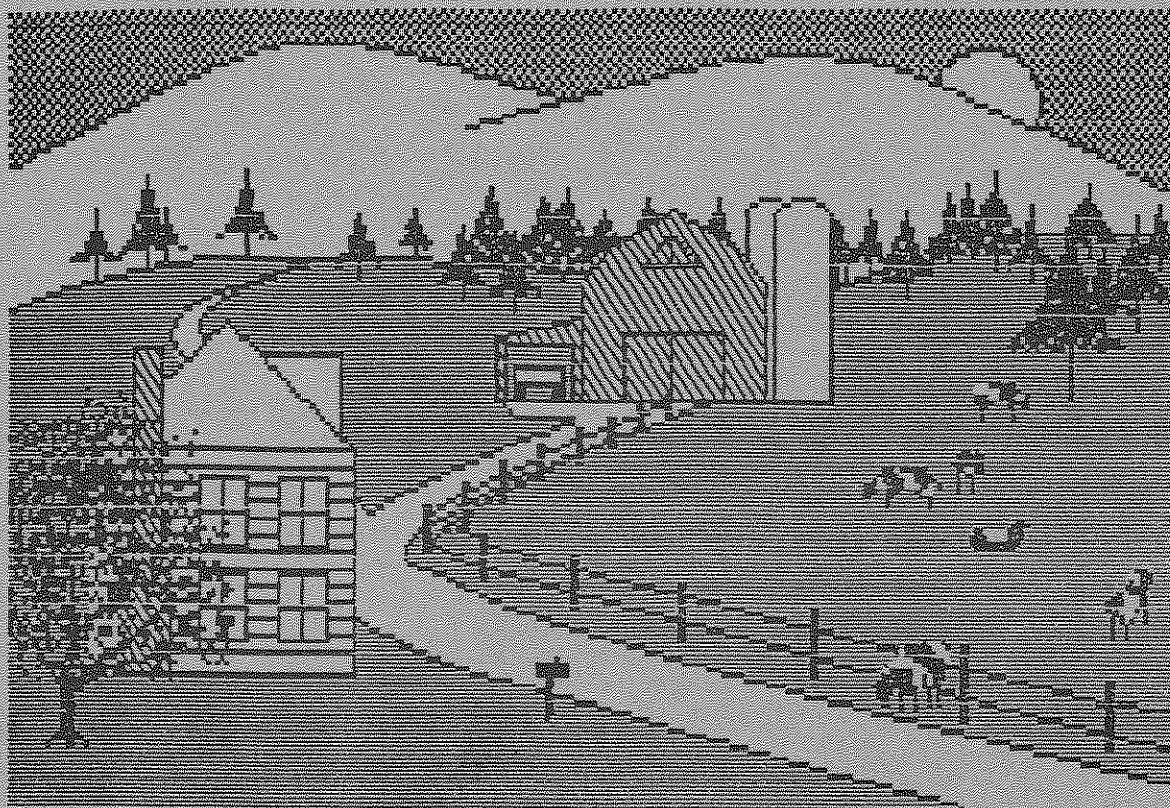


September 1987

A.E. Extension 87-22  
Animal Science Mimeo Series 100  
Agronomy Mimeo 87-8

# CORNELL



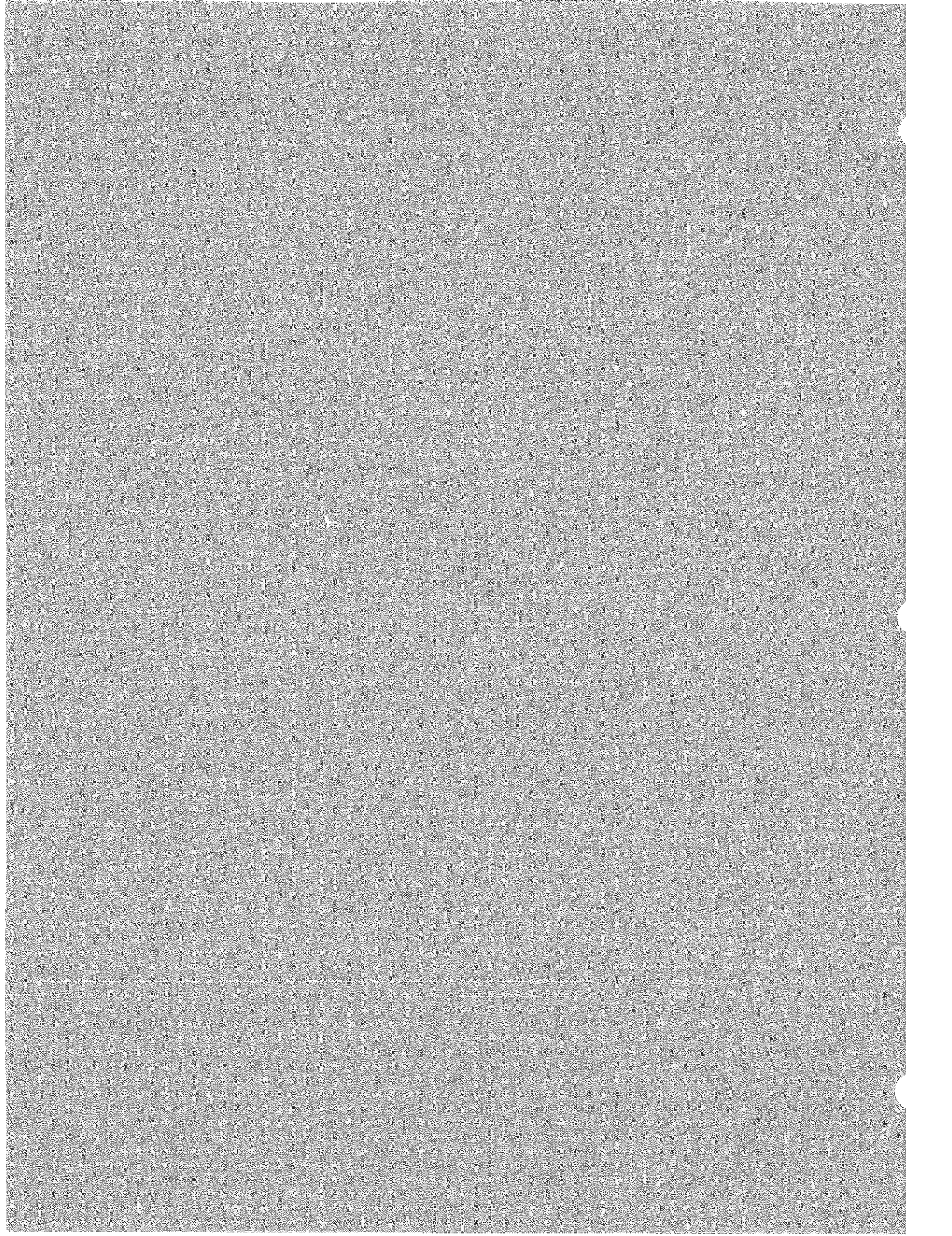
## DAIRY FARM AUDIT MANUAL

Robert A. Milligan  
Terry R. Smith

W. Shaw Reid  
Thomas R. Maloney

Department of Animal Science  
Department of Agronomy  
Department of Agricultural Economics  
New York State College of Agriculture and Life Sciences  
A Statutory College of the State University  
Cornell University, Ithaca, New York 14853





## INTRODUCTION

### Table of Contents

INTRO A	Introduction to the Dairy Farm Audit Program
INTRO B	Objectives of Program
INTRO C	Dairy Farm Audit Expectations
INTRO D	Suggested Timetable for Dairy Farm Audit
INTRO E	Agreement to Participate
INTRO F	Dairy Farm Audit Conference Outline
INTRO G	Dairy Farm Management Profile (Large Breed)
INTRO H	Milk Produced Per Cow Per Day
INTRO I	30 Day Goals



## INTRODUCTION

The Dairy Farm Audit Program is an intensive farm management Extension program designed to assist farm managers to understand the premier importance of management and to improve their management skills. The program is a complementary combination of conferences and individual contacts designed to be completed in one year by a multidisciplinary team.

The hypothesis for the program is: to effectively implement the new technologies for production and financial management practices embodied in most Extension programs, most farm managers must increase their understanding of the functions and importance of management. They must then develop management procedures and mechanisms for implementing the management functions. Accordingly, the Dairy Farm Audit Program has two emphases. The first is to increase the farmer's awareness of the premier importance of management and to develop positive farmer attitudes toward management, i.e., management should be exciting and challenging not the low priority task that is avoided or postponed. The second emphasis is to assist the farm managers in developing management mechanisms to monitor the status of all aspects of the business and control the businesses' productivity and profitability.

The specific objectives of the Dairy Farm Audit are (also INTRO B):

1. Improve the day-to-day management skills and management practices of the dairy farm participants, i.e., time management, personnel management, organization skills, etc. Improve the profitability and quality of life on participating farms.
2. Provide participating agents with an opportunity to use an integrated, multidisciplinary team approach for working with dairy farm families. To identify ways to make the team approach a more effective programming method.
3. Improve the ability of participating agents to work with farm families in the areas of field crop management, dairy herd management, and farm business management.
4. Develop and evaluate a set of educational materials which all Extension agents can use to integrate day-to-day management into farm management Extension programs.
5. Provide opportunities for agents and farm managers to include agribusinesses in their management teams.

#### Expectations of Program and Program Participants

As indicated above, this is an intensive program which requires a major time commitment of the Cornell faculty that developed the program, the Extension Agent/Specialist teams that teach the program, and the dairy farm managers who participate. In fact, the nature of the program is such that unless agent teams and farm managers make an enthusiastic commitment to the program, they should NOT participate.

The expectations of faculty, teams, and participants are contained in INTRO C and are discussed below. The faculty (Shaw Reid, Agronomy; Terry Smith, Animal Science; and Bob Milligan, Agricultural Economics), continue to support agent teams in development and implementation of county, multicounty,

## INTRO A 2

or regional Dairy Farm Audit programs. Agents considering this program should contact any one of the three faculty.

The agent/specialist team in the Dairy Farm Audit is a team of specialists representing dairy, field crops, business management, and in most cases home economics, working together to deliver this very intensive program. In deciding to become involved in this program, agents should recognize that:

- they are making a major time commitment that will consume 15 to 25 percent of their time to insure a successful program;
- the benefits of the program far exceed the benefits to the farm manager participants, and for the agent include professional improvement in their subject matter specialization as well as management, team work, one on one experience in asking appropriate questions to obtain information, using that information to assist farmers to make decisions, and multiplier impact with the farm manager clientele in the county or region.

It is crucial that agents not underestimate the time commitment as well as the potential rewards, particularly in the individual contact component of the program.

Farm manager participants must make the decision to participate fully recognizing that they are making a major commitment of their time and efforts, and that maximum returns will require a commitment of all family members and business personnel. It is crucial that the manager be aware that improvements in management of the business are needed and possible. They must also recognize that in order to improve they will have to change some current habits and business practices. The rewards are a better understanding of management leading to a smoother running operation.

### The Dairy Farm Audit Program

As indicated earlier, the Dairy Farm Audit Program is an integrated combination of conferences and individual contacts. It is imperative that the two be closely integrated so that the farm manager participants are using their own businesses as a case example in the conferences. A suggested timetable is in INTRO D. The key events in sequential order are discussed below. The individual contact events are described in detail while the conferences are only mentioned with the details to follow in the remaining sections of the program notebook.

### Participant Selection

The selection of farm manager participants is crucial. Selection can be made by the agents or applications can be solicited. In either event, input should be sought from program committee personnel and agribusiness personnel. Participants should be managers who have recognized that management is important but have not yet accepted its premier importance and refined their management skills. Inclusion of a farm manager or two with relatively high productivity and management skills can contribute to success if they provide group leadership rather than acting like they are too good for the program. Previous agent teams have had both experiences. Even very good managers have management areas that can be improved. INTRO E is an agreement to participate in the Dairy Farm Audit to be completed and signed by each of the farm manager participants.



## INTRO A 3

It is very important that participants be selected early so Conference I can be scheduled and baseline data can be collected. Selection of all participants by Labor Day is a reasonable goal; in fact, for continuing teams selection should be an ongoing process. To date, the teams have selected from four to ten farm businesses per year; the faculty recommend that each team select eight to twelve farm businesses.

### Conference I and II and the Dairy Farm Audit Form

Conference I is designed to introduce participants to the Dairy Farm Audit and especially to introduce the premier importance of management, time management, and management time (see INTRO F for an outline of all conferences and the teaching outlines in this notebook for details). This conference should be prior to October 1; prior to corn silage harvest is best. Ideally, it should be a day long conference; however, two evening sessions can be substituted. The importance of monitoring and controlling the performance of the business is also introduced. The Dairy Farm Management Profile (INTRO G) is often given to participants for completion prior to Conference I to introduce the idea of selecting areas for improvement and even starting to make management changes.

Also at Conference I participants are given the Dairy Farm Audit Form (see Blank Form section). This form is designed to assemble the business, financial, personnel, dairy, and crop information required as a beginning or baseline for developing monitoring and controlling mechanisms for the business. Use of the management time for completion of this form is the primary fall activity of the farm manager participants. The agent team members must be in contact with the participants and assist them; however, it is counterproductive to the objectives of the program for the agent to complete the form. If the farm manager is not establishing management time to complete the form, the agent team and the manager should discuss whether continuation in the program is appropriate.

In the late fall, Conference II should be taught. This conference is designed to improve human relations on the farm. It serves to provide important skills to farmers as they deal with both family members and employees in the daily operation of the business. The home economics agents should provide leadership for this conference.

### Formulation of Recommendations

The purpose of the individual contact portion of the Dairy Farm Audit is to assist the farm manager(s) in using, during the management time, his/her farm as a case farm to better understand and implement the information presented at the conferences. In particular, the agent team will work with each farm business to develop mechanisms to monitor the status of production, finances, and personnel and control productivity and profitability of the business.

Implementation of monitoring mechanisms will focus on developing continuing information systems to collect, analyze, and use the baseline information collected on the Dairy Farm Audit Form. Two suggested additions are the development of improved information systems for personnel, and the daily monitoring of milk production per cow (INTRO H).

The emphasis in developing control mechanisms must be on improving areas of the business that need improvement based on the monitored information and initially on areas where response can be seen or at least

necessary tasks completed in the very near future. With these emphases in mind, we have selected a 30-day time frame and call our control mechanism 30 Day Goals. This mechanism uses the following procedure:

1. **Identify Areas for Improvement** -- These should be very specific areas of dairy, crop, or business management that, based on the monitored information, need improvement because they are weak or are crucial to the farm business. As an example, identifying milk production as an area for improvement is too general; more specific examples would include improving reproduction performance, spending more time with one's family, and optimizing fertilizer inputs.
2. **Identify Measures of Progress** -- For each of the areas for improvement, select one to three specific measures of progress. These should be items that can show progress within one month. Examples for the areas mentioned above include cows open over 100 days (not calving interval), Saturday afternoons spent with one's family, and specific fertilizer inputs based on discussions with Extension agent and/or input supplier.
3. **Define Management Changes** -- For each area of improvement, one or more changes must be completed to meet the goals. Examples for the areas identified above could include monitoring heats three rather than two times a day, planning work activities so Saturday is relatively free, and scheduling appointments with agent and supplier.
4. **Establish Goals** -- For each measure of progress, establish an explicit goal that is attainable within 30 days. For tasks that require completion to meet a longer-run goal, the goal is task completion by a specified date within the 30 days.
5. **Monitor and Evaluate Progress** -- Through the 30-day period, monitor your progress. After a month, actual performance can be compared to the goal and deviations analyzed. A new goal should then be established.

INTRO I is a form to use in implementing the 30 Day Goals mechanism.

The 30 Day Goal mechanism is the basis for the initial recommendations and for the continuing contact with the farm manager participants. It must be remembered that the manager is the decision-maker and responsibility bearer. We are involved as teachers and advisers not to decide what should be done or what decisions should be made.

In developing the recommendations, the agent team, with input from the faculty, must analyze the information in the Dairy Farm Audit Form to select three to five areas for improvement to recommend to the farm business for emphasis in using their management time to develop control mechanisms using the 30 Day Goals procedure. This analysis should also include delineation of potential measures of progress and management changes.

The agent team is now ready to meet with the managers of the participating farm business to discuss the recommendations. This meeting is probably the single most important contact with the participants and has three objectives: (a) to reinforce the role and importance of the individual contact portion of the Audit and its complementarity with the conferences, (b) to explain the purpose and procedures for the 30 Day Goals, and (c) to discuss the agent team recommendations. The discussion of the recommendations should include a careful and complete explanation of why the particular areas for improvement are being recommended. The participating



farm must select no more than three areas for improvement. The agent team and participating managers must then agree on measures of progress and management changes and/or tasks directed toward each area to be improved. The culmination of this process is the establishment of 30 day goals for each measure of progress by the farm manager(s). It is crucial that the participating managers accept the goals as theirs rather than goals established by the agent team. The completion of this process will almost always involve more than one meeting and follow-up by individual specialists. This process must be completed on all participating farms before Conference III.

#### Conferences III-V and Continuing Individual Contact

Conferences III through V (see INTRO F) have two primary objectives:

1. To share experiences and learn from experiences of others concerning the implementation of conference materials.
2. To improve the understanding and management of feed acquisition and feeding.

Successful completion of these conferences will reinforce the management skills acquired in Conferences I and II and the individual contacts.

The individual contacts should continue to focus on the 30 Day Goals procedure. A formal contact probably involving the total team should be scheduled when the initial 30 day goals are scheduled to be met. As the farm manager assimilates the 30 day goals procedure or other control mechanisms derived from them, and the other management skills in the program into the management of the business, the individual contacts can become less frequent. Within a year, the participant should have integrated the concepts into his/her management system and should then become an enthusiastic Extension program supporter.

OBJECTIVES OF THE PROGRAM

1. Improve the day-to-day management skills and management practices of the dairy farm participants, i.e., time management, personnel management, organization skills, etc. Improve the profitability and quality of life on participating farms.
2. Provide participating agents with an opportunity to use an integrated, multidisciplinary team approach for working with dairy farm families. To identify ways to make the team approach a more effective programming method.
3. Improve the ability of participating agents to work with farm families in the areas of field crop management, dairy herd management, and farm business management.
4. Develop and evaluate a set of educational materials which all Extension agents can use to integrate day-to-day management into farm management Extension programs.

DAIRY FARM AUDIT PROGRAM EXPECTATIONS

Cornell Faculty/Staff

1. Provide leadership and general structure for the program.
2. Develop required materials and procedures for the farm audit, the standard conferences, the management time, the monitoring, and the program evaluation.
3. Organize and teach inservice programs required for agent teams.
4. Assist agent teams analyze the farm audit data and assist in preparation of recommendations for the Dairy Farm Audit farm businesses.
5. Assist agent teams, when called upon, teach the Dairy Farm Audit conferences.
6. Periodically visit Dairy Farm Audit farm businesses.
7. Be available at all times to answer questions, provide individual agent training or counseling, and visit Dairy Farm Audit farm businesses to assist in solving specific problems or crisis situations.
8. Assist in developing working relationships with agribusiness for the Dairy Farm Audit program.
9. Develop inservice education and other programs that make the materials developed for and results of the Dairy Farm Audit Program available to other agents/specialists, agribusiness personnel, and farm managers.

Agent Teams

1. Work together as a field crop/dairy/farm business management team to improve the management (day-to-day especially) of the Dairy Farm Audit farm business and their own skills in working with dairy farm managers.
2. Respect the operators of the Dairy Farm Audit farm businesses as business people and expect them to view themselves as business people.
3. Utilize their own knowledge, input from other Extension staff and committees, and input from agribusiness personnel to carefully select (6-10) dairy farm businesses that have the physical, balance sheet, and management resources to benefit from the program and that have not already achieved the objectives of the program.
4. Prepare for (including attendance at inservices) and teach Dairy Farm Audit conferences prescribed by the program and others deemed important by the agent team.
5. Assist the farm manager in carefully collecting the data required by the Dairy Farm Audit, analyze this data as a team with the assistance of Cornell faculty/staff, and provide specific recommendations to the Dairy Farm Audit farm businesses.

6. Assist the Dairy Farm Audit farm businesses to implement the recommendations by monitoring their recordkeeping system, providing assistance in effectively utilizing the management time, and analyzing the measures of performance selected to monitor the specific recommendations.
7. Assist the Dairy Farm Audit farms to develop a management control system that will insure that the improvements achieved in the Audit Program will be sustained. This management system will include records, management organization, and working relationships with agribusiness and Extension.
8. Assist Cornell faculty/staff in acquiring the information required to analyze and evaluate the Dairy Farm Audit Program.
9. Utilize the experiences and results obtained to improve all Cooperative Extension programs.

#### Farm Managers

1. A genuine desire to analyze the management function, to improve his/her management skills, and to improve the management of his/her farm business.
2. A willingness to set aside up to an hour a day for management of the farm business.
3. A willingness to maintain accurate production and business records including individual field crop records, DHI dairy records, and a dairy farm business summary.
4. A willingness to consider (but not necessarily accept) recommendations made by the agent team.
5. An agreement to allow their farm records to be used to analyze and evaluate the Dairy Farm Audit Program while protecting individual farm confidentiality.
6. Participate in all Farm Audit conferences unless exceptional circumstances arise.
7. A willingness to fill out as completely as possible the Dairy Farm Audit Form as well as to do any homework required for the conferences.



SUGGESTED TIMETABLE FOR DAIRY FARM AUDIT

Between Program Entry and September 15

- Meet with faculty to discuss program implementation.

Between August 1 and October 1

- Recruit Audit participants.
- Teach Conference I (Business Management/Kickoff Meeting) with support of college staff.
- Farm managers begin to complete Dairy Audit Form.

Between October 1 and December 15

- Field crop agents insure that the fields are sampled for complete soil testing and that weed inventories are recorded for each field.
- Farm managers complete Audit Form.
- Teach Conference II (Human Relations on the Farm).

Between December 1 and January 15

- Agents meet as a team to formulate recommendations on each farm.
- Agents meet with college staff to review recommendations.
- Agents make written recommendations to farm families.
- A written report should accompany this visit with a copy of the report sent to college staff.

Between January 1 and February 15

- Conduct the three remaining conferences.
  1. Feed Production and Utilization.
  2. Economics of Crop Production and Feed Acquisition.
  3. Managing the Dairy Herd.
- Continue to follow-up on an individual basis with farm families.
- Complete Farm Business Summary on participating farms.

After March 1

- Continue to follow-up on an individual basis with farm families.
- Include college staff in some farm visits.
- Include Audit participants in county/regional farm summary meetings.
- Consider a short wrap-up meeting with Audit participants.



