# TABLE OF APPENDICES

# Appendix 1



# The Topic:

## *Farming*

## The Basics

Easier - Farming was once the chief way of life in nearly every country. People cannot live without food, and nearly all their food comes from crops and animals raised on farms. Many other materials such as cotton and wool also come from plants and animals raised on farms. Not many people farm for a living any more, but farming remains the most important occupation in the world.

Harder - Prior to the twentieth century, the typical American family lived on a small farm. They raised hogs, cattle, sheep, chickens, and planted corn, fruits, garden vegetables, hay, and wheat. Everyone worked long and hard, but the results were often meager. Families barely harvested enough food for themselves. This situation began to change during the last half of the 1800's and it changed remarkably in the next century.

Scientific methods and labor-saving machinery have made farming increasingly productive. The development of improved plant varieties and fertilizers has helped double and even triple the yields of some major crops. Scientific livestock care and breeding have helped increase the amount of meat and products that animals produce. At the same time, the use of tractors and other modern farm equipment has sharply reduced the need for farm labor.

As farming has become less important as a way of life in the United States, it has become more important as a business enterprise. Today's successful farmers are expert not just in agriculture but also proficient in accounting, marketing, and finance. Farms that are not run in a businesslike fashion have great difficulty surviving.

## 4 2 eXplore

**Farms Around the World**

http://www.benicia.k12.ca.us/Henderson/fawproject.htm
A web-project based on the children's book, *Flat Stanley* by Jeff Brown. Students contacted farms or ranches around the world who have agreed to host their 'paper student' for a period of two weeks or so.

**Family Farm**

http://www2.kenyon.edu/projects/famfarm/whatis/whatis.htm
What is family farming? Where does our food come from? How do farmers relate to their environment? What is life like in a farm community? How has farming changed through history? What will shape farming in the future?

# Appendix 2

Search Go

About

Career Finder

Virtual Field Trips

Educator Resources

Career Focus Areas

# Marketing Specialist

A marketing specialist ensures that the appropriate communication messages and mediums are used to meet sales targets. They oversee the promotion of a company's or client's products or services, including the marketing of existing or new products or services. Additionally, they work with suppliers on

training/education, pricing, inventory management, quality of communication pieces, reporting, trade shows coordination and more.

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## WHAT RESPONSIBILITIES WILL I HAVE?:

- Plan, develop and direct distribution of product
- Develop and execute marketing programs
- Develop a marketing strategy for the organization
- Be responsible for internal and external communications
- Coordinate and execute special events
- Work with suppliers to ensure distribution programs
- Create incentive programs for sales people and suppliers
- Monitor brand performance and use information gained to recommend actions
- Provide financial analysis and business planning
- Conduct market research on products
- Develop a marketing budget and adhere to outlined expenses
- Work with all other functions of the business to carry out business goals

## RECOMMENDED HIGH SCHOOL COURSES:

The following high school courses are recommended: agricultural education, science and mathematics.

## EDUCATION/TRAINING REQUIRED:

A bachelor's degree in agricultural business, marketing, journalism, communications, education or business administration is required.

Find Potential Universities/Colleges >

## Future Job Market Outlook:

FAIR GOOD EXCELLENT

## Typical Employers:

Employers may include seed, feed, fuel, fertilizer, plant, animal pharmaceuticals and equipment companies as well as advertising agencies. There are also opportunities for self-employment.

## Suggested Professional Organizations and Associations:

- State Agribusiness Associations
- National Agri-Marketing Association
- National Association of Farm Broadcasting
- American Agricultural Editors Association
- North American Agricultural Journalists

## Average Annual Full-Time Salary:

$50,215

Salary data is provided by the AgCareers.com Compensation Benchmark Review™. These salaries should be considered as examples and are provided for educational and exploratory purposes. The salary information provided should not be used as a benchmark. Actual salaries are influenced by numerous variables including but not limited to demographics, size and scope of the role, level of experience, qualifications, and education of the worker.

See available jobs

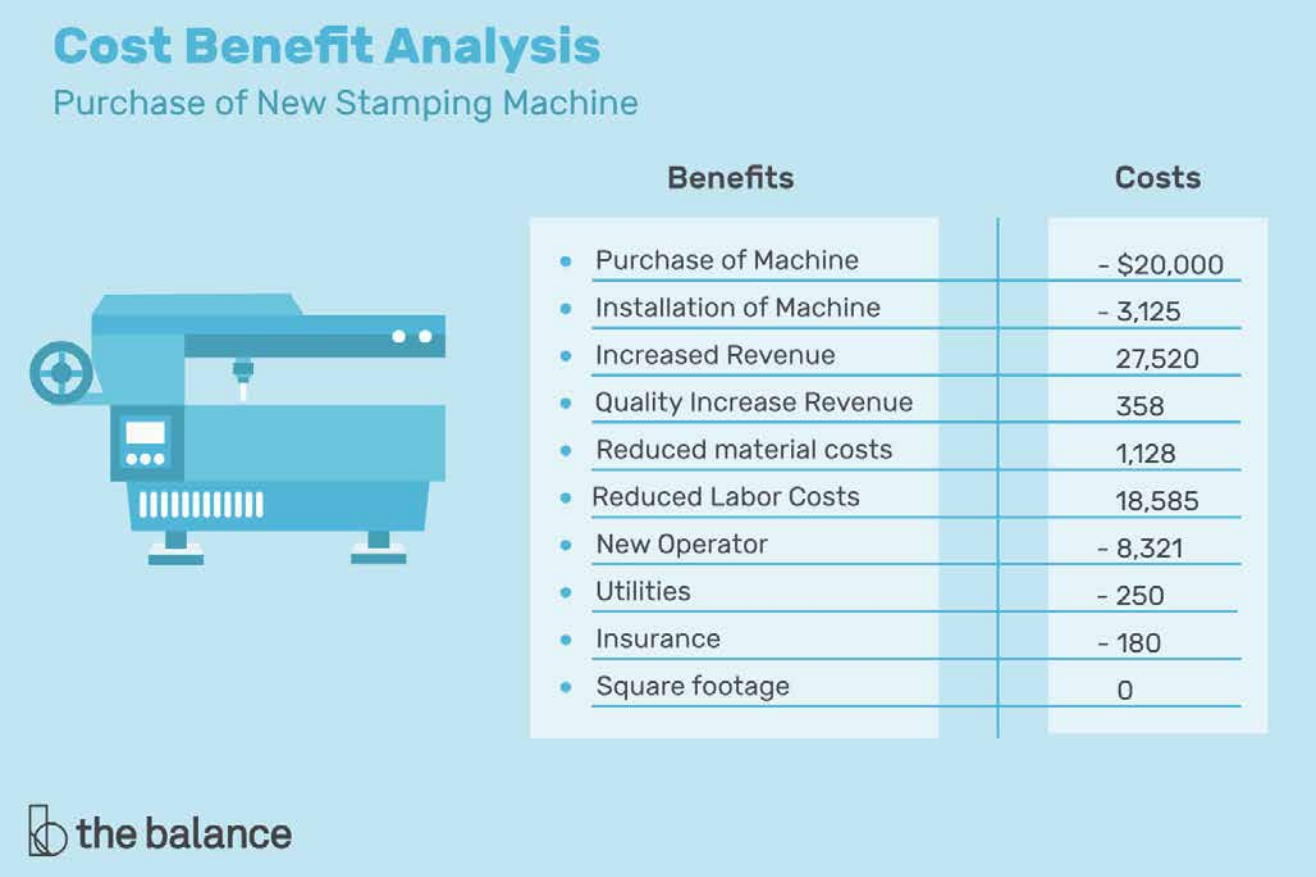
# Related Careers

# Appendix 3

## How to Run a Cost-Benefit Analysis

thebalancecareers.com/cost-benefit-analysis-2275277

F. John Reh




By
F. John Reh
F. John Reh wrote about business management for The Balance, and has 30 years of experience as a business manager.

A cost-benefit analysis is a key decision-making tool that helps determine whether a planned action or expenditure is literally worth the price.

The analysis can be used to help decide almost any course of action, but its most common use is to decide whether to proceed with a major expenditure. Since it's based on adding positive factors and subtracting negative ones to get a net result, it is also known as "running the numbers."

