicants a bit better. As mentioned previously, interviews are a good place for situational questions where candidates are shown videos or slides and are asked to respond to these orally. Situations where applicants must ask for additional information to make a diagnosis are especially effective for interview situations.

In order for candidates to hear each of the common questions in the same way, each interviewer is given specific questions to ask throughout the interview, as well as the order in which these questions are given. Particular care in the selection of these questions is essential to avoid wasting time through similar or repetitive questions.

It is a good idea for interviewers not to share information among each other until all candidates have been seen. In some cases this is difficult to do and takes extreme professionalism. Interviewers may have to take some notes during the interview itself, but these should be kept to a minimum. No more candidates should be interviewed in one day than that which the interviewers have time and energy for.

After the last person is interviewed each interviewer should turn his or her results in to someone who will jot them down on a blackboard or large piece of paper. Now there is an opportunity to discuss the reasoning behind the ratings. If there are large discrepancies between interviewers this is not necessarily bad as long as interviewers can come to an agreement as to what these differences are based on. For instance, are these discrepant scores based on the interviewer's perceptions of applicant personality? Knowledge base? Experience? Or on the value that they assign to strength in a particular area?

STEP 12

Just as with any other step in the selection process it is important to have someone go through the practical test before having any of the actual candidates go through it. Otherwise a farmer might find that the time allotted is not enough, or that one

of the test tasks will simply not work.

The practical test is an excellent way for other personnel in the ranch to get to know the applicants, too. Farmers might want to ask personnel for their input in the final selection. Meanwhile, those in charge of the practical test will be asked to describe or evaluate the performance of candidates. In one farm, foremen assisting in the process are asked to give each part of the practical test a score. To simplify their task, however, the actual scores for the complete test--including weights for aspects that are more important than others--are calculated back in the ranch office.

During a tractor operator test it is possible that if a person does everything right one would give them a score of 3, and if the person did very badly or could not perform at all, a score of 0. Applicants might be told that they could take as long as they wished before they started the engine, but they would be judged on preventive measures (e.g: did they check the oil and water on the wheel tractors, did they check to make sure the crawler would not run out of diesel in the field, etc.). It is possible to make much greater differentiations between applicants, obviously, than scores between 0 and 3.

The more specific the scores are to actual tasks, the more objective the scoring will become. For instance, did applicants check the tires? Diesel fuel? Oil? Other fluids? If points can be allotted for each of these, scoring becomes more specific.

During the practical test candidates might be involved in several test stations. As with the other selection steps, the practical test should tell applicants much about the job. When it comes to some of the heavier labor requirements of the job there is nothing that illustrates a requirement better than actual doing of a job.

Asking applicants to load a dozen alfalfa bales into a truck is much more effective than asking them to load a single bale. Of course applicants should be encouraged not to attempt any heavy lifting if they are not in shape or if they have a bad back.

Candidates may be asked to back up a trailer, saddle a horse, weld a broken piece of equipment, shear a sheep, mix chemicals, **(10)** sex birds, or milk cows.

Much can be said about an applicant just by the way he moves around large farm animals. Or by how she goes about turning a tractor on. The fewer the aspects that the farmer takes for granted in the job selection process, the more likely that fewer mistakes will be made. Some aspects of jobs are easier to learn than others.

Practical tests--as well as other tests--should emphasize those aspects that require

specific skills rather than aspects that are only job specific to a given location or farm and that can be learned after a little time. This is not an easy decision in some cases, though. Many candidates who in good will try and learn some skills after the job is offered to them never are able to do so--even after taking classes on the subject. A critical aptitude on the part of the selection designers is to determine exactly which skills are secondary and can be easily learned on the run.

For jobs with a physical skill or component, few aspects of the selection process are as enlightening as the practical test. Once in a while, however, an excellent candidate in either the practical test or written test will show serious problems during the interview.

One very important consideration during the practical test: if it seems that the candidate does not know what he or she is doing then do not let them continue. The chances for an accident would be too great and not worth taking the chance. In the alfalfa bale example, it is better to stop anyone who seems to be struggling with the task.

Of course if they are struggling with the task because the applicant does not know how to handle the bales, in some cases it might be simple enough to show the candidate how it can be done right.

STEP 13

Farmers can look at the top contenders and try and objectively as possible decide what advantages each of them has. It is unlikely that one candidate will be better than all others in every area. By waiting, farmers can see a better composite of skills. By making an early decision employers may actually lie to themselves and refuse to see either problems in one favored candidate or good in a different applicant.

The following case--changed to hide the actual situation--illustrates the point: Six applicants applied for the tractor operator position. We scheduled short interviews followed by a one-hour block for the test (the test was designed to last about half an hour but we wanted the participants to have plenty of time). The grower and I conducted the interviews. One of the ranch managers was in charge of giving the test.

The questions were challenging but not impossible to answer. We were especially happy when one person was answering all the questions perfectly. Both the grower and I wanted to offer the job to that applicant right then and there. We each ranked the applicants in the order we would have hired them (according to the scores for the interview questions) as can be seen in figure 5.

Figure 5.

Interview Results

Ranking Order (#1 best)	Grower	Author
1.	A	A
2.	F	C
3.	C	F
4.	B	B
5.	E	E
6.	D	D

Figure 5. After the interview both the grower and I ranked each of the candidates. "Let's hire A before he gets away!" we felt.

When the ranch manager came back with the test results (Figure 6) we couldn't believe it! We almost hired the wrong person! The combined results showed that applicant A was not the best for the job, nor the second best for that matter (see Figure 7).

Figure 6.
Test Results

Ranking Order	Applicant
1.	F
2.	C
3.	B
4.	A
5.	D

Figure 6. Test results show that candidate A looked a lot better in the interview than in the tests. The application as well as the letters of recommendation were similarly ranked (not shown here).

Figure 7.
Combined Results

Ranking Order	Applicant
1.	F
2.	C
3.	A
4.	B
5.	D

Figure 7. The combined results took into consideration the results obtained from the tests, interviews, applications and letters of recommendation.

The person we would have hired had all the right answers in the interview, it

seemed, and could communicate the best of all the persons we interviewed. If the test would have been for a supervisor or foreman the test would have been somewhat different and more weight would have been given to communication and supervisory skills, and candidate "A" would have probably gotten the job. But for this job, candidate "A" was definitely not the best. The applicant had only disked before but had never cultivated. If the ranch manager would not have stopped him he would have taken out several rows of tomatoes. In another selection process the opposite happened: an applicant who did great in the practical portion of the selection process showed that his management and people handling skills made him unqualified for the position.

After this process the farmer might want to select two or three top contenders for medical screening, reference check, and final interview. Of these, the final interview might be an optional step.
One pitfall is deciding on one candidate and telling her something to the effect that if she passes the physical and reference checks that she will get the job. If they do not pass you have set yourself up for a possible battle between the applicant's physician and yours. Consult your attorney and local laws on this matter.

STEP 14

Work closely with your physician or medical facility to come up with a job-related physical examination. When the results come back the medical screening is just one more aspect to be considered along with the others. One industrial physician explained that he looks at the medical history of an applicant (as reported by the applicant) and at the applicant's appearance in determining which examinations to conduct. While it seems appropriate to pursue some specific areas for each individual, the vast majority of the examinations given should be the same for all applicants and certainly should be job related. If a physician gives a back test to petite women applicants, but not to men who appear larger, the employer who sent applicants for medical screening might ultimately be responsible for appearing in court for discrimination charges. **(11)**

STEP 15

Make up a list of questions to ask when you check references. People are more likely to be honest about how they felt about a previous employee if you call--or better, if you meet them in person--than when they write a reference letter for the applicant. Be ready to ask specific questions about issues that concern you, but remember than one worker might do terribly for one employer and very well for another. Check with several references if at all possible.

If a previous employer has nothing but negative things to say about a former

employee, be suspicious. Ask them for the qualities of that employee as well. On the other hand, in one case an employer managed to say enough nice things about their present employee so the new employer would take the worker off her hands!

Giving or taking references--or even failing to check references--can help land a farmer in court. It is important to check references as this process, if the questions asked are well thought out, can do much to determine the applicant's job stability, honesty, and work ethic, among other traits.

STEP 16

After all this work, the employer might have trouble making up his or her mind. A final interview for the top three candidates might do the trick. By now, too, the applicants probably have developed some feelings as to whether they are still interested in the job. This final interview can take a number of shapes from another formal interview process to a dinner or other activity.

STEP 17

So there you have it! If you have followed this process up to this point you probably feel you have learned much from the process and from each of the potential employees. Making an offer is the fun part! There is a special opportunity at a few times in an employees career to mold their behavior to increase positive work habits. In psychological terms this is termed an unfreezing process. At no other time will an employee be so subject to such an unfreezing process as he will during this early stage. Later the re-freezing stage comes and starts locking in new behavior patterns. If the person you are hiring has never been in a management position before she might not be thinking as a manager. The respect that you show candidates will make a big impression at this time. Also, some farmers prefer that workers not smoke or chew on the job--let alone take other drugs. If you let them know your displeasure towards smoking at a time like this, workers have a greater chance to kick the habit. One of the most important changes that can be introduced here, though, is to help new personnel understand your working philosophy and be willing to try things a different way. Part of the job is to help workers to think like managers and owners rather than mere fair-day's-work-for-fair-day's-pay jobbers.

Some applicants will apply for a job just so they can show this fact to their present employer and obtain a raise. This may happen to you although probably few applicants are willing to go through a process like this just to get themselves a raise! At this point it is important to say again that this extensive process will not guarantee that a farmer will obtain a good employee. It will, however, help the farmer go into the process with both eyes open. Still, in some circumstances some

unfortunate things happen after the applicant comes on board. In one case an excellent candidate who had been having marital problems decided to return to their spouse and leave the job. It is unlikely that something such as this could have been avoided through this process. It is also possible that after a few weeks it becomes obvious that the new worker will just not work out. For these reasons it is important to let the one or two runners-up know how much you enjoyed working with them through the selection process; and that you might be extending them a job offer within the next three weeks.

Now, to the not so nice part: letters of rejection. As soon as you know that certain applicants have not passed a hurdle, common courtesy dictates that they be notified immediately. Again, farmers need to be very positive in their notification process, and make applicants feel as good about themselves as possible under the circumstances. Some of the words in a rejection letter might go along these lines:

Dear Applicant:

> Thank you for your interest in the XXXX position with YYYY Farms. We regret to inform you that you were not selected for further consideration for this position. We really enjoyed meeting you. Keep us in mind in the future. We were particularly impressed with your ABC skills. There were over XYZ applicants for the position and it was a difficult decision.

Thanks again for your time and interest. We wish you the best of luck in your future career!

Sincerely,
Fred Farmer

Of course, after all the results have been compiled the grower/producer might decide that no one met the minimum qualifications for the job and would have to recruit new candidates.