AGREEMENT TO PARTICIPATE

Owner's name: \_\_\_\_\_

Spouse's name: \_\_\_\_\_

Address: \_\_\_\_\_

Township and County: \_\_\_\_\_

Phone Number: Home \_\_\_\_\_ Farm (if different) \_\_\_\_\_

Directions to farm: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DHI Herd Number: \_\_\_\_\_ DHI Herd Owner

Release Code: \_\_\_\_\_

(from Herd Summary &amp; Management Report)

Herdperson's name (if different from owner): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

Other employees' names: \_\_\_\_\_

\_\_\_\_\_

By completing this form and signing below I agree to actively participate in this program, and provide the agent team, faculty, and staff access to the herd, crop, and business records needed to carry out the audit and monitor my/our farm progress. I retain the right to notify the agent team at any time of my/our intent to discontinue this program.

\_\_\_\_\_  
Farm Manager/Owner\_\_\_\_\_  
Date\_\_\_\_\_  
Farm Manager/Owner\_\_\_\_\_  
Date\_\_\_\_\_  
Farm Manager/Owner\_\_\_\_\_  
Date





## INTRO F

### DAIRY FARM AUDIT CONFERENCE OUTLINE

Note: All conferences are for an all day schedule, i.e. 10 a.m. - 3 p.m.

#### Conference #1 - Managing The Dairy Farm Business

The purpose of this conference is to set the stage for the entire Audit Program. The program is introduced to the participants by faculty and agents. The main focus of the conference is on the improvement of short-term management practices and skills. These include goal setting, business decision making, monitoring and controlling the business, daily organization, and time management skills.

All members of the agent team should participate in this conference.

#### Conference #2 - Human Relations on the Farm

The purpose of this conference is to help farm families to more effectively work with family members, employees, and agribusiness personnel as they manage the farm business. Topics to be covered in this conference include values Clarification, Communication, and Conflic Management.

#### Conference #3 - Feed Production and Utilization

This conference begins the process of examining the farm business using a systems approach beginning with crop production. The process starts with an inventory of the farm productive capacity including dairy facilities, cropland, and dairy cattle. The next step is to assess forage needs and forage production capacity. The remainder of the conference focuses on improving crop production yields and quality in an attempt to improve the overall profitability of the dairy farm business.

The field crop agent should provide the leadership for this conference with assistance from the dairy agent.

#### Conference #4 - Economics of Crop Production and Feed Acquisition

The emphasis here is on the analysis of the profit potential for growing and/or purchasing feed requirements for the dairy herd and dairy replacements. Topics covered in this conference include: 1) Calculating the cost of growing an acre of corn given a specific set of conditions. 2) Forage quality and timeliness. 3) Cost comparison of growing versus purchasing feed. It is intended that farmers leave this conference with a better understanding of how to strike a balance of home grown feeds and purchased feeds to develop the most profitable feeding program.

The farm management agent provides the leadership for this conference with assistance from the field crop agent.

Conference #5 - Managing The Dairy Herd

In the previous two conferences, participants analyzed the two most costly components of the dairy farm business: crop production and feed acquisition. This conference focuses specifically on monitoring and controlling the dairy enterprise to improve productive performance of the milking herd as well as dairy replacements. Topics will include:

1. Concepts in Dairy Nutrition
2. Economics of Dairy Cattle Feeding
3. Heifer Management
4. DHI Records and Information Management

The dairy agent provides leadership for this conference with assistance from the farm management agent.

Note: In Year 2, agents are expected to teach the conferences.

**30 DAY GOALS**

<b>AREA OF IMPROVEMENT</b>	<b>MEASURE OF PROGRESS</b>	<b>CHANGE/ TASKS</b>	<b>GOAL</b>









# CONFERENCE I: BUSINESS MANAGEMENT CONFERENCE

## Table of Contents

I A	Teaching Outline
I B	Contrasting Labor Requirements for Dairy and Crop Enterprises
I C	Crop Program Strategy Worksheet
I D	Analogy of Candy Order and Cropping Program
I E	Farm Manager's Practices Test
I F	Today's Priorities
I G	Things To Do Today Worksheet
I H	Daily Management Activities
I I	Monthly Management Activities
I J	Guidelines to Improve the Effective Use of Your Time
I K	Time Analysis Worksheet
I L	Setting Priorities
I M	Looking at Resources and Constraints
I N	Time Wasters
I O	How to Spring the Time Trap
I P	How to Get Control of Your Time and Your Life
I Q	Personal Worksheet
I R	Economic Values Exercise
I S	Effective Goal Setting on Dairy Farms
I T	Goal Setting Case Example
I U	Goals for Family and Business Financial Management



Dairy Farm Audit  
Business Management Conference, 1986-87  
PROPOSED AGENDA

- 30 minutes I. Kickoff Dairy Farm Audit Program
- A. Explain Philosophy of Audit
  - B. Review Requirements of the Dairy Farm Audit Program
- 50 minutes II. Importance of Management; Seeing Yourself as a Manager
- A. Feed Store Dealer Example
  - B. Crop/Candy Example
  - C. Dairy Farm Management Practices Test
  - D. Setting Aside Management Time
- 50 minutes III. Managing Your Time
- A. What is Effective Time Management
  - B. Principles of Time Management
  - C. Setting Goals and Priorities
  - D. Looking at Resources and Constraints
  - E. Identifying and Eliminating Time Wasters
  - F. Strategies for Managing Time Effectively
  - G. Where Do We Go From Here
- 50 minutes IV. Farm and Family Goal Setting
- A. Values Exercise
  - B. Components of Successful Goal Setting
  - C. Case Farm Example
  - D. Take Time to Write Down Farm and Family Goals
- 10 minutes V. Where Do We Go From Here



## DAIRY FARM AUDIT - CONFERENCE I: Business Management/Kickoff Conference

## Teaching Outline

Note: Prior to the start of the meeting, the pre-evaluation form (see blank forms section) should be handed out and completed by all participants.

I. Kickoff Dairy Farm Audit Program (30 minutes)

A. Explain the Philosophy of the Audit

1. Objective is to improve recognition of the premier importance of management with emphasis on short and intermediate term management and to increase management abilities and management skills.
2. Emphasis is on day-to-day management of the farm business. Included in day-to-day management is allocating time to plan for timely completion of future (monthly, annual, longer term) activities.
3. Major effort should be devoted to improving farm business management skills.
4. Managing a dairy farm is very difficult.
  - a. Dairy cattle enterprises and crops have very different standard operating procedures. Dairy enterprises are relatively routine; crop enterprises have short duration crisis periods (use I B).
  - b. Owner-operator wears many hats -- most difficult are labor and management. Labor is imminent, but management is (premier) important.
  - c. Manager operates in an environment in the dairy industry, and to a lesser degree in all of agriculture, that has traditionally recognized/rewarded labor.

B. Review requirements of the Dairy Farm Audit Program (use INTRO C)

Participants will:

1. Attend five conferences.
2. Provide information requested on Audit form.
3. Meet with agents and College staff as necessary to complete program.
4. Commit themselves to improving management skills by identifying short-term improvements in the business and considering the changes necessary to implement those improvements. In particular, time must be set aside for management.

II. Importance of Management (50 minutes)\*

Objective of Session:

- To assist the audit participants in recognizing the premier importance of management to the success of the farm business.
- To assist the audit participants to understand the differences between management and labor and the ramifications of these differences in day to day operation of the farm business.
- To help the audit participants understand the value of management time.
- To encourage participants to identify areas of their own management that can be improved.

---

\*You cannot complete everything in this section in 50 minutes. You must choose those activities you feel will be most effective. The conclusion section (I D) on Setting Aside Management Time must be included.



Lesson Outline

## A. MANAGEMENT EXERCISE - Feed Store Dealer

Purpose of Exercise: To help the audit participant understand his/her role as manager of a small business (farm business).

1. Give each participant a 5"x7" card.

2. Say something like the following:

Consider a successful feed store (or other small business) manager; list three characteristics which are likely to have contributed to his/her success. (Provide the necessary time.)

3. On the reverse side of the card list three characteristics which have contributed to your success as a dairy farmer. (Again, provide time.)

4. On a blackboard, or whatever, list the characteristics mentioned on the participants' lists. Have participants call out answers from their lists.

We expect the farmer characteristics to be much more labor oriented than the store manager; the store manager should be more management oriented. You should point this out.

5. Two points need to be made:

- The farmer is as much a manager as the store manager. Success of management is key to success of both businesses.

- Characteristics of successful manager:
  - hard working (necessary but not sufficient)
  - organized
  - innovative
  - decisive
  - forward looking
  - analytical
  - insightful
  - entrepreneurial

- Definition: Manager - The individual or individuals who utilize technical expertise to plan, organize and make decisions to achieve established goals given the land, labor, and capital resources available.

6. Next have participants consider a dairy farmer who is not very successful and have them write three characteristics that impede the success of that farmer.

Make a list of "unsuccessful" characteristics on the board preferably next to the list of successful farmer characteristics.

Finally, encourage the group to discuss methods and strategies for correcting the negative management characteristics to create positive ones.

Make the point that one of the major thrusts of the Dairy Farm Audit Program is to identify management skills and habits that can be changed and improved to ultimately improve the farm business.

B. DECISION MAKING EXERCISE - Crop and Candy Comparison

The owner/manager of a candy counter knows that Halloween candy will be delivered two to two and one-half months after the order is placed. The candy should be on the counter October 1. Assume no alternative source of candy is available.

1. When is the latest the candy order should be placed?
2. What could happen if candy is ordered August 1?
3. What happens if candy is ordered August 15?
4. Halloween candy accounts for 25 percent of total candy sales. Suggest a strategy for managing the candy order and sales.

Suggested Possible Answers

1. July 15.
2. Candy would arrive between October 1 and October 15. If lucky, little or no sales would be lost because order would arrive on or near October 1. If not so lucky, large sales and profit losses will occur.
3. Candy would arrive between October 15 and October 30 severely reducing sales and profits. A "small" error in timeliness would, therefore, have large profit implications, perhaps even resulting in loss of the business if the candy counter was in a precarious financial position.
4. Possible strategy:
  - > During sales period: monitor sales of different types of candy.
  - > Early November: analyze recent sales, make notes to be used in next year's order, possibly even make a tentative order.
  - > November-June: analyze alternative suppliers, study candy sale trends, look for new candies.
  - > February-June: analyze quantity/early order/prepayment/promotional discounts.
  - > April-May: Formulate tentative order.
  - > June: Finalize order.

Conclusions:

- > Planning ahead is crucial to success measured by productivity and profitability.
- > Planning ahead is necessary but not sufficient to good timeliness.

Next: When participants have shared their strategy for the candy counter manager, hand out the worksheet (I C) for comparing crop activities. Give them time to fill it out, then review. Comparison should look something like that listed below (also I D).

## ANALOGY OF CANDY ORDER AND CROPPING PROGRAM

Candy

Monitor sales of different types of candy

Analyze recent sales

Analyze alternative suppliers, study candy sale trends, look for new suppliers

Analyze quantity/early order/repayment/promotional discounts

Formulate tentative and final order

Use seasonal management chart (I B) to point out the uniqueness of managing a dairy farm business. Dairy enterprise needs are stable - crop enterprise needs fluctuate seasonally. This has important implications for managing the total operation.

Crops

Observe and record crop quality, weeds, etc. during growing season

Measure and record yields and quality; make notes on changes in production practices

Analyze alternative input suppliers consider crop rotations, look at new crops

Analyze alternative seed, fertilizer, and chemical prices; analyze quantity/early order/prepayment/promotional discounts

Order inputs

## C. DAIRY FARM MANAGEMENT PRACTICES TEST (I E)

Hand out the dairy farm management practices test. Give them time to complete it.

It is important to make the following points.

1. There are biases built into each question. The underlying message in each question may not apply to everyone. Acknowledge that and encourage participants to use the test to identify areas of their management style that they would like to improve.

2. Involve participants in a discussion of the test.

## D. SETTING ASIDE MANAGEMENT TIME

In the previous sections you have illustrated the premier importance of management. You must now indicate to participants that recognition of the importance is necessary but not sufficient. The

recognition must now be used to develop and implement strategies and mechanisms to improve management.

Those managers who have become excellent managers have accomplished that pinnacle by giving management priority. Remind participants of the earlier discussion of labor's imminence/management's importance. The major mechanism in the Dairy Farm Audit to give management priority is the setting aside of management time. This discussion must give the participants an understanding of the management time they promised when agreeing to participate and should give them a sense of ownership in that promise rather than the time being something the agent team thinks they should do.

You now must point out that in order to improve productivity and profitability, the management time must be used effectively. In the Dairy Farm Audit Program, we include four parts in the management time:

1. Completing a daily "To Do" list and assigning personnel to complete the tasks.
2. Analyze the current status of the dairy herd including trends in production, status of nutrition and feeding, and status of reproduction performance and herd health and status of replacements. This analysis should be followed by determining and implementing changes as appropriate.
3. Plan for upcoming activities and events. Particular emphasis should be on being prepared for critical crop production periods.
4. Tentatively prepare for tomorrow, particularly in arranging labor force.

Next, you should give the participants worksheets to assist them in using the management time. The "Today's Priorities" worksheet (I F) can serve as a "to do" list. Also, the following section is on time management.

The dairy management calendar (A.E. Ext. 87- , Agronomy Mimeo 87- , and Animal Science Mimeo 101) can be used to manage activities from the daily, monthly, and annual cycles. I H contains the daily management activities and I I contains the monthly management activities from this calendar. This is a good time to introduce or reinforce the graphing of milk produced per cow (INTRO H).

### III. Managing Your Time (50 minutes)\*\*

#### A. WHAT IS EFFECTIVE TIME MANAGEMENT?

##### 1. Efficiency vs. Effectiveness

---

\*\*Again, you cannot use all the material in this section; choose the activities that best fit your group. Bonnie Berger prepared the material in this section.

- a. Time management is not getting more done in less time (that is EFFICIENCY, not EFFECTIVENESS).
- b. Effective time management is arranging to accomplish the things you choose to get done within the time available.

## 2. What do we know about time?

- a. Time is a valuable, fixed, and limited resource.
  - We all have 168 hours per week
  - We can't get more; we never have less.
- b. We do not have control of 100 percent of our time.
  - Factors beyond our control, routine tasks, interruptions and crises account for a lot of our time.
- c. We can spend our time in one of three ways:
  - doing the things we have to do (work, uncontrollables),
  - doing the things we want to do (leisure, discretionary time),
  - wasting it.
- d. By eliminating as much wasted time as possible, by planning how to better manage the uncontrollables, and by managing ourselves better, we can gain more discretionary, or controllable, time: time for the work projects we want to accomplish, time for our families, time for ourselves.

## B. PRINCIPLES OF TIME MANAGEMENT

- Use "Guidelines to Improve the Effective Use of Your Time" (I J).

## C. SETTING GOALS AND PRIORITIES

### 1. Setting Goals

- a. Managing ourselves and our time would be easier if we could direct all our energies toward one goal until it is completed.
- b. In reality, however, there are many goals and other responsibilities and obligations that compete for your attention.
- c. To effectively manage our complex responsibilities, and accomplish our long-term goals, we need to have a written plan. (Refer group to section on "Goal Setting" which will follow.)

### 2. Setting Priorities

- a. We consciously or unconsciously assign priorities to the activities we choose, based on our values, needs, and wants.

b. Priorities can be grouped in three categories:

- "A": very important and urgent
- "B": important, not quite so urgent
- "C": less (or not) important, but may look urgent

c. Most of use spend much more time on "C" priorities than we realize.

d. Those who manage themselves and their time most effectively have mastered the art of putting "A" priorities ahead of "C" priorities.

e. In order to improve our ability to effectively set priorities, we need to first analyze how we spend our time.

### 3. Analyzing Your Time

a. Ask group to take five minutes to list all the things they do during the workday (including both "trivial" and important activities). Stress that the list should be as representative as possible of a complete "typical" day. Use I K.

b. After timing for five minutes, ask them to stop -- note that if they were given enough time to think of all the activities they do during the year, the list would probably contain between 250 and 350 items! (Which is one of the reasons why planning is so important!)

c. Ask them to put a priority rating next to each activity, as follows:

Question: "Considering what you need to do to be effective in your work, which activities are:

- 'A' - absolutely essential (very important and urgent)
- 'B' - somewhat essential (also important but not so urgent)
- 'C' - not essential.

d. Follow-up and discussion:

1. Draw "Important/Urgent" chart (I L) on board or newsprint (refer to handout); when eliciting activities examples (below), list "A's" in "Important/Urgent" box, "B's" in "Important/Not Urgent" box, and "C's" in either "Not Important/Urgent" or "Not Important/Not Urgent" box (depending on urgency of activity).
2. Elicit (from group) activities they listed as "C's"; write on board (try to list at least 10 "C" items).
3. Elicit examples of "A" activities; write on board.
4. Refer to "C" list -- (discussion leader) look for activities that you think are (or might be) essential for work effectiveness (e.g. talking with visitors, lunch, coffee break).

- Ask question: "What would happen if you never did this? Could you still be effective? Why not?"
  - For those activities that do seem essential (e.g. time for lunch, time for visitors), suggest that the best questions to ask may be "how much time should I spend on this? Am I the best person to do this? Are there other ways to get this done more effectively or efficiently?"
5. Refer to "A" list -- add to list those "C" items that some group members now think are "A's".
- Ask "How many people have planning on their list? How many have time for yourself, for a rest, for your family?"
  - Ask "Is there anything else you want to add?"
6. Quickly refer to "B" list. Make the point that these items may be important, but if they don't "surface" to an "A" priority (i.e. considered absolutely essential and urgent at that moment) they probably will remain "on the back burner".
7. Points to make:
- We consciously or unconsciously assign priorities to tasks every day.
  - E.g., we may say "Yes, I'm going to take time for my family, for a vacation, for that reading I want to do, to learn more about that new technique, to do that planning I should get to, etc., etc. -- but it's not a good time."
  - Suggest that if it is not assigned an "A" priority, where it is planned into that day, week, month, etc., it will remain a "good intention" only and not a reality.
  - If we don't ever "get around to" the "B's" (Important/Not Urgent), then we will usually be in a crisis management mode.
8. Remind the group:
- We have all the time there is.
  - No one has more time than anyone else.
  - Those that seem to have things in order/under control, and who still have time for themselves, are working with the same number of hours.
  - We can choose today to start placing a higher priority on planning, on time for family, etc. -- by taking action!

9. Refer back to "Management Skills Practice" test (I E):

- Ask them to look through the list and star three of the items they would like to change, do more often, do better, etc.
- Encourage them to make a personal commitment to build these into their schedules, plans, lives.

D. LOOKING AT RESOURCES AND CONSTRAINTS

1. Definitions:

- a. Resources -- Anything you or your family can use to reach your goals, to help you meet your needs or to fulfill your obligations.
- b. Constraints or barriers -- Things that get in the way of you or your family reaching your goals.

2. Refer to "Resources and Constraints" handout (I M).

- a. Explain how to complete the handout (the group will not use the time to complete the exercise now).
- b. Explain that this is a very helpful technique for accomplishing goals -- called "Force Field Analysis".
- c. Show on handout where they would list:
  - 1. Their goal(s).
  - 2. The resources they have available to help them achieve that goal (e.g. their knowledge of farming, sense of humor, supportive spouse, good equipment, helpful Extension agent, etc.).
  - 3. The constraints/barriers that may hinder or prevent them from reaching the goal (e.g. uncontrollable weather, bureaucratic red tape, not enough farm labor).
- d. Refer to instructions listed.
  - 1. To rank order weight/impact of forces.
  - 2. To begin identifying strategies to:
    - strengthen helping forces
    - reduce impact of restricting forces.

E. IDENTIFYING AND ELIMINATING TIME WASTERS

1. Introductory Points

- a. Remind group that there are three ways to spend time (for work, leisure, or to waste it).



- b. The point is not "do we waste time?" (we all do every day), but rather "how do we waste our time and how can we recapture some of that time?"

## 2. "Time Waster" Exercise (I N)

- a. Ask individuals to put a checkmark next to every time waster that applies to them.
- b. After completion, ask them to rank order the top three time wasters.
- c. Note that the odd numbered items are those that are caused by external factors, the even items are internal time wasters caused by them personally (there is some overlap, i.e. some of the internal time wasters may be greatly aggravated by external factors).
- d. Point out that after we identify what our time wasters are, we can begin to map out a strategy for eliminating them, which is the next step in this section of the workshop; however, the most important first step is for us to make a commitment to take action, to build the strategies into our plans and our schedules.

## F. STRATEGIES FOR MANAGING TIME EFFECTIVELY

1. (session leader) Before session, identify which time waster(s) are likely to be greatest problem for the group (e.g. inadequate or ineffective delegation, crisis management).
  - a. Prepare flipchart for specific time waster(s) chosen, listing "Possible Causes and Solutions" (refer to supplementary resource material for listing of solutions, plus add others you might think relevant) (use I O).
  - b. Recommendation: Prepare one flipchart on how to deal with crises (most people want assistance in this area).
2. Explain to group:
  - a. We have the resources needed to decrease the negative effect of our time wasters, possibly even eliminate some of them completely.
    1. Our own knowledge and experience.
    2. Ideas and strategies from other members of the group/profession.
    3. Resource handouts included in this session (with bibliography of recommended books).
    4. Extension agents, faculty, professionals involved with project, etc.
  - b. If we are willing to take action, to actually try some of these strategies, we will see results that work!

3. With entire group, explore strategies for solving a specific time waster (or more than one if the timing is appropriate).
  - a. Show prepared chart.
  - b. Briefly discuss "Possible Causes" (elicit other causes from group).
  - c. Read/amplify/explain some of the solutions you have listed.
  - d. Have group members identify what (specifically) has worked for them.
  - e. Develop a comprehensive listing of possible strategies and solutions.

Note: Your goal here is to teach the process of how to identify (1) a workable group of solutions, and (2) where to turn for additional ideas/resources.

4. Show group additional flipchart listing practical ideas for planning and scheduling; refer them to related handout.
5. Where do we go from here?

a. Questions, where to turn for additional information.

G. Use I P "How to Get Control of Your Time and Your Life as a Summary.

Note: I Q could be used as an introduction to this section.

#### IV. Farm and Family Goal Setting (50 minutes)

Purpose of exercise:

- A. To help participants understand how their values influence their goals.
- B. To help participants understand the importance of goal setting.
- C. To give participants an opportunity to write down their own long and short range goals.