## The Basics

A cost-benefit analysis finds, quantifies, and adds all the positive factors involved in a proposed course of action. These are the benefits.

Then all the negatives, or costs, are identified, quantified, and subtracted.

The difference between the two indicates whether the planned action is advisable. The real trick to doing a cost-benefit analysis well is making sure you include all the costs and benefits and properly quantify them.

Should we hire an additional sales person or assign overtime, or will we be better off putting our free cash flow into securities or investing in additional capital equipment? Both of these questions can be answered by doing a proper cost-benefit analysis.

## First Stab at a Cost-Benefit Analysis

Say you are a production manager and you are proposing the purchase of a $1 million stamping machine to increase output. Before you can present the proposal to the vice president, you need some facts to support your suggestion. You need to do a cost-benefit analysis.

First, you list the benefits. The machine will produce 100 more units per hour. The machine will replace three workers currently stamping by hand. The units will be of higher quality because they will be more uniform.

You calculate the selling price of the 100 additional units per hour multiplied by the number of production hours per month. Add another two percent for the units that aren't rejected because of the higher quality of the machine output. Then add the monthly salaries of the three workers. That's a pretty good total benefit.

Then there are the costs. The machine costs $1 million and it will consume electricity. That's about it. You calculate the monthly cost of the machine by dividing the purchase price by 12 months per year and divide that by the 10 years the machine should last.

The manufacturer's specs tell you what the power consumption of the machine is and you can get power cost numbers from accounting. You figure the cost of electricity to run the machine and add the purchase cost to get a total cost figure.

You subtract your total cost figure from your total benefit value and your analysis shows a healthy profit.

You're ready to present your analysis to the vice president, right? Wrong. You've got the right idea, but you left out a lot of detail.

## A Better Example

Take another look at the benefits first. Don't use the selling price of the units to calculate the value. The sales price of any item includes many additional factors that will throw off your analysis if you include them, not the least of which is a profit margin.

Instead, get the activity-based value of the units from accounting and use that number.

You added the value of the increased quality by factoring in the average reject rate, but you may want to reduce that a little because even a machine won't always be perfect.

Finally, when calculating the value of replacing three employees, be sure to add overhead costs and benefits costs in addition to their salaries. Accounting is your source for the exact number of the company's "fully burdened" labor rates.

You may have overlooked other details. For instance, you may be able to buy feedstock for the machine in large rolls instead of the individual sheets needed when the work is done by hand. This should lower the cost of material, another benefit.

Now reconsider the costs. In addition to its purchase price and any taxes you will have to pay on it, you must add the cost of interest on the purchase. Even if the company buys the machine outright, you will have to include a sum in the lost interest it would have earned if the money had not been spent.

Check with finance to find out the amortization period. The machine may last ten years but the company may not keep it on the books that long. It may amortize the purchase over as little as four years if it is considered capital equipment. If the cost of the machine is not enough to qualify as capital, the full cost will be expensed in one year. Adjust the monthly purchase cost of the machine to reflect these issues.

There may still be some details you overlooked.

## More Costs

The devil is in the details. In this case, here are some of the overlooked costs:

- Floor space: Will the machine fit in the same space currently occupied by the three workers?
- Installation: What will it cost to remove the manual stampers and install the new machine? Will you have to cut a hole in a wall to get it in or will it fit through the door? Will you need rollers or machinists with special skills to install it?
- Operator? Somebody has to operate the machine. Does this person need special training? What will the operator's salary, including overhead, cost?
- Environment: Will the new machine be so noisy that you have to build soundproofing around it? Will it increase the company's insurance premiums?

## An Accurate Conclusion

Once you have collected all the positive and negative factors and have quantified them you can put them together into an accurate cost-benefit analysis.

Some people like to add up all the positive factors, then add up all the negative factors, and find the difference between the two. Others prefer to make a running list that combines both factors. That makes it easier for you or anyone reviewing your work to see that you have included all the factors on both sides of the issues.

For the example above, the cost-benefit analysis might look something like this:

**Cost-Benefit Analysis: Purchase of New Stamping Machine**
(Costs shown are per month and amortized over four years)

1. Purchase of Machine ..... -$20,000
   includes interest and taxes
2. Installation of Machine ..... -3,125
   including screens & removal of existing stampers
3. Increased Revenue ..... 27,520
   net value of additional 100 units per hour, 1 shift/day, 5 days/week
4. Quality Increase Revenue ..... 358
   calculated at 75% of current reject rate
5. Reduced material costs ..... 1,128
   purchase of bulk supply reduces cost by $0.82 per hundred
6. Reduced Labor Costs ..... 18,585
   3 operators salary plus labor o/h
7. New Operator ..... -8,321
   salary plus overhead. Includes training
8. Utilities ..... -250
   power consumption increase for a new machine
9. Insurance ..... -180
   premiums increase
10. Square footage ..... 0
    no additional floor space is required

Net Savings per Month ..... $15,715

Your cost-benefit analysis clearly shows the purchase of the stamping machine is justified. The machine will save your company more than $15,000 per month, almost $190,000 a year.

This is just one example of how you can use a cost-benefit analysis to determine the advisability of a course of action and then support it with facts.

# Appendix 4

## Cost-Benefit Analysis

entrepreneur.com/encyclopedia/cost-benefit-analysis

Aman Jain | 3 min read

**Definition:** *A process by which you weigh expected costs against expected benefits to determine the best (or most profitable) course of action*

When it comes to goal setting or deciding on the best plan of attack, working up a cost-benefits analysis will help you decide just which route would be best for you. And a cost-benefit analysis doesn't have to be complicated. You simply draw a line down the middle of a piece of paper to create two columns. On the left, list the benefits of achieving a given goal. On the right, list what it will cost you to get there. Once you've done that, you can simply add up the benefits and costs columns and see which has more, or assign weighted scores to each entry and total them at the bottom. Of course, you may not want to let this quick and easy analysis make the final decision for you. And it may sometimes be the nearest thing to a tossup. But even a simple cost-benefit analysis can give you an idea of whether a given goal is worth investigating further.

An example is a sales director who needs to decide whether to implement a new computer-based contact management and sales processing system. The sales department currently has only a few computers, and its salespeople aren't computer savvy. Any system upgrade would require extensive employee training. The company is likely to experience a drop in sales during the transition period.

While total expenses, including equipment, installation and training costs, plus lost productivity, are estimated to be $55,800, the company's analysis reveals the new computer system would increase sales capacity, boost efficiency and enhance customer service and retention--financial benefits the company pegs at $90,000 annually. Based on the cost-benefit estimates, the company would see a return on its investment in eight months. (Payback time: $55,800 ? $90,000 = 0.62 of a year.)

# Appendix 5



## CHAPTER 9

## PROGRAMME OF AGRICULTURAL SURVEYS

***WCA 2010 envisages the census of agriculture being the central component of the system of integrated agricultural censuses and surveys. Previous chapters have focused on the core and supplementary modules of the census of agriculture. This chapter presents a broad overview of the programme of agricultural surveys to be developed based on the census of agriculture. Some possible topics for the programme of agricultural surveys are identified and a brief description of the content of each survey is provided.***

### Introduction

9.1. Throughout this publication, emphasis has been given to the census of agriculture as a part of the system of integrated agricultural censuses and surveys. The census of agriculture provides structural data on agriculture, with the key data collected in the core module, and more detailed items collected in the sample-based supplementary module(s). Under the integrated system, a programme of agricultural surveys should also be carried out, based on the census of agriculture, to provide current operational and performance data required to complement the structural data from the census of agriculture. Previous chapters have focused on the census of agriculture; in this chapter, the programme of agricultural surveys is examined.

9.2. Agricultural censuses involve the collection of data from agricultural holdings, which can provide the basis for establishing sampling frames for agricultural sample surveys. For example, the agricultural census could provide a frame of holdings growing cassava for use in a cassava production survey, or a frame of holdings with pigs for a survey of pig breeding. In the context of the agricultural census, the programme of agricultural surveys refers to surveys of agricultural holdings based on the agricultural census. For more information on using the agricultural census to establish sampling frames for the programme of agricultural surveys, see paragraphs 10.16–10.37.