It saves much time if the farmer extends the application period to expand the candidate pool, rather than wait to this point to decide to start all over. But, it is well worth starting all over if the farmer is not totally satisfied with the final applicants. Offering the job to someone because "we've come this far" could result in very negative consequences.

Of course, a grower might decide to change the job description by deleting some of the functions or activities. Farmers can implement a more thorough training

program than what was originally anticipated, too.

STEP 18

Once someone comes to work a new job description is drawn out. It is not difficult to do given all the work that has been done to this point. It is possible, for instance, that the new employee cannot do part of the job originally intended but can make up for that in other ways.

STEP 19

As alluded to before, the orientation time is a critical time to help a new employee adapt to the philosophy of the operation. During the orientation period new personnel may be in special need to find out about local banking, housing, utilities, community activities, or other needs. If necessary, information about children's schooling, or possible job sources for a working spouse can be very helpful. Of course, some applicants prefer to handle these areas without the farmer's help.

Within the job itself, everything is important: everything from letting new workers know the location of the rest room facilities to how the new applicant is introduced to co-workers and community members. It is a good idea for the farmer to take the new manager to eat out at the local farmer's hangout during the orientation process and later from time to time.

Things to avoid are long discussions about the weakness of a previous incumbent, or other negative comments in general. While an orientation is important, new applicants are anxious to get working, too. Divide the day in such a way that they can start learning about their job, and if possible actually performing some of their job duties. Philosophical indoctrination periods should not be too long as the worker will have trouble following everything you have to say. Break it up into smaller periods. Many aspects of what may seem very clear to you will not be retained by the worker as she might be overwhelmed with information. This must be a continuing process in order to be effective. After a week or two of work a longer conversation will make much more sense to new personnel.

STEP 20

The results of the selection process can now be used to design a training and development program for the candidate that was selected. Using the score sheets for the written test, practical test, and interview, a comprehensive training and development plan can be drawn up. This might include taking a night class at the local college, spending some time with one of the workers or a neighboring farmer, attending workshops, reading pertinent material, or being rotated among

a number of jobs for short periods of time.

SUMMARY

There are times when you need to hire someone to do a seasonal job now, and can't wait to design a selection process. However, it is often easier to invest time in hiring the right person than to have to suffer for having hired the wrong one. There is not only the anxiety involved with hiring a person who is not a good worker, but there are also economical losses (e.g: the cost of training, the cost of repairing damaged equipment, the cost of damaged crops, etc.).

The selection process can be simpler or more complex than the one described in this chapter, according to the importance that you assign the position. The better the applicants in the selection pool, the better the chances that you will have a successful selection process.

This comprehensive selection process does not guarantee that you will hire the right person but it does help avoid many common mistakes. When a farmer hires someone the decision will be based on more information. Applicants also have more information available to them and might save farmers much work by selecting themselves out of the contest. Some workers also try and find out more about farmers and whether they are good employers to work for.

Testing applicants before employment in agriculture may become a more prevalent practice in the future. Farm workers' skills vary substantially. The casual nature of the agricultural work force may change in the years to come. Farmers are becoming more concerned about labor management decisions, organizational structure, supervision, personnel policies, job analysis, wage structure, incentive pay, performance evaluation, discipline, and farm safety. Agricultural testing programs are complementary to these changing conditions.

Tests--along with other selection tools--can bring out the differences in applicant abilities for specific jobs. In the long run, a better selection process can help farmers hire workers who will be more productive, have fewer absences, have fewer accidents, and stay longer with the organization.

Data for worker productivity in vineyard pruning show that some workers consistently outperform others in the same crew. Often, the better workers can perform twice as well as the worst within a given crew or work group; sometimes individual workers are even four to five times as productive as others. If managers can hire more productive workers they will probably need fewer workers. Interviews, reference checks, applications, and resumes alone often do not bring out these differences.

Some applicants self-select themselves out of the running when they feel they are not qualified. But other applicants will go through the process and try to get the job no matter how unqualified they are. Therefore, when looking towards improving the productivity and viability of agriculture (as well as a better overall selection process), testing has much to contribute to the farming economy.

FOOTNOTES

1. The word "regular" is used to avoid possible legal pitfalls by using the word "permanent."

2. Consult with your labor attorney on the benefits of drawing up a contract for such a case. Employment contracts are especially ideal for such short-term employment to avoid possible litigation in the future.

3. Dictionary of Occupational Titles, U.S. Department of Labor, Employment and Training Administration, Fourth Edition, 1977. See pp. 267 on, 44 on, and others.

4. O. E. Thompson and R. L. Thomas conducted a study of more than 80 job titles in agriculture: Functions and Activities of Agricultural Jobs in California. In this study there were more than 7,000 persons interviewed(grower/producers, managers, workers) to determine the importance of different job functions within different job classifications.

5. Farmers may determine what they feel a job is worth and what a starting salary for a qualified applicant should be. By using the words "starting salary" there is an implication that those hired will obtain raises as they stay and perform. There is no need to advertise that a starting salary is negotiable. By so advertising a farmer is giving a message to certain types of applicants that by asking more for a job they will get more. Rather, it is important for a farmer to really understand what the job is worth in context with both the market and what others are paid in the farm. The practice of paying applicants according to what they were paid in previous positions can destroy pay equity within the organization.

6. Asking about an applicants weakness, along with the strengths, might be a better question to ask a receptive person during the reference checking period.

7. Judging or rating is very difficult even in objective situations, to say nothing of subjective ones.

8. For instance, once we showed applicants a video case of a worker coming late to work. We asked the applicants to explain what they would do if they were the farm manager. Some responded with a definite answer immediately while others asked questions such as: Is this the first time it happened? How long has the worker been employed?

9. Dr. James Wakefield, Introductory course on psychological testing, 1984, California State University, Stanislaus.

10. Although farmers should not have applicants mix real chemicals. This might create a safety problem as well as an excess of chemicals after all applicants have participated.

11. New regulations may force employers who use pre-employment physicals to offer workers a job first before testing them.

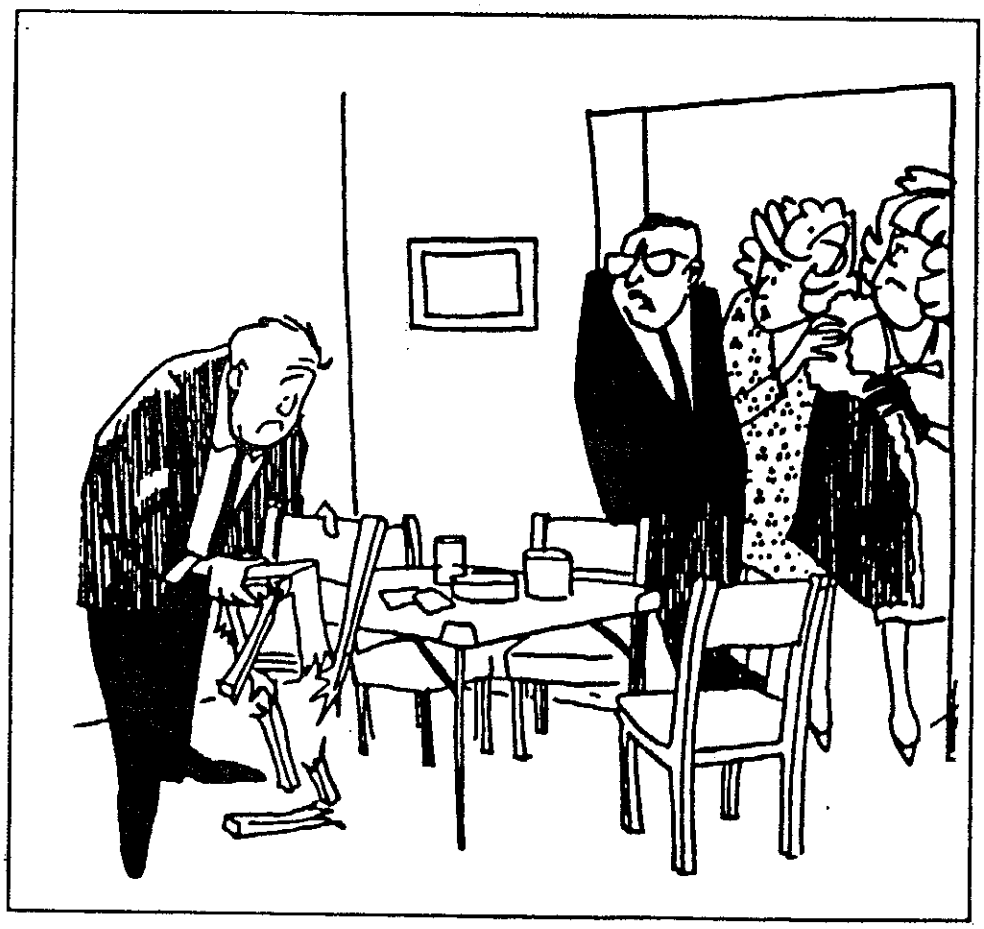
Note: These footnotes appear throughout the text in bold type and in parenthesis.

Delegation

of Decision Making

Authority

Guy K.Hutt
Robert A. Milligan



I'm not really sure why I don't feel comfortable putting the farm in your hands yet, Son....oh, and by the way, those aren't folding chairs.

The What Why and How of Delegation

What is delegation and what should be delegated? Why is delegation important and why should it be used? How do you delegate in order to be effective? This article will explore these questions in the context of agricultural businesses. Managers have five basic responsibilities:planning, organizing, staffing, directing and controlling. Delegation is a part of the manager's directing function. The quality and extent of a manager's skill of delegation gives each organization a distinctive character and structure which may be more or less conducive to productivity, efficiency and profitability . Thus, an understanding of the delegation of farm decision making authority leads to an understanding of farm organizational structure. This structure is, in part, a network of authority and responsibility designed to meet the objectives of the farm business manager and develop the farm's human resource potential.

> **Delegation** is the achievement by a manager of definite, specified results, results previously determined on the basis of a priority of needs by empowering and motivating subordinates to accomplish all or part of the specific results for which the manager has final accountability. The specific results for which the subordinates are accountable are clearly delineated in advance in terms of output required and time allowed and the subordinates progress is monitored continuously during the time period. (McConkey, 1974)

In simpler terms, **Delegation** is the process by which a manager assigns responsibility, transfers decision-making authority and creates accountability in order to meet the objectives of the business.

The right to decide the allocation of resources rests with the owner of those resources. However, he/she may give someone else (an employed manager or outside consultant, for example) the authority to exercise this right on his/her behalf . The act of assigning this "**right to decide**" constitutes delegation. **Delegation** is one of the key elements necessary for improving productivity and profitability. It releases management time to deal with issues of planning, organizing, staffing, directing and controlling . Delegation is also important in order to help individuals and organizations reach their highest potential.

Managers who do not delegate are not utilizing their human resources. Managers who do not delegate often use one of the following excuses which reflects the manager's attitude toward others and their sense of personal competence.