##### 1. Values Exercise

Give each person or couple an envelope of sentences, using I R, and ask him, her, or them to sort the sentences into two piles. One pile will represent those sentences he/she agrees with; the other pile will be needed for sentences he/she disagrees with. The envelope can be composed of about 37 instead of all 75 sentences.

After sorting is finished, ask participants to choose several sentences they agree with. Let each person read his/her aloud and tell why he/she likes them. Then do the same with some sentences which are disliked. The participants' explanations usually give insight into how they developed or rejected

particular values. Make the point that an individual's values influence his or her goals and decisions.

The economic values are represented by different colors:

- pink -- This person values money for itself as a symbol of security.
- green -- This person is primarily concerned with using money to buy status (prestige) items.
- blue -- This person is likely to be self-indulgent; his or her behavior is marked by a great urgency of wants.
- white -- This person sees money itself as unimportant; its importance is related to how it helps a person fulfill himself or herself - what it contributes to his or her life.
- yellow -- This person is not concerned about money; he or she feels there is no reason to worry about it.

(The research in which the above economic values were identified and tested for reliability was carried out by Dorothy Z. Price as her doctoral thesis.)

2. Review the Components of Successful Goal Setting (see I S for handout and overheads).
3. Review Case Farm Example on Goal Setting (I I).
4. Ask participants to write down their long and short range goals. (Allow time.)
5. After the group has had time to work on their own goals, it might be helpful to make the following points regarding goal setting.
  - a. Goals are not cast in concrete. They can and should be changed as situations and priorities change.
  - b. The process of goal setting gets easier the more often it is done. Refer to your written goals as often as necessary to keep the business progressing.
  - c. List or number your goals in order of priority to insure that you are working on the most important tasks first.
  - d. If appropriate, involve family members or employees in the process. It will help make them feel important and more a part of the business.

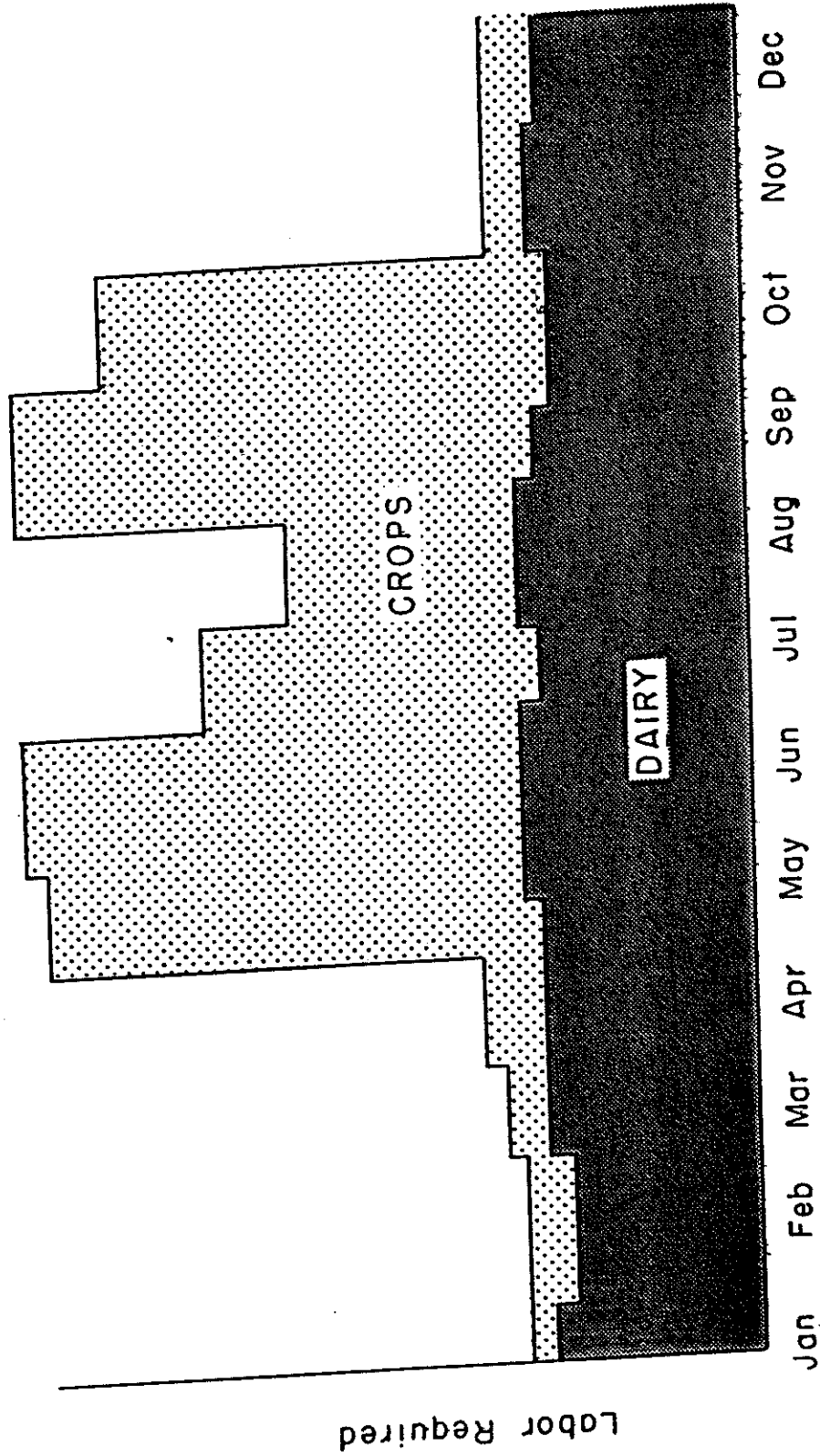
Note: At this point it may be a good idea to photocopy the goals so that agents and participants have a copy to refer to.

#### V. Where Do We Go From Here? (10 minutes)

- A. This conference sets the stage for the remainder of the Audit Program. Emphasize the process of identifying areas of improvement and implementing short-term improvements.

- B. Encourage participants to start spending more time and effort on day-to-day management of the business.
- C. Give each participating farm business a Dairy Farm Audit form. Explain that this baseline information is crucial to the Audit Program. Explain that you stand ready to help when needed but that it is their responsibility (and expectation) to complete the form using their management time.
- D. Conclude this conference by emphasizing that successful managers of small businesses have two characteristics in common.
  - 1. They give the management function priority over the labor function.
  - 2. They feel they are in control because they concentrate on what can be controlled while not dwelling on what cannot be controlled.

CONTRASTING LABOR REQUIREMENTS FOR DAIRY AND CROP ENTERPRISES





You've just completed a crop year. Based on the Candy Store example, suggest a strategy for managing your cropping program next year ....

CANDY STORE STRATEGY

Monitor sales of different  
types of candy

Analyze recent sales

Analyze alternative suppliers,  
study candy sale trends, look  
for new suppliers

Analyze quantity/early order/  
repayment/promotional discounts

Formulate tentative & final order

CROP PROGRAM STRATEGY





10

## ANALOGY OF CANDY ORDER AND CROPPING PROGRAM

### Candy

Monitor sales of different types of candy

Analyze recent sales

Analyze alternative suppliers, study candy sale trends, look for new suppliers

Analyze quantity/early order/repayment/promotional discounts

Formulate tentative and final order

### Crops

Observe and record crop quality, weeds, etc. during growing season

Measure and record yields and quality; make notes on changes in production practices

Analyze alternative input suppliers, consider crop rotations, look at new crops

Analyze alternative seed, fertilizer, and chemical prices; analyze quantity/early order/prepayment/promotional discounts

Order inputs



## FARM MANAGEMENT PRACTICES TEST

	Almost Always	Usually	Some- times	Seldom	Almost Never
1. When I finish milking in the morning, I know what my two or three primary tasks for the day are.					
2. I accomplish my two or three primary tasks.					
3. I monitor both family and hired workers to make sure that they complete their tasks properly and within a reasonable time frame.					
4. I do the most difficult tasks when my energies are at their peak (i.e., I do the most challenging tasks first).					
5. I get things done by delegating as much as possible to hired and family workers.					
6. If an Ag Business Rep or other visitor drops by when I'm busy, I make it clear that I can't be interrupted or I schedule an appointment for a later time.					
7. I avoid putting off difficult tasks or procrastinating.					
8. I write down and refer to my long-term goals.					
9. I write down and monitor my progress in meeting short-term goals.					
10. I keep a daily or weekly "to do" list.					
11. My day to day tasks reflect and support my larger goals.					



	Almost Always	Usually	Some- times	Seldom	Almost Never
12. I let my family and/or hired workers know how they are doing in their jobs.					
13. I involve my family and/or hired workers in some of the farm decisions. I make them feel important.					
14. I use farm records such as financial records, herd records, and field crop records when making day to day decisions.					
15. I have identified at least three or four agribusiness professionals to assist me in managing certain aspects of my business and I work with them as often as necessary to keep the business progressing smoothly.					
16. I provide opportunities for hired employees to take extra time off when no tasks are pressing to compensate for extra hours worked during crisis periods.					
17. I do not hesitate to take time during normal working hours to be with my family or pursue a hobby when no tasks are pressing.					
18. I recognize that family members have school and community activities that are important to them and their growth.					
19. I recognize that time spent preparing for future tasks is as important as completing today's tasks.					

Prepared by R.A. Milligan and T.R. Maloney

Adapted from "Time quotient self report" from The Organized Executive by Stephanie Winston.



### Activity

\_\_\_\_\_

<u>Activity</u>	<u>Target Completion Date</u>
-----------------	-------------------------------

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 10 visible lines. The paper appears slightly aged or off-white.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

<u>Activity</u>	<u>Target Completion Date</u>
-----------------	-------------------------------

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Things To Do Today

DAY \_\_\_\_\_

DAY \_\_\_\_\_

Appointments and Telephone Calls:

Done  
✓

Appointments and Telephone Calls:

Done  
✓

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_

☐ ☐ ☐ ☐ ☐

Done  
✓

DAY \_\_\_\_\_

Appointments and Telephone Calls:

Done  
✓

Appointments and Telephone Calls:

Done  
✓

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_

☐ ☐ ☐ ☐ ☐



Daily Managment Activities

- Finalize activities that will be accomplished and decisions to be analyzed and/or made
- Set priorities and schedule personnel to activities and decisions
- Calculate milk produced per cow in last day, add to graph, and evaluate trends
- Collect heat detection information from all personnel, select cows to breed, and call inseminator
- Monitor feed bunk, observe cows, check for feed quality changes; if necessary adjust ration composition, quantity fed, and feeding strategy
- Analyze new cases of mastitis and other herd health problems, take corrective action, if needed
- Check operation of all water cups
- Weekly - Review potential cull list
- Evaluate progress on monthly and annual management activities
- Establish an preliminary activity and decision list for tomorrow and future days
- Finalize labor force for tomorrow



1 1

Monthly

Income and Expense Accounting

- Pay bills, evaluate whether have extra cash
- Evaluate family withdrawal needs and adjust cash flow to meet needs
- Evaluate current cash flow compared to expectations; modify future months if necessary
- Analyze accounts payable, if any, and consider short-term borrowing to reduce interest charges; search for prepayment and cash discounts
- Evaluate list of sires
- Evaluate last month's goals for this month
- Establish goals for next month
- Search for less expensive sources (feedstuffs and outlets) of purchased feeds
- Evaluate feeding management program - send in forage samples as changes are expected or occur
- Inspect all machinery and equipment (belts, lubrication, operating efficiency)
- Evaluate labor force relative to needs
- Check vacuum pump oil level and belt tension
- Check vacuum regulator and vacuum level
- Disassemble pulsators and check for wear
- Change inflations of needed (# of milkings)
- Check CIP system for proper cleaning - (water temperature after circulating, should be 110°F)
- Consider culturing high SCC and clinical mastitis cases
- Evaluate reproductive performance monitoring program - re-evaluate goals
- Body tape sampling of heifers and cows
- Check to be sure calfhood vaccinations/dehorning/extra teats removed - on schedule
- Inspect and clean fans
- Plan dry-off decisions based upon expected calving and animal numbers
- Evaluate production persistency (see: Sample Day Milk Weights Report)
- Consider AIM reports to analyze weak links



GUIDELINES TO IMPROVE THE  
EFFECTIVE USE OF YOUR TIME

1. Find out where your time goes
  - keep a time log
2. Analyze how you use your time
  - identify time wasters
3. Decide where your time should go
  - set goals
4. Make a daily "TO DO" list
  - assign priorities and rank
5. Get rid of or reduce work
  - delegate, stop doing
6. Eliminate time wasters
  - use most appropriate system, technique or method





TIME ANALYSIS WORKSHEET

Making use of time begins by realizing how you have used it in the past. In the next 5 minutes, list as many of the things you do each work day as you can. Nothing is too casual or too big. How long can you make your list?



SETTING PRIORITIES

NOT URGENT

URGENT

"A"	"B"
"C"	"C"

IMPORTANT

NOT  
IMPORTANT

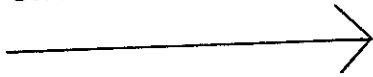
**Remember!** "IMPORTANT/URGENT" activities are usually the CRISES we respond to everyday.  
1. The "IMPORTANT/NOT URGENT" activities (including planning, organizing, training, communication, research and development, tracking/feedback/monitoring) will eventually give us the GREATEST RESULTS!  
2. Focusing on the "IMPORTANT/NOT URGENT" activities (including planning, organizing, training, communication, research and development, tracking/feedback/monitoring) will eventually give us the GREATEST RESULTS!



# FORCE FIELD ANALYSIS

1. GOAL OR COURSE OF ACTION \_\_\_\_\_

2. FORCES FOR YOUR GOAL



1 +

2 +

3 +

4 +

5 +

6 +

7 +

8 +

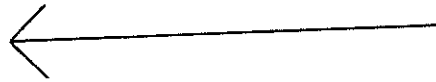
9 +

10 +

11 +

12 +

FORCES AGAINST YOUR GOAL



1 -

2 -

3 -

4 -

5 -

6 -

7 -

8 -

9 -

10 -

11 -

12 -

3. ANALYSIS. Look for the key variables. Indicate what forces are important and probable. What forces are in fact real forces, and not just assumed to be?



4. ACTIONS TO MAXIMIZE POSITIVE FORCES  
AND MINIMIZE NEGATIVE FORCES

WHO

WHEN

RESOURCES

5. ASSESS FEASIBILITY OF GOAL/CLARIFY GOAL





TIME WASTERS

- \_\_\_\_\_ 1. Drop-in visitors
- \_\_\_\_\_ 2. Lack objectives, priorities, planning
- \_\_\_\_\_ 3. Crisis management/shifting priorities
- \_\_\_\_\_ 4. Ineffective delegation
- \_\_\_\_\_ 5. Telephone interruptions
- \_\_\_\_\_ 6. Attempting too much at once
- \_\_\_\_\_ 7. Meetings
- \_\_\_\_\_ 8. Personal disorganization
- \_\_\_\_\_ 9. Untrained, inadequate staff
- \_\_\_\_\_ 10. Inability to say no
- \_\_\_\_\_ 11. Incomplete or delayed information
- \_\_\_\_\_ 12. Lack self-discipline
- \_\_\_\_\_ 13. Excessive paperwork, red tape
- \_\_\_\_\_ 14. Procrastination/indecision
- \_\_\_\_\_ 15. Understaffed
- \_\_\_\_\_ 16. Leaving tasks unfinished
- \_\_\_\_\_ 17. Routine tasks
- \_\_\_\_\_ 18. Confused responsibility and authority
- \_\_\_\_\_ 19. Not keeping up to date with current technology



## How to Spring the Time Trap

Below are listed the time wasters I have most commonly encountered in eight years of consulting on time management with senior executives in a dozen countries.\* To assist the reader in analyzing his own time wasters, possible causes and solutions are suggested for each. These are not intended to be exhaustive but merely to serve as guidelines for further diagnosis. Causes and solutions tend to be personal, while the time wasters themselves are universal in nature.

Time Waster	Possible Causes	Solutions
Lack of planning	Failure to see the benefit	Recognize that planning takes time but saves time in the end.
	Action orientation	Emphasize results, not activity.
	Success without it	Recognize that success is often in spite of, not because of, methods.
Lack of priorities	Lack of goals and objectives	Write down goals and objectives.
		Discuss priorities with subordinates.
Overcommitment	Broad interests	Say no.
	Confusion in priorities	Put first things first.

\* The list is adapted from "Troubleshooting Chart for Time Wasters," in R. Alec Mackenzie, *Managing Time at the Top* (New York: The Presidents Association, 1970).

Time Waster	Possible Causes	Solutions
	Failure to set priorities	Develop a personal philosophy of time. Relate priorities to a schedule of events.
Management by crisis	Lack of planning	Apply the same solutions as for lack of planning.
	Unrealistic time estimates	Allow more time. Allow for interruptions.
	Problem orientation	Be opportunity-oriented.
	Reluctance of subordinates to break bad news	Encourage fast transmission of information as essential for timely corrective action.
Haste	Impatience with detail	Take time to get it right. Save the time of doing it over.
	Responding to the urgent	Distinguish between the urgent and the important.
	Lack of planning ahead	Take time to plan. It repays itself many times over.
	Attempting too much in too little time	Attempt less. Delegate more.
Paperwork and reading	Knowledge explosion	Read selectively. Learn speed reading.
	Computeritis	Manage computer data by exception.
	Failure to screen	Remember the Pareto principle. Delegate reading to subordinates.



Time Waster	Possible Causes	Solutions	Time Waster	Possible Causes	Solutions
Routine and trivial	Lack of priorities	Set and concentrate on goals. Delegate nonessentials.	Indecision	Lack of confidence in the facts	Improve fact-finding and validating procedures.
	Oversurveillance of subordinates	Delegate; then give subordinates their head. Look to results, not details or methods.		Insistence on all the facts—paralysis of analysis	Accept risks as inevitable. Decide without all facts.
	Refusal to delegate; feeling of greater security dealing with operating detail	Recognize that without delegation it is impossible to get anything done through others.		Fear of the consequences of a mistake	Delegate the right to be wrong. Use mistakes as a learning process.
Visitors	Enjoyment of socializing	Do it elsewhere. Meet visitors outside. Suggest lunch if necessary. Hold stand-up conferences.	Lack of delegation	Lack of a rational decision-making process	Get facts, set goals, investigate alternatives and negative consequences, make the decision, and implement it.
	Inability to say no	Screen. Say no. Be unavailable. Modify the open-door policy.		Fear of subordinates' inadequacy	Train. Allow mistakes. Replace if necessary.
Telephone	Lack of self-discipline Desire to be informed and involved	Screen and group calls. Be brief. Stay uninvolved with all but essentials. Manage by exception.		Fear of subordinates' competence	Delegate fully. Give credit. Insure corporate growth to maintain challenge.
Meetings	Fear of responsibility for decisions	Make decisions without meetings. Make decisions even when some facts are missing.	Work overload on subordinates		Balance the workload. Staff up. Reorder priorities.
	Indecision				
Overcommunication		Discourage unnecessary meetings. Convene only those needed.			
Poor leadership		Use agendas. Stick to the subject. Prepare concise minutes as soon as possible.			



"HOW TO GET CONTROL OF YOUR TIME AND YOUR LIFE"

1. List Goals  
Set Priorities
  - "What are my long-term goals?"
  - "What are my goals for the next six months?"
2. Make a daily "To Do" list
  - set priorities by the ABC system
3. Start with A's not with C's
4. "What is the best use of my time right now?"
5. Handle each piece of paper only once
6. Do it now!

"Work Smarter, Not Harder"

From Alan Lakein,  
How To Get Control Of Your Time And Your Life





PERSONAL WORKSHEET

Why are you interested in time use? Rank the following statements as they apply to you, number 1 being the most applicable. Use the space for notes to yourself.

- \_\_\_\_\_ to preserve the farm
- \_\_\_\_\_ to get more satisfaction (or less worry, tension or difficulty) from my work
- \_\_\_\_\_ just for the fun of seeing if I can do better
- \_\_\_\_\_ to protect my off-the-job time (more time for self, family, recreation, personal development, etc)
- \_\_\_\_\_ to improve my capability as a successful farm manager
- \_\_\_\_\_ other - explain  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Take Control of Your Finances

*some basics for a  
Spending Plan —*

## SORTING OUT ECONOMIC VALUES

These 75 sentences represent five economic values with 15 sentences for each value. Duplicate these on colored paper as indicated in the lower right corner. Then cut the pages into strips and place in envelopes.

Give each person or couple a "bundle" of sentences and ask him, her, or them to sort the sentences into two piles. One pile will represent those sentences he/she agrees with; the other pile will be needed for sentences he/she is undecided about. The "bundle" can be composed of about 37 instead of all 75 sentences.

After sorting is finished, ask participants to choose several sentences they agree with. Let each person read his aloud and tell why he likes them. Then do the same with some sentences which are disliked. The participants' explanations usually give insight into how they developed or rejected particular values.

The economic values are represented by different colors:

- pink -- This person values money for itself as a symbol of security.
- green -- This person is primarily concerned with using money to buy status (prestige) items.
- blue -- This person is likely to be self-indulgent; his or her behavior is marked by a great urgency of wants.
- white -- This person sees money itself as unimportant; its importance is related to how it helps a person fulfill himself or herself -- what it contributes to his or her life.
- yellow -- This person is not concerned about money; he or she feels there is no reason to worry about it.

The research in which the above economic values were identified and tested for reliability was carried out by Dorothy Z. Price as her doctoral thesis.



Don't buy until you have to have something and then try to be sure.

Don't buy anything unless there's enough money to pay for it.

It's a good feeling to have money in your pocket.

Every debt should be cleared up as one goes along.

A certain amount of money should be allotted for each item each month.

There should always be a good balance in the checkbook for emergencies.

It's important to record every penny spent.

Having no cash savings is frightening.

Look around until you find the best price.

A person can't have too much insurance.

Spend only for necessities.

Paying cash is the best way.

Thrifty people manage best.

Every penny should be carefully watched.

When the price of something you need is "two for \_\_\_", it's best to always get two.

Sorting Out Economic  
Values  
DUPLICATE ON PINK PAPER



Children should go to the top schools; cost is secondary.

A fancy car and a good-looking house spell success.

You must spend a little more than you can afford to get ahead in life.

If you have to scrimp and save, other people shouldn't know.

A big income means that a person has really arrived.

None of that cheap stuff is worth much.

Clothes should look expensive.

I'd like to have nothing but the best.

A good address is really necessary.

Money and prestige--they go hand in hand.

A person has to look successful.

Nothing is too good for one's children.

Buying at the best stores is important.

Children should live in a neighborhood that will bring them into contact with important people.