9.3. Other types of agriculture-related surveys, not based on the agricultural holding unit, are not considered in this chapter. Surveys on food consumption, income and expenditure, rural labour force, and household food security provide important agriculture-related data, but usually have a wider scope than just agricultural holdings. Often, they cover all rural households. Some agriculture-related surveys cover other types of units altogether – for example, a survey of agricultural service establishments – and these are also not discussed here.

9.4. The programme of agricultural surveys outlined in this chapter is wide-ranging, and includes periodic agricultural production surveys, as well as in-depth surveys such as cost of production and time use. It is not possible in this volume to give a detailed description of all possible agricultural surveys. Instead, the most important types of agricultural surveys are highlighted.

9.5. The intention is not to recommend the surveys each country should carry out. Each country has its own way of organizing the national survey programme for agricultural and other statistics. Most countries conduct periodic agricultural production surveys, but other agricultural surveys are conducted according to national priorities and data requirements, taking into consideration cost and other constraints. Countries are encouraged to plan the programme of agricultural surveys prior to the agricultural census, to ensure that the census is integrated into the agricultural statistics system and that the census meets the needs of the programme of agricultural surveys.

9.6. Some survey topics shown in this chapter are also given as themes for the census supplementary modules in Chapter 4. Here, the agricultural surveys provide current data or more in-depth data than is possible in a census supplementary module. For “livestock”, for example, the

agricultural census provides data on the structure and population dynamics of livestock herds, whereas the programme of agricultural surveys includes data on livestock production and sales, as well as detailed data on feed and livestock breeds. Other agricultural survey topics, such as “time use” and “cost of production”, are not covered by the agricultural census.

9.7. The boundary between a “census supplementary module” and an “agricultural survey” is often blurred. A country may not be able to do a particular census supplementary module in conjunction with the core census module, but may include the data from that module in a survey carried out some time after the agricultural census. Also, a survey done a few months after the agricultural census could be considered as a census supplementary module or part of the programme of agricultural surveys.

9.8. Data under the different headings are inter-related and a specific agricultural survey will normally collect a variety of data on related topics. For example, in an aquacultural survey, there would be interest in relating aquacultural data with data on land, crops and livestock, as well as studying labour inputs and other agricultural practices. Some issues, such as gender, are of interest to most surveys. Household food security elements may also be important for some surveys. Sometimes, a particular survey topic can be attached to an existing survey; for example, a survey of post-harvest losses could be undertaken as a supplement to an annual production survey every few years.

## Inter-censal structural survey

9.9. Agricultural censuses are normally carried out every ten years, covering those aspects of agriculture that change slowly over time: the so-called “structural” data. Countries undergoing rapid agricultural development may find that structural changes happen quickly, and structural data may be needed more frequently than every ten years.

9.10. Some countries may wish to conduct an agricultural census every five years, based on the modular approach described in this publication. Sometimes, a “mini-census” is conducted in the middle of the decennial inter-censal period to provide certain key structural data. A modular approach could be used: for example, if cropping patterns were changing rapidly, the core module of the mini-census could focus on land use and crops, with sample-based supplementary modules on crops and agricultural practices undertaken to provide more detailed data.

9.11. Usually, countries do not have enough resources for a five-yearly agricultural census, and need to collect additional structural data between censuses through sample surveys. The type of data collected in an inter-censal structural survey depends on the nature of agricultural development in the country. For example, if the livestock industry was developing rapidly, the inter-censal structural survey could repeat the census supplementary module on livestock. Elements from other modules related to livestock, such as household food security and farm labour, could also be included. Sometimes, the main interest in an inter-censal structural survey is on changes for particular crop or livestock types, and the inter-censal survey could focus on those.

## Crops

9.12. The agricultural census provides data on the presence of each temporary and permanent crop (core module), and the area and production of each crop, use of fertilizer, and source and type of seed inputs (supplementary module). A variety of crop surveys are usually needed to complement these data.

9.13. The key requirement is for annual or seasonal data on the production of major crops. This could require a single crop production survey or, more commonly, a series of surveys. For example, a country may need to carry out a semi-annual rice production survey, as well as annual cassava and coffee production surveys, with each survey timed to coincide with the crop harvest. A particular crop production survey could have several elements: for example, an interview with producers to collect information such as area planted, varieties used and inputs, and a crop-cutting component to estimate the yield based on sample plots.

9.14. Crop production surveys may be a part of a comprehensive crop forecasting system. This could involve, for example: (i) a survey of planting intentions conducted just before planting; (ii) a survey of crop plantings taken just after planting is finished; (iii) a survey of crop conditions carried out sometime before the harvest, and (iv) a crop production survey undertaken after the harvest.

9.15. Other types of crop surveys, based on agricultural holdings, may be required from time to time:

- Survey of post-harvest losses. A survey of post-harvest losses for rice producers, for example, measures the losses during harvesting, on-farm processing, transportation and storage. Such surveys are important to measure the effect of post-harvest losses on food supplies.
- Survey of farm food stocks. This looks at the quantity of, for example, maize held in stock by maize producers, and is important for assessing household food security in countries where farmers produce mainly for their own consumption.
- Survey of crop marketing. A survey of wheat producers, for example, could be run to understand how farmers market their surpluses.
- Special survey of a specific crop. An in-depth survey of, for example, fruit growers could highlight the problems faced in further developing the fruit production industry.

## Livestock

9.16. In the agricultural census, the core module provides data on the number of animals by livestock type, while the livestock supplementary module includes data on the structure of livestock herds (age, sex and purpose), livestock population dynamics (births, deaths, etc.), and types of feed.

9.17. The key requirement for additional livestock data is for periodic livestock production surveys. Usually, a series of specific surveys is needed. For example, quarterly surveys of holdings with cattle may provide data on cow milk production, while annual surveys of holdings with sheep may provide data on wool production. Often, data from these surveys are supplemented by information from other sources – such as livestock marketing boards, or surveys of abattoirs, meat packing plants, butchers or dairies – to provide a comprehensive picture of livestock production.

9.18. Regular surveys may be needed for feed statistics to measure the quantity and composition of feed for different livestock types, and the seasonality of feed availability. Surveys can also be used to estimate the production of fodder crops, often using crop cutting experiments to measure nutritive values. Data on stocking rates are also often collected as a way of assessing fodder utilization.

9.19. Other types of in-depth surveys of livestock include: surveys on the structure of livestock herds, especially specific breeds of animals; and surveys of the value of sales for each type of livestock product.

## Aquaculture

9.20. In the agricultural census, data are limited to aquacultural activities carried out in association with agriculture. If aquaculture is important in a country, an aquacultural census should be undertaken in conjunction with the agricultural census, to provide structural data on the type of production facility, type of water, sources of water, type of organism, and aquacultural machinery (see Chapter 7). This can provide the basis for further aquacultural surveys.

9.21. Periodic surveys of aquacultural producers may be needed to provide aquacultural production data. An in-depth aquacultural survey could also be conducted to further explore the topics covered in the aquacultural census. Items collected could include:

- specific species of aquatic organisms cultivated;
- identification of pens, cages, hapas and floating rafts, and measurement of the number of units, area and depth;

- more information on tanks and raceways, including the number of units and the volume of water;
- seed and juvenile production of the aquatic organisms;
- type and source of aquafeeds, use of fertilizers, and use of biocides;
- cost of production of aquacultural products;
- more information on the integration between agriculture and aquaculture, such as sharing inputs and the use of agricultural products as inputs to aquaculture.

## Farm management and cost of production

9.22. Farm management surveys provide detailed data on all aspects of decision-making on holdings. Data related to investments, assets, organizational structure and allocation of resources are usually collected. Farm management surveys are often carried out in conjunction with cost of production surveys.

9.23. Cost of production surveys measure the cost structures of specific agricultural activities, and provide key data for compiling the production accounts for agriculture and for assessing the competitiveness of particular agricultural industries. Cost of production surveys are usually specific to particular agricultural activities, such as tobacco production or goat meat production. Costs of production include operational costs – such as inputs, fuel, transport, interest, taxes and labour – as well as fixed costs such as land and equipment.

## Time use

9.24. Time use surveys provide information on how people spend their time. Time use data show the time spent on different types of activities, such as working, education, home-making and recreation. Time use surveys have many uses, including assessing paid and unpaid work and analysing social issues.

