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## Summary

The project team feels that the market is well developed and will continue to expand in the Philippines. Investment in cold storage warehouses in Cebu City and Cagayan de Oro and adding more outlets on inter-island vessels in the Philippines will be feasible given its declining tariffs, market situation, and competition. The level of capacity utilization is critical to the financial returns expected on the cold storage investments.

Cold chain infrastructure in Thailand is basically sufficient to meet the current distribution needs of frozen processed potatoes. Thai consumer acceptance of western-style quick-serve restaurant foods is lower than the level observed in the Philippines. However, it is possible that extra cold storage in Phuket and trucking fleets near ports could help improve the efficiency of distribution if the demand increases in the near future.

## Innovative Marketing Opportunities for Small Farmers: Local Schools as Customers

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The U.S. Department of Agriculture's (USDA) Agricultural Marketing Services (AMS) and the Natural Resources Conservation Services (NRCS), the West Florida Resource Conservation and Development Council (WFRCDC), and the Small Farmer Outreach, Training, and Technical Assistance Project, Florida A&M University (FAMU) have worked together over the past 3 years on a pilot project titled: *Innovative Marketing Opportunities for Small Farmers: Local Schools as Customers*. A group of small farmers in the Florida Panhandle organized into the New North Florida Cooperative and established a central location in Marianna, FL, 70 miles west of Tallahassee. The Cooperative recognized a considerable opportunity in serving local school districts with fresh agricultural products.

The Cooperative overcame initial difficulties, including lack of organization, economic difficulties, social attitudes, existing customer preferences, and lack of equipment. Realizing that effective organization was critical, these limited-resource growers formed a management team as a governing body for

the Cooperative. The management team addressed problems and handled day-to-day business activities in a unified, methodical way. The Cooperative acquired capital and purchased necessary startup equipment, such as a refrigerated trailer, cutting machines and wash sinks. The Cooperative developed a good working relationship with the Food Service Director for the Gadsden County School District by providing high-quality produce, prompt deliveries, fair prices, and courteous professionalism. The vending experiences of the 1997/98 and 1998/99 school years were positive steps for the Cooperative in building a long term, reputable business. The Cooperative's main product was fresh-cut leafy greens, but watermelons, strawberries, blackberries, and muscadine grapes were also sold. Word of mouth advertising has portrayed the Cooperative as a reputable vendor and opened doors of opportunity in other school districts, including Jackson, Leon, and Walton Counties.

The project's objectives for the 2000/2001 school year are to expand current marketing and distribution of agricultural and value-added products through additional, non-traditional marketing channels including additional school districts, military bases, and prisons.

## Innovative Production and Marketing Systems to Provide Small Farmers with Sustainable Job and Income Opportunities

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### Objectives

- Identify markets for various horticultural and value-added products and services
- Develop production scenarios to support identified market demand
- Develop integrated production, handling, and storage systems to support vertical market opportunities
- Estimate cost and revenue streams for selected value-added products and services
- Evaluate project's effectiveness and contribution to small farmer sustainability

This project is a two-year cooperative agreement with the U.S. Department of Agriculture, and

currently we are concluding the first year. The emphasis of the first year has been on creating a methodology that will analyze different agricultural opportunities available to farmers. In developing this methodology we focused on creating an evaluation tool that can be applied to different communities and on ensuring that all aspects needed for enterprise viability were included.

A unique aspect of this project is the breadth of individuals involved and the immediate importance of the results. An Advisory Committee has been composed of local citizens representing different aspects of the community and local agricultural. Through this inclusion of local, state, and federal governments we have been able to compose an evaluation tool that is supported by all three levels of government.

While the first year of the project focused on identifying different agricultural opportunities and on creating a methodology to analyze these opportunities, the second year of the project will consist of narrowing the list of identified agricultural opportunities and applying these opportunities in the field. Through applying different identified opportunities in our study area we will be able to test the effectiveness of our evaluation tool. The success or failure of the product or services applied will be reported back to the community in the form of brief fact sheets that will contain the production, marketing, community, and potential profitability aspects of the product or service.

The importance of this project is to provide a tool that small farmers can use to evaluate the different agricultural options available to them. When evaluating these options small farmers need to assess the benefits the product or service offers to their operation, to their community, and to their environment. We feel that the evaluation tool that we have created allows for all of these aspects to be addressed and through the course of the next year the effectiveness of our tool will be evaluated.