At a restaurant, it's nice to be the one who picks up the check for the whole group.

DUPLICATE ON GREEN  
PAPER  
Sorting Out Economic  
Values





No system or plan--if you're spending too much, just stop.

There's no need to budget--either you have it or you don't.

Why worry about money?

Worrying about money never helps.

Live with confidence in the future and the help of the installment plan.

There's no need to worry even if there isn't a cent in the bank.

If there's really serious financial problems, someone will always help.

A budget is only for someone who thinks money is everything

Live from paycheck to paycheck and don't fret about it.

Keeping track of every penny and nickel can drive a person crazy.

A person can get along without saving.

If you need money, it will come from somewhere.

Why even try to make plans about money?

Just wait and money problems either go away or take care of themselves.

You can get by without hospitalization or insurance--just count on your guardian angel.

DUPLICATE ON YELLOW  
PAPER  
Sorting Out Economic  
Values



spend our money on what we  
care most about.

There are a lot of things more  
important than money.

Children should learn not to put  
a dollar value on everything.

It's hard to see why a person would  
let himself become a slave to money.

It's nice to make gifts, even if  
you can afford to buy them.

It seems silly to try to keep up  
with the Joneses.

The purpose of money is to serve  
the family, not to be served by  
the family.

Enough money to live comfortably  
but not necessarily luxuriously--  
that's enough for happiness.

Money doesn't buy happiness.

A lot of money would be nice,  
but not really essential.

Education, the warmth of family  
life, trips together, shared  
pleasures--these are the real  
products of a family.

It's easy to have fun with simple  
things, not necessarily connected  
with spending money.

It doesn't make sense to want the  
best, nicest, and shiniest just  
because it is the best, nicest  
and the shiniest.

It's all a matter of deciding what  
things are most important and then  
planning outgo to fit income.

If the choice was between a job  
with long hours and high income and  
one with somewhat lower income and  
more time for oneself, the second  
one would be better.

DUPLICATE ON WHITE  
PAPER  
Sorting Out Economic  
Values



A list of "things to buy some day" is usually endless.

No matter how much you have, you want more.

Does anyone ever really have enough--money or things?

If you want something, you should have it right now.

There are always more things to do than there is money to do with.

What's more fun than just spending money?

Happiness is buying something brand new.

A person is entitled to some of the "nice things" from life.

It's terrible to have to wait for something you really want.

It would be easy to spend \$5000 in just a couple of days

The more money you make, the less you have left.

Money is to spend.

What did people ever do before credit?

Walking through stores can be depressing--there's too much to see that you'd like to have

It would be wonderful to be a millionaire--all that money just to spend.

DUPLICATE ON BLUE  
PAPER  
Sorting Out Economic  
Values



## EFFECTIVE GOAL SETTING ON DAIRY FARMS

For many years terms like Management by Objectives, Management by Results, and Long Range Planning have been used in businesses both large and small. Regardless of what terminology one uses, if businesses are to be successful they must have direction. Written goals help provide businesses with an identifiable direction over both the long and the short term.

While dairy farms are unique in many respects, goal setting is as important on a dairy farm as it is in other businesses. Written goals are a tool which farm operators can use to ensure that the business continues to move in the proper direction.

Let's look at the process of identifying goals. Management professionals suggest that there are at least four criteria for effective goal setting.

1. Goals should be specific. It is important to identify the specific task or tasks to be done to ensure that the efforts of the farm labor force will be focused correctly.

Examples:

General: Improve the quality of the hay crop.

Specific: Increase the crude protein level of the haylage an average of two percent.

2. Goals should be realistic and achievable. One of the aspects of goal setting that makes it an effective management tool is the process of achieving your goals. If the goals set are too easily achieved progress in the farm business will be slow. If the goals you set are much too difficult to achieve, the goal setting process will be counterproductive. It is the process of realizing your goals that allows you to maintain your momentum and prepares you for tackling the next set of goals.

For example, it is realistic in many dairy operations to set a goal for increased milk production in one year from 15,000 pounds of milk sold to 15,700 pounds of milk sold. On the other hand, it would be nearly impossible on most farms to increase milk sold per cow from 15,000 to 18,000 pounds in one year. A goal set that high under most circumstances is likely to lead to frustration.

3. The achievement of the goal should be verifiable. It is difficult to feel good about accomplishing a goal if it can't be effectively evaluated or verified.

If, for example, one of your goals is to increase the crude protein of your hay crop by two percent then forage testing must be incorporated into the goal setting process to give you the opportunity to properly evaluate your performance.

4. You should designate a time when each goal will be achieved.

Example: Increase the crude protein level of the haylage an average of two percent for the 1986 growing season.

All stated goals for your farm business should have a time frame for completion. Again, this helps you maintain momentum.





Goal setting on a dairy farm does not have to be a complex process. In many cases it provides a process for writing down and agreeing on goals that you have already given some thought to. It is also important to remember that once you write out your goals they are not cast in concrete. If a change takes place which has a major impact on the farm business, the goals should be reworked to accommodate that change.

Experts remind us that goal setting gets easier the more often it is done. Refer to your goals as often as necessary to keep the farm business progressing.

It is important to identify both long and short range goals when looking at the future of your farm business.

A suggested format for writing out your goals is as follows:

- a. Begin with a general philosophy statement which incorporates both business and family goals.
- b. Identify 4-6 long range goals.
- c. Identify specific short range goals for a given time period (i.e., one year).

NOTE: Once long and short range goals have been identified it is helpful to rank them in order of priority.

Prepared by  
T.R. Maloney  
Extension Associate



## GOAL SETTING CASE EXAMPLE

### Don and Donna Dairyfarmer Farm Description

Don and Donna operate a 125 cow dairy operation in Central New York with better than average soil resources. Both are in their early 30's and have a daughter less than one year of age. Don has a bachelor's degree in agriculture from Cornell University and has been active in the farm business since graduating from Cornell in 1976. Donna has a two year agricultural degree from Morrisville Ag & Tech.

For a number of years, Don and his father were involved in a partnership on the cattle and equipment. Today Don owns all of the cattle and equipment with only a modest amount of short-term debt. Don maintains a positive cash flow almost every month. Don's father still owns the farm real estate and continues to be an active member of the farm labor force. Other members of the farm labor force include Don's sister (a paid employee), another full-time employee, and several part-time workers.

Milk production for 1985 was 16,117 pounds of milk sold per cow.

The 1986 cropping program consisted of 152 acres of corn, 17 acres of oats, and approximately 180 acres of hay crops. Crop yields are above average. Roughly one-third of the corn is used for silage and the remainder is used for high maintainance grain. Currently soil tests are taken once every 6 or 7 years.

The dairy herd is housed in a 57 stall stanchion barn with a 58 cow freestall addition. Hay crop silage is stored in bunker silos and fed out into a feed bunk in the freestall barn.

During the summer months the cows are treated as one group and housed in the freestall barn or outside when they are not being milked. During the winter months the milking herd is housed in two groups and switched from the freestall barn to the tie stall barn for milking.

Heifers are housed in an 85 stall "Penn State" style freestall barn.

This is a well-managed family farm which has been in Don's family for four generations.

### Goals for Don and Donna Dairyfarmer

#### I. General Philosophy and objectives

Continue a career in farming on the home farm. Operate the farm in a businesslike fashion to ensure that the farm provides a comfortable living as well as a way of life. Raise our family on the farm and provide an opportunity for children to farm in the future if they would like to. Manage the farm in a way that will allow the family to have some free time together.



## II. Long Range Goals

- A. Increase milk production to 18,000 pounds of milk sold in three years.
- B. Improve management to allow one day off each week.
- C. Maintain a more economical crop fertility program.
- D. Build a milking parlor onto the Heifer barn within 5 years.



Don and Donna Dairyfarmer  
Goals for 1987

Goal	How goal will be achieved	When
A. Increase milk production to at least 17,300 pounds of milk sold by 1/1/88	<p>Monitor Somatic Cell Counts - cull some cows with continually high counts.</p> <p>Purchase a mixer wagon to improve feeding program.</p> <p>Maintain two milking groups of cows year round instead of for only the winter months</p>	<p>by 1/1/88</p> <p>by 1/1/88</p> <p>Start 5/1/88</p>
B. Begin to spend one-half day more per week with family.	<p>Delegate more responsibility to employees. Use more labor if necessary. After purchase of mixer wagon delegate a portion of the feeding responsibility to an employee.</p>	by 1/1/88
C. Maintain a more economical crop fertility program.	<p>Soil test one-third of the crop fields. Apply fertilizer based on soil test recommendations.</p> <p>Improve manure allocation on some fields to reduce fertilizer costs.</p>	by 1/1/87





## Worksheet for Setting Long Range Goals

### I. General Philosophy and Objectives

---

---

---

---

---

---

---

---

---

---

---

---

### II. Long Range Goals

---

---

---

---

---

---

---

---

---

---

---

---



WORKSHEET FOR SETTING SHORT RANGE GOALS

Goal	How goal will be achieved	When



For use with CC 313  
(Revised July 1985)

## GOALS FOR FAMILY AND BUSINESS FINANCIAL MANAGEMENT

Down the Cowpath of Life...Micro'Decisions Influence Direction

By Darrell Sifford  
Taken from the Omaha World Herald, 2/28/84

Thousands of years ago, a calf strayed from the herd and became lost. It took a nap, munched some grass, meandered across the countryside and, eventually, caught up with the herd.

Later on, a rabbit, out for a leisurely stroll, followed the path of beaten-down grass left by the calf, because it seemed much easier than hopping through the underbrush. A fox, hot on the rabbit's scent, trekked down the same path.

Then much later Indians found the trail and followed it from one valley to the next. Pioneers came along and thought: "Hey, those Indians are no dummies. They know the best trails - so we'll follow them." When the settlers eventually came, they automatically used the trail, which by then was well defined.

In the years that followed, the trail became a road and, after towns and then cities developed, the road became a superhighway.

Somebody asked: "Why in the world would anybody build a superhighway in this location?" And the answer was: "Gee, we don't know."

### GIRL NEXT DOOR

That story, related by psychiatrist Alan L. Summers, offers insight into how so many of us lead our lives -- by following "a cowpath set of directions . . . What happens at the moment sets us off on a new direction. There's no thought to it, and it's not the shortest line between two points."

Summers, who has a private practice in Wyncote, Pa., and who is chief of psychiatry at the Penape Valley Community Mental Health Center, said that, for the most part, "we go to college and take a course suggested by our father or uncle. We marry the girl next door and have 2.3 children - because that's what is expected. And then we raise our kids to follow us."

The choices that shape our lives, he said, so often are made "while we're on automatic pilot."



## 'PYRAMID PROCESS'

The key to winning life is to make the proper choices, and it's possible for all of us to move in that direction if we understand what Summers called the "pyramid process" of decision making and how the little decisions at the base of the pyramid ultimately influence the big decisions at the top. Here is what the pyramid looks like:

- Major decisions. These are at the top, and there are perhaps no more than a dozen of them in a lifetime--choices around career, marriage and family.

- Minor decisions. Perhaps 100 minor decisions set us up for the major decisions - which school to attend, what to pursue as a course of study, which friends to have, whether to accept a blind date or not.

- Tertiary decisions. These influence the minor decisions, and there are at least a thousand of them. Should you join a fraternity? Go to a party or stay in your room and study? Experiment with drugs? Set the alarm 10 minutes early to get to an appointment on time - or sleep late? Spend your extra money on business clothes - or throw a party?

- Micro decisions. These form the base of the pyramid, perhaps a hundred thousand in number, and they "establish the tone of the day and ultimately the tone of your life. They set up the vibes. They are the background music of your life, what people call your style."

Some of the micro decisions: Do you have a soiled necktie cleaned - or do you wear it soiled? Do you take an extra five minutes to shine your shoes? In watching TV do you "put your mind on numb" by watching a situation comedy - or do you tune to an educational program?

Do you stop for gas now or do you hurry home because you're hungry - and then arrive late for work tomorrow because you had to stop for gas?

In every one of these micro decisions, said Summers, "style is being set" and awareness of the importance of these decisions is critical in producing life's winners.

Ah, yes, said Summers, life's winners. It's a pity that there are so few of them, perhaps no more than 10 percent of the population.

## BASED IN REALITY

A winner "makes choices and goes forward. He takes risks...and considers what can be gained as opposed to what may be lost. He is confident that things can work in his favor," and even if the bottom falls out, he knows that "corrective action can be taken and that he can profit by learning from failure. He doesn't carry excessive guilt. He's reality based, doesn't engage in wishful thinking. He sees life as a series of experiments to be tried."





And then, said Summers, there is the loser. "He drops out of a relationship when he should tough it out. Emotional issues get in his way, and sometimes he stands on pride. He's in the wrong place at the wrong time, and his experience is that life doesn't really work for him."

He is prone to wide swings - from a defensive posture to blatant over-risking. He's the guy who'll head on a whim to the casinos and blow his whole paycheck. How prevalent is the true-blue loser? Well, he forms about 10 percent of the population, too.

Most people - about 80 percent, in Summers' opinion - fall into the category of non-winner. The non-winner "looks like us. He wears a gray flannel suit, has two or three kids, is middle-income, straight and steady. He neither wins or loses. He plays the game to survive, and he sets up choices in a way that can't produce success because he doesn't believe that he can be successful. He doesn't lay it on the line. He's conventional, plays by imagined rules...and his goal is not to win but to keep from losing. He's caught up in the little things, and he leads a cowpath kind of life."

How can a non-winner or a loser become a winner?

By starting at the pyramid's base and examining the daily micro decisions, said Summers, and making thoughtful decisions that ultimately will impact in a positive way on the bigger decisions.

What it comes down to is submitting to a philosophical X-ray. "Do you trust or not - trust yourself, others, life? Does life work or not work for you? Are you conscious of which choices you make and why you make them? Do you make choices out of a trusting position - or non-trusting?

Winners are trusting, said Summers, and people who want to become winners must climb from the trap of negativism. "The first step is being aware of how you are and where your mindset comes from."

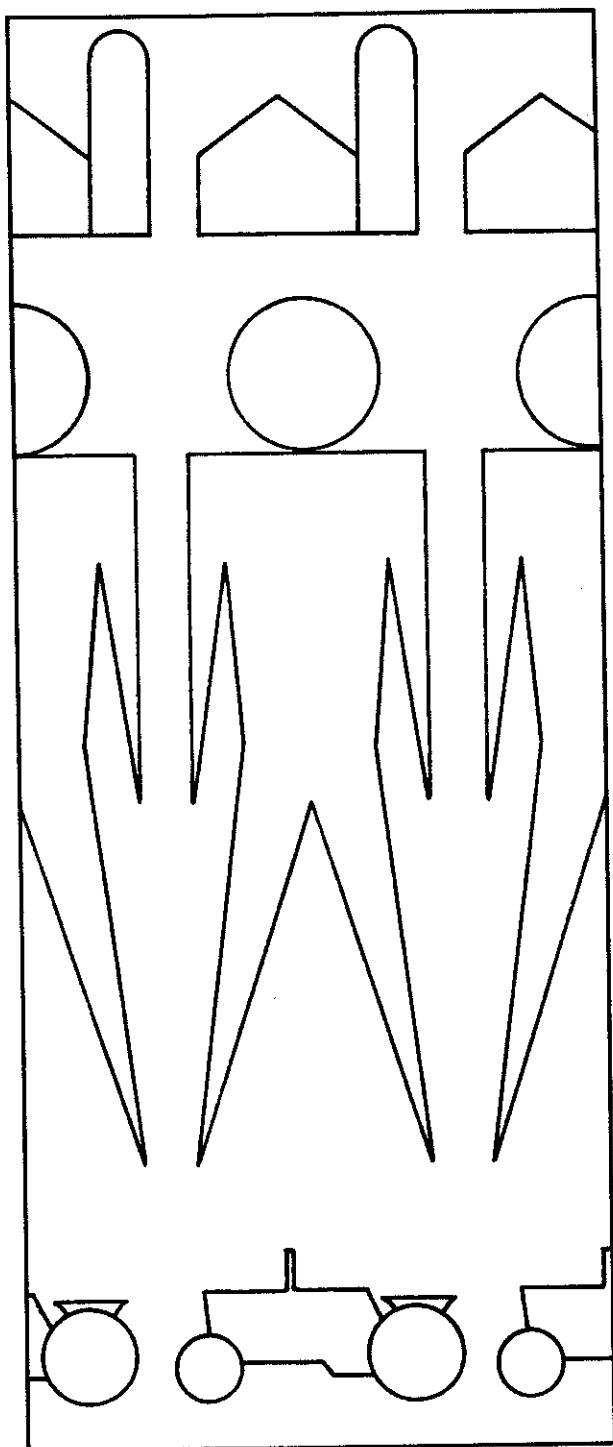
"The problem is not that your kid smokes dope or that your spouse runs around on you," he said. "The problem is that you're a non-assertive person who takes what other people dish out. If you look around, you see that your friends are just like you - because you seek out people like yourself."

Is it easy to change? No, said Summers, change never is easy, but it's possible. "As somebody once said: Life is not for amateurs."









# **HUMAN RELATIONS ON THE FARM**

BY  
SHIRLEY BIXBY  
HOME ECONOMIST

JERRY LECLAR  
FARM MANAGEMENT SPECIALIST

Cornell Cooperative Extension of Broome &  
Chenango Counties in Conjunction with  
the Dairy Farm Audit Program, Departments of  
Agricultural Economics, Animal Science and Agronomy,  
Cornell University, Ithaca, New York



## CONFERENCE II - HUMAN RELATIONS ON THE FARM

### CONTENTS

<u>TITLE</u>	<u>PAGE</u>
A. WARM-UP AND INTRODUCTIONS	1
B. BLENDING 1ST & 2ND CONFERENCE	3
C. HOUSEKEEPING AND AGENDA	5
D. PERCEPTION: WHAT DO YOU SEE?	7
E. WHAT DO YOU VALUE?	13
F. VALUES CLARIFICATION EXERCISE	19
G. COMMUNICATION EXERCISE	21
H. COMMUNICATION MINI-LECTURE	29
I. LISTENING EXERCISE	37
J. CONFLICT MANAGEMENT	39
K. CONFLICT ROLE PLAY	43
L. MANAGEMENT SUMMARY AND WRAP-UP	53
M. APPENDIX - TRANSPARENCIES	





Conference #2 - Human Relations on the Farm\*

AGENDA

A. Warm-up and Introductions	20 min
B. Blending 1st & 2nd conference	10 min
C. Housekeeping and Agenda	5 min
D. Perception: What do you see?	10 min
E. What do you value?	35 min
F. Values Clarification Exercise	10 min
G. Communication Exercise	20 min
H. Communication Mini-Lecture	20 min
I. Listening Exercise	30 min
J. Conflict Management	20 min
K. Conflict Role Play	30 min
L. Management Summary and Wrap-Up	20 min

\* This workshop was presented in a 4 hour time segment with additional time for lunch.



## A. WARM-UP ACTIVITY

Materials required  
name tags  
3 x 5 cards  
pencils, markers

### Facilitator's Guide

Greet the participants as they arrive. If you have decided to use name tags or table name cards, distribute them. Introduce yourself and hand each person an index card.

"Today's agenda begins with a warm-up exercise designed to introduce you to each other and to help you learn about empowerment. I would like each of you to write two words that describe something good about yourself. They might be words such as "happy" or "honest," which are characteristics, or "bowling" "mechanics" or "cooking," which are activities you are good at.

After you have written down the words, choose a partner, preferably someone you do not know well, and tell that person your name, a bit about yourself, and why you chose the two words."

If there are an uneven number of participants, complete the exercise with a person who does not have a partner. Offer help to anyone who looks bewildered or uncomfortable.

After about 10 minutes:

"Please exchange cards with your partner. Then add one positive word about your partner to his or her list, based upon what you have just learned. Please begin.

I would like you to come back into the large group. Then each of you will introduce your partner and explain the three positive words on his or her list."

If you have been in a small group, start by introducing your partner and explaining the three positive qualities or skills on his or her list. Have your partner do the same for you. Then help participants go through this process.

Thank everyone for sharing and lead a discussion about (1) how participants felt as they thought of positive words to describe themselves; (2) how they felt as they thought of positive words to describe their partners; and (3) how they felt as their partners thought of positive words to describe them.

"What we just did, besides get acquainted, was to begin the process we call empowerment. We looked for a person's good qualities and abilities and expressed our admiration and respect for them. The person now feels more confident about her or himself and, consequently, more open to change and to new ideas.



This philosophy is the same one used to select the management teams that are participating in the Dairy Farm Audit Program. We looked for strengths and receptiveness to change. This program assumes that you are already successful farmers and that we can assist you in making changes to increase your effectiveness and success."



## B. BLENDING, 1ST AND 2ND CONFERENCE

PURPOSE - Review purpose of Dairy Farm Audit Program  
- Review recognition of short term management practices and skills through (1) goal setting, (2) business decision making, (3) monitoring and control, (4) daily organization and (5) time management.

"Notice that we have stayed away from milk production, crop production, the dollars and cents of the farm business and other technical business practices in the first two conferences. We will get into that later in the program. Instead we are concentrating on the human aspects of operating a business.

We have all seen two neighboring farms with equal resources yet unequal growth. One farm may be successful while the other fails. We have even seen complete free transfers of farms to a younger generation only later to see them fail -- some that were even debt free at one point. We all know why this happened but we are reluctant to recognize it. It's not because they used the wrong pesticides, or the wrong feed, or the wrong cows. Each farmer has essentially the same set of resources to work with. The reason lies with the people involved. The human portion of the farm did not perform up to standards for one reason or another.

We strongly believe that the success of any business relies heavily on the human characteristics of the people involved. That is why we spent the last session on goals, decision making, time management and personal organization. Today we're going to concentrate on the human relations aspect of the farm business which deals with personal values, personal communication, and human conflict."





## C. HOUSEKEEPING AND AGENDA

### Materials Required:

Easel with Newsprint or Blackboard

### Share Agenda for the day:

Human Relations on the Farm

Values  
Communication  
Conflict Management

### Set Stage:

1. Pleased to be a part of an agricultural program (Home Ec Agent)
2. We are all going to learn by participating in hands-on activities
3. We appreciate that you all have knowledge and skills that are valuable and that work, so we are going to learn from one another.
4. Instructors will be acting as group facilitators so comments, suggestions and questions are encouraged.
5. We do not plan on lecturing all day. Your involvement is important, and we have planned a variety of activities, discussions and small group work so that you may participate and share your knowledge and skills with each other.
6. Advise group of details regarding coffee breaks, lunch, rest rooms and freedom to move around.