9.25. Time use surveys normally have a full national coverage, but a time use survey specific to agricultural holdings could be useful in countries where it is difficult to measure the contribution of household members to work on the holding. A time use survey could collect data on the time spent by each household member on activities such as: land preparation; planting, maintaining or harvesting crops; post-harvest crop activities; feeding animals; and providing support services to agricultural workers. This would be especially useful for measuring the role of women in agriculture.

# Appendix 6

# Organic Food Trends

agmrc.org/food/organic-food-trends

Organic agriculture, a worldwide growth industry, can be a profitable, sustainable business for agricultural producers interested in going through the certification process necessary to enter this market. Organics have continued to expand during the last few years, and industry experts are forecasting steady growth of 6 percent or higher (OTA 2018).

USDA adopted national standards for organics in October 2002. The USDA National Organic Program (NOP) regulates all organic agriculture in the United States.

To contact Land-Grant University professionals working in and around organic agriculture, the National Organic Agriculture Directory is available, published and updated by Iowa State University in 2021.

## Production

According to the *2016 Certified Organic Survey* (NASS 2017), the United States has 5 million acres used for organic production. Of that amount, 2.7 million acres were planted to organic crops and 2.3 million acres were organic pasture or rangeland.

While there were organic farms or ranches in all 50 states, 38 percent of all organic commodity sales came from California's 2,713 farms. Other states with large numbers of certified and exempt organic acres were Alaska, Montana, New York, Wisconsin, Oregon, Idaho, Colorado, Texas and Vermont.

## Transitioning to Organics

Organic agriculture has attracted conventional producers, who make the transition due mainly to the price premiums in the market. While transitioning to organics can be confusing, many resources are now available to help producers make the change.

The USDA maintains a list of accredited certifying agents (ACAs), with 75 U.S.-based ACAs as of 2021. Individuals wishing to transition to organic should verify that the agency they select is an approved certifier. Certifiers should be contacted early and often for assistance in complying with their individual requirements and procedures. Markets should be identified, and only certified organic processors and handlers used for organic certification compliance.

## Sales

The total value of farm-level organic sales reached $7.6 billion in 2016, up from $6.2 billion in 2015. Organic crops accounted for $4.2 billion in sales and organic livestock, poultry and their products accounted for $3.4 billion. California led the nation in organic sales, with 36 percent, or $2.8 billion, of all U.S. sales.

Milk and eggs were the top two certified commodities sold. Milk, valued at $1.4 billion, was up 18 percent from 2015 and eggs, at $816 million, increased 11 percent. Broiler chickens ranked third, with sales of $750 million. Among crops, the top selling commodities were apples, lettuce and strawberries. Statistical source.

A study conducted by the Organic Trade Association (OTA) surveyed manufacturers, distributors and retailers about the organic industry. The survey indicated that U.S. sales of organic products, both food and and non-food, have grown to $49.4 billion in 2017, increasing 6.4 percent in the last year. Organic food sales alone rose 6.4 percent, totaling $45.2 billion. Organic non-food sales rose 7.4 percent, totaling nearly $4.2 billion.

## Exports and Imports

In January 2011, the Commerce Department's U.S. Census Bureau began creating agricultural product trade codes for exported and imported organic products. As of 2016, the number of trade codes for exported organic products totaled 33 and the number of trade codes for imported organic products totaled 35. Most of the trade codes for organic exports are for fresh fruits or vegetables, while most of the organic import codes are for coffee, olive oil, tea and wine.

In 2017, the U.S. Census Bureau analyzed data available for 2016 showed that the 33 commodities being tracked at that time accounted for more than $548 million in export sales. Top exports were apples, grapes and lettuce.

## International Sales

Canada and Mexico accounted for 70 percent of the value of tracked U.S. organic exports in 2016. Top imports were bananas, coffee and olive oil, as well as corn and beans for the increasing demand for organic livestock feed.

### Marketing

- Economic Research Service (ERS), USDA.
    - Growth Patterns in the U.S. Organic Industry, *USDA ERS*, October 2013.
    - Organic Trade, Fruit and Tree Nuts Outlook, 2016
- National Organic Program
- Organic Marketing Resources, Appropriate Technology Transfer for Rural Areas (ATTRA), NCAT - A listing of resources, including prices, sales data and trends, for organic food and fiber products.
- Organic Price Report, Rodale Institute - Price Index on fruits, grains, herbs and vegetable in several U.S. market places.
- Organic Products, Foreign Ag Service (FAS), USDA.
- Organic Resource Guide, Ag Marketing Service (AMS), USDA - Provides an overview of the USDA programs and services available to the public that either directly or indirectly support organic agriculture.
- Organics, Food Navigator-USA - Organic news topics on food and beverages are featured.
- Program Handbook, National Organic Program, AMS, USDA - The National Organic Program launched an online version of its handbook, a resource to clarify existing Federal organic requirements and offer best practices to help the regulated industry comply.
- U.S. Organic Trade Data: 2001 to 2016, Organics: World Markets and Trade, FAS, USDA, March 2013 - Exports of “selected” organic products expanded to nearly $450 million in 2012, with apples accounting for virtually all of the growth. Canada and Mexico remain top markets for the vast majority of the selected organic trade.

## Production

- 2016 Certified Organic Production Survey, NASS, USADA, 2017.
- 2008 Organic Production Survey, Census of Agriculture, National Ag Statistics Service (NASS), USDA, 2010.
- Organic Production, Alternative Farming Systems Information Center, National Ag Library, USDA.
- Organic Livestock Feed Suppliers, ATTRA, NCAT.
- Organic Production, ERS, USDA - This site includes data on the certified organic farmland acreage and livestock in the United States.
- Organic Risk Management, University of Minnesota, 2010 - This free online manual and website will help organic farmers understand the risks in organic production and make choices that minimize those risks.
- Understanding Organic Pricing and Costs of Production, ATTRA, NCAT, 2012 - This new ATTRA publication provides resources to compare organic and conventional agriculture prices, discusses organic production costs and offers tips on how to set organic crop prices. It also includes case studies of successful organic farmers and ranchers in Illinois, Massachusetts and Washington.

- USDA-Certified Organic Operations, AMS, USDA - This database lists the organic production and handling operations around the world that were certified as of January 2017. A search feature allows users to search by certifying agent, country, products produced, etc.

### Transitioning to Organic

- Accredited Certifying Agents (ACAs), AMS, USDA - Currently, 85 certifying agents are USDA-accredited and authorized to certify operations to the USDA organic standards. Of these, 49 are based in the U.S. and 36 are based in foreign countries.
- Farmer Transition Hotline, Midwest Organic and Sustainable Education Service (MOSES) - Call 888-551-GROW (4769) to get an answer to your questions about organic farming and soil building, weed and pest control, livestock and certification paperwork.
- Guide for Organic Crop Producers, ATTRA, NCAT, 2012 - This guide explains the USDA organic regulations as they apply to crop production.
- Guide for Organic Livestock Producers, ATTRA, NCAT, 2012 - This guide explains the USDA organic regulations as they apply to livestock producers.
- Midwest Organic and Sustainable Education Service (MOSES) - Through a toll-free organic farmers' hotline, workshops, organic certification services and other methods, MOSES provides educational resources for organic farmers. Specific resources include the "Guidebook for Organic Certification," 26 pages of common certification questions and answers.
- Organic Certification of Farms and Businesses Producing Agricultural Products, ATTRA, NCAT, 2012.
- Organic 101: Five Steps to Organic Certification, USDA Blog, 2012.

### Links to Other Sites

- National Organic Program, AMS, USDA.
- Organic Agriculture Program, Iowa State University Extension - The Organic Agriculture Program educates producers, consumers and policy makers in the research and extension activities in organic agriculture both on-farm and in the universities.
- The Organic Center - A center that seeks to "generate credible, peer reviewed scientific information and communicate the verifiable benefits of organic farming and products to society."
- Organic Trade Association

## Sources

2016 Certified Organic Survey, National Ag Statistics Service (NASS), USDA, 2017.

Accredited Certifying Agents (ACAs), Agricultural Marketing Service (AMS), USDA.

Emerging Issues in the U.S. Organic Industry, Economic Research Service (ERS), USDA, 2009.

Growth Patterns in the U.S. Organic Industry, *Amber Waves*, ERS, USDA, October 2013.