Excuses

I am the only one capable of making that decision.

I don't have enough time.

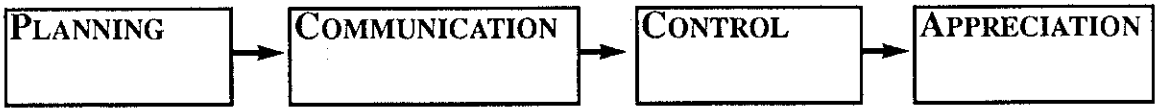
It's too important to risk.

I must maintain control.

I must not be shown to be incompetent.

Managers may make one other common mistake with regard to delegation. They may think that because they have always delegated in some fashion, they must be doing it correctly and have nothing more to learn about it. This is false. There is much to be gained from interacting with other professionals in order to become more adept at management activities such as delegation.

Now that we have an idea of what delegation is and why it is important, we can turn our attention to the question of how to delegate. The delegation process can be broken down into four parts:. Planning, Communication, Control and Appreciation.



Before the actual delegation takes place the manager must plan for and decide what will be delegated and to whom. In order to decide **what** to delegate the manager must consider what areas of the business would benefit most from that decision. Delegation may be necessary due to a manager's lack of ability in a particular task area, or due to the need for developing new human resources in this

area to effect an expansion or improve proficiency. The decision to delegate may come about due to the availability of a new human resource such as an employee who attended a breeding and inseminating school, or a new agricultural service representative with technical expertise.

In order to determine to **whom** the decision making authority should be delegated, the potential candidates must be carefully considered. The criteria for this decision should be based on the present skill level of potential delegates as well as their motivational level. In other words, the successful candidate must have the will and the ability or potential to succeed at the delegation.

With task area and delegate chosen the next step is to develop a clear delegation communication process and message containing the responsibilities, authority, and accompanying accountability controls necessary for success. The delegation message must contain the following specific elements.

1. A clear description of what is being delegated and the desired results of the delegation in the form of a clear objective or end result.

2. Why you are delegating.

3. Why this particular delegate has been chosen.

4. The scope of the authority being transferred to the delegate.

5. Any confidentiality, special interpersonal information or sensitive issues involved.

6. Introduce others with whom the delegate may be working and inform others who will need to know the new distribution of authority.

7. Explain any relevant time constraints, along with all other resources and their limitations which will be put at the delegates disposal.

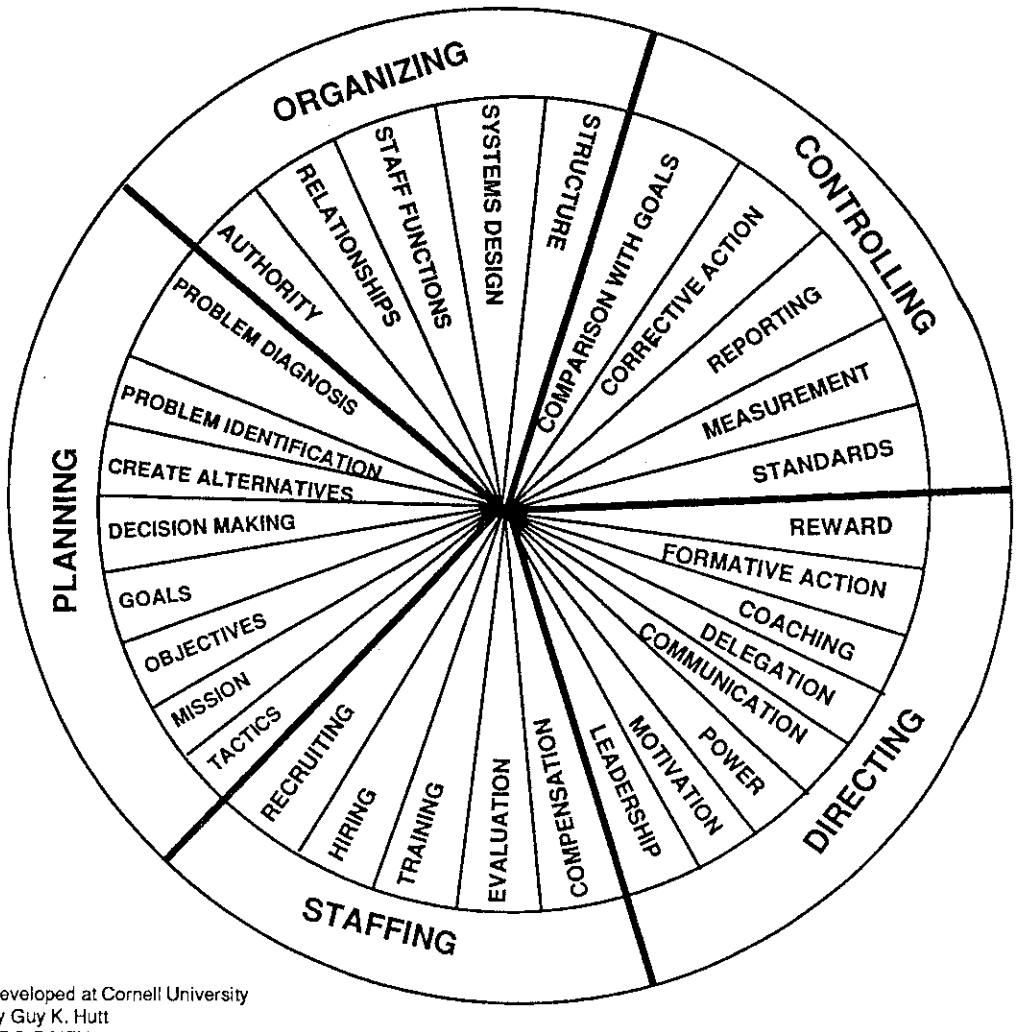
8. Establish controls, including the types of information and progress reports that are desired to assure successful accomplishment of objectives.

9. Provide time to insure delegate feedback and understanding.

With a message of this type carefully planned the next step is to effectively communicate that message. Choose the time and place carefully to assure maximum understanding. Following that, the controls decided upon must be put in place by the manager to assure that the objectives of the delegation are being met, and that the delegate has sufficient resources available for success. Adjustments may need to be made in response to unforeseen problems. It is important to remember that the controls used with delegation must be put on the net end product or results of an individual's decisions. The controls should not be put on the process he or she chose to achieve those product or end results.

The final step in a complete delegation is appreciation. The manager must accept the completed project or task and recognize the efforts of the delegate. Incomplete or unprofessional work should not be accepted. Remember the manager is accountabe for the outcome of delegation. Any attempt on the manager's part to be absolved of final accountability is abdication of decision making authority. Reward and coach on the basis of the results achieved by the delegate and not on the process they used to achieve those results. Remember, you gave them the authority to decide their own process and cannot take that back. The delegate's process can be reviewed in a problem solving mode if results are unsatisfactory and coaching is called for.

This article has presented a clear outline of what delegation is, how important it is and the delegation process by which a manager assigns responsibility, transfers decision-making authority and creates accountability to meet the objectives of a business. Effective delegation does not happen naturally. It must be accomplished the old-fashioned way through conscious effort and hard work. However, the successful delegation will pay off in productivity, efficiency, human resource development; and, in the long run, profitability.



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

Functions of the Farm Manager

APPLETON FARMS
CASE STUDY

Mr. Angelo founded the Appleton Farms to exploit his skills in animal husbandry, agronomy and management. While the business had never been exceptionally profitable, it had provided the Angelo family with a comfortable living. Mr. Angelo was proud of his agricultural business, and it was his hope that the business might carry on with his son in management. He realized that more of his time was needed to deal with long term strategic management issues that were being neglected due to increasing operations management activities. He was also concerned with Appleton Farms' responsibilities to its employees and to the small community in which it was located. There were only two other small firms in the village, and the loss of any jobs would have serious local consequences. Mr. Angelo therefore made a conscious effort to develop his son Francis through delegation.

In Mr. Angelo's opinion, two of the businesses' key operations revolved around buying inputs and herd development. These two operations had been Mr. Angelo's personal responsibility ever since the founding of the business. In an effort to bring his son along as rapidly as possible and to free up management time for other important activities, Mr. Angelo gradually began to turn over more and more of the purchasing responsibilities to Francis. Initially he accompanied his father to the suppliers where the actual buying occurred. Later he was put in charge of feed concentrate buying, subject to a rough dollar limitation on the amount of feed component inventory he was allowed to purchase. Clear expectations for quality and value were understood. Francis reported the results of his decisions to his father on a monthly basis. On one of his first purchasing trips, Francis bought an order of soybeans which later turned out to be unsatisfactory. Mr. Angelo and Francis talked over the results of the purchase and together worked out some safeguards to avoid a repetition of this mistake.

Mr. Angelo continued to work with Francis on this basis for a period of years. Once he had gained familiarity with the buying side of the business, his father next made him responsible for herd development. Finally, more and more of the businesses' major problems were being handled by Francis.

Mr. Angelo's efforts were successful, and when Francis was made assistant general manager of the farm, his operating record was excellent. Mr. Angelo had been willing to give up some of his decision making authority in order that his son might gain the experience of actually running major business activities. Mr. Angelo commented that when he finally decided to turn the management of Appleton Farms over to Francis, he was not completely sure that the latter had the ability to carry through. "But learning goes on just so long, then some day you get thrown in the water and have to swim. Luckily, Francis worked out."

INCLINATIONS TOWARD DELEGATION

This instrument is designed to help you understand the assumptions you make about people and human nature. Ten pairs of statements follow. Assign a weight from 0 to 10 to each statement to show the relative strength of your belief in the statement. The points assigned for each pair must always total 10. Be as honest with yourself as you can and resist the tendency to respond as you would like to think things are. This instrument is not a test; there are no right or wrong answers. It is designed to stimulate personal reflection and discussion.

1.	It's only human nature for people to do as little work as they can get away with.	a.____
	When people avoid work, it's usually because their work has been deprived of meaning.	b.____
2.	If employees have access to any information they want, they tend to have better attitudes and behave more responsibly.	c.____
	If employees have access to more information than they need to do their immediate tasks, they will usually misuse it.	d.____
3.	One problem in asking for the ideas of employees is that their perspective is too limited for their suggestions to be of much practical value.	e.____
	Asking employees for their ideas broadens their perspective and results in the development of useful suggestions.	f.____
4.	If people don't use much imagination and ingenuity on the job, it's probably because relatively few people have much of either.	g.____
	Most people are imaginative and creative but may not show it because of limitations imposed by supervision and the job.	h.____
5.	People tend to raise their standards if they are accountable for their own behavior and for correcting their own mistakes.	i.____
	People tend to lower their standards if they are not punished for their misbehavior and mistakes.	j.____
6.	It's better to give people both good and bad news because most employees want the whole story, no matter how painful	k.____
	It's better to withhold unfavorable news about business because most employees really want to hear only the good news.	l.____

INCLINATIONS TOWARD PEOPLE, (CONT.)