D. PERCEPTION: WHAT DO YOU SEE?

Materials required:

Overhead projector  
Transparency A1  
Handouts - Perception and Attitudes Summary

Instructions for facilitators:

Using transparency, ask "What do you see?" Solicit a number of answers including goblet, vase, birdbath, candy dish, 2 faces.

Lead discussion regarding why people see different things in same drawing or present mini-lecture using key points below:

1. What you see at this moment is the result of how things appear to you. Each may see same thing very differently. If you see this drawing as a vase, the details have a certain meaning, BUT if you see two faces in profile, the details of the same lines present a different meaning.
2. The meaning you give to the drawing is based on your knowledge, previous experiences, beliefs, and values.
3. Our minds work in such a way that we cannot bring two meanings to something at the same time. EITHER you see the vase OR the faces, OR birdbath OR whatever.
4. With this illustration it is a relatively simple matter to change your overall viewpoint and give an entirely different meaning to the same details. However, in something as complicated as human relationships it is extremely difficult to change perceptions.
5. Reality is what we believe it to be, regardless of what we might say or express.
6. The meaning we give to relationships determines our actions and influences our communication. Our beliefs, perceptions and values play an important part in what we see and hear.
7. Because our personal experiences and perceptions seem so real, it is difficult to understand the world of another person unless we make a genuine effort to communicate effectively.
8. In communication, we must be open to the person's perceptions of reality and respect the effort they are making to communicate those perceptions and beliefs.
9. Keep in mind that a denial of reality will not promote change or growth nor enhance openness or communication.

HANDOUT - Perception and Attitude Summary (Review handout using facilitator's copy for discussion and examples.)



### PERCEPTION AND ATTITUDES SUMMARY

1. We perceive things on the basis of experience and attitudes.
2. We tend to see those things we want to see.
3. We really can't perceive anything completely objectively. We always filter our perceptions. Our own viewpoint always is involved.
4. We must always be ready to understand that other people will not always perceive the same situation as we.
5. We tend to make assumptions when there is insufficient information.
6. We usually take a stance on what things should be--can we justify this when other people have different perceptions from ourselves?
7. We should learn more about a person who is the subject of our judgments, at least to the extent of hearing his side of the story involved.
8. Perception is relative. It depends on who we are and what the situation is.

It is important to understand that we all have these limits to our ability to perceive objectively. In an organization, our perceptions of people and of events are biased by our own attitudes and concerns. In a cooperative organization people should break down these limits by trying to understand the viewpoints of others.



## PASS OUT - PERCEPTION AND ATTITUDES SUMMARY

(FACILITATOR'S) COPY

Review these points with the group. Wherever possible, support these ideas by statements made during the class session.

1. We perceive things on the basis of our experience and attitudes -  
The farm operator tends to see certain job characteristics quite differently than the new man.
2. We tend to see those things we want to see.  
People who believe all farm labor is poor tend to see those things which confirm that point of view.
3. We really can't perceive anything completely objectively. We always filter our perceptions. Our own viewpoint always is involved.  
Even in the act of seeing or hearing, the person is both physically and psychologically involved. We automatically categorize things and events as we observe them.
4. We must always be ready to understand that other people will not always perceive the situation as we do.  
Consider a doctor and a patient, the taxpayer and the Internal Revenue Service or farmers and non-farmers concerning subsidies.
5. We tend to make assumptions when there is insufficient information.  
We must make assumptions. However, too often we make them when situations are similar but yet significantly different. Too often we don't examine our assumptions critically.
6. We usually take a stance on what things should be - can we justify this when other people have different perceptions from ourselves?  
We need to remember that how we think the world should be may be quite different from the way others think the world should be. Keep in mind areas such as politics, religion, etc.
7. We should learn as much as possible about a person who is the subject of our judgments - at least to the extent of hearing his side of the story.  
It's easier to understand another person's judgment if you take time to find out why or what reasoning he used to formulate his opinions.
8. Perception is relative. It depends on who we are and what the situation is.  
It is important to understand that we all have these limits to our ability to perceive objectively. Our perceptions of people and events are biased by our own attitudes, prejudices, interests, and concerns. In an attempt to become more effective managers we should try to break down these limits by trying to understand the viewpoints of others.





## E. WHAT DO YOU VALUE?

### Materials required:

- Handout - What Do You Value? (One per participant)
- Handout - Discussion Questions (one per team)

### Facilitator's Guide:

Family members often value different things. Sometimes these differences are shared and talked out; sometimes they aren't. If they are not discussed and resolved, they can create "value conflicts" within the family.

The availability of leisure time and/or the way money is spent can be troublesome issues between family members employed in a small business. If spendable dollars are "plowed" back into the farming operation and not spent for family vacations, household expenses, home improvements, or higher wages, it can create resentment. If farm finances become more strained, the dollars spent on family needs often decrease and resentments can intensify. Then people are less apt to feel appreciated or satisfied with the working conditions.

Discussing what is important to you and other family members can be the best way to prevent value conflicts from occurring.

HANDOUT - Ask each member of the farm management team to complete the What Do You Value checklist independently. (5 to 10 minutes) Then instruct the team to get together in a group to compare and discuss the questions which are handed out one per team. (15 to 20 minutes)

Lead group discussion: (5 to 10 minutes)

- What did you learn from this activity?
- Are there ways in which we could be more supportive of each other?
- Are there things Cornell Cooperative Extension could do to be more supportive to you?

(Adapted from Neighbor to Neighbor by Roger T Williams, University of Wisconsin)



# WHAT DO YOU VALUE?

## DISCUSSION GUIDE

1. Compare your responses to each of the items listed on the sheet. What are the areas of agreement? What are the areas of disagreement? Where there is disagreement, discuss why each of you rated the item as you did. Try to understand why other family members feel the way they do.
2. Have you found time to do things together as a family? Discuss things you enjoy doing as a family that can be done for little or no money. Make sure you involve your children in decisions about what to do as a family.
3. Are there some major household projects that have been placed on "hold" due to family finances? How do the different members of the family feel about this? How important is the project? If important, can you find ways of moving ahead with it in the near future?
4. Are there some things your children want which are not possible because of finances? How do they feel about it? How important are these things? If important, can you find ways of meeting these needs?
5. Have you talked about farm and family finances as a family? Children can be understanding and supportive if they recognize that the family is strained for resources. Can you find ways of discussing financial issues as a family so the entire family can work as a team to address these issues?



## What Do You Value?

Rate the following 18 values according to their importance to you. Which are most important to you? Which are least important? Which are of moderate importance? Check the appropriate column for each item.

	<u>Most Important</u>	<u>Moderately Important</u>	<u>Least Important</u>
1. To live on a farm because it is a satisfying way of life.	_____	_____	_____
2. To achieve good health.	_____	_____	_____
3. To have freedom and independence.	_____	_____	_____
4. To have economic security.	_____	_____	_____
5. To provide for a secure retirement.	_____	_____	_____
6. To have most of the comforts and conveniences of life.	_____	_____	_____
7. To improve farm operations before we improve our home.	_____	_____	_____
8. To have what is needed for our home, even if it means using credit.	_____	_____	_____
9. To provide a good environment in which to raise our children.	_____	_____	_____
10. To encourage our children to continue the family tradition of farming.	_____	_____	_____
11. To have friends and enjoy good times with them.	_____	_____	_____
12. To do things that are new, exciting and different.	_____	_____	_____
13. To improve my occupational skills.	_____	_____	_____
14. To grow as a person or to develop intellectually.	_____	_____	_____
15. To pursue a favorite hobby or sport (golf, fishing, crafts).	_____	_____	_____
16. To actively participate in religious activities or grow spiritually.	_____	_____	_____
17. To actively participate in voluntary activities or assist with worthwhile causes.	_____	_____	_____
18. To be influential in the community.	_____	_____	_____

Adapted from materials developed by Louise Young and Margaret Nelson, University of Wisconsin-Extension



## F. VALUES CLARIFICATION EXERCISE

### Materials required:

Half sheet blank paper for each participant  
Blackboard or newsprint

### Instructors for facilitator:

This activity works well if the second team leader does the recording of feelings. It is suggested that the words be written, printed, and haphazardly placed across the blackboard or flipchart to impart the emotion behind the words as participants share.

THIS IS A LOSS OR GRIEVING EXERCISE AND PARTICIPANTS MAY BECOME EMOTIONAL. IT IS NOT RECOMMENDED THAT THIS AUDIENCE COMPLETE THE PROCESS AND LOSE EVERYTHING AS THEY REPRESENT SUCCESSFUL FARM BUSINESSES.

1. Instruct the participants to divide the paper into five segments.
2. Ask them to think about the five most important things they have in their lives. People, possessions, skills or relationships are examples
3. Advise participants that this activity is very personal and private, it will not be shared with anyone in the group. This is very important to the success of the activity and should not be forgotten.
4. Write the five things you value the most on the five slips of paper, one per slip. (Allow 5 minutes)
5. Pretend, or imagine that you suffer a loss of some kind and you are forced to give up one of the items you value most. Select one and tear the slip of paper to shreds.
6. Ask participants to describe how they feel. (Recorder puts words on blackboard or newsprint.)
7. Now a second tragedy strikes and you must forfeit another of your most valuable possessions. Select a second slip of paper and tear it to shreds.
8. Now tell us, how do you feel? (Again feelings are recorded.)
9. Another crisis....and yes, you lose another of your priceless possessions. Tear up a third slip of paper.
10. What are your feelings? Please share. (Recorder adds to list of feelings.) DO NOT TAKE THIS EXERCISE PAST 3 LOSSES OR CRISES.

(continued)





Knowing what's important is a part of all decision making. You can see what would happen if we completed this process and were faced with losing all of our most valued possessions.

Some of your friends and neighbors may be experiencing this process either as farmers or as older citizens. The decisions they are making as they redefine and clarify their values are really tough ones. We would like to believe that your participation in this and similar Cornell Cooperative Extension Programs will help you develop your management and human relations skills so that you may prevent or avoid similar types of crises.



## G. COMMUNICATION EXERCISE

### Materials required:

Copy of each of the communication diagrams for volunteers  
Blank paper

### Facilitator's Guide

Ask audience to think about the activities they like to do. Then raise the question - how many of you included activities that involved another person or group of people?

Most of our happiness is a result of satisfying relationships with other human beings. Some of the deepest sorrows we feel involves the actions of others toward us and our behavior toward others. Because people share a large part of our experiences, it is important to look at what we can do to improve the quality of our relationships with others. This applies whether it is relationships with our spouses, children, siblings, parents, or employees.

One of the ways we can improve our relationships is to improve the effectiveness of our communication with others. To illustrate this we will be doing an exercise that diagrams communication.

Use this exercise to develop and show the importance of communication skills.

The first exercise usually takes about 10 minutes and the listeners' diagrams are grossly skewed from the speaker's master copy. The second exercise also takes 5 to 10 minutes, but the resulting diagrams are significantly improved. The third exercise takes about 2 to 5 minutes and all listeners' diagrams are essentially the same as the master copy. Use this for discussion to show how time and accuracy can be improved if proper training and communication is used.

### Exercise I - ONE-WAY COMMUNICATION

Ask for one volunteer and take him/her aside for instruction. Give the person a copy of Exercise I. Explain that the task is to verbally instruct the rest of the class on how to draw this diagram. The speaker is limited to verbal expression only. Some volunteers have had to sit on their hands or hold the podium to keep from pointing. The listeners must remain silent. It works well if the speaker turns his back to the audience to prevent him/her from seeing the listeners' expressions. Caution should also be used that the listeners do not see the diagram through the paper. A manila folder or cardboard backing works well.

After the exercise is completed, the listeners are encouraged to show the diagrams they have drawn and compare them to the drawing of the volunteer speaker. Discussion should be directed to the pro's and con's of one-way communication and examples of one-way communication that the participants have experienced.



Exercise II - TWO-WAY COMMUNICATION

This exercise, with another diagram and another volunteer, is conducted similarly to the first except that the speaker may now face the audience, and he may use gestures and respond to any questions the listeners ask by elaborating on and clarifying his/her directions.

After the exercise is complete, the listeners are encouraged to show their diagrams for comparison to the speakers and discuss the advantages and disadvantages of two-way communication.

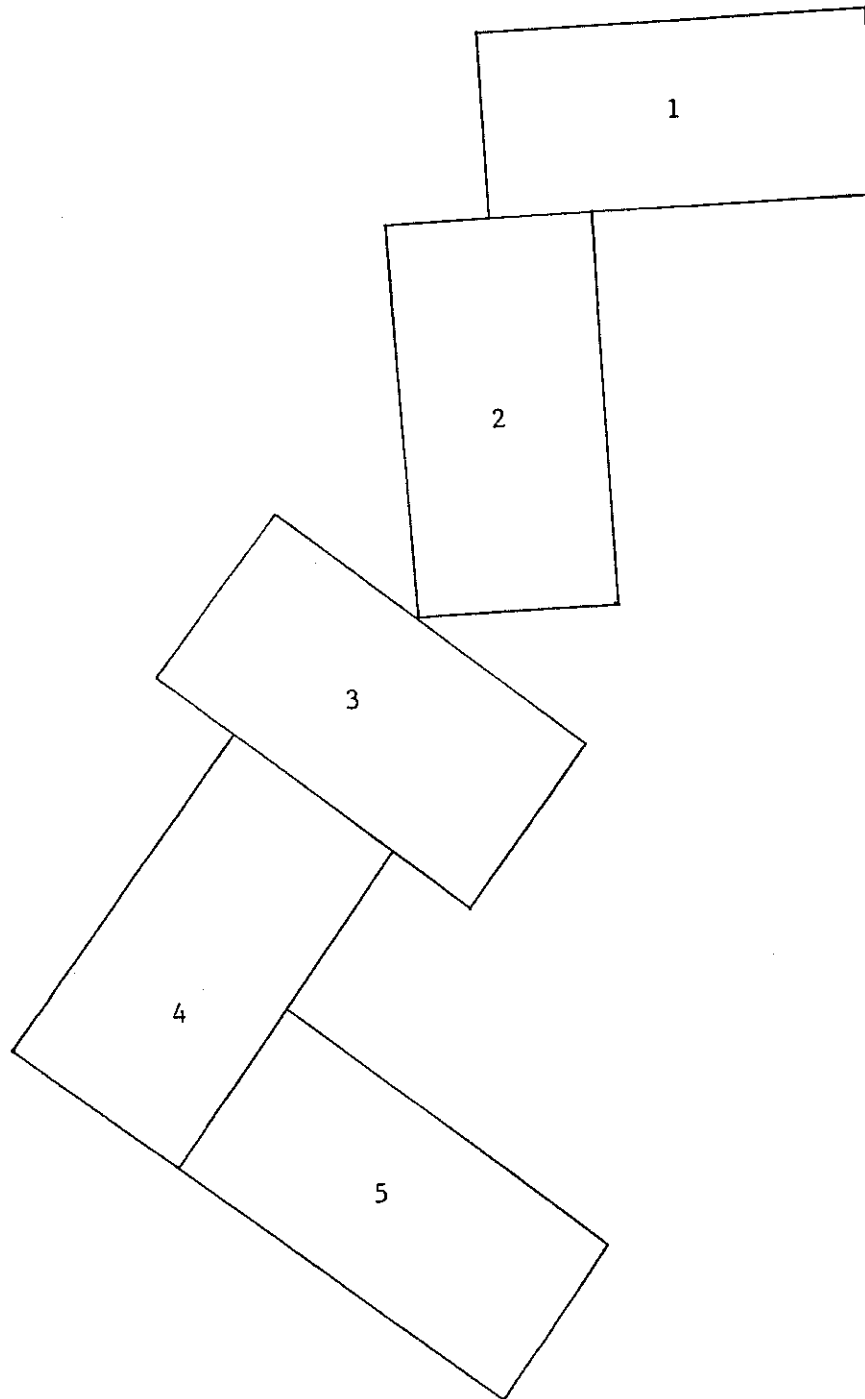
Exercise III - ADVANCED TWO-WAY COMMUNICATION (optional)

This short exercise, with another diagram and volunteer, is played similarly except now the speaker may physically draw the diagram onto a blackboard or flipchart as he instructs the listeners. The benefit of this exercise is to point out accuracy and clarification by actually showing the listeners what is to be done.

(Adapted from Human Relations Problems on the Farm prepared by William Frank and Robert Spaulding, Cornell University)



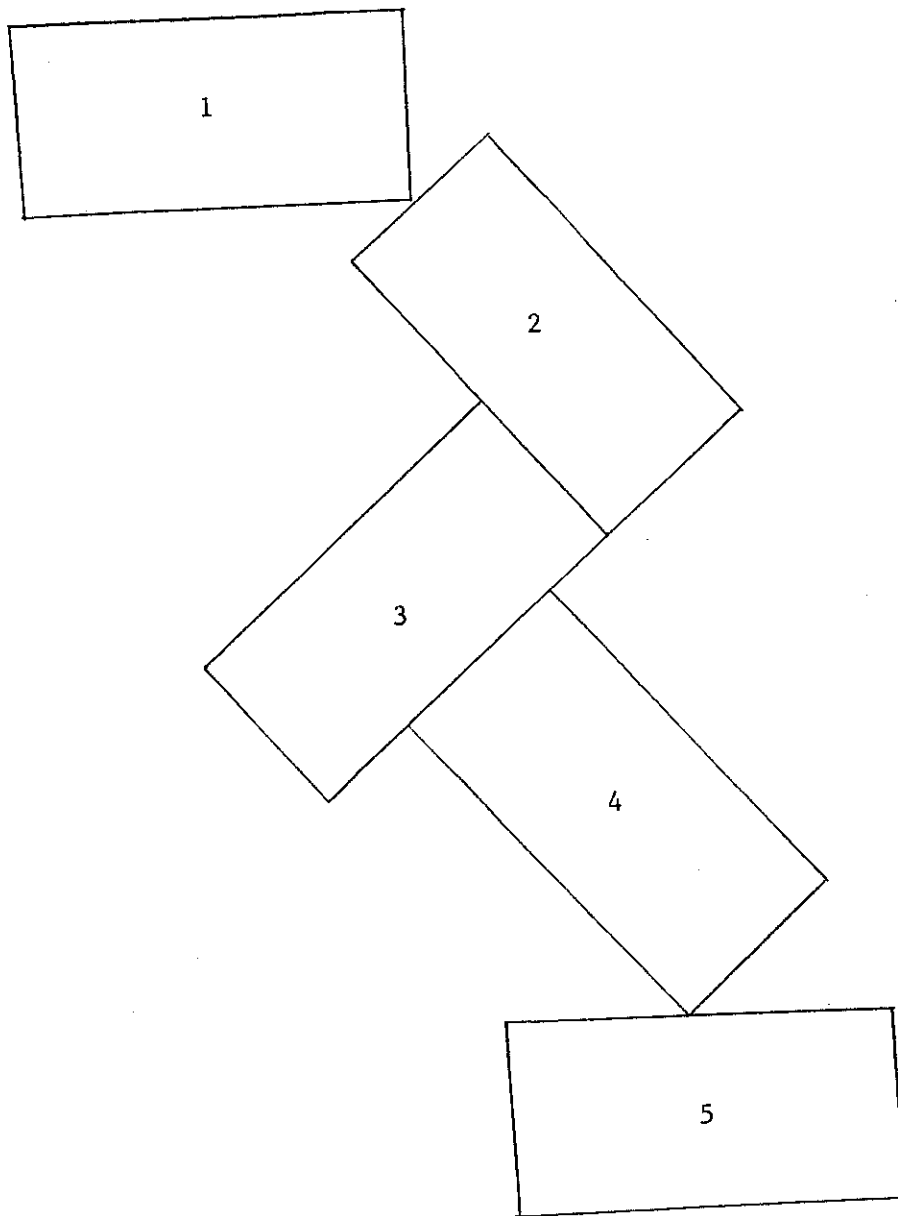
Communications Exercise I





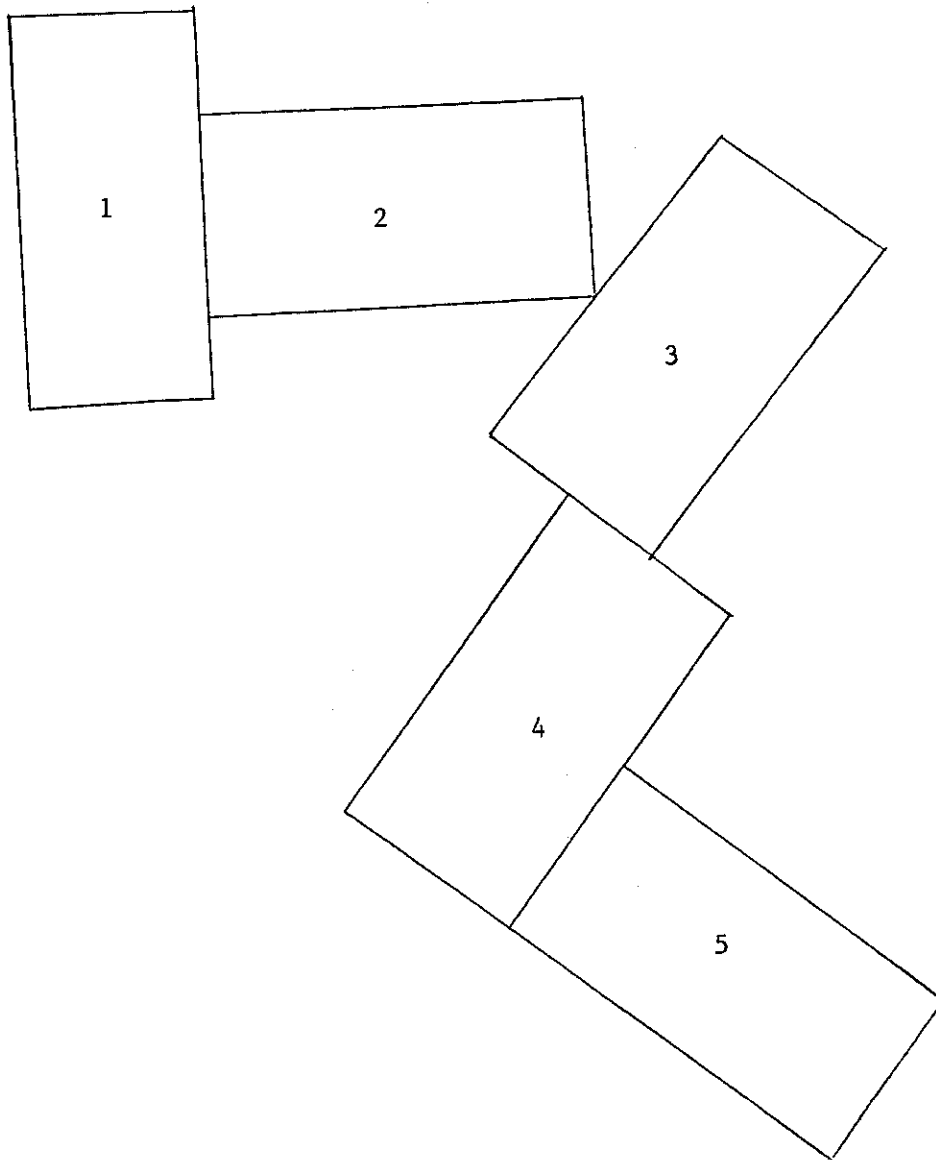


Communications Exercise II





Communications Exercise III





## H. COMMUNICATION MINI-LECTURE

### Materials required:

- Overhead projector
- Transparencies B1 to B10
- Handout for each participant on Reflective Listening
- Handout for each participant on Non-verbal Communication

Transparency B1 - I Know We Should Communicate, BUT HOW?  
(Introduces the topic of Communication)

Transparency B2 - Picture of Communication

### Notes for Mini-lecture for facilitator

Virginia Satir, a noted family therapist and author of the book entitled, Peoplemaking, pictures communication like this. She suggests that the pots or iron kettles represent each person's self-worth, self-esteem and perceptions. Our individual pots play an important role in what and how we communicate with others.