National Organic Program, AMS, USDA.

The North American Market for Organic Food and Drink, Organic Monitor, 2010.

Organic Agriculture: 2007 (United States), 2007 Census of Agriculture, NASS, USDA, 2009.

Organic Market Report, Soil Association, United Kingdom (UK), 2012 - This report is the definitive guide to organic trade in the UK.

Organic Production, ERS, USDA.

Organic Trade Association.

Appendix 7

# Supporting Relationships for Farm Success:

## A Toolkit for Agricultural Service Providers

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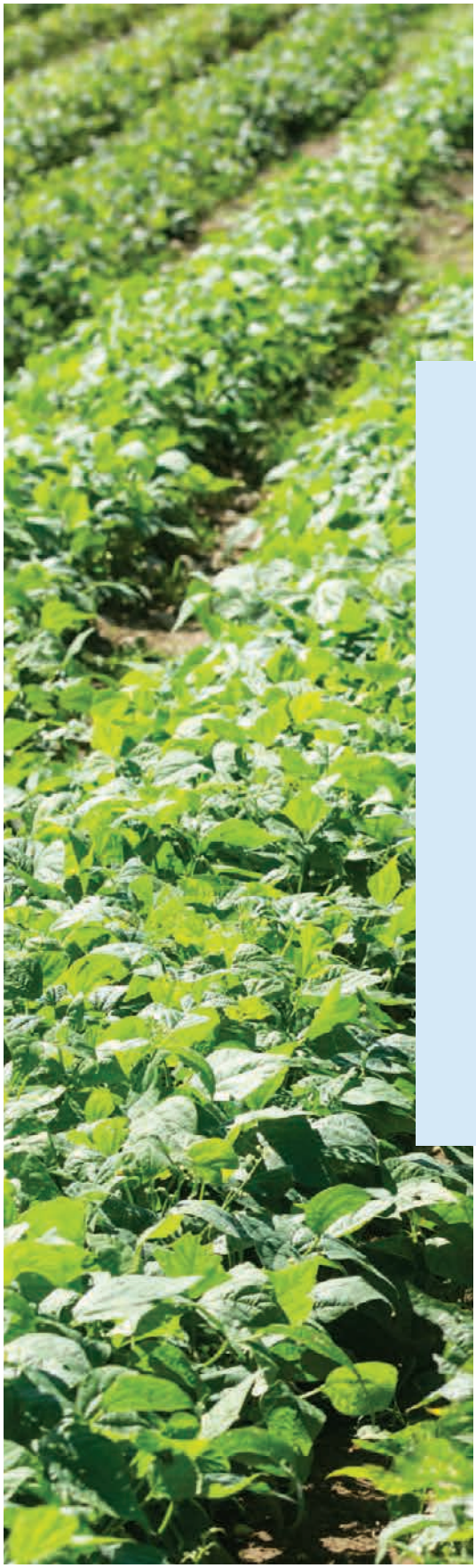
Cooperative Extension



# Contents

# Introduction

As a service provider, you are often called upon to provide technical expertise to farmers. In some cases, there may be issues related to non-technical, interpersonal skills that pose challenges to implementing the technical advice you give. The specific interpersonal skills considered here are communication, decision making, goal setting, and time management.

Each of these skills matter for farm success:

- Decision-making skills that are involved in integration of a new crop or enterprise;
- Goal-setting skills that are needed before applying for a loan;
- Time management skills that are required to plan multiple growing seasons;
- Communication skills that are necessary to plan for and operate a successful agricultural operation.

These are skills that are important for a farm's success, and are skills that can be learned. When a farmer looks to you to improve their technical skills, you may not feel familiar enough with these non-technical skills to make recommendations or ask for the farmer's perspective. These skills may not be part of the typical conversation in one of your farm consultations.

> **"You can use the Toolkit to guide you from the starting point of effective inquiry to the end point of making an action plan.**

The Toolkit is designed to help you, the service provider, better understand farmer development and ways to respond to farmer concerns related to non-technical skills. The reason for this is because it is not uncommon that the barriers to implementing changes on the farm are not related to the information or ideas you've presented based on your expertise. Instead, the barriers may be these non-technical skills. The Toolkit It is intended to support you in building confidence to be a "guide," rather than an expert in these areas.

Organizationally, the Toolkit is divided into four parts: 1) a farmer typology, 2) tips for acting as a guide, 3) a resource list, and 4) a consultation checklist. The typology and tips provide helpful ways to think about where individual farmers are personally and professionally. The resources are designed to help you assist farmers in self-directed skill development with information that can be found online. The checklist is for your use in one-on-one consultations and includes prompts and spaces for notes. How do communication, decision making, goal setting, and time management play a role in the types of questions and concerns the farmer is bringing to their meeting with you?

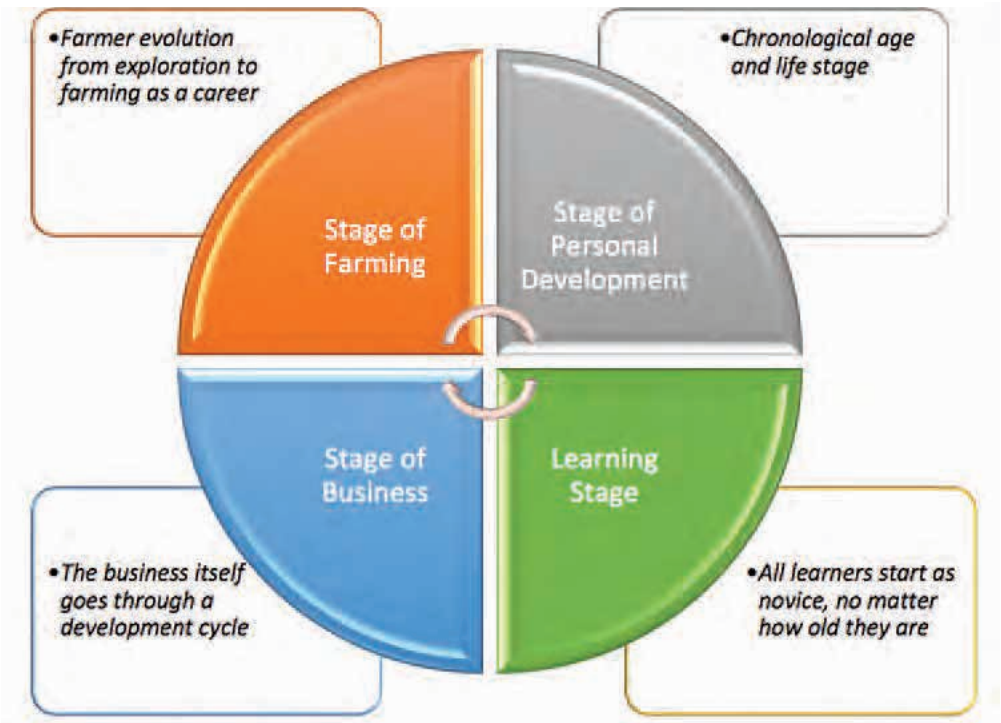
## ask good questions → make an action plan

You can use the Toolkit to guide you from the starting point of effective inquiry to the end point of making an action plan. Use it to work with farmers to assess their challenges, guide them through a process of inquiry, and develop a strategy to best meet their needs.

# Farmer Typology

Typologies can be useful to help better understand farmers, and here we consider a farmer's development by sharing four different stage models: stage of farming, stage of personal development, stage of business, and learning stage. Each of these is described below, followed by examples of how they can be applied.

**Integrated Stages of Farmers and Farm Business**




## Stage of Farming

The stages of farming describe an approximate trajectory for farmers as they start with a formal interest in agriculture to having full-fledged careers that undergo refinement. These stages are adapted from the Northeast New Farmer Network typology for new farmers that was created in 2001.[1]

**Prospective Farmers** have not begun to farm independently.

- **Recruits** might consider a career in production agriculture, for example, students in vocational or agricultural programs in high school or college.
- **Explorers** are investigating a farming future, and may be gathering information, for example, first-year apprentices or farm workers.
- **Aspiring** are actively committed to becoming a farmer through engagement in training and planning. These may be folks who grew up on a family farm and are planning to take it over, or those with enough farm experience to be looking to lease land.