7. Because a supervisor is entitled to more respect than those below him in the organization, it weakens his prestige to admit that a subordinate was right and he was wrong. m._____

   Because people at all levels are entitled to equal respect, a supervisors prestige is increased when he supports this principle by admitting that a subordinate was right and he was wrong. n._____

8. If you give people enough money, they are less likely to be concerned with such intangibles as responsibility and recognition. o._____

   If you give people interesting and challenging work, they are less likely to complain about such things as pay and supplemental benefits. p._____

9. If people are allowed to set their own goals and standards of performance, they tend to set them lower than the boss would. q._____

   If people are allowed to set their own goals and standards of performance, they tend to set them lower than the boss would. r._____

10. The more knowledge and freedom a person has regarding his job, the more controls are needed to keep him in line. s._____

    The more knowledge and freedom a person has regarding his job, the fewer controls are needed to ensure satisfactory job performance. t._____

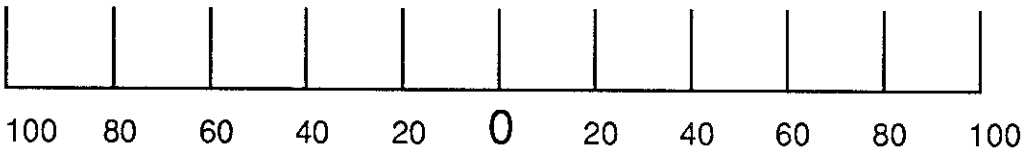
SCORING

To determine your scores, add up the points you assigned as follows:

Sum of a, d, e, g, j, l, m, o, r and s = **Theory X** score. _____

Sum of b, c, f, h, i, k, n, p, q and t = **Theory Y** score._____

Larger score - Smaller score = _____



Theory X

Theory Y

INTERPRETATION:

Douglas McGregor, an industrial psychologist, provided a convenient way of understanding the kinds of assumptions that managers make concerning their subordinates. He identified two sets of common attitudes, which he labelled Theory X and Theory Y[1].

THEORY X

PEOPLE, BY NATURE, GENERALLY:

1. Do not like to exert themselves and try to work as little as possible.
2. Avoid responsibility
3. Are not interested in achievement.
4. Are incapable of directing their own behavior.
5. Are indifferent to organizational needs.
6. Prefer to be directed by others.
7. Avoid making decisions whenever possible.
8. Cannot be trusted or depended on.
9. Need to be closely supervised and controlled.
10. Are motivated at work by money and other gains.
11. When they mature, do not change.

THEORY Y

PEOPLE, BY NATURE, GENERALLY:

1. Work hard toward objectives to which they are committed.
2. Assume responsibility within these commitments.
3. Have a strong desire to achieve.
4. Are capable of directing their own behavior.
5. Want their organization to succeed.
6. Are not passive and submissive and prefer to make decisions about their own work.
7. Will make decisions within their commitments.
8. If trusted and depended on, do not disappoint.
9. Need general support and help at work.
10. Are motivated at work by interesting and challenging tasks.
11. Are able to change and develop.

Theory X and Theory Y represent extremes in thinking. They are polarities. Although individual managers may hold "pure" Theory X or Y attitudes, it probably is more likely that their attitude "tend" toward X or Y or are a blend of the two.

EFFECTS OF X AND Y ASSUMPTIONS

A manager's assumptions have a direct effect on his or her managerial behavior. Attitudes about how employees view their work will cause people to manage in various ways. A strong Theory-X manager, for example, will try to compensate for people's unwillingness to direct their own activities by doing most of the planning, organizing, and controlling of the work to be done. This person will monitor employee behavior closely.

A Theory-Y manager, on the other hand, thinks of people as having a great deal of unused potential and will manage in ways to exploit that potential, both for the organization and for the individual. This person's behavior will be geared toward getting employees involved in the planning process, in problem solving, and in the control of the work. This role is one of coach and facilitator.

[1]From The Human Side of Enterprise by Douglas McGregor. Copyright c 1960, McGraw-Hill Book Company. Used with permission of McGraw-Hill Book Company.

South Seas Gift Shop: Role Play

SETTING

The South Seas Gift Shop has been losing money lately, mainly due to the sloppy way in which the shop has been managed. Sales are up, but problems with inventory control, budgeting and employee supervision have caused profits to decrease over the past year. South Seas has recently hired a new manager in an attempt to turn the shop around. The manager, in turn, hired an administrative assistant to help solve some of the problems in the shop and institute some of the changes needed. The manager felt that there was just too much for one person to do.

The manager's role in this exercise is to delegate to the administrative assistant those responsibilities he or she feels the administrative assistant should have. Those responsibilities should be delegated in the most effective way possible. The administrative assistant's role is to make certain that the responsibilities are delegated effectively, that they are understood completely, and that there is a high probability of successful accomplishment. The observer is to use the Delegation Observation Form to determine how well the manager and the administrative assistant do in their delegation interaction.

INSTRUCTIONS FOR MANAGER

On being hired at South Seas Gift Shop you are given the following list of problems that the shop has developed over the past year. Since there are too many to handle singlehandedly, you will need to delegate some responsibilities to your newly hired administrative assistant. Determine which of the follosing problems you want to delegate, and then actually perform the task of delegating them to your administrative assistant.

1. The shop has poor record-keeping, but there is an estimated inventory loss of 15 percent.

2. Turnover among employees has averaged 50 percent over the past two years. There are twenty-one employees.

3. Morale among the employees is very low.

4. No formal budgeting system exists for the shop.

5. There have been many mistakes on the cash registers, in inventory control, and in stock marking.

6. Shoplifting and employee pilfering have become a problem.

INSTRUCTIONS FOR THE ADMINISTRATIVE ASSISTANT

You have been hired to help the manager get the South Seas Gift Shop back on its feet. You expect that the manager will delegate some important responsiblities to you, so your task is to make certain that you understand what it is you are supposed to do and then do it. Help the manager delegate effectively.

INSTRUCTIONS FOR OBSERVER

Observe the process of delegation between the manager and the administrative assistant. Note to what extent these two people engaged in the following behaviors.

	Completely				*Not at all*
1. Complete information was communicated about what the responsibility entails.	5	4	3	2	1
2. It was made clear how much discretion the administratrative assistant had to perform the tasks on his or her own, without checking with the manager.	5	4	3	2	1
3. A time frame was established for task completion.	5	4	3	2	1
4. A follow-up schedule was established for the manager to determine to what extent the administrative assistant succeeded or failed.	5	4	3	2	1
5. The administrative assistant had some say in what was delegated to him or her.	5	4	3	2	1
6 The administrative assistant was given authority to do the tasks as he or she saw fit, not necessarily using the same procedures as the manager would use.	5	4	3	2	1

After observing the interaction, give feedback to the manager and the administrative assistant regarding their behavior. Try to help them be aware of the extent to which they were effective in performing the six aspects of delegation listed above. Very few people are effective delegators without previous training, so don't be afraid to indicate where there were weaknesses.

Excerpts from Delegation Research

Chapter I

Introduction

1.1 Introduction to the Situation

> **"Failure to delegate causes managers to be crushed and fail under the weight of accumulated duties that they do not know and have not learned to delegate."**
>
> **(James D. Mooney 1931)**

Decentralization of decision making authority which is a concept that refers to the vertical distribution of authority in a hierarchy has it's roots in the classical school of organizational management outlined first in the 1940,s by Max Weber a German sociologist. The classical school sees delegation as necessary to relieve managers from making to many decisions (Robey, 1986). Agricultural business managers of New York need to understand and become skilled in delegation and the management of their organizations as well as production technology if they are to continue to be competitive, progressive and viable in the future.

Agricultural business managers in New York State face increasingly skilled and professional competition which in turn effects their bottom line profitability. This competition comes from other producers as well as input suppliers of feed, seed, farm equipment and technology. Competition also is strong from businesses outside the agricultural sector. These challenges, which come from both within

New York as well as from other states, can put New York's agricultural industry in a vulnerable position. Agricultural business must compete in a national market place that is increasingly sophisticated in its management of human resources (Bennis, 1969).

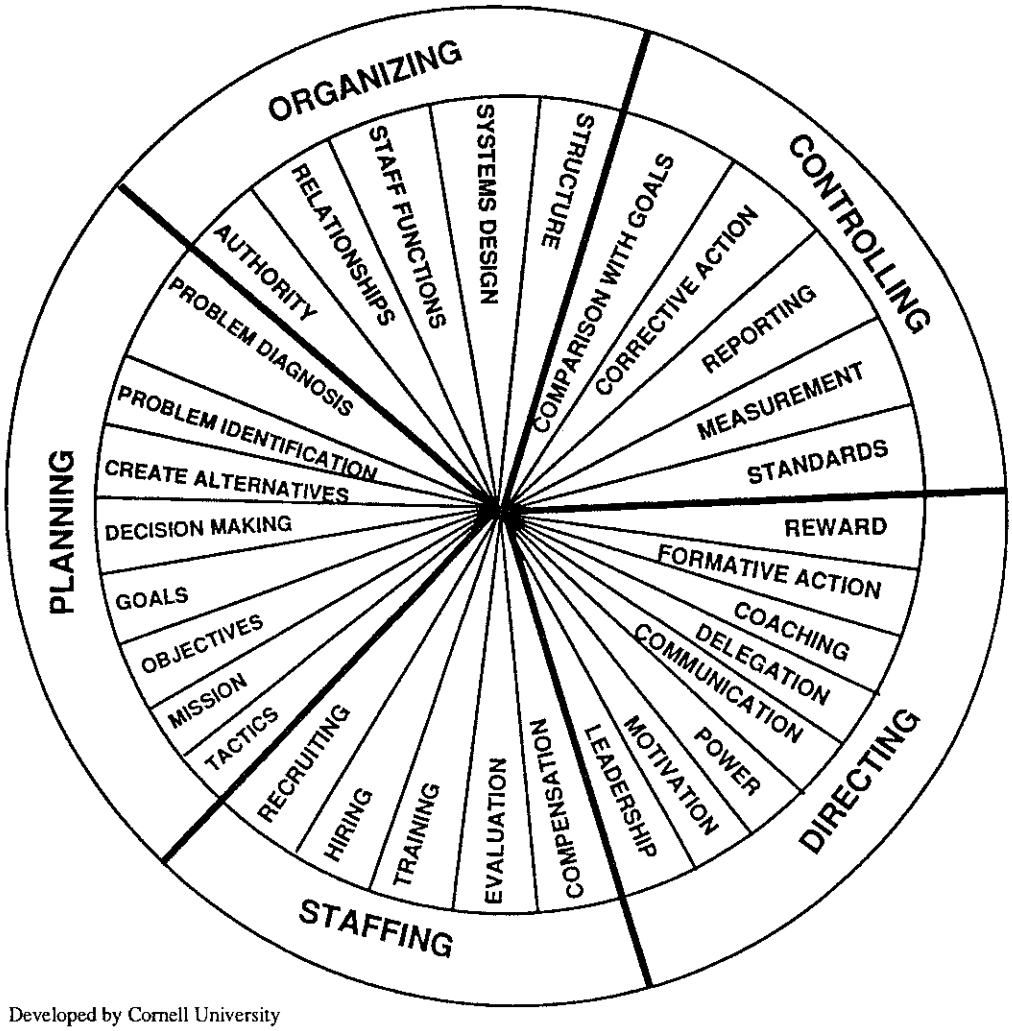
Along with increased competition in the agricultural business environment, business size has been increasing. Evidence of this is the increase from an average of 2.0 worker equivalents per farm in 1956 to 3.61 in 1989 on the farms included in the New York Dairy Farm Summary (Castor, 1990). This increase in size of labor force per farm signals a need to examine the management of on-farm human resources to find where efficiency can be improved according to the economic model (Schuiser, 1986). In the past, principal attention has been given to the efficient use of the land, capital, fertilizer, livestock, equipment and labor resources. These areas of concentrated effort have proved to be worthwhile but little attention has been given to the development of managers and their organizations.