We CAN communicate because words have common meanings. HOWEVER, our experiences, feelings, and perceptions are behind the words we speak influencing the meaning of our communication. To communicate effectively we must try to understand what is being said (the message) and how the speaker is feeling while he is speaking (the emotions). This is called empathizing or putting oneself in another's shoes.

Perhaps the reason communication seems somewhat irrelevant in daily living is that much of our communication is AUTOMATIC AND REFLEXIVE. Most people are completely UNAWARE of the messages that their bodies send -- ie. the messages of their hands, posture, and facial expressions. In informal communication, even verbal communication is often automatic and ritualistic, such as "Hi Joe, How are you? Did you have a good day today? (Do you really expect answers to these questions?)

Transparency B3 - Communication

#### POSITIVE COMMUNICATION

- Has healthy effect on people
- Makes people feel better
- Encourages people to express their feelings
- Helps people express their feelings
- Fosters a feeling of self-worth or self-esteem
- Reduces threat or fear
- Facilitates growth and constructive change

Positive communication is an essential aspect of improving inter-personal relationships.

Becoming conscious of the many ways in which we express ourselves (or don't as the case may be) may help us communicate more effectively.



## Transparency B4 - Communication During Our Waking Hours

Each day, 75% of our time is spent in communication of one form or another. We are encouraged to talk in infancy, and formal education offers courses in speaking. However, relatively little emphasis or formal training is focused on listening. Yet, we spend a majority of our communication time in listening. Because so little time is given to learning listening skills, we are going to summarize the components of effective listening with examples to create an awareness of the scope and importance of listening in effective communication.

## Transparency B5 - Attending skills

Attending is paying close attention to the speaker.

- A POSTURE OF INVOLVEMENT
  - turning toward speaker
  - giving undivided attention
- APPROPRIATE BODY MOTION
  - leaning forward
  - shaking head in agreement
  - walking toward person rather than away from
- EYE CONTACT
  - looking speaker directly in eye
- NONDISTRACTING ENVIRONMENT
  - without television or newspaper
  - in milkhouse, not in noisy barn
  - away from an operating piece of equipment

## Transparency B6 - Following Skills

Maintaining interest in the flow of conversation requires following skills.

- DOOR OPENERS (invitation to another person who seems to need to talk about something)
  - You don't seem like yourself today, want to talk?
  - How did things go down at the bank?
- MINIMAL ENCOURAGERS (prompts or cues to keep the conversation going)
  - Tell me more.
  - Oh, you don't say!
  - I see....
  - Go on!
- INFREQUENT QUESTIONS (If question is necessary, use open-ended rather than closed question)
  - How did you reach this conclusion?
  - Could you tell me more about what will happen?
  - How do you feel about the bank's decision?

Open-ended questions are more effective as they encourage conversation and do not require just a "yes" or "no" answer. "Why" questions put people on the defensive.

(Caution, the primary task of the listener is to discover how the speaker views his/her situation and not interrupt his/her thinking.)





UNFORTUNATELY, questions can interrupt conversation because they focus on intent or "WHY" rather than on the feelings, opinions and thoughts of speaker.)

- ATTENTIVE SILENCE (periodic silences are effective)
  - allow the speaker time to focus thoughts
  - permits organization of thoughts
  - speaker can decide to continue talking or to stop

#### Transparency B7 - Reflecting Skills

- PARAPHRASING (listening carefully enough to tell the speaker what he just said in our own words)
  - If I understand correctly, you said.....
  - It seems as if....
- REFLECTING FEELINGS (listening for the emotion behind the words and recognizing it)
  - You're disappointed.....
  - You're upset with the hired hand.
  - You look tired and hot!
- REFLECTING MEANINGS ( Tying feelings to content maybe compared to listening with a third ear).
  - You're disappointed our loan wasn't extended.
  - You're upset because the hired man quit.
- SUMMATIVE REFLECTIONS (a summary of both feelings and meanings that reflect a conversation)
  - It appears you're angry with Joe because he doesn't have the money to have your wagon repaired until after he sells his oats.
  - If I understand correctly, you are disappointed with Ed because he wants to spend time in the evenings with his son at little league rather than working overtime to get the haying done.

Why is reflecting important?

1. It gives the speaker a chance to rephrase and correct the perceptions a receiver has of his statements.
2. It encourages the speaker to zero in on the real problem or issue and not beat around the bush.

\*pitfall - Reflecting may not always be appropriate in casual conversations. People may feel as if they are being "techniqued" rather than being listened to.

#### Summary:

THE ENTIRE PROCESS OF ATTENDING, FOLLOWING AND REFLECTING IS CALLED ACTIVE LISTENING.

ACTIVE LISTENING HELPS THE RECEIVER TO SEE THE OTHER'S POINT OF VIEW AND HELPS THE SENDER BY GIVING HIM/HER AN OPPORTUNITY TO CLEAR UP ANY MISCONCEPTIONS ABOUT WHAT HE/SHE IS SAYING.

EFFECTIVE LISTENING WITHIN A FAMILY OR MANAGEMENT TEAM REDUCES STRESS AND ELIMINATES MANY CONFLICTS.

HANDOUT - Guidelines for Improving Your Reflective Listening  
Review, discuss appropriateness and ways to improve reflecting.



## NONVERBAL COMMUNICATION

It is impossible not to communicate. Even if a person never speaks, his/her behavior provides a steady stream of information about what he/she is thinking and feeling, AND how he/she is COPING with those feelings.

In normal conversation 1/3 of the meaning between 2 people is transferred at a verbal level and 2/3 transferred non-verbally.

What do I mean by non-verbal communication? Give examples. (List on newsprint)

- facial expressions
- tone of voice
- eye contact
- body movement and posture
- personal space\*
- touch

*Personal Space	0 to 18 in.	- intimate
	18 in. to 4 ft.	- personal distance
	4 ft. to 12 ft.	- social distance
	12 ft. plus	- public distance

### HANDOUT - Nonverbal Communication and Nonverbal Cues that Signal Affection or Hostility

Posture and body movement tell volumes about feelings, self-image, and energy level.

#### Review Transparencies

- B8 - Negative Body Language - Anger, Anxiety or Opposition
- B9 - Negative Body Language - Boredom
- B10 - Distracting

Each of the nonverbal signals alone can be misinterpreted by the receiver and may not be significant. HOWEVER, considered together, the sum total of these signals is usually STRONG ENOUGH TO REFUTE OR CONFIRM THE WORDS WE HEAR. Whenever there is ambiguity between verbal and non-verbal communication - more importance should be attached to the non-verbal signals.

#### Transparency B2 - Picture of Communication

In summary, as we review our picture of communication, we can see that effective communication allows two people or family members or employees to translate what they are thinking and feeling into the verbal and non-verbal symbols that make contact with each other. Information about thoughts and ideas are simultaneously transmitted along with information about feelings and attitudes.



## GUIDELINES FOR IMPROVING YOUR REFLECTIVE LISTENING

Don't fake understanding.

Vary your responses.

Don't tell the speaker, "I know how you feel."

Focus on the feelings.

Choose the most accurate feeling word.

Develop vocal empathy.

Strive for concreteness.

Provide nondogmatic but firm responses.

Reflect the feelings that are implicit in questions.

Reflect the speaker's resources.

Accept that many interactions will be inconclusive.

Reflect during brief interactions.

### WHEN TO LISTEN REFLECTIVELY

Before you act.

Before you argue or criticize.

When the other person experiences strong feelings or wants to talk over a problem.

When the other person is speaking in a "code".

When another person wants to sort out his feelings and thoughts.

During a "direct mutual conversation"

### WHEN NOT TO USE REFLECTIVE LISTENING

When you are not able to be accepting.

When you do not trust the other to find his own solution.

When you are not "separate" from the other.

When you use listening as a way of hiding yourself.

When you feel very pressured, hassled or depleted.

Source: Bolton, Robert, People Skills. Prentice-Hall, 1979.



## NONVERBAL COMMUNICATION

1. **Be cautious about assigning too much meaning to a single gesture.** Nonverbal signals are picked up as a behavioral package, each contributing to the final meaning a person gives it.\* A person may greet us with a warm smile, but if he or she extends a limp hand of welcome and looks away, we wonder about the sincerity of the smile. Look for the overall pattern. All forms of expression--verbal, postural, facial, and spacial must be considered.
2. **Be sensitive to the space you keep between yourself and others.** Generally, too great a physical distance keeps others psychologically distant also. Make an effort to allow the space between yourself and others to be consistent with your feelings.
3. **Practice letting your face express what you feel inside.** We typically look at another's face first of all. The face is a great message board. Use it to communicate your true feelings.
4. **Make eye contact work to your advantage.** Eye contact is an invisible bridge between people that can help make for better interpersonal connections.
5. **Remember that touch is a powerful means of communication.** The invisible bridge can become a more tangible bridge through the language of touch. If you would like to be perceived as being as friendly as you feel, reach out and touch people more often.

Source: Hamechek, Donald. ENCOUNTERS WITH OTHERS.  
Holt, Rinehart and Winston, 1982.





## **Nonverbal Cues That Signal Affection or Hostility**

### **Affection**

Looking directly at the person  
Offering a cigarette, cup of coffee  
Having relaxed posture  
Smiling  
Sitting close to other  
Leaning towards other  
Making casual physical contact  
Taking person's coat  
Offering chair  
Shaking hands  
Exhibiting open facial expression  
Giving pat on back  
Squeezing hand  
Winking  
Laughing with the person  
Maintaining steady eye contact  
Waving  
Throwing kiss  
Hugging other  
Putting arm around other  
Kissing  
Rubbing arm  
Squaring body up toward  
other person's

### **Hostility**

Glaring at the person  
Refusing to shake hands  
Using harsh tone of voice  
Physically abusing other  
Yawning  
Interrupting repeatedly  
Sitting relatively far away  
Ignoring other person  
Looking coldly  
Staring  
Shaking fist  
Laughing at the person  
Looking away while listening  
Stiffening at a touch  
Backing away  
Frowning  
Using loud angry tone  
Shrugging off attempted hug  
Clenching fists  
Unresponsive looks  
Ignoring needs of other  
Slamming door  
Assumes "fencing" position



## I. LISTENING EXERCISE

### Materials required:

Newsprint, blackboard or handout with 5 discussion questions

### Facilitator's Guide

The purpose of this activity is to practice the skills of effective listening - attending, following, and reflecting.

1. Divide the group into 3 person clusters.
2. Assign one member the letter A, one B, and another C.
3. In this activity you will have the opportunity to discuss three of the five topics listed. (Other questions may be substituted.)
  - a. Should farm children be paid for the work they do on the farm? Why or Why not?
  - b. Is farming more difficult today than 20 years ago? Why or why not?
  - c. Should farm wives with young children work off the farm? Why or why not?
  - d. Should Cornell Cooperative Extension target programs to non-farm audiences? Why or why not?
  - e. Should we have milk quota's? Why or why not?

This will be a free-flowing discussion except that each person will have to preface his or her remarks with a summary of what has just been said, such as "I hear you saying...." or "I understand you to say...." Before discussion can continue, the previous speaker must approve the summary. If the previous speaker considers the summary incorrect, he or she or a referee has to clear up the misunderstanding.

4. Explain that in the first round of discussion, member A should pick a topic and be the speaker, B the listener, and C the referee. Remind the group that despite their assigned roles, all three members of a cluster may participate in the discussion. Indicate that they will have 5 minutes for this part of the activity.
5. Circulate among the groups, noting progress and offering help as necessary. After 5 minutes, announce that member B should now choose the topic and be the speaker, C the listener, and A the referee.
6. After another 5 minutes, ask the clusters to change roles again.
7. After 5 minutes, reconvene in the large group. Lead a discussion of the experience.

(Adapted from Session 4: Empowering Skills for Home Visitors, p 41. Family Matters Project, Empowering Families, Cornell University)



## J. CONFLICT MANAGEMENT

### Materials required:

- Overhead Projector
- Transparency - C1 to C3
- Handouts - How You Act in Conflict
- Flipchart or Blackboard

### Facilitator's Guide

The American Management Association recently sponsored a survey that concluded 24% of a manager's time is spent dealing with conflict.

Share the following list with participants using a flipchart or blackboard and make reference to the topics covered in this workshop.

The survey also indicated that the principal causes of conflict were:

- misunderstanding (communication failure)
- personality clashes
- value and goal differences
- substandard performance
- differences over method
- responsibility issues
- lack of cooperation
- authority issues
- frustration and irritability
- competition for limited resources
- noncompliance with rules and policies

We believe that this list is representative of the reasons behind conflict for farm management as well as corporate management and will apply irregardless of the size of the farming operation.

As managers, it is important to learn to recognize the causes of conflict and to manage conflict.

All conflict is not dysfunctional. Sometimes conflict should be encouraged, tolerated and creatively channeled into effective problem solving.

Transparency C1 - Negative Conflict  
Transparency C2 - Positive Conflict

One of the ways we can assist you in learning how to manage conflict is by helping you to analyze how you deal with conflict.

HANDOUT - How You Act in Conflicts and Scoring Sheet (15 minutes)

Transparency C3 - Conflict Strategies: What Are You Like?

Discussion - review strategies for managing conflict and the appropriate circumstances for each strategy.



### ***How You Act in Conflicts***

The proverbs listed below can be thought of as descriptions of some of the different strategies for resolving conflicts. Proverbs state traditional wisdom, and these proverbs reflect traditional wisdom for resolving conflicts. Read each of the proverbs carefully. Using the following scale, indicate how typical each proverb is of your actions in a conflict.

- 5 = very typical of the way I act in a conflict
- 4 = frequently typical of the way I act in a conflict
- 3 = sometimes typical of the way I act in a conflict
- 2 = seldom typical of the way I act in a conflict
- 1 = never typical of the way I act in a conflict

- \_\_\_ 1. It is easier to refrain than to retreat from a quarrel.
- \_\_\_ 2. If you cannot make a person think as you do, make him or her do as you think.
- \_\_\_ 3. Soft words win hard hearts.
- \_\_\_ 4. You scratch my back, I'll scratch yours.
- \_\_\_ 5. Come now and let us reason together.
- \_\_\_ 6. When two quarrel, the person who keeps silent first is the most praiseworthy.
- \_\_\_ 7. Might overcomes right.
- \_\_\_ 8. Smooth words make smooth ways.
- \_\_\_ 9. Better half a loaf than no bread at all.
- \_\_\_ 10. Truth lies in knowledge, not in majority opinion.
- \_\_\_ 11. He who fights and runs away lives to fight another day.
- \_\_\_ 12. He hath conquered well that hath made his enemies flee.
- \_\_\_ 13. Kill your enemies with kindness.
- \_\_\_ 14. A fair exchange brings no quarrel.
- \_\_\_ 15. No person has the final answer but every person has a piece to contribute.
- \_\_\_ 16. Stay away from people who disagree with you.
- \_\_\_ 17. Fields are won by those who believe in winning.
- \_\_\_ 18. Kind words are worth much and cost little.
- \_\_\_ 19. Tit for tat is fair play.
- \_\_\_ 20. Only the person who is willing to give up his or her monopoly on truth can ever profit from the truths that others hold.
- \_\_\_ 21. Avoid quarrelsome people as they will only make your life miserable.
- \_\_\_ 22. A person who will not flee will make others flee.
- \_\_\_ 23. Soft words ensure harmony.
- \_\_\_ 24. One gift for another makes good friends.
- \_\_\_ 25. Bring your conflicts into the open and face them directly; only then will the best solution be discovered.
- \_\_\_ 26. The best way of handling conflicts is to avoid them.
- \_\_\_ 27. Put your foot down where you mean to stand.
- \_\_\_ 28. Gentleness will triumph over anger.
- \_\_\_ 29. Getting part of what you want is better than not getting anything at all.
- \_\_\_ 30. Frankness, honesty, and trust will move mountains.
- \_\_\_ 31. There is nothing so important you have to fight for it.
- \_\_\_ 32. There are two kinds of people in the world, the winners and the losers.
- \_\_\_ 33. When one hits you with a stone, hit him or her with a piece of cotton.
- \_\_\_ 34. When both give in halfway, a fair settlement is achieved.
- \_\_\_ 35. By digging and digging, the truth is discovered.

**"FOR CLASSROOM USE ONLY"**

Source: Johnson and Johnson, Joining Together, Prentice Hall, 1982, p. 283





**Scoring**

Withdrawing	Forcing	Smoothing	Compromising	Confronting
___ 1.	___ 2.	___ 3.	___ 4.	___ 5.
___ 6.	___ 7.	___ 8.	___ 9.	___ 10.
___ 11.	___ 12.	___ 13.	___ 14.	___ 15.
___ 16.	___ 17.	___ 18.	___ 19.	___ 20.
___ 21.	___ 22.	___ 23.	___ 24.	___ 25.
___ 26.	___ 27.	___ 28.	___ 29.	___ 30.
___ 31.	___ 32.	___ 33.	___ 34.	___ 35.
___ Total	___ Total	___ Total	___ Total	___ Total

The higher the total score for each conflict strategy, the more frequently you tend to use that strategy. The lower the total score for each conflict strategy, the less frequently you tend to use that strategy.

"FOR CLASSROOM USE ONLY"



## K. CONFLICT ROLE PLAY

### Materials required:

Single Copy of each of the 4 Character Descriptions  
Volunteers for each Character  
Instructions for Audience

### Facilitator's Guide

In this situation a farm family must decide on whether or not the family will take out a loan to update milking equipment. There are four characters who will have instructions and guidelines to follow.

The audience will act as observers of the interaction as the farm management team works to resolve their "problem". Pay particular attention to bits of the conversation that supports observations of power, communication and conflict management.

**POWER** - Do you notice any serious imbalances in the power structure of this family? Is one member overly aggressive in getting his/her way? Do all members seem open to at least consider the ideas of others? Does everyone appear to have equal "input"?

**COMMUNICATION** - Are good listening skills being practiced? Can you identify examples of attending, following and reflecting by members of farm management team? What examples of non-verbal communication were used and were they positive or negative in meaning?

**CONFLICT MANAGEMENT STYLE** - Identify the conflict management style of each of the members of the farm management team? Was the conflict functional or dysfunctional?



## Group Exercise

### FATHER

#### THE FARM FAMILY

**SITUATION:** The family is at breakfast, and the conversation is centered around whether or not it would be advisable to take out a fairly good-sized loan right now to replace some outdated milking equipment. The role you are to play follows....

**FATHER:** You have been in the farm business all your life and now are "semi-retired" from a cash crop/dairy operation you are running along with your two sons. The oldest son, who handles the cash crops, has been fairly reliable and so has the younger one you sent to Michigan State University. The problem is, the youngest son who is responsible for the dairying aspect of the farm has been pressing you to update the dairy equipment, and you aren't quite sure that you want to take out the kind of loan he is pressing for. The farm hasn't been doing all that well, though you're keeping your head above water. The only kind of loan you can get is a variable interest rate, and you've seen a lot of area farmers go under when interest rates sky-rocketed a couple of years ago. Despite the fact that you want to allow your sons more "say" in financial matters, you still feel you need to keep a firm hand on the major financial investments.

You are very traditional about husband/wife relationships and are feeling increasingly uncomfortable about your wife's "sticking her nose in" the farm operation, which she seems to be doing increasingly. Previously, she has been what you consider a real "help mate." Lately, she is beginning to irritate you.

**TASK:** You and your family must decide whether or not to take out this loan.



## Group Exercise

### MOTHER

#### THE FARM FAMILY

**SITUATION:** The family is at breakfast, and the conversation is centered around whether or not it would be advisable to take out a fairly good-sized loan right now to replace some outdated milking equipment. The role you are to play follows....

**MOTHER:** You and your husband own a fairly good-sized cash crop/dairy farm that you are running with the help of your two sons. Jim, your oldest son manages the crop operation. Dan, your youngest son, has just graduated from Michigan State University's Agriculture College and has been pressing to replace some outdated dairy equipment. You feel he knows what he is talking about and that some changes really do need to be made if the farm is to remain competitive with others in the area. You feel, also, that your husband and older son have a monopoly on the decision-making that goes on and would like a greater voice in the operation of the farm for yourself and your younger son. You have always tried to play the role of keeping everyone happy and have usually deferred to your husband. This time, actively express your support for your younger son's ideas and try to tell your husband and older son about some articles you've been reading in FARM WIFE about staying financially competitive. Press to be more involved in moving the decision in your younger son's direction.

**TASK:** You and your family must decide whether or not to take out the loan.





## Group Exercise

### OLDER SON

#### THE FARM FAMILY

SITUATION: The family is at breakfast, and the conversation is centered around whether or not it would be advisable to take out a fairly good-sized loan right now to replace some outdated milking equipment. The role you are to play follows....

OLDER SON: You never got a chance to attend college (actually you never really wanted to.) You are running the cash crops on a family farm along with your father and a younger brother who just graduated from Michigan State University's Agricultural College. He is running the dairy operations on the farm and driving you crazy with all his new-found "college crap"... wanting to update milking equipment that has been just fine as far as you're concerned. In fact, you really believe that the farm ought to phase out the dairy operations that have not been all that profitable and put more of the money into cash crops. Press for that point.

TASK: You and your family must decide whether or not to take out a loan



## YOUNGER SON

### THE FARM FAMILY

**SITUATION:** The family is at breakfast, and the conversation is centered around whether or not it would be advisable to take out a fairly good-sized loan right now to replace some outdated milking equipment. The role you are to play follows.....