## **Employee Training for Food Service Establishments**

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## **Importance of Employee Training**

With today's labor costs taking the larger part of dollar sales (approximately 40%, as provided by the managers of food service establishments participating in the training), a good employee-training program can pay big dividends to a food service operator. The success of a food service establishment generally can be related to how efficiently employees perform their jobs.

Employee training is an essential function of food service management. Seldom are food service personnel employed who are fully qualified for the job they are expected to do. Personnel who lack job knowledge, job skills, and good work habits reduce operational efficiency. Training of food service personnel is one of the more effective methods for increasing the efficiency (and profitability) of a food service establishment, and for decreasing the employee turnover (ranges from 20% to over 100% among the businesses participating in the training) which adds considerably to the labor costs.

## **Training Conducted**

Seminars and workshops were conducted on a request-for-assistance basis with several food service franchises, establishments, and organizations. The intent of the training is to emphasize the importance of employee training and to focus on the principles the management needs to keep in mind in developing effective training programs. In essence, the workshops were *to train the trainers*. Workshops were conducted for franchises such as Wendy's, Folks, Sonic, Cracker Barrel, Waffle House, Hardees, Huddle House, and Zaxby's; among the establishments receiving training were Guthry's and Bucky's. Organizations receiving training included public school cafeterias, fraternity and sorority kitchen staff, private and semi-private country clubs, and fraternal service clubs (Masons, Elks, Veterans of Foreign Wars).

The four-hour workshops were (and are) conducted by a joint effort of the Department of Food Science and Technology and the Department of Agricultural and Applied Economics in the University of Georgia's College of Agriculture and Environmental Sciences. Specific representation was provided by the Center for Food Safety and Quality Enhancement and the Center for Agribusiness and Economic Development. A manual on how to train employees was provided each participating food service establishment.

## Advantages of Training Food Service Employees

Both management and employees gain from an effective training program. These gains can be measured in increased profits to management and in more take-home pay for employees.

Some advantages to management from the training programs include:

- increased production/performance;
- improved work methods (efficiency and effectiveness);
- lower operating costs;
- less quality control supervision of employees;
- larger source of skilled workers; and
- reduced labor turnover.

Advantages that employees gain from a training program include:

- ✓ greater job satisfaction and employee morale;
- ✓ larger earning power;
- ✓ more chance for advancement (promotions/pay raises); and
- ✓ greater sense of job security.

## Characteristics of Successful Instructor

A training program is only as good as the instructor. Preparation for instruction takes a much longer time and greater effort (and commitment) than the actual instruction. The successful instructor realizes this and familiarizes himself/herself with the problems that confront employees in their daily work.

A successful instructor has the following traits:

- knowledge of subject matter (jobs, methods, policies, regulations);
- plans lesson materials in detail;
- tact in handling trainees/employees;
- holds interest of trainee or group of trainees; and
- is constantly on the alert for better methods of instruction and techniques to accomplish tasks.

The selection of the instructor is important to the success of a training program. Who should train the employees? Although there is really no definite answer, the choice of the best instructor can be facilitated if management keeps in mind that a training program is not designed to supplement the employee's formal education. The program is to impart ideas, job knowledge and skills, and to improve work habits.

Also, an instructor must have the desire to teach and be familiar with the rules and principles of learning. Patience, empathy, and understanding are also prime requisites of a competent instructor. Bilingual communication skills, although not a requisite, are becoming more appreciated (if not necessary) in the Southeast.

## Methods of Training Employees

There are a number of widely used methods of training employees. These include the techniques offered during the train-the-trainer program:

- X lecture and discussion
- X demonstration
- X case study or example
- X video (VCR tape or CD)
- X computer simulation
- X role playing
- X on-the-job training (OJT)
- X cartoons, posters, other visual aids.

All of these methods can be incorporated into employee training, but all training programs do not lend themselves to any one method. Management must select the method that will be most effective. In many instances, especially among franchises, training materials are available from the parent corporation, and are pre-targeted for the anticipated customer and the applicable corporate policies and terminology.

The method most frequently found in food service establishments is on-the-job training, which gives the employee a chance for *learning while earning* a living. An all too prevalent, but ineffective method is to darken a room and let the employee watch a VCR tape on a small television monitor with no chance for feedback or clarification through questions and answers; or as the Nike logo says, "Just Do It."