Human resource management and organizational development at first seem to be so intangible that it has not been regarded generally as being susceptible to systematic and objective measurement (Errington, 1986). Despite the work of Price (1968), Child (1973), and Miller (1986), the manner in which farm businesses are managed and organized has received relatively little attention from researchers concerned with the productivity of agricultural businesses. As a result, agriculture now lags behind other industries such as manufacturing in

the development of managers and their organizations (Krouse 1972). This lack of attention occurs despite the strong implications that management and organizational development are shown to have for productivity and profitability (Miller, 1968; Cuba, 1982). A notable exception to this lack of attention is the work of Milligan and Hutt (1989) which reviews farm management from the perspective of what Fayol (1949) called the functions of management. Their work combines economics and management science with the work of behavioral scientists such as Herzberg (1966), McGregor (1960) and Likert (1967). Figure 1.1 is a model used by Milligan and Hutt to explain the integrated concepts.

Although the human resource is one of the most valuable resources on the farm, we have the least data to suggest techniques for improving the efficient management and use of that human resource (Bennis, 1969). Non agricultural businesses spend much time and money working on the management of human resources within their business domains. The failure of small businesses to compete and thrive is most commonly attributed to ineffective management (Brown, 1987). The degree of delegation has been determined to be a key factor affecting business survival and financial success (Cuba and Melbourne, 1982).

Low productivity and profitability can be addressed through improved management practices, and especially with regard to the use of human resource. Research on farm management and organizational



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

Figure 1.1 Functions of the Farm Manager

structure (Errington, 1984) has provided useful background data for the analysis of human resource management. With the work of Errington (1984) and Pugh (1986) as a framework, specific strategies were developed for continuing research and for improving human resource management (Rehman & Dorward, 1984). This study leverages the work of past research into organizations with the objective of

increasing the research resource so as to increase efficiency, productivity, and profitability (Miller, 1986) as educators and practitioners utilize the results to develop and improve management and organizational practices in farm businesses.

Farmers, as managers, aim to utilize the resources available to them efficiently so as to achieve their personal and business objectives. The talents and capacity of the farmer, his or her employees, and the family comprise the farm's human resources. The manner in which the manager allocates, organizes and develops those resources has a direct bearing on the success in attaining objectives (Miller, 1986). The scarcer a resource, the tighter it tends to be managed. It appears, however, that this principal has been largely neglected in the case of human resources on farms. This neglect may have resulted from the focused attention to the ever increasing knowledge of the specific and more tangible production technologies (Aldrich, 1972). The point has been reached where the size of operations and the complexity of the technology can quite easily overtake the capacity of the human resource to deal with it efficiently (Levinson, 1985). That is the reason for pursuing inquiry into the delegation of decision-making authority.

Delegation is almost universally regarded as central to effective management of the human resource (Cuba, 1986), yet little has been done to develop a means of measuring the extent to which farm managers in New York State practice delegation. As a result, there has been no measurement or relational correlation of delegation

to other business management processes or context factors, nor the forward link to productivity and profitability.

A study of existing farm management behavior can contribute to the understanding of the skills needed by the agricultural work force and the defusion of management functions. Delegations of decision making authority often go off the farm to agricultural business representatives such as feed or seed dealers (Errington, 1985). Delegations may also be made to government agencies such as the Soil Conservation Service (Rodefeld, 1978). Delegation studies are also of importance to those who influence farm management behavior and are responsible for agricultural training and education (Rehman & Dorward).

CHAPTER II

Organizational Concepts, Research and Literature

2.1 Review of Concepts

This review of the literature presented in this chapter acquaints the reader with the concepts and research methods associated with management and organizational research. The review will provide an understanding of delegation and decentralization and insights into the methods of study for organizations. The information in this chapter will enable an understandable presentation of data to be made thus adding to the accomplishment of the study's second goal. This chapter will also presents the rational for hypothesized associations between variables.

2.1.1 Delegation

In this section are reviewed some of the concepts dealt with in the study in order to clarify the authors perspective in relation to others dealing with these topics in the literature. With regard to the study of delegation of decision-making authority the literature is quite helpful in determining an appropriate path for further investigation from both a theoretical and methodological point of view.

Delegation is a managerial activity under the directing function of management (Figure 1.1). The nature and extent of delegation practiced by a manager while carrying out the directing function gives

each organization one aspect of its distinctive structure (Errington, 1985). These resulting structures may be more or less conducive to productivity, efficiency and profitability (Child, 1973). Thus, a study of the delegation of farm decision making authority becomes a study of the directing function which gives rise to farm organizational structure which is in part a network of authority and responsibility designed to meet the objectives of the farm business manager and to develop human resources (Cuba, 1982).

> Delegation is the achievement by a manager of definite, specified results, results previously determined on the basis of a priority of needs by empowering and motivating subordinates to accomplish all or part of the specific results for which the manager has final accountability. The specific results for which the subordinates are accountable are clearly delineated in advance in terms of output required and time allowed and the subordinates progress is monitored continuously during the time period. (McConkey, 1974)

In simpler terms, delegation is the process whereby the manager transfers decision-making authority to a subordinate (Errington, 1985). Appropriate controls and standards are part of that process. Delegation is the process by which a manager assigns responsibility, grants authority, and creates accountability.

Management on a farm consists of planning, organizing, staffing, directing and controlling (figure 1.1). Management further involves making, implementing and reviewing those decisions about how resources will be used to achieve objectives. The right to decide this

resource allocation rests with the owner of these resources (Blankenship, 1968). However, he or she may give someone else, an employed manager for example, the authority to exercise this right on behalf of the owner (Coughenour, et al. 1977). The act of assigning this "right to decide" constitutes delegation. Delegation is one of the essential elements in improving productivity and profitability by the releasing of management time to deal with other issues of planning, organizing, staffing,directing and controlling (Errington, 1985).

2.1.2 Organizational centralization and decentralization

Having clarified the concept of delegation, three other concepts should be understood in relation to delegation. They are centralization, decentralization and participation.

Centralization and decentralization are extensions of or structures resulting from delegation. Decentralization applies to the systematic delegation of authority in an organization-wide context. Decentralization is concerned with the placement of authority with reference to responsibility. The key question in a decentralized system is: what decisions can be made by the people performing the tasks. Decentralization occurs when delegation becomes a part of the culture or the way things are done on the farm and when delegation pervades the entire operation with decisions being made at the lowest possible levels. The extent of decentralization is determined by what kind of

authority is delegated, how far down the organization it is delegated, and how consistently it is delegated.

Centralization is the systematic and consistent reservation of authority at central points within the farms management organization. Centralized management on the farm in effect funnels the weight of problems and the pressures from every part of the organization to the top manager. Centralization occurs at the point where decisions are concentrated at the top of the organization. Different organizations find centralization appropriate at different levels.

McConkey (1974) suggests that one delegate problems that require only a specified level of routine and mechanical skill. That is, a manager should not delegate decisions that involve the development of business policy and strategy. Rather, a manager should delegate decisions related to the technical core of an organization (Thompson, 1950). This technical core of activity is the center of an organization's productivity. For example, a manager on a dairy farm should delegate core production decisions relating to milking or forage production, rather than decisions concerning more peripheral, uncertain, boundary spanning areas of activity such as marketing, purchasing or finance.

Many businesses find that a certain amount of centralization is necessary to protect, unify and integrate the total operation of the enterprise. Central direction and leadership keep all parts of the firm moving harmoniously toward a common objective. If decentralization proceeds too far, this integration is endangered (Carter, et al, 1984).

The manager can act as a protector and defender of the central technical core of the organization. The manager in this case delegates responsibility and authority to people to work within the bounds of the technical core. These bounds often do not take the employee outside of the organization with regard to problem-solving. That is, the employee does not have to interact with the changing environment, but is delegated to primarily deal with repetitive and technical problems and decisions within the organization. These problems can be resolved with the resources already available in the organization (Thompson, 1950). In this situation one can see that decisions beyond the technical core of the organization are centralized with top management.

Everything that increases the authority and importance of the employees role can be considered decentralization and everything which tends to reduce the employees authority and role is centralization. A clear distinction must be made between the task structure itself (being the functional division of tasks) and the characteristic placement of authority through delegation within that structure (Carter, 1984). In any type of task structure authority may be placed either high or low.

2.1.3 Participation

It is further essential to make a final theoretical clarification between the delegation of decision-making authority and decision

participation. Participation is the process of management and employees joining in the process of investigating alternatives, selecting alternatives, making plans and taking actions (Leana, 1987).

Participation finds its theoretical roots in a human relations approach to management that emphasizes power, equalization and social interaction (Liekhart, 1967). Conversely, delegation finds it proponents in a cognitive growth or human resource approach that emphasizes the need for subordinate autonomy and individual development (Heller, 1976). Participation in decision making can be a developmental precursor to delegation. During participation the employee gains familiarity with the process of decision making in the organizational context. This process can also be used to increase the employees ownership and hence commitment to decisions that would otherwise meet with resistance or lack luster commitment.

2.2 Review of organizational research schools and development of a conceptual framework

2.2.1 The beginnings of organizational research

Having explored some of the concepts involved in this study our attention now turns to the study of management and organizations. Business organization structure, which is the skeleton supporting all managements efforts, has been examined by management theorists such as Weber, Gerth, Mills, and those established in the literature as the Aston School (Pugh, Hickson, Hinings, MacDonald, Turner and

Lupton). There has, however, been little study applying this knowledge to agriculture. The exception has been Errington (1984) and Milligan and Hutt (1989). This may reflect a view that the size of production agriculture businesses is so small that studies of these agricultural organizations would have little to offer to the development of theory. This may be true or it may be that farm organizations provide a unique sample of closely held businesses that could shed light on the owners personal influence on the organization they oversee. In any event the study of agricultural organizations is critical to the ability of farm managers and educators to develop agricultural businesses.