**YOUNGER SON:** You have just graduated from a four-year agricultural program at Michigan State University and feel the farm that you run with your father and older brother has become outdated. Your father is "semi-retired" and says he is transferring the running of the farm to you and your brother. You are handling major responsibility for the dairy aspect of the business. You resent the fact that your father still insists on making all the major financial decisions. Even more, you resent the fact that he seems to lean toward siding in with your oldest brother who manages the farm's cash crops. You get really angry when your oldest brother accuses you of trying to use all that "college crap" in the dairy operation. You would like to break off farming with the family and set up your own operation but feel you could never swing it financially. You feel you have to continually press your brother and father to support what you're trying to do. You are really concerned that your brother is trying to force you out of the operation by just being as nasty and uncooperative as possible.

**TASK:** You and your family must decide whether or not to take out this loan.



## L. MANAGEMENT SUMMARY

### Materials required:

Transparencies D1 to D3  
Handouts - How Do You Measure Up As A Manager?  
Evaluation Forms for Participants

### Facilitator's Guide

#### Transparency D1 - Management for Farmers

(Review all of the things covered in today's workshop. Solicit comments from the audience and add other key points as necessary.)

**PERCEPTION:** Who would like to summarize how perception influences farm management or why it's important that we recognize perception in management?

The way people do their work depends, in part, on how they feel about their work. The way they feel about their work depends, in part, on their frames of reference and how they perceive things. (Casually referred to as morale in places of employment.)

**VALUES:** Who will volunteer to share what they learned about the importance of values and value's clarification in farm management?

Managers need to be aware of the similarities and differences among themselves and those they manage.

The values we hold tend to be the driving force behind our lifestyles including our work. It is highly unlikely that any two people will hold all of the same values. This does not necessarily mean that one person is right and the other wrong.

**COMMUNICATION:** Who would like to share what they learned in today's activities on communication? How is communication related to farm management?

We do not always communicate our ideas exactly as we see them. Similarly, we do not always receive messages as they are intended.

We spend more time in listening than speaking, therefore the skills of attending, following, and reflecting are important skills to practice to achieve effective communication.

It is impossible not to communicate.

Nonverbal communication can be more important in disclosing feelings and attitudes than verbal communication.

Effective communication recognizes both the spoken word and the manner in which the words are spoken.



CONFLICT MANAGEMENT: Who would like to summarize what was learned about conflict management today?

Conflict is inevitable and quite normal. Conflict has its advantages as well as disadvantages. Conflict is manageable.

#### Transparency D2 - Decision Making

For some, management may simply be effective decision making and certainly decision making skills are important.

Decisions based on recognizing values and perceptions influence human output

#### Transparency D1 - Management for Farmers

However, we believe that good management is more than just making decisions. Managers who give attention to personal values, communication techniques and conflict management are most apt to enjoy positive relations with those they work with, be it family, friends, or employees. Generally all members of a work team are more productive when they enjoy positive human relations. People are an integral asset to the farm business like cattle, machinery, and facilities. They need to be encouraged to function at their maximum potential through recognition as valuable resources in the farm management team.

#### HANDOUT - How Do You Measure Up As A Manager?

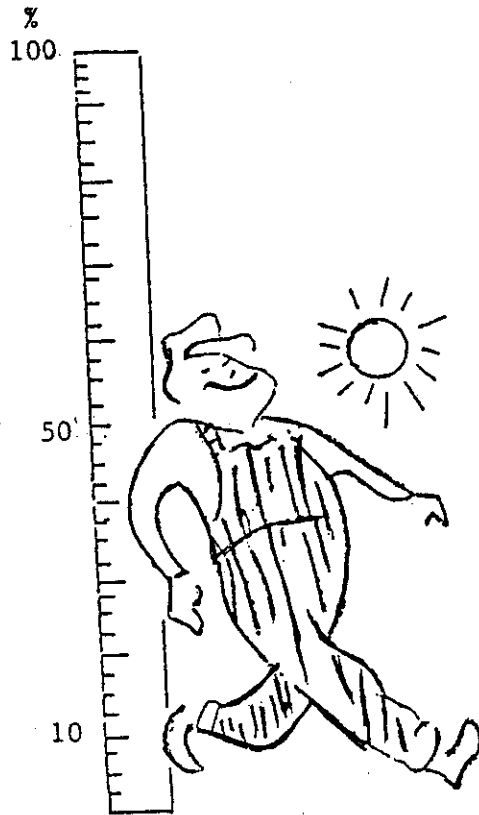
#### Transparency D4 - A Short Course in Human Relations

#### EVALUATION FROMS





## HOW DO YOU MEASURE UP AS A MANAGER?



1. Have you developed a "management procedure"?
2. Do you have the economic facts needed for making management decisions?

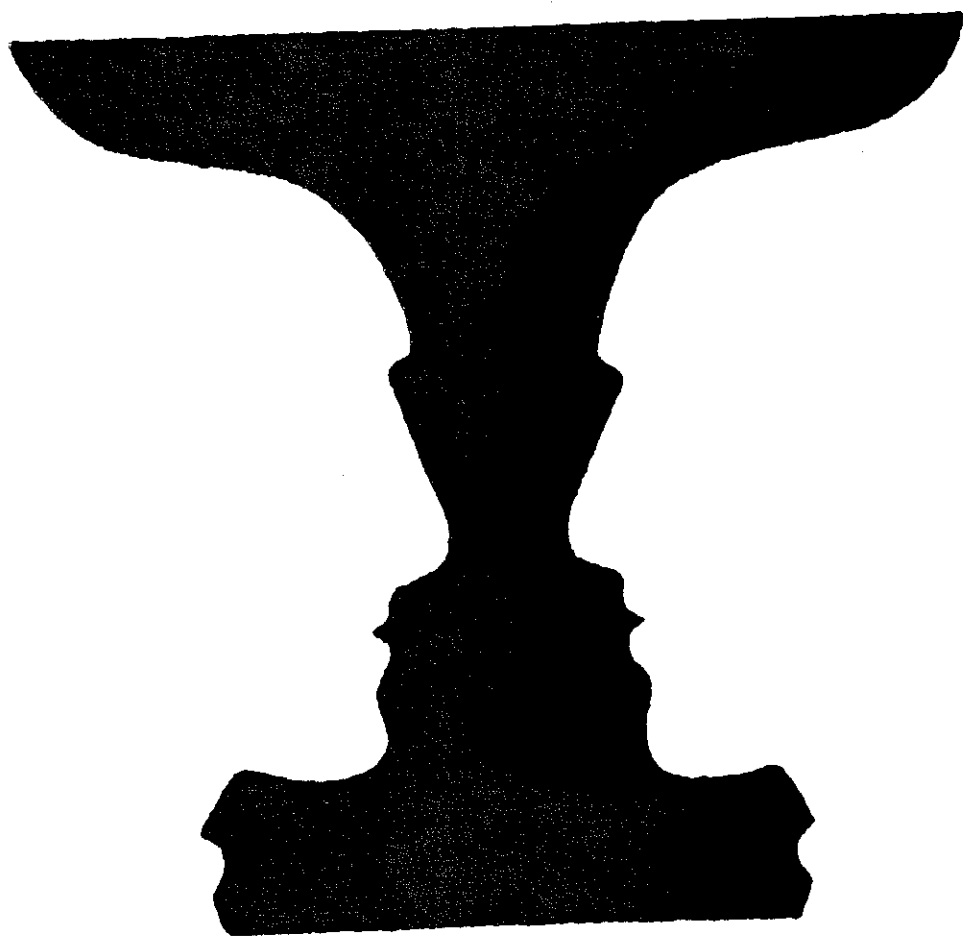
Steps in making a management decision:

1. Locate the trouble spot (problem).
2. Review your objective (goal).
3. Size up what you have to work with (resources).
4. Look for various ways to solve the problem (alternatives).
5. Consider probable results of each way (consequences).
6. Compare the expected results (evaluate).
8. Select way best suited to your situation (decision).

Good decisions are the crux of sound management!

Source: Professor C. A. Bratton from a previous Dairy Farm Business Summary



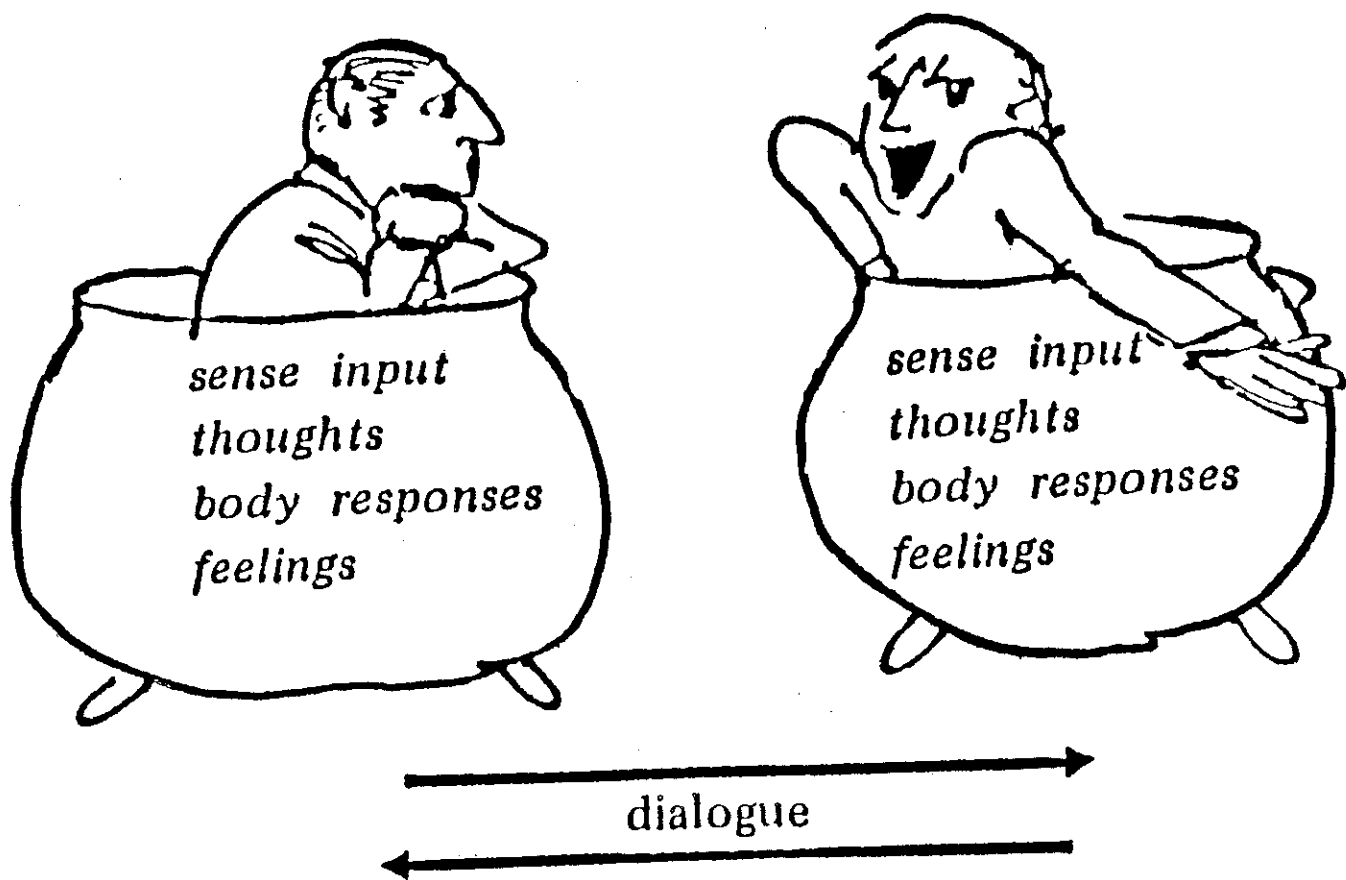




*I know we need  
to communicate—  
BUT HOW*







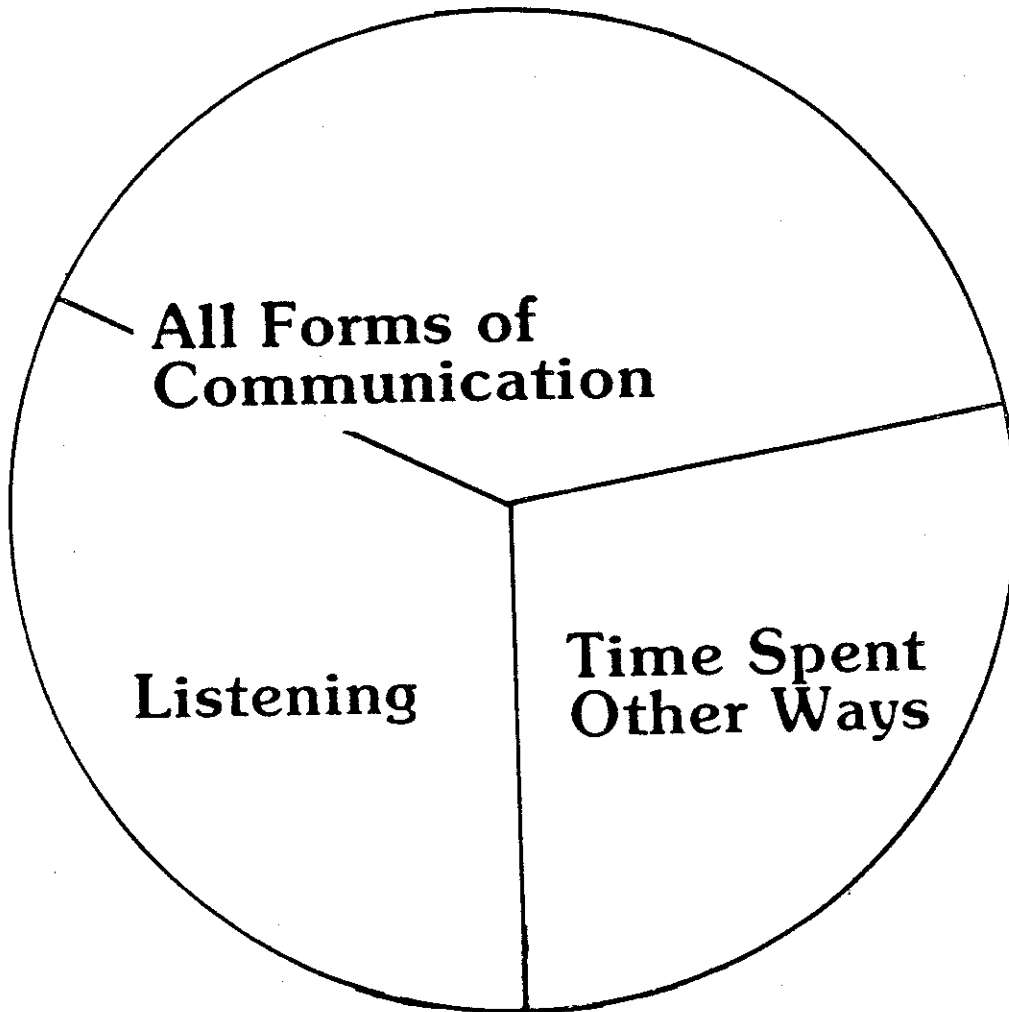
This is a picture of communication between two people.











# **Communication During Our Waking Hours**



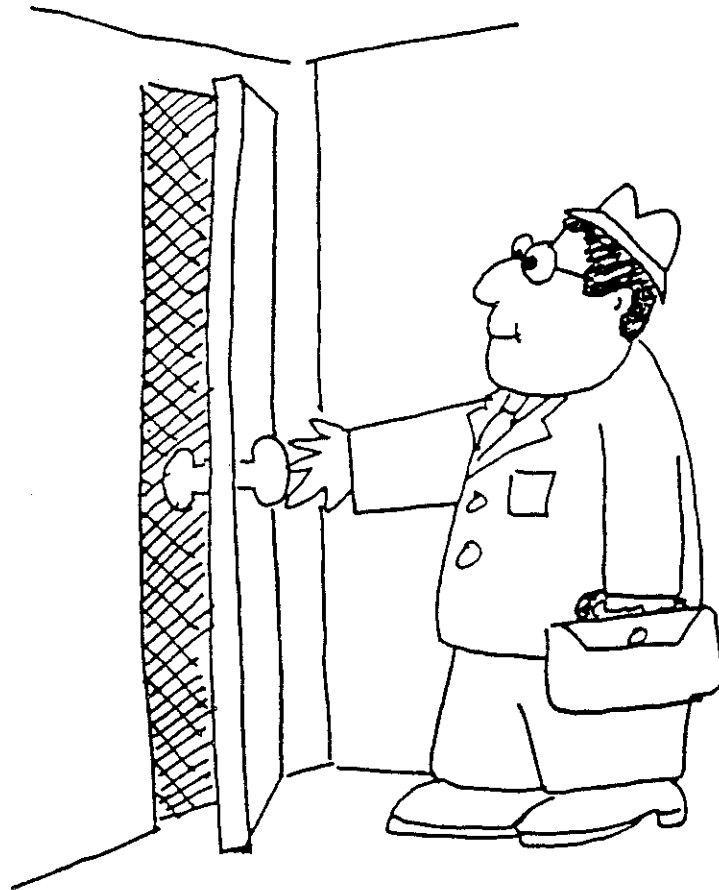
# Attending Skills



- A Posture of Involvement
- Appropriate Body Motion
- Eye Contact
- Nondistracting Environment



# Following Skills

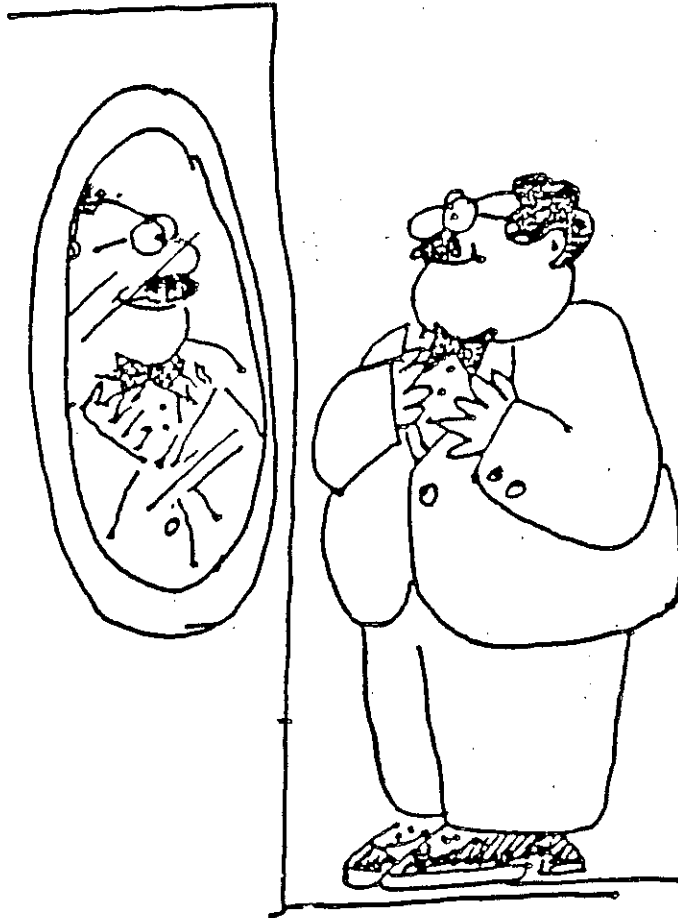


- Door Openers
- Minimal Encourages
- Infrequent Questions
- Attentive Silence





# Reflecting Skills



- Paraphrasing
- Reflecting Feelings
- Reflecting Meanings  
(Tying Feelings to Content)
- Summative Reflections



# Negative Body Language

*Boredom is Indicated by:*

- Foot Jiggling
- Leg Swinging
- Finger Tapping
- Yawning
- Gum Chewing
- Smoking
- Eating
- Knuckle Cracking
- Cleaning Nails
- Playing with Hair
- Handling Objects
- Reading
- Watching TV
- Shifting Positions
- Nodding Off

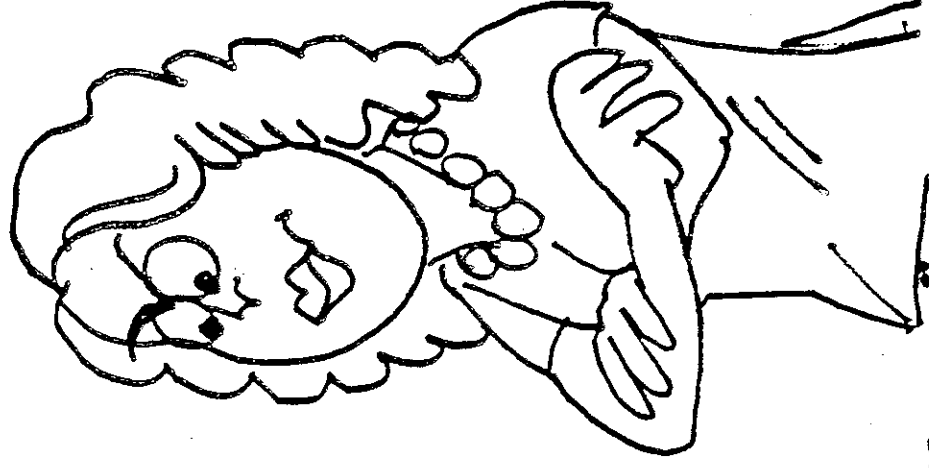




# Negative Body Language

*Human Beings Signal Anger, Anxiety, or Opposition by:*

- Cold or Clammy Hands
- Tightened Jaw
- Arms Folded Across Chest
- Fencer's Position (side view)
- Intense Eye Contact
- Perspiring
- Tightened Muscles
- Hunched Shoulders
- Shallow Breathing
- Clenched Fists
- Altering Interpersonal Distance