Once farmers begin to farm independently, they are formally "beginning farmers," as described by the

[1] Northeast New Farmer Network. (2001). Gaps in new farmer programs and services. NESFI: Northeast New Farmer Reports. Available at http://www.smallfarm.org/uploads/uploads/Files/GAPS_IN_NEW_FARMER_PROGRAMS.pdf.

| Prospective | Start-up | Establishing | Strategizing | Refining |
|---|---|---|---|---|
| **"Prospective"** farmers have not begun to farm independently. | **"Start-up"** farmers have been farming for three years or less. Their land access may not be fixed and their markets and enterprises are still in development. | **"Establishing"** farmers are investing in infrastructure and have chosen markets and enterprises. | **"Strategizing"** farmers are making adjustments to their business. These farmers are accessing advanced mentorship, financial analysis and strategic advising. | **"Refining"** farmers have likely gone through at least one "strategizer" phase. Their business is established and stable. They may or may not be in their first 10 years of farming. |

USDA definition, "has not operated a farm or ranch, or who has operated a farm or ranch for not more than 10 consecutive years." Beginning farmers fall into several categories based on their stage of commitment and competency in various aspects of farm management.

The stages of beginning farming, as outlined in the figure, are:

- **Start-Up**, usually on the land for three years or less
- **Establishing**, varies from four to ten years
- **Strategizing**, usually within four to ten years
- **Refining**, can be beyond year ten, and include farmers who are established, who may be exiting, re-strategizing, and potentially retiring.

Understanding the stage of farmer development is helpful to guide the farmer to the appropriate resources for their chosen farming path. Below are some questions to consider in talking with a farmer about the stage they are in. See the "Tips" section of this Toolkit for recommendations about open-ended questions.

### Considerations for Prospective Farmers

- Has the farmer identified their readiness for a farming career? In what ways?
- What experience(s) do they bring to farming?
- Has the farmer done any type of self-evaluation? This might include a farming aptitude test, a skills assessment, personality tests or other tools.
- Has the farmer participated in a business planning or training program?
- How does the farmer's intended enterprise draw on their existing skills?
- Does the farmer bring transferable skills to farming?

### Considerations for Start-Up Farmers

- How does the farmer describe their goals for the farm?
- How has the farmer used their business plan?
- How is the farmer integrating the demands of work, personal health, and family life?
- How much time is dedicated to farm start-up, outside interests, off-farm work, family or other activities?
- Is the farmer employing transferable skills?

### Considerations for Establishing Farmers

- How has the farmer approached growth, debt management, commitments to family, community, and off-farm job?

- Does the farmer have employees, apprentices, or others that they supervise?
- Has the farmer determined ways to make decisions and manage their time that they view as efficient and effective?
- Does this farm have an annual evaluation and planning process?

**Considerations for Strategizing Farmers**

- How is the farmer approaching the challenges associated with changes to the business?
- Are these changes calling for new skills or support?
- Does the farmer need help to change the ways they make decisions or manage their time?
- How has the farmer evaluated their goals?
- Is the farmer finding tools and resources to help with their specific challenges?

**Considerations for Refining Farmers**

- How is the farmer being supported?
- Are there skills r knowledge that the farmer still needs?
- Is the farmer interested in sharing their best practices with others?

## Stage of Personal Development

Stages of personal development are important to consider when working with farmers. In the human life cycle, the ages 0-18 are a time for personal development for the individual within the context of a larger system (immediate family, friends, systems like schools and playgrounds, the family farm if applicable, and the larger society as a whole). From 18 onward is a growth phase as the person becomes more independent, with a greater sense of self and personal preferences, still within societal contexts. In the middle years (21-50), there is team building as romantic partnerships may lead to commitments like marriage, farm purchases, and possibly children. In maturity (ages 50-70), the individual sustains, having reached a level of productivity built on a foundation from earlier years. In maturity, focus is on quality of life. After 60, there may be a drive to change oneself and/or change the current trajectory. This might mean transitioning the farm to successors, retiring, or working alongside children. One of the largest demographics entering farming are second career farmers, so a farmer's personal "maturity" may align with the beginning stages of farmer development.

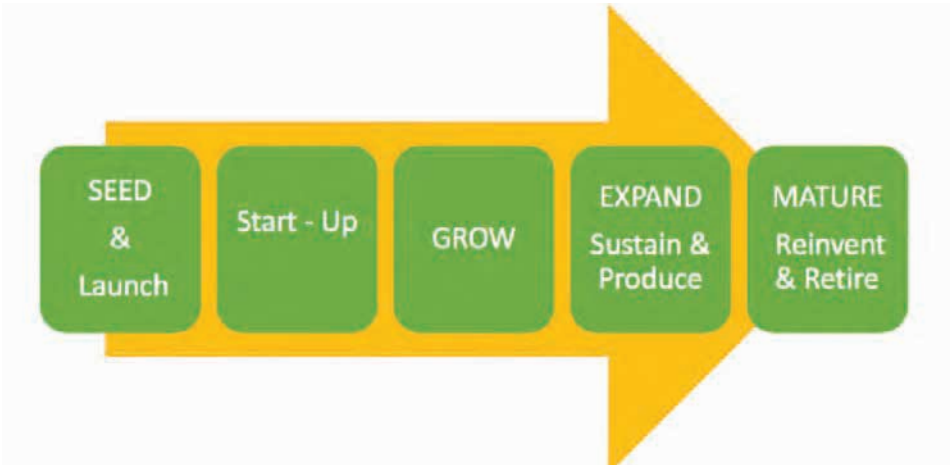
> **"Your primary goal is to hear what brings this farmer to the situation, letting them know they are heard."**

## Business Stage

The stages of business are outlined below. When taken hand in hand with the farming stage, and the personal stage of the farmer's development, it can be helpful to ask clarifying questions to get a better sense of where a farmer can use assistance. How do existing skills (or needed skills) related to communication, decision making, goal setting, or time management play into the functioning of the business?

Consider these points across the business stages:

- How do formative experiences in a farmer's personal development influence the farmer's perspective about farming? How might formative experiences influence communication, decision making, goal setting, and time management in relationship to the stage of the business?
- Does the farm have a business plan or other document to guide their launch and growth? Is there a plan to revisit this plan annually?
- Is the farmer bringing skills acquired in other jobs to the farm (i.e. extensive human resources experience, marketing, etc.)?




**Business (Farm) Stages**

- How has this farm grown through stages of life as well as business? How is the evolution of the business timed with marriages, partnerships, children, etc.?
- How have the personal goals of the farmer developed alongside the goals for the farm?
- What is the farmer's vision for the legacy of the farm? Has a succession plan been developed?

## Learning Stage

**What is the farmer's learning stage?**

Farmer learning stages describe the level of skill and competence in relationship to a task or enterprise. Based on the Dreyfus Model of Skill Acquisition[2], the learning stages range from "novice" to "expert."

After the farmer states their area of focus for the meeting, use some of the "tips to encourage sharing" to learn more. How do you and (more importantly) the farmer perceive the farmer's learning stage with respect to the area of focus?

**Using the Learning Stages**

Now that you are familiar with the five farmer learning stages, this section will provide examples of how knowing the learning stage might influence your approach to a consultation with farmers in each of the learning stages.

In each of the learning stages, skills build upon each other. What a novice knows is the core upon which skills are built through experience and learning. Expertise is a combination of experience, practice, and learning. Like rings of a tree, a farmer builds skills as a novice move outward through the learning stages to advanced beginner, competence, proficiency, and expertise.

**Novice –**These farmers may need specific examples of how each skill area can impact the viability of their business. These farmers don't know "what they don't know." Therefore, you might want to simplify the jargon you use, ask questions to better understand their farming experience, and provide context for your comments related to their area of focus. For instance, communication can impact marketing choices. A shy farmer may use their weekly farmer's market to test out how to engage with customers to sell their products. This may help

[2] Dreyfus, S. E. (1981). Four models v. human situational understanding: Inherent limitations on the modelling of business expertise. USAF Office of Scientific Research, ref F49620-79-C-0063.