The following review of organizational studies serves to bring the reader up to the current thinking on organizational issues. The first team of researchers to review is the Joan Woodward team which challenged the idea that there was an ideal structure given the size of an enterprise (Woodward, 1965). The team found that:

1) There was considerable variation in the organization structure of the firms studied.

2) This variation was not related to the size of the firm's work force, nor to the industrial classification group in which it fell.

3) The variation she noted was related to the "technical complexity" of the production method employed by the firm.

She used the small batch, large batch and process production methods as her categories.

Her conclusion was as follows (Woodward, 1958)

> The criterion for appropriateness of an organizational structure must be the extent to which it furthers the objectives of the firm, not, as management teaching sometimes suggests, the degree to which it conforms to a prescribed pattern. There is no one best way of organizing a business.

The next team to consider is that of Pugh, Hickson, Hinings, MacDonald, Turner and Lupton (later to become established in the literature as the Aston School). Pugh et al. (1963) puts forward an early conceptual framework for empirical studies of organizations. Taking Weber as their beginning point they developed a framework through which Weber's work could be translated into a set of empirically testable hypotheses (Gerth and Mills, 1949). This article is of central importance to organization studies not only because it aimed to provide common ground for any subsequent debate but also because it established a tradition of systematic empirical research to replace the previous approach based on case studies and localized personal experience.

2.2.2 The Aston team and Organizational structures

The central thesis of the Aston team's approach (borrowing from the methodology of the Psychologist's study of human personality) is

that organization structure is a multidimensional construct; that is, it can be regarded as embodying a number of conceptually distinct elements (the Aston team suggest six, Figure 2.1) each of which comprises a dimension on which a particular organization can be measured. When an organization has been measured in this way its "profile" can be compared with that of other organizations similarly

Specialization	Refers to "the division of labor within the organization" e.g. the number of separate departments, specializaton of work roles.
Standardization	Refers to the extent to which procedures and roles in the organization are standardized.
Formalization	"Distinguished how communications and procedures in the organization are written down and filed."
Centralization	Identifies "the locus of authority to make decisions affecting the organization."
Flexibility	Refers to the amount of change which occurs in the organization over a given period of time.
Configuration	Is the "authority structure" of the organization, i.e. "a system of relationships between positions or jobs described in terms of the authority of superiors and the responsibility of subordinates."

Source: Pugh et al, 1963

measured. Clusters of similarly-structured organizations can then be identified and topologies of organization structure developed.

In the Aston team's six elements each element is itself a conceptual category rather than a single variable whose value can be directly measured in a particular instance. Each structural element must be measured by constructing several variable indices into a single scale.

These measures must be both reliable, in the sense that successive tests would each give an organization the same "score" unless the organization itself had changed in the intervening period, and valid in the sense that the variables truly measure the element in question. Each element must be operationalized by some means of inquiry or measure. In our case decentralization is operationalized using a battery of questions developed into a scale and tested for reliability and face validity.

Having identified the six structural elements of the organizations, the Aston article went on to describe a number of contextual variables which their review of the literature had suggested might be associated with the structure of an organization. The list is quite long; it includes the origin and history of the organization; its ownership and control; and its size, technology and location. The final component of the Aston School's conceptual framework comprises various measures of the organization's performance. While listing a number of these - for example, profitability, productivity, market

standing and staff morale - the author acknowledges the difficulty of devising suitable measures to take account of differing organizational objectives.

The Aston schools' writings describe a model (Pugh, 1963, Figure 2.2). This model fails to realize the dynamic interactive nature of the people and other processes involved. The Ashton model was

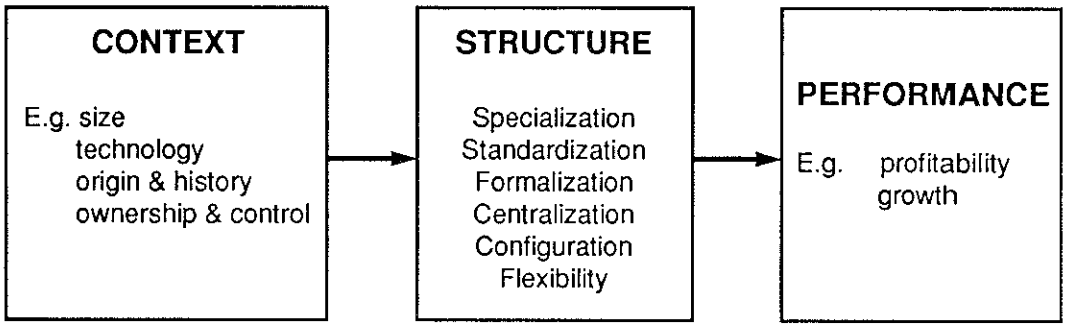


Figure 2.2 A Conceptual Framework for Organization Studies Representing the Ashton School

(after Pugh et al., 1963)

modified by Errington (1984, Figure 2.3), but still the dynamics posed by the character of the middle manager and the other management processes are wanting. Further modifications used as the basis for this study (Figure 2.4) were based on the management framework proposed by Milligan and Hutt (1990). This model provides a much more complete picture of the person, process, and context involved in dynamic relationship.

The Ashton work suggests that only longitudinal studies can be used to determine causal relationships between variables (Pugh, 1963).

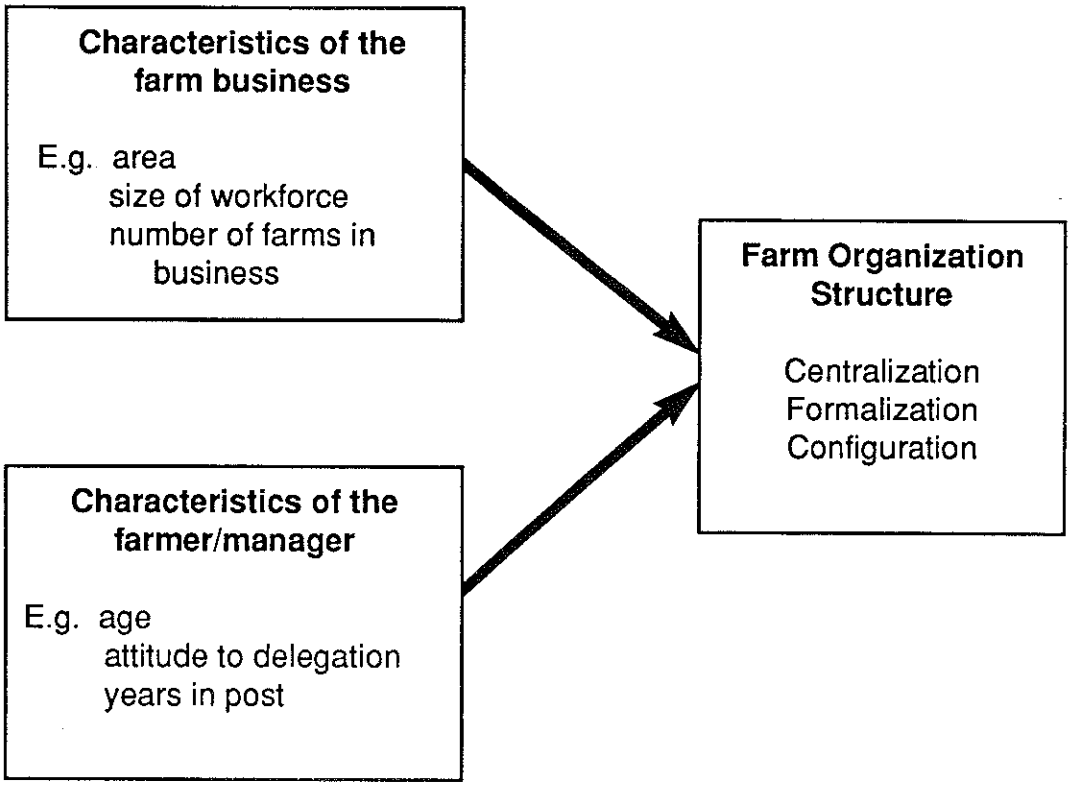


Figure 2 .3 A conceptual framework for organization studies
(after Errington, 1984)

They argue that snapshot cross sectional data such as that in this study can only be used to demonstrate the degree of association between variables. Note in Figure 2.2 that the Ashton team is wanting in the collection of contextual information and on the demographics and attitudes of the people involved. These context and person variables were noted by Errington, 1984, who dismissed the possibility of longitudinal studies as not practical. Still missing in Errington's work were the other process variables of planning, staffing, directing and controlling as outlined by Milligan and Hutt, 1989 (Figure 2.4).