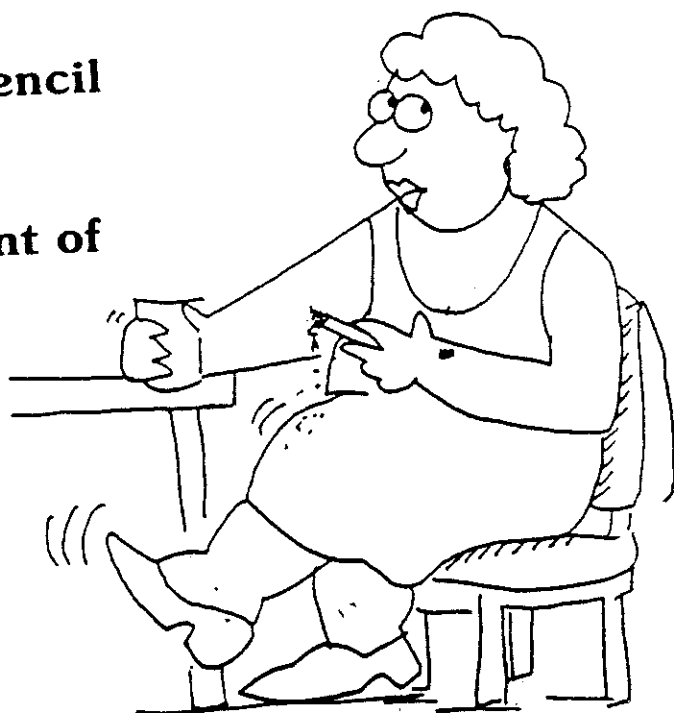




# **Distracting**

*People Distract Others by:*

- Lint Picking
- Rummaging Through Things
- Scratching
- Playing with Clothing, Hair, or other Objects
- Interrupting
- Tapping Fingers, Pencil
- Clicking Pens
- Rhythmic Movement of Body Parts
- Sniffing
- Eating; Drinking
- Smoking







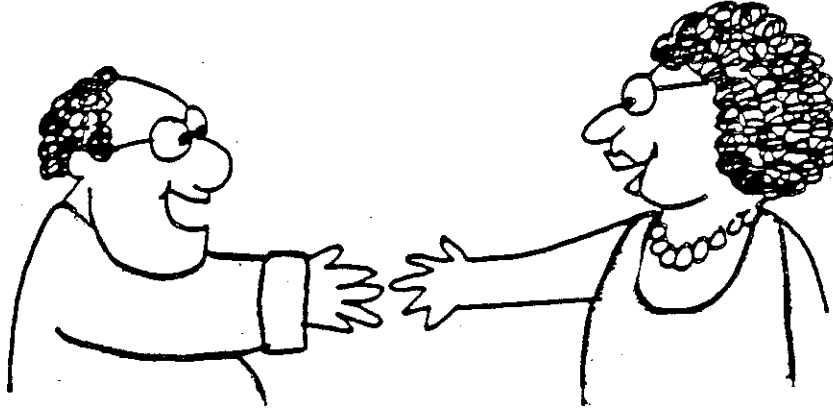
# Negative Conflict

- Interrupts normal relations between individuals and the family
- Provokes hurtful, personally-harmful to the self-concept effects
- Causes loss of self respect and/or respect for others
- Makes rational discussions difficult or impossible
- Takes the time and energy of everyone involved
- Causes confusion, insecurity, hostility, distrust, and alienation
- Causes stress and resulting problems
- Causes possible break up of relationship





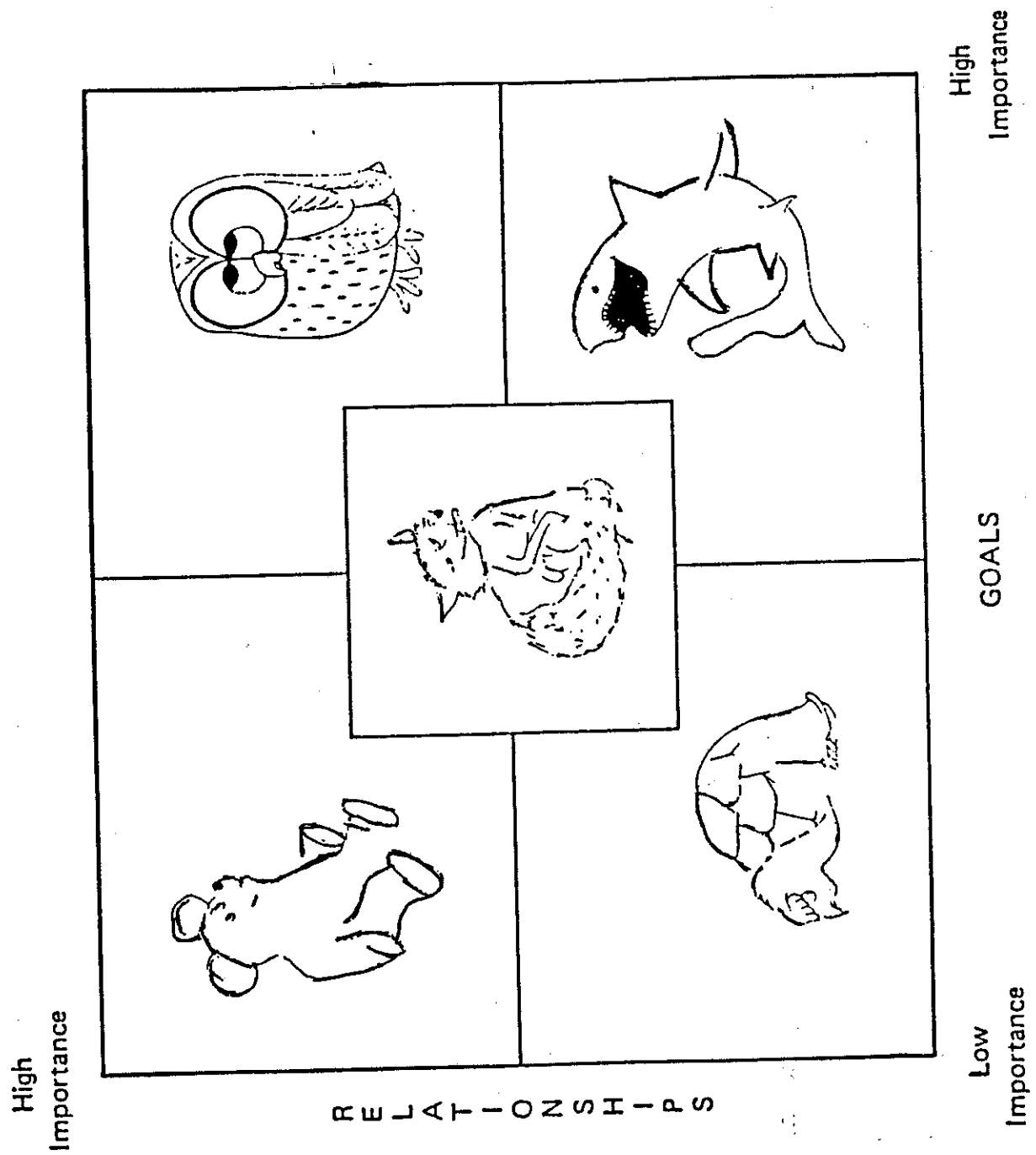
# Positive Conflict



- Helps people understand what others feel is important to them
- Helps define and clarify a variety of issues and values
- Aids a family in knowing what is really important to its members
- Can lead to a confrontation which can bring out ideas, issues, values in a way which clears the air
- Can result in new understanding or relationships which can bring new "life blood" to the family
- Can bring a sense of respect to all
- Can be the start of defining adjusted or new goals which are more satisfactory to everyone

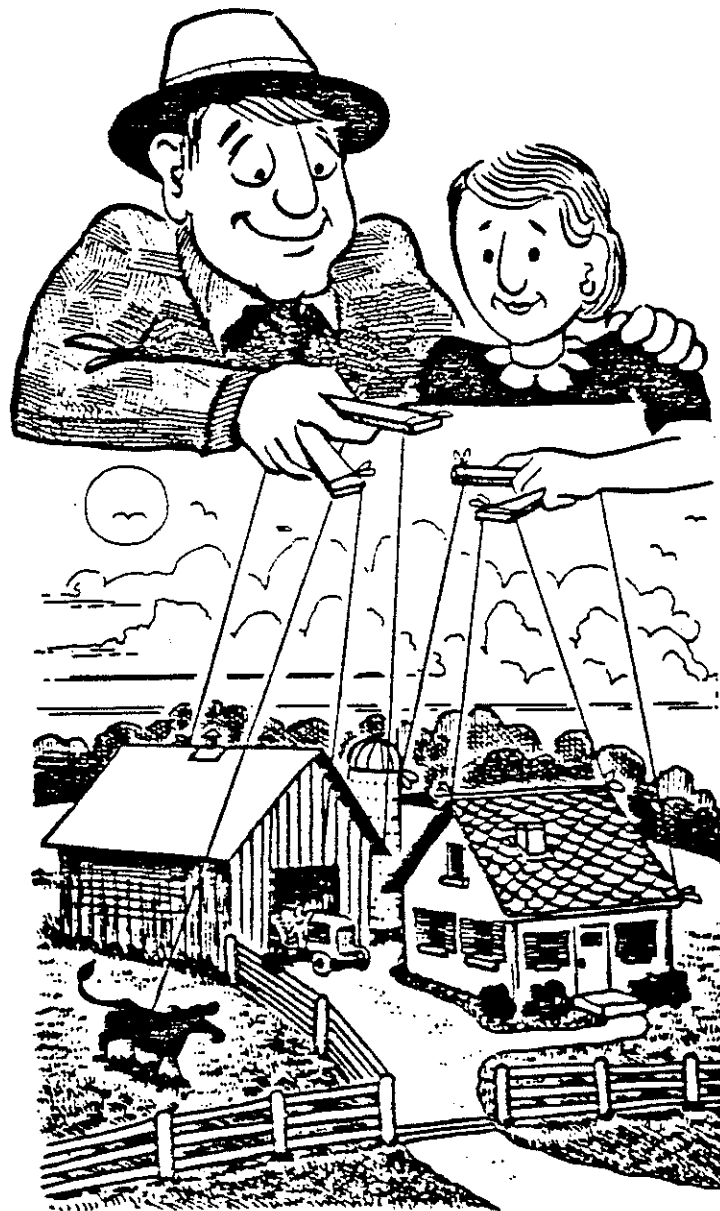


CONFLICT STRATEGIES - WHAT ARE YOU LIKE?





# Management for Farmers







# **DECISION-MAKING PROCESS**

- 1. EXPLORE VALUES**
- 2. DEFINE PROBLEM**
- 3. GENERATE ALTERNATIVES**
- 4. EVALUATE ALTERNATIVES**
- 5. MAKE DECISION**
- 6. IMPLEMENT DECISION**
- 7. EVALUATE**



# **A SHORT COURSE IN HUMAN RELATIONS**

**The six most important words:  
" I admit I made a mistake"**

**The five most important words:  
" You did a good job"**

**The four most important words:  
" What is your opinion?"**

**The three most important words:  
" If you please"**

**The two most important words:  
" Thank you"**

**The most important word  
" We"**

**The least important word  
" I"**







# IIIA

## Conference #3

### Crop Production and Feed Allocation

#### TABLE OF CONTENTS

	<u>Page</u>
A. Table of Contents	IIIA
B. Meeting Agenda	IIIB
C. Teaching Outline	IIIC
D. Monitoring and Control With the Field Crop Enterprise	IIID
E. Field Crop Worksheet - Crop Information	IIIE1
Field Crop Worksheet - Field Information	IIIE2
F. Overheads	
1. Review of Previous Conference	IIIF1
2. Review of Previous Conference (Continued)	IIIF2
3. Comparison of Dairy Farm and a Factory	IIIF3
4. Defining Balance in Crop Feed Flow	IIIF4
5. Determining Balance in Crop Feed Flow	IIIF5
6. Too Much Forage Production	IIIF6
7. Insufficient Forage Production	IIIF7
8. Natural Soil Drainage Rooting Depths and Crop Yields	IIIF8
9. Effect of Planting Date on Corn Grain Yields	IIIF9
10. Stage of Maturity of Alfalfa Influences Digestible Dry Matter and Protein	IIIF10
11. Response of Corn to Fertilizer N Following Alfalfa Sod	IIIF11





IIIB

III. Conference #3

Crop Production and Feed Allocation

Agenda

- (20 minutes) I. Review previous conferences.
- (15 minutes) II. Introduce Feed Production & Allocation.
- (30 minutes) III. Soil Resources:
  - a. Influence of Natural Drainage on Yields
  - b. Influence of Draining Wet Soils on Yields
  - c. Soil Resources on Audit Farms.
- (10 minutes) IV. Control & Monitoring and Decision Making Process.
- (20 minutes) V. Introduce Feed Production & Allocation.
- (30 minutes) VI. Timeliness, Variety Selection, and Cutting Management.
- (20 minutes) VII. Manure Management and Nitrogen Fertilizer.
- (20 minutes) VIII. Soil Testing, Soil pH, and Crop Management.
- (20 minutes) IX. Other Crop Topics.
- X. Other Information Sources.



## IIIC1

Conference #3

Crop Production and Feed Allocation

Teaching Outline

I suggest the pages Monitoring and Control within the Field Crops Enterprise be given to the audit group and should be used by agent as the concept for teaching the crop production portion of the audit. There is not time to cover all of the material within this document in this conference. It should be remembered that we are discussing this information from the management and decision making aspect rather than the actual production practice; therefore emphasize that portion of the information.

I would suggest that as much reference as possible be made to Cornell Recommends for Field Crops, Field Crops & Soils Handbook, and the Soil Test Recommendations as you can within the constraints of time to get each individual acquainted with these information sources.

- I. Review of Previous Conferences - use overheads (IIIF1 & F2), ask, and record
  - a. Who & how much time is being set aside for management, encourage this time as time at a desk, not while riding tractor, milking cows, etc.
  - b. Encourage setting and adjusting short term (30 day) goals as a means of deciding the important items to accomplish, monitor and control.
  - c. Who is making and using, to do lists?
  - d. Review contrasting labor requirements for Dairy vs. Field Crop Enterprises. Emphasize purpose of audit is to manage in such a way as to reduce the peak loads as much as is reasonable.



## IIIC2

### II. Introduce Feed Production and Allocation

- a. Using the overheads (IIIF3-F7) discuss the purpose of crop production on the dairy farm; to produce feed. The feed is the result of the crop production, plus the storage conditions plus the ability to furnish the appropriate animal with the needed quantity and quality of feed at the correct time.
- b. Ultimately feed production (crop production and other factors) needs to be in balance with feed needs.
- c. Discuss the options when these are not in balance.
- d. Discuss the difficulties of balancing crop production and feed needs when yields are unknown - encourage good yield measurements and crop records.

### III. Soil Resources - the potential for the farm to produce crops

- a. Using the overhead (IIIF8) discuss the influence of natural soil drainage (i.e. soil type) on crop yields. The examples are similar soils differing in drainage.
- b. Using information from the Field Crops and Soils Handbook (page 21), discuss the influence on drainage of wet soils on yields - emphasize that drainage will provide increased yields on the wet soils (or wet spots in the field) and will permit earlier planting, etc. in the rest of the soils in the field.
- c. Using the county master soils list (used by districts) for taxation and assessment, discuss yield potentials of the soils for the audit farms.
- d. Show how this is related to information in soil survey for county, farm plan, etc.



#### IV. Timeliness, Variety Selection, and Cutting Management

- a. The purpose of this section is to link the requirements of labor for dairy and crops reviewed previously, and the importance of timeliness for planting corn (1987 Cornell Recommends page 20 and overhead IIIF9).
- b. Discuss the importance of timeliness for cutting alfalfa.
  1. Influence of stage of maturity on digestible dry matter (Field Crops & Soils Handbook page 127, also overhead IIIF10) shows a loss of about 0.5% D. DM per day starting April 30 and a loss of 0.3% protein per day, starting about June 10. While gaining more total dry matter - thus best harvest date is compromise of all these values.
  2. Make the point: "Yield is primarily soils related, whereas, quality is primarily management related."

#### VII. Manure Management - see Field Crops & Soils Handbook pages 51-59.

- a. It is suggested that you run the manure management program (available on floppy disk) on each farm discussing the nutrient balance on the farm. For this purpose it is appropriate to only run the least accurate portion of the program with no manure analyses.
- b. Discuss influence of manure on nitrogen requirements by computing a soil test without manure, and including manure for several years.
- c. Discuss the distribution of manure to all fields vs. only behind the barn on fertilizer requirements. Emphasize the further fields should be spread when least busy if on daily spread.





#### IIIC4

- d. Use overhead (IIIF11) to show relationship between years after sod (no manure) and nitrogen response to fertilizer. Emphasize the use of soil test in making management decisions.

#### VIII. Soil Testing, Soil pH, and Crop Management - Field Crops & Soils Handbook pages 35-43, 113-114

- a. Emphasize the need to lime to near pH 7.0 for alfalfa - hand out records from Case farm. The manager of the Case farm thought the pH values for all alfalfa fields were above pH 6.0 because a few were and the lime program was similar for all fields.
- b. Emphasize the loss of about 500 #/A of lime per year from both corn and alfalfa stands (this means a lime requirement of 4 tons/A for an eight year rotation of corn alfalfa with high yields.
- c. Contrast desired pH vs. the pH values on fields of Case farm here. About 1/2 of need lime (2 tons/rotation) was being applied. Another example of not using the information available to the manager that could be used to make decisions.

#### XI. Other topics

- a. From the audit you may have found that here are other topics more important to your group. If so, teach those topics instead of those listed.
- b. Be sure to emphasize the needs for good crop records.



Monitoring & Control within the Field Crops Enterprise

W. S. Reid

Department of Agronomy

Cornell University

Ithaca, NY 14853

1. What is Monitoring and Control.

The concept of monitoring and control is not difficult to understand. The steps generally followed are: a) Decide the process to control; for example, the comfort level within the house. b) Decide the best physical property that relates change in the property - to the process; in the house we relate air temperature to comfort, but humidity, time, air movement and other properties might also be related. c) Determine the range or limits acceptable for the property being monitored; we want the air temperature to remain between 68 and 78 degrees. d) Establish a means to determine if the process is within the limits chosen; a thermostat monitors the air temperature and turns the heat on and off. The thermostat continues to monitor the process until the temperature is back within the limits and turns the furnace off. e) Continue the monitoring and controlling process. Don't quit monitoring just because the process was corrected one time. The house will cool. Getting it right once makes it the next control easier, but does not end the process.

2. Why are we concerned about the field crops.

On a dairy farm the primary product sold is milk. Why should one be concerned about the field crop production when the product for sale is milk? The



audit experience from previous years suggests that the Feed Production and Allocation Program is the weakest link on most dairy farms. Studies have shown that approximately 35 to 40% of the profit on the dairy farm is the result of the cropping program. The cropping program is to provide adequate quantities of high quality forages to feed the cows in an economical fashion. Often dramatic increases in milk production or decreases in the cost per hundred weight of milk can be achieved by improving the quality and/or yield of the forages. The objectives of the monitoring and control within the field crop enterprise on the dairy farm is to insure that adequate quantities of high quality forages are produced within the most profitable price range. Methods to provide the yields and quality require attention to details, especially timing of operations. For example, the yields of alfalfa are primarily determined by soils and climate, but the quality of the forage is determined primarily by cutting management, age of the stand, and other cultural practices.

Since crop yields can not be determined very often, the cycle between monitoring and control of yields is too long for yields to be a good physical process to monitor for daily or short term control. Yields and profits do provide the ultimate test of long term field crop functions. Thus, for short term monitoring of the field crops program necessary for decision making, we must use items other than yields for monitoring. Although we must monitor the weather for daily activities, weather does not make a good monitoring process because we cannot provide control.



We usually get only one opportunity to make certain of the more important decisions within a year's field crop production; therefore, we should monitor those inputs that are most important in determining yields, quality, and/or economics of the field crop production. Those inputs having the most influence in the field crop production are soils properties, soil fertility, variety selection for the climate, timeliness of operations including planting dates and harvest schedules, pest control, forage storage conditions and capacities, and governmental programs. We will discuss ways to monitor most of these items in field crop production.

#### THE DECISION PROCESS

Let's not forget one of the more important items for monitoring and control - the decision making process itself. For the decision process to be meaningful there must be appropriate information for evaluation. As Joe Friday of TV's Dragnet would say 'Just give me the facts, mam.' Once the appropriate facts are known, we are more likely to make the most appropriate or correct decision. To make sure the data has been collected to provide the information to the decision making process, a timetable should be used to monitor our progress toward making the decisions. For example, if we are to make a decision on the amounts and types of fertilizers to purchase for next season's crops, we need to know the number of acres of each crop (a decision), the fields and rotations involved (decisions and information), and soils (information), where manure was and is to be applied (decisions and information), the soil test results (decision and actions required), and the time the decision is needed. A timetable for making the fertilizer decision is established. That timetable would involve a sequence





of deadline dates for obtaining the soil sample (if needed), and for making each of the other decisions. Those decisions such as the number of acres of each crop might involve making many other decisions such as how much feed carryover will be available, whether to expand the number of cows, what changes will be made in the feeding program, etc. Thus, we want to make informed decisions, those using the critical information because they have the greatest chance of being the correct decision. The decision should be made at the time (date) that provides you with the greatest advantage and flexibility. This means for the fertilizer decision, it should be made early enough to obtain winter discounts, possible be used for current year's income tax, obtain priority delivery prior to planting, have time to discuss the requirements with their crop consultant and/or fertilizer supplier or just to get this decision out of the way prior to the very busy planting season. For these reasons, the timetable must start early enough to obtain the data mentioned above prior to making the decision. Making a fertility decision without soil testing greatly increases the chances of making an incorrect (and costly) decision. Waiting to make the decision until cropping time increases the number of things that must be decided and accomplished during the busy season.

#### CROP RECORDS

When discussing information needed to make informed decisions it is necessary to mention crop records. Written crop records in a format suggested by a university or industry crop record books or through a more complete record keeping system is necessary if the cropping system is to be improved and/or maintained at a profitable level. The minimum information that should be recorded and monitored by field is the soil type, the crop and variety, the soil



test results and recommendations, the nutrients and lime applied, weeds and other pests observed, chemicals used and when and how applied, tillage dates and methods, varieties planted, rates and dates, populations obtained, equipment settings, harvest dates, yields and qualities. It is also helpful to record time required for certain operations, along with observations about how well the various operations appeared to behave. Over the years you will also find it beneficial to record weather information, and other factors that influenced the cropping systems.

#### THE SOIL RESOURCE

The soils in NY vary in texture, structure, drainage, tilth and a number of other properties all of which require somewhat different management to optimize yields and inputs for maximum economic yields. The soil type because of the associated soil properties determines the yield potential for various crops. The soil type(s) in each field are given in the Farm Conservation Plan available from SCS or in published County Soil Surveys. An estimate of the potential yields for each soil type in New York is available either from Cooperative Extension, SCS in county Soil Survey publications or included with soils information with the farm conservation plan.

#### COMPARING CROP YIELDS

These yields by soil type should be used as a standard comparison to test the relative yield level of each field as one measure of how well you are doing.