## *Learning Stages*

| Novice | Advanced Beginner | Competent | Proficient | Expert |
|---|---|---|---|---|
| A novice has limited exposure to the strategies related to communication, decision making, goal setting, or time management in the context of farming. | An advanced beginner has developed some skills in communication, decision making, goal setting, or time management in the context of farming. | Someone who is competent has gained experience in communication, decision making, goal setting, or time management in the context of farming. | Someone who is proficient has gained experience with, implemented and evaluated tools in communication, decision making, goal setting, or time management. | An expert has tried and true techniques in communication, decision making, goal setting, or time management. |
| *This group may include both farmers and farm workers in the first 5 years of farming.*<br>*This group may also include new farmers who have had other career experience that did not draw deeply on the four skill areas.* | *This group may include farmers, farm workers and farm managers. It may also include new farmers who had other employment experience that required them to develop in one or more of the skill areas.* | *This group may have explored various approaches to the skill areas and is beginning to find what works for them.*<br>*This group may include farmers, workers and managers. It may also include new farmers who had previous experience that helped them to develop strengths in the four skill areas.* | *This group is ready to share this information with others, and hone their skills further.*<br>*This group may include farmers, farm workers and farm managers who have developed strengths in the four skill areas within the course of their farming career.* | *This group models good behavior for their employees and integrates teaching these skills into their day-to-day operations.*<br>*In general, this group will not include beginning farmers in their first 10 years.* |

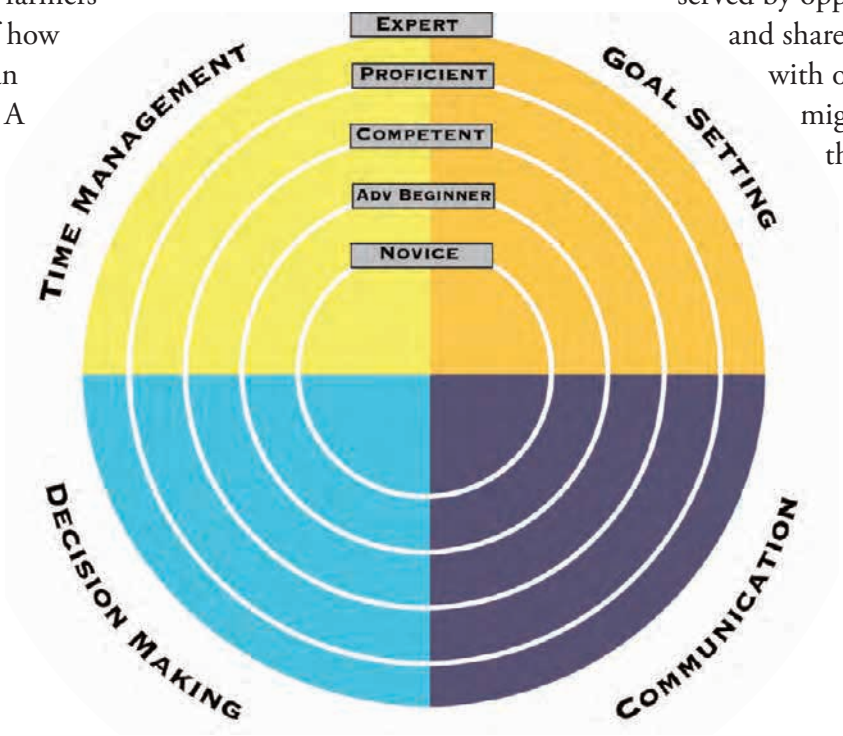
them improve their communication skills in a low-risk manner and be prepared to be skilled enough to make a successful pitch to a wholesale market and be better able to maintain that relationship.

**Advanced Beginner —** These farmers may have a sense of how the four skill areas can impact their success and have a better understanding of how the skills fit into the production and marketing aspects of their farm. A self-assessment may be helpful to this group in identifying what aspects of the four skill areas are challenging for them and the existing resources available for improvement. These farmers may be poised to add employees or may be finding that managing aspects of the farm are pulling them away from production. Working with farmers to understand how their goals and time management can improve their ability to manage diverse tasks could be helpful.

**Competent —** These farmers likely have a sense of how the four skill areas can impact their success. A self-assessment may be helpful to this group to identify which aspects of the four skill areas are weak links for them and the existing resources available for improvement. For instance, time management may be an increasing concern as the demands of their farm change. This could be due to their farm team expanding or their market channels changing. In conversation, it might help to ask the farmer to identify how their area of focus has challenged them on aspects of the farm they thought were running well.

**Proficient—** These farmers are ready to take the tools and skills they have developed and begin to actively model and teach them. They may need resources to help them improve their teaching techniques, such as a better understanding of adult learners. They may also need help to understand the strengths of their own decision making process and how to use that process to address the area of focus that is the subject of your meeting.

**Expert —** These farmers may be best served by opportunities to teach and share their experiences with other farmers. You might consider asking them to mentor other farmers or be a speaker at an event where their expertise can be highlighted.



# Tips for Acting as a Guide

## Your Role as a Guide

An effective guild is an active listener. In an active listening situation, the guide gives their full attention to the speaker. Your primary goal is to hear what brings this person to the situation, letting them know they are heard, understood, and safe. How can you help the farmer frame the central question(s) they need to ask?

> **For you to consider this time well spent, what do you need to leave here with?**

## Expectations

At the start of your consultation, it is helpful to discuss shared expectations for the meeting. These may include the duration of the meeting, agreements about taking calls during the meeting, what you anticipate can be accomplished, who will take notes, and whether you anticipate a follow up visit. An effective conversation opener is: "For you to consider this time well spent, what do you need to leave here with?"

## Words and Phrases to Avoid

**"Why"**

Asking why something happened or why a particular decision was made can be tempting. This approach can trigger a defensive answer which may distract from assessing the situation. Try one of the other Effective Listening Techniques from the table on page 13.

**"I know what you mean" Or "I've heard that before"** Or "That happened to me once…" Or "In my experience…"

These phrases are barriers to communication and convey assumptions that the farmer might take as a cue(s) to stop talking.

**"But" or "However" or "Should" or "Could" or "Would"**

These are phrases which can often draw attention back to you (the listener). As an active listener, your goal is to have the attention remain with the speaker. It may be helpful to try using "And" in places where you feel like you want to say "But." For example, "This business plan is so helpful in giving me an idea of your farm goals and I'll need additional information to assess whether our programs are the right fit for your funding needs."

## Next Steps: What are you Trying to Accomplish?

As a guide, you can help the farmer find solutions. One strategy is brainstorming. Brainstorming is a group creativity technique to generate a large number of ideas to solve a problem. This technique can be useful in helping a farmer or farm team explore new approaches.

## Brainstorming Guidelines

1. Generate 10-20 ideas. No idea is crazy; say anything (the craziest idea can become the root of a valuable strategy).
2. Don't discuss or critique ideas during brainstorming.
3. Every idea should be met with the response, "Yes or…" or "Yes and…"
4. Include all stakeholders – encourage participation and engagement.
5. Suspend assumptions and disbelief.

# Effective Listening Techniques

## Active Listening Skills

**Ask Open-Ended Questions —** see Tips to Encourage Sharing (at right)

**Restate —** "Let me see if I'm clear about this," ---"
I heard you say, "____" Is that accurate?

**Summarize —** "So it sounds to me as if…"

**Minimal Encouragers —** Prompts such as "umm-hmm," "Oh," "I understand," "Then?"

**Reflect —** Instead of just repeating, reflect the feelings of the speaker, "This seems really important to you."

**Emotion Labeling —** "Are you feeling frustrated...worried...anxious…"

**Validate —** Acknowledge the feelings, problems & issues the speaker is facing. "I appreciate your willingness to talk about such a difficult issue." "I'm sorry that happened to you."

**Clarify —**"Am I understanding you correctly?" "Could you tell me more about the sequence of events?"

**Silence —** Allow for comfortable silences to slow down the exchange or diffuse difficult interactions.

## Examples

I'd like to hear your thoughts on this topic

It would be helpful to hear your perspective

How will _____ change your farm?

What have you been thinking about while waiting for this conversation to take place?

What do you think would happen if you…?"

What do you want to see happening differently?

If you could change anything, what would it be?

Tell me more about….

You said, " _____" Can you say more or explain?

When you use the word " ____" what do you mean?

What matters to you most?

Can you say more about your concern with "___"

What is it that concerns you about this?