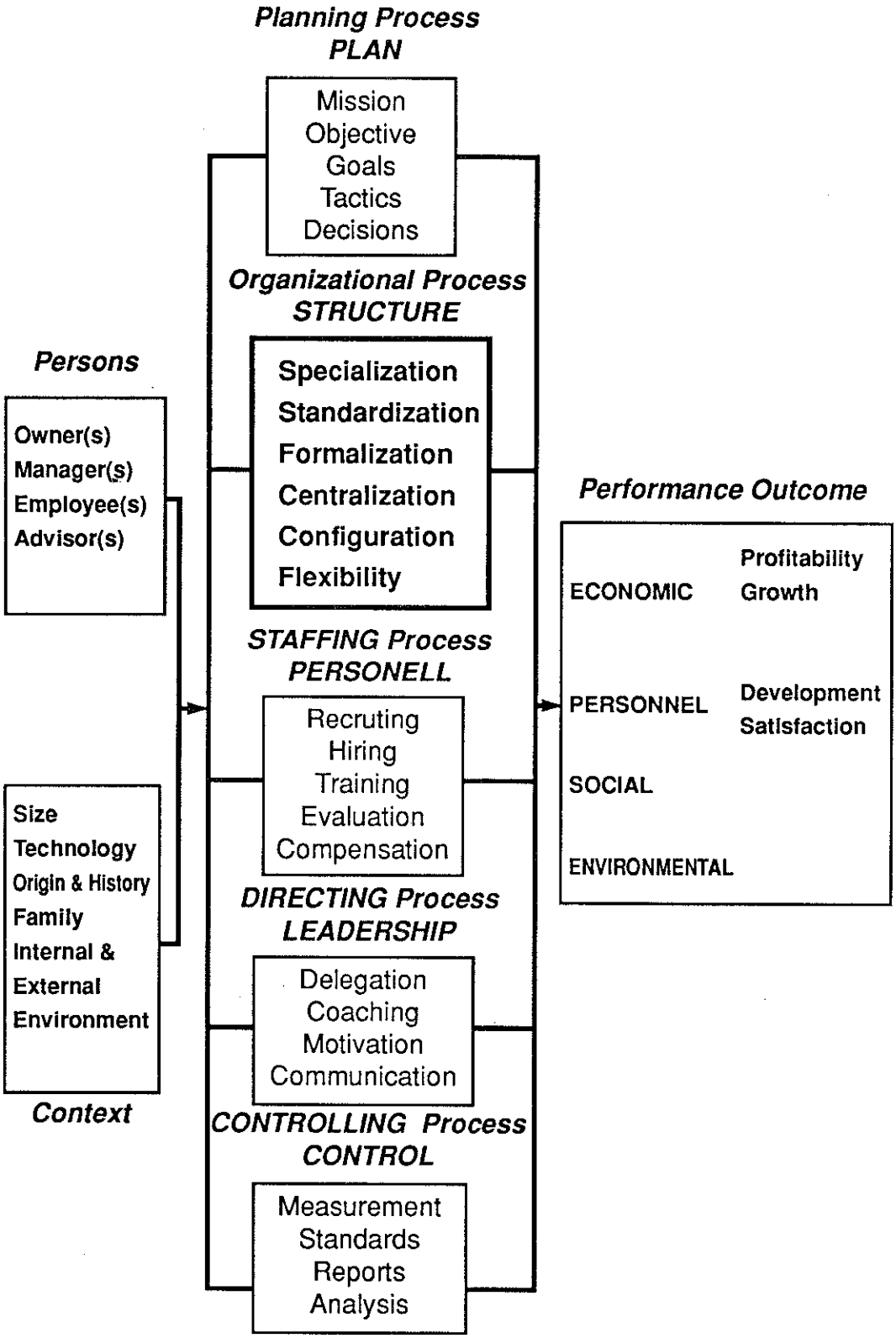


Figure 2.4 A conceptual research and teaching model for agricultural business

Further research of Max Webber (Gerth and Mills, 1947) began to question why people follow the instructions of others. He is credited with the first attempts to classify the basis of power and influence or authority that people have over each other into the categories legitimate, traditional and charismatic. This discussion into the use of power in organizations has been continued and has been refined by others (Hershey and Blanchard,1986; Hutt and Milligan, 1989). The central theme of organization studies since the early '70s has been the "contingency" approach which emphasizes that the best structure or style of management for one organization might not be appropriate to another. The ideal structure or style is contingent upon various characteristics of the organization and its environment (Schreyogg, 1980).

If prescriptions concerning the proper structure are to be made, albeit in a contingency framework, it is necessary to study the forward linkages between organizational structure and performance such as profit and productivity (Miller, 1986) as well as the vertical linkages with other management process and the horizontal backward linkages between structure and the context or person factors (see Figure 2.4). It is noticeable how few of the studies reported in the literature have followed the lead of both the Woodward and Aston teams in including these variables. It was with considerable justification that Khandwalla (1974) asserted that the research of the previous decade had "virtually

no prescriptive implications" because there had been no comparisons of "relatively successful organizations" with less successful ones.

The problem of establishing the forward link is notoriously difficult. Not only will a multitude of variables unrelated to organization structure influence performance but some of the independent variables that account for variation in organization structure, eg. size of organization and technical complexity, will themselves have a direct effect on performance independent of any indirect effect via organization structure. In the present study, the importance of prescription is acknowledged but in light of the limited resources available, it was decided to concentrate attention on the linkage between contextual and process and personal variables. Studies such as that by Miller (1986) have clearly demonstrated the forward link to productivity and profitability in other industries. Future studies of the forward linkage to performance in agriculture could be designed. The sample stratification used in the study does indicate some forward linkages due to the necessary productivity and profitability over time needed to achieve the size and sales volume required for inclusion in the sample.

2.3 Correlates with Organizational Structure

2.3.1 Size and organizational structure

Child (1972), drawing on Weber's writings, suggests two causal routes through which size might affect organization structure. The first

is the traditional argument about the manager's maximum span of control. As the organization grows, it reaches a size where the chief (and only) executive can no longer supervise the work of all the employees in the organization. The manager, therefore, appoints deputies to carry out this supervision; a tier has been added to the hierarchy. Child also suggests that as an organization grows its size presents opportunities to reap benefits from specialization, with the division of its principal tasks among a number of sub-units, production, marketing, research and development, for example - each with its own head. As he explains in a later article (Child, 1973), it is the increased complexity which comes with increased size which "forces management towards bureaucracy or some other elaborate system of coordination and control."

Mansfield (1973) develops another theme which is also central to Child's interpretation of Weber:

> It would seen that increasing size forces organizational managers to create rules to govern behavior and hence reduce the range of possible day-to-day problems which confront them. This increase in the rules and paperwork allows them to delegate the right to make decisions without losing their overall control, as these delegated decisions are made within guidelines designated by the rules. If this is the case, the decentralization of decision-making does not necessarily carry with it any delegation of discretion or weakening of the power of the highest ranks in the organizational hierarchy.

In the Aston terminology, it would be hypothesized that as size increases, centralization will decrease while formalization increases in a compensatory fashion.

2.3.2 Technology and organizational structure

Khandwalla (1974) is primarily concerned with the relationship between technology and structure. He suggests that there is a tendency for firms with "long-linked technologies" (that is, firms forming part of a long production chain) to try to insulate themselves from "environmental perturbations" by vertical integration. As the range of production activities with which they are involved increases, so does the "internal differentiation" of such organizations. (i.e. each area of production is handled by a separate sub-unit within the organization). This differentiation must, he feels, lead to greater delegation because "it is unlikely that the top manager would find it feasible to supervise the diverse sub-organizations or directly manage the highly technically specialized middle managers in such functional areas as production, marketing, finance and personnel". The resulting decentralization requires strong coordination provided by sophisticated controls (impersonal rules, written communication etc.). Indeed, such vertical integration driven by technological advances also has a direct requirement for sophisticated systems of inventory control and production scheduling in order to integrate the work flow through the various stages of the production process.

2.3.3 Persons and Organizational structure

Hollander (1971) argues that the effects of the leader's personal characteristics "must be gauged in the light of the attributes and perceptions of the led and the setting within which the leader and his followers interact for the achievement of specific organizational ends." In particular, one must not ignore the "system of relationships" within which the leader operates. Organization structure has sometimes been regarded as the blueprint specifying the desired working relationships between the individual members of the organization.

While it may be true that managerial behavior and its outcome is influenced by the framework within which it takes place, it is also possible that the nature of that framework is influenced by the manager. Contextual imperatives may not be the sole, nor even prime determinants of organization structure. A casual model showing the relationship between the Aston school's contextual elements, the attributes of the manager, the organization structure and other processes through which the manager operates to effect the performance of the organization can be developed. There may indeed be a direct relationship between context, process such as structure and performance (Figure 2.4); but, the characteristics of the manager may also play a crucial role. The manager influences performance directly and also through the management process and behaviors chosen, including organization structure. In other words, a particular organization structure may be chosen or designed by the manager and

this may have as much influence on performance as his own personal characteristics and activities.

Weber provides few clues as to his thoughts in this area but one of his comments will be recalled: "at the top of the bureaucratic organization there is necessarily an element which is at least not purely bureaucratic." Perhaps because they were primarily concerned with large, established organizations the researchers of the '60s and '70s tended to take as given the organization structure encountered by an individual manager. But in the more recently formed and smaller organization such as the production agricultural enterprise, the influence of the chief executive on the elements of organization structure should not be underestimated.

Though the most comprehensive exposition of the manager's role in determining organization structure is that of Child (1970, 1972, 1973), he is not alone in stressing its importance. In 1970, the Woodward team spoke of "the emergence of control mechanism that reflect management's thinking" and in 1971 Mohr concluded that "the predilection of individuals are evidently strong enough to produce considerable structural variation."

Child (1972) considers the relationship between organizations and the environment in which it operates. The individual chief executive or "dominant coalition" which manages the organization makes a number of strategic choices (concerning appropriate technology, choice of market etc.) which in part determines the

environment in which the achievement of the organization's objectives is sought.

Organizations such as those found in production agriculture may well rely more heavily on "traditional" or "charismatic" authority in their operation. In so far as this is the case, studies of such organizations must encompass the personal characteristics of managers and middle managers. Choice is "the critical variable in a theory of organization." Child critiques previous authors who examined organization structure simply in terms of functional imperatives such as size and technology since organization structure is, he argues, one of the areas in which strategic choice is exercised. Studies which merely examine the statistical association between contextual and structural variables "fail to give due attention to the agency of choice by whoever have the power to direct the organization. The strategic choice extends...to the design of the organization structure itself (Child 1972)."

> "Within certain limits imposed by the organization's operating situation, managers appear to have a choice between: a) maintaining control directly by confining decisions to fairly senior levels..... or b) maintaining control indirectly by relying on the use of procedures, paper records, and on the employment of specialists to make decisions at lower levels (within the limits on discretion imposed by indirect controls)."

If Child's view is correct, it has two important implications for the study of organization structure. In the first place it is essential to

extend the scope of such a study beyond the consideration of the traditional contextual variables to include an examination of the attributes of the top manager and middle managers. Secondly, if management is the proper focus of study, it is management's perceptions of the organization's context that are important since it is these perceptions (rather than some objective reality) that form the reference points against which they will decide on the appropriate structure to adopt or adapt according to their own criteria.

2.4 Summary

This review of the literature has attempted to acquaint the reader with the concepts necessary for background to the studies of organizational structure particularly delegation as it relates to organizational decentralization. Previous researchers and theorists have suggested some of the person, process and context variables used to understand delegation and decentralization. The research that precedes this study provides the basis for the research model developed and used here. The study before you integrates the concepts studied previously with some new ones and attempts to avoid the shortcomings of previous research methodologies. The literature review is particularly interesting in light of the agricultural context which has here to for been hardly tested and yet provides a unique set of organizational circumstances where the owner operator has such potentially strong influence over the organizational structure which

result, in more dynamic influences on management processes. Providing this review has contributed to the accomplishment of the studies second goal of clear understandable reporting. After laying out the methodology and sampling techniques of the study in support of goal number one, the next chapter further contributes to goal two by describing the the sample studied in terms of the persons and context involved in the businesses.

delegation article/article/delegation/directing

14 STEPS TO MORE INCENTIVE PAY

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Incentive pay has the potential of increasing workers' productivity if properly designed. Here are fourteen steps that might help a farmer design and implement an incentive system, or help him or her trouble-shoot an existing program.

1. ANALYZE EXACT PROBLEM

The purpose of an incentive pay program should be clear, and as specific as possible. "To motivate workers," for instance, is too vague. To motivate them to do what? Slow picking work, low pruning quality, high levels of mastitis or calf mortality, high absenteeism, and sick leave abuse are examples of specific problems.