## Essentials for Successful On-The-Job Training

A successful on-the-job training program doesn't just happen. It requires consideration of certain factors. The following concepts are essential for a successful training program:

- plan the objectives of the training session in advance;
- select the trainees (and instructors) carefully;
- determine which methods and equipment are necessary;
- put into writing (a syllabus) what is to be taught, when, and by whom, and include reference sources; and
- adhere to the rules or principles of learning.

The four major steps in on-the-job training are based on the principles of habit formation, which include motivation, demonstration, and practice. These four steps — preparation, presentation, application, and follow-up — are essential for effective instruction.

*Preparation* — the trainee should be given a clear understanding of what the training program is about and what is expected. The trainee must be "sold" on the results of learning new methods or techniques, and that these results will affect his/her job performance and advancement in the food service establishment.

*Presentation* — before applying what is learned, the trainee must have a clear picture of the job to be done. This may require "de-skilling" a job into simple step-by-step procedures stressing key points clearly, completely, and patiently. An example of de-skilling a job is cited in Figure 1 on the use of a medium-size bench model baker or restaurant mixer.

*Application* — the try out step whereby the trainee, under the instructor's supervision, tries to imitate the established pattern for the job and the correct way to do it. Close supervision is required to point out and correct the trainee's mistakes so that the final established pattern will be the correct one.

*Follow-up* — the trainee is on their own at this juncture and this step is probably the least effective of the steps because instructors take for

granted that the first three steps accomplished the training objective. A conscientious instructor will follow up on the training with occasional checks to see if the job is being properly performed.

The length of the training program with the employee varies according to the job to be learned, the employee's ability, and the instructor's ability to teach. Not all employees need training; some require more training than others do. Management has some degree of control over these variables. The more control exercised over these variables, the sooner the employee becomes qualified for his tasks, and the less cost the training will be to the food service establishment.

## Management Is the Key Element

A successful training program must start with top management, since the attitude of management influences the effectiveness of the program. Management must be convinced of the value of a training program, and be willing to make any necessary sacrifices needed to provide an effective training program.

An effective training program is a "two-way" relationship between management and employees. Management must (a) convince the employee that training is to the employee's advantage, (b) transmit management's interest to the employees, (c) provide adequate and appropriate training conditions, and (d) establish effective communications and instruction. At the same time, management should expect from the employee courteous attention, cooperation, and a desire to learn.

## Summary

The training of employees is one of the most important functions of management. Management must recognize employee training as an essential, continuous task. Employee training will be effective only if management is willing to plan, organize and guide the needs of the program. Permitting employees to learn a job by experience alone is costly.

For more effective training, management must:

- I. enlist the active participation of employees;
- II. sell the employees on the training program;
- III. show management interest;
- IV. plan the program well in advance;
- V. use effective teaching methods; and
- VI. make training a continuous program.

Steps	Key Points
1. Place bowl in bowl support.	<p>A. Bowl has 3 hook holes on outside of rim which are used to hold bowl in position.</p> <p>B. Place bowl into position with center back hook hole in correct contact with hook found in center back of support rim and with 2 side hook holes over 2 small posts found on either side of supporting rim.</p> <p>C. These 3 points must be correctly adjusted or paddle (beater, dough hook) will not move freely in the bowl.</p>
2. Attach paddle, beater, or dough hook.	<p>A. Have handle in lowered position.</p> <p>B. Place paddle, beater or dough hook inside the bowl. Bring top of paddle up onto rod, push up, and turn to the right (clockwise) to lock into position.</p>
3. Pull lift handle up.	To bring bowl into position.
4. Set speed.	Correct speed for mixing ingredients is important — otherwise splashing or over-mixing may occur. See recipe card for speed instructions.
5. Start motor.	Turn switch to “on” position.
6. Stop mixer when through mixing.	Turn switch to “off” position.
7. Lower the lift handle.	This lowers the bowl.
8. Release paddle, beater, or dough hook.	Push up, turn to the left (counter-clockwise), then pull down.
9. Lift bowl from rack support.	
10. <i>Safety rule.</i>	Never put your hand or spatula inside the bowl when paddle, beater or dough hook is in motion.

**Figure 1. De-Skilling A Job: Example of Using a Medium-Sized Bench Mixer.**