What leads you to say that?

What information might you need that would help you understand my concerns?

## Analyze the Possible Options

1. How big is this decision? The bigger the decision, the more time, tools, and discussion may be needed.
2. How could these strategies play out? As the farmer to pick five strategies. For additional tools, see the Decision-Making section of the Resources in this Toolkit.
3. For this strategy to be successful, what does it have to accomplish or serve?
5. As a follow-up question at the next meeting: How did the decision hold up?

## Provide Guidance through Feedback

As a guide, your role is to help the farmer clarify their thoughts and in doing so, identify possible solutions. Feedback can be helpful. However, it might redirect the conversation away from the speaker finding a direction that fits them best. Before offering feedback, clarify whether your feedback is meant to offer insight or add context to the speaker's point of view. Clarifying questions can include:

- What ideas do you have to address this?
- Is there a specific way you would like my help?
- Have you seen someone else facing this? How did they approach it?

**Ask** before you share information, observations, or insights: "I have some information that might help with that, would you like to hear it?"

If the answer is yes, then keep the following in mind so that the feedback loop stays open. This will allow the farmer to correct you if there is something you may have heard incorrectly.

- **Limit your focus—**Pick two or three points of improvement or change to discuss.
- **Prepare your thoughts—**Reflect on what has been said and what you have heard. Using the Consultation Checklist in this Toolkit, jot down some themes. Check for accuracy. Because I heard you say _____, I might suggest _____ tool.
- **Keep it positive—**start off your feedback with a positive comment about their effort, progress, or ideas. "That sounds like a really effective strategy, and I'd like to add…"
- **Focus on improvement—**What concrete things can the farmer do to change the situation in a positive way? "If you spend 20 minutes each day record keeping, this will help us figure out your yields."
- Use "I" statements – "Our time for today's meeting is almost over and I'd like to hear what you have to say. When can we schedule additional time to talk?"

## Make a Referral

To ensure that you have a good sense of the existing supports the farmer has, it can be helpful to ask, "who else have you been in touch with?" It may be appropriate to make a referral to another agricultural service provider, local counselor, or other resource.

- **Verify the need—**Restate what need you hear the farmer stay and ask, "Is this accurate?" Ensuring that you understand the needs of the farmer is key to providing an effective referral.
- **Ask for permission—**"Would it be okay if I call _____ and give them your contact information?" "Would you like me to introduce you to _____ through email so you two can discuss the situation?"
- **Explain the referral—**What the agency/organization does, why or how calling them will be helpful. Suggest the farmer write down some notes prior to making the contact.
- **Know your limits—**There may be no referral to make. Consider the best use of your time and the farmer's time in addressing the area of focus and the desired outcome.
- **Get to know the network—**The Beginning Farmer Resource Network (BFRN) of Maine's website is a great place to start so you can avoid making a "dead-end" referral. extension.umaine.edu/beginning-farmer-resource-network

## Types of Referrals

- **Individual—**In this case, you are aware of a resource that will be helpful to a farmer. You can give the farmer the organization's website as well as a contact name and information for the appropriate staff person. Note: consider the farmers level of skill and/or personality. If the farmer is a novice or you feel they could use the support, consider bridging the referral with an email of introduction.
- **Provider—**in this case the service provider makes contact with an agency representative and explains the nature of the farmer's situation. The service provider then asks the agency to make contact with the farmer.
- **Research—**in other cases you may need to do more research prior to making referral. If this is the case, be sure to clearly explain the timeline in which you'll do the research, how you'll communicate what you find, and your time frame to get the information.

## Following Up

- You told me you'd like to have _____ done. By when would you like to have it done? What resources do you need to make it happen? Should you "do" it or "delegate" it? Ask the farmer how they prioritize tasks. If appropriate considering introducing the Action Plan tool in the Resources Section of this Toolkit. You can provide the farmer with a copy so it can be filled out during the follow-up consultation.
- If the farmer was unable to complete an action item:
    - Set a deadline or timeframe. Work with them on setting realistic deadline.
    - Consider whether something else needs to be done or learned first that is preventing completion or progress.
    - Ask, "what motivates you?" Consider whether a follow-up meeting is a motivator to complete the task.

# Resources

## Communication

- Ladder of Inference
- Passive, Aggressive & Assertive Communication
- Using "I" Statements
- University of Maine Cooperative Extension bulletin #6103, *Effective Communication* extension.umaine.edu/publications/6103e
- University of Maine Cooperative Extension bulletin #6102, *The Art of Great Meetings* extension.umaine.edu/publications/6102e
- *Non-Violent Communication Tips & Tools* mainenvcnetwork.org
- Community Mediation: voanne.org/mediatell *Communicating with Your Elders about Farmland Transfer* landforgood.org/communicating-elders-farm-transfer
- *Free Personality Tests* mindtools.com/pages /article/newCDV_51.htm
- *Nonviolent Communication: A Language of Life* by Marshall B.Rosenberg, Ph.D.
- *Thanks for the Feedback … How to Have Difficult Conversations* by Sheila Heen and Douglas Stone
- *Taking the War Out of Our Words: The Art of Powerful Non-Defensive Communication* by Sharon Strand Ellison
- *Words that Change Minds: Mastering the Language of Influence* by Shelle Rose Charvet
- *Opening Minds: Using Language to Change Lives* by Peter H. Johnston (How to Engage Children With More Productive Talk And to Create More Supportive Learning Environments)
- *How to Talk So Kids Will Listen & Listen So Kids Will Talk* by Adele Faber & Elaine Mazlish
- University of Maine Cooperative Extension bulletin #4802 *Running Successful Farm-Family Meetings* extension.umaine.edu/publications/4802e

- University of Maine Cooperative Extension bulletin #4804. *Understanding Roles in the Farm Family* extension.umaine.edu/publications/4804e
- University of Maine Cooperative Extension bulletin #1161, *Communicating with Markets: A Producer's Guide* extension.umaine.edu/publications/1161e

## Decision Making

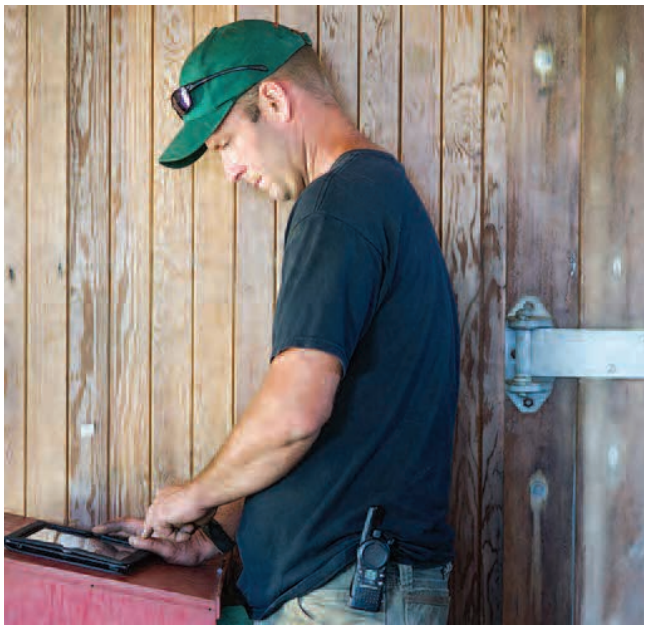
- University of Maine Cooperative Extension bulletin #3010, *Record Keeping for Profit* extension.umaine.edu/publications/3010e
- University of Maine Cooperative Extension bulletin #6105, *Thinking Better Together: Making Better Decisions in Groups* extension.umaine.edu/publications/6105e
- *Developing a Criteria Screen* atinadiffley.com/criteria-screen
- **Identifying Weak Links on Your Farm** atinadiffley.com/weakest-link
- *Roles and Responsibilities: "Who" Is Responsible for "What"* atinadiffley.com/roles-responsibilities-responsible

## Goal Setting

- *Create a Holistic Goal* https://atinadiffley.com/create-holistic-goal
- *Plan Ahead to Meet Personal Needs* https://atinadiffley.com/plan- ahead-meet-personal-needs/
- *How to Establish Goals: A Group Project for Farmers and Their Families* misadocuments.info/WholeFarmPlanning_complete.pdf
- University of Maine Cooperative