2. DETERMINE IF PROBLEM CAN BE BEST SOLVED WITH INCENTIVES

Given a situation where workers have all the materials, understand what is expected of them, and possess the work know-how needed, there are three general categories of employee performance: (1) poor, (2) good, and (3) excellent. There is a range, of course, within each of these. GOOD performance is what can be expected from a worker just because he has a job.

The range within GOOD work might span from "just enough to get by" to "as much as can be expected," or even the much-used "a fair day's work for a fair day's pay." POOR performance means the worker is not doing even enough to get by, and EXCELLENT performance entails work "beyond the call of duty."

Poor work, on the one hand--given a person who knows and can do better--probably calls for discipline. It does not seem appropriate that workers should be rewarded into moving from POOR work to GOOD work through incentive pay. That would be much like paying a worker twice for the same job! On the other hand, it is unlikely that a farmer has many workers who consistently work beyond the call of duty without some reward. An incentive pay program seems appropriate to reward workers who produce EXCELLENT work and to encourage those who produce GOOD work to improve.

It should be clear that not all problems can be best solved through the use of incentives.

3. LINK PAY WITH PERFORMANCE

Some farmers give an end-of-year bonus "because we did good this year." Unfortunately, there are too many factors that affect farm profits besides worker productivity (e.g: weather, market). It is unlikely that workers will see a link between their efforts and profit results.

Similarly, when controlling for mastitis a dairyman has to consider how much control his workers have over the results. Because mastitis is caused by several factors it is important to consider all the possible sources of mastitis. A milker, for instance, would soon be discouraged if, no matter how diligently she used the mastitis prevention techniques, the mastitis level fluctuated because of improper machinery maintenance or seasonal fluctuations caused by environmental factors.

4. ANTICIPATE LOOPHOLES

Sometimes workers see a link between pay and performance. The problem is that it is not always the performance that the grower expected. One classic problem is being so specific about one result that workers achieve it at the expense of other unwanted results: the fast melon-picking crew who was paid by the sack but picked bad quality fruit; the herdsman who reduced the average number of breedings per conception but did it by culling several of the best milk cows; or the worker who increased yields but spent more on production than what the extra yields meant in profits.

A good system should anticipate loopholes and reward workers for as many of the intended results as possible. Another approach consists of rewarding for a given result but placing controls to prevent anticipated problem areas: a dairyman might pay an incentive for decreasing the number of breedings per conception but not allow the herdsman to have a free rein in culling cows; pay a piece rate for pruning grapes but demand a minimum quality job through quality control.

5. DETERMINE IF INDIVIDUAL OR GROUP INCENTIVE IS APPROPRIATE

There are several categories of incentive pay, including individual incentives, small group incentives, and farm-wide incentives. The advantage of individual incentives is that a worker can see a greater link between his effort and the pay reward. Individual incentives can, however, foster individual gain at the expense of both the group and the organization.

One farmer, for instance, decided that piece rate was not working when the melon field packers--paid an incentive--started getting upset at hourly-paid pickers who were not harvesting fast enough.

One of the best known individual or small group incentives is piece rate. Allowing workers to go home when they finish a job has a similar motivating effect as does piece rate--and similar problems. While piece rate has a great potential for increasing worker performance, it is better suited to boysenberry picking or grape pruning than to jobs such as precision planting, fertilizing, or irrigating.
Small group and farm-wide incentives work better when it is difficult to separate individual contributions or when the farmer has a need to foment group cohesiveness. As the tie between individual work and results is diminished, however, so is the motivating effect of the incentive.

6. ESTABLISH STANDARDS

Determine exactly what constitutes POOR, GOOD, and EXCELLENT performance. This is probably the very hardest thing to do. One grower who paid workers by the day noticed that his employees were picking very few bins. He took the average number of bins picked per day, added a few, and then told workers that they could go home after they finished picking that amount and he would pay them for the whole day. The workers were home before noon! The grower underestimated the workers' potential.

In many settings, but especially in agriculture, with its pronounced variations in conditions (such as crop load), farmers ask workers to first "try out" a piece rate. The higher the trial production rate, the lower the piece rate. Most workers readily understand that they might obtain a more favorable rate by not working fast until after the piece rate is firm. Along the same line, many workers do not, on a regular basis, find out what piece rate they are working under. "The office has a formula and they just calculate our rate after we are through," a worker once explained.

To avoid these problems some farmers go out and do the work themselves--or ask others they trust to do it--in order to find out what constitutes EXCELLENT work, or what can be reasonably expected from workers.

In establishing standards it is a good idea to give a point award to different levels of performance. These points can be easily converted into pay amounts and adjusted when the cost of living fluctuates.

7. ATTACH DOLLAR AMOUNT TO DIFFERENT PERFORMANCE LEVELS

A thorough understanding of what workers can do--and how this translates into savings or earnings--farmers can determine what each performance improvement increment will mean in earnings or reduced costs. If, for instance, there is a great milk production increase when somatic cell counts reduce from 5 to 4 or 3, but a smaller increase in milk quantities for further improvements, the potential reward should be correspondingly lower. On the other hand, using a similar example, for workers to reduce machine operation costs in a field packing situation, every picking increment becomes correspondingly harder yet brings fewer benefits. There is a point where the extra effort is most likely not worth the savings.

For the extra amount of time spent on the incentive, workers should make at the very least the amount they would normally make at regular pay. For example, if a milker's wages translate into $7/hour the worker should earn no less than $7/hour for the extra time spent on the job. It is tempting for management to want to keep such information (number of extra hours of work for the extra pay) from milkers, but such an action could result in the failure of the program and great mistrust on the part of the workers toward management in future worker-management cooperation efforts.

The incentive amount is important because if it is not enough, workers may not put an effort into reaching a given goal. On the other hand, the farmer cannot pay more than he will save. In some programs, employers have shared as little as 1% of the profits contrasted to as much as 80% in others. Much of this depends on the corresponding amount of work effort and investment by the farmer vs. the worker.

8. DETERMINE BASE PAY, IF ANY

Some incentive programs involve 100% of the worker's pay while others involve as little as 5% (95% base wage +5% possible incentive). When workers have many responsibilities and only one of them is involved in the incentive package, a smaller amount of the worker's total pay would form the incentive portion of the paycheck (e.g: an incentive to reduce calf mortality is only part of a herdsman's or calf feeder's responsibilities). The percentage paid should be proportional to the involvement. It is also possible to separate incentives for separate goals.

9. ANTICIPATE EFFECTS OF TECHNOLOGICAL CHANGE

It is important to include contingency plans that spell out how improvements brought about by grower-introduced or worker-suggested technological change

will affect pay. A farmer probably wants to highly reward a worker for a suggestion that improves performance. This is especially so when the change is inexpensive. There is the question of how to split benefits when a worker's idea involves substantial change with a high economic investment on the farmer's part. Finally, a technological change introduced and financed by the farmer should not result in added pay to the workers. Trust between workers and employer needs to exist and develop for these changes to go on smoothly.

If there are any management techniques or measuring changes that will occur in the near future, it is a good idea to start the incentive program after such changes have been made. Sometimes nothing changes except the system used to measure results. While the units are different, it is important that the standards are transmitted to equivalent measures in the new system. Any changes in standards or in measurement then have the potential for abuse, and can lead to distrust if not handled properly.

A change in the number of cows in a herd, or the density of crop in an orchard are examples of other types of changes that affect the existing incentive system. If a substantial change is contemplated, it might be time to reconsider pay level.

10. PROTECT WORKERS FROM NEGATIVE CONSEQUENCES

Farmers need to prove their integrity to the workers. If workers don't trust management, poor results are likely. That is why it is so important to establish standards correctly to begin with: any changes make the farmer suspect of foul play.

In some incentive pay situations workers have been known to work no faster than an agreed-on pace (bogey) to prevent working themselves out of a job, protect slow workers from being embarrassed or fired, and prevent their employers from lowering the piece rate. Workers who exceed such bogeys are called "rate-busters" and groups often exert pressure on them to bring them back into line.

Part of earning workers' trust usually means farmers must reassure workers that present employees will not be fired if they do not perform as well as others do when the incentive system is in place. Of course, if a farmer is aware that he has a poor performer before starting the program, he is dealing with another problem, and might profitably refer back to points one and two in this article.

Perhaps one of the most important areas of trust between workers and management is worker knowledge that increased productivity will not bring wages down--either now or next year. Before starting an incentive program farmers should realize that workers might greatly increase their pay through

incentives. If a farmer thinks in terms of what a worker should earn in an hour rather than how much he is saving from using the incentive system, the incentive experience is likely to turn sour. Workers on incentives need to receive occasional raises, just as their counterparts who do not receive them do--even if the first make considerably larger wages than the latter.

11. INVOLVE WORKERS & EXPLAIN PROGRAM

Farmers may involve workers in much of the decision-making process. If it is not appropriate or practical to involve workers in the planning stage, it is important to present the plan to workers for their review and comments before instituting a program. Workers might not only spot a not-so-obvious shortcoming or problem, but also are more likely to accept the challenge when they are involved. Usually it pays to involve workers early in the program planning. At some point all workers involved need to know what is expected of them and how their performance translates into dollars.

12. TRY A TEMPORARY PROGRAM FIRST

It is a good idea to try out the system on a temporary basis (e.g: two weeks, two months) basis to begin with, during which either or both parties can cancel the agreement at any time. Refinements may be made during this period. Worker input on how to make the program fairer should be welcomed. If the trial period turns out to be successful, longer periods should be set, at the end of which workers and farm managers can evaluate the program. A trial period motivates all parties involved to give it their best ... and still know they can back out.

13. GIVE FREQUENT FEEDBACK

Workers need to know how they are performing. Farmers can provide feedback to workers on a weekly basis (or daily if possible), regardless of whether they are paid weekly, every other week, or on a monthly basis. If incentives can be earned on a daily or weekly basis--even if only paid on a monthly basis--workers still have an incentive to improve performance rather than writing off the month and not trying because they had one bad week and ruined their chances for a monthly incentive.

Feedback may be given in person or posted in an area of high accessibility. One of the most effective methods of providing feedback is the paycheck. A separate check, or adder, should be cut and given to the employee independent of his regular salary. The purposes of an adder are to 1) reinforce the cause and effect of a worker's performance and 2) avoid negative worker feelings if his regular check goes down on a particular month (which would happen if regular pay and

incentive pay were combined).

14. FREQUENTLY REVIEW PROGRAM

It is a good idea to keep pertinent records and analyze results frequently. Use of statistical comparisons can help farmers increase their certainty that a program is, or is not, effective.

SUMMARY

To use pay as a performance motivator workers should (1) associate performance with pay level, (2) see that excellent or better performance will not result in negative consequences (such as working themselves out of a job), (3) see the benefit of maintaining the desired balance between quality and quantity, and (4) trust the grower that increased productivity will not bring wages down. On the other hand, a farmer should be careful to patch loopholes and not "give away the bank." To avoid negative consequences and obtain proper benefits from pay, a grower needs to invest much time to carefully select and manage the pay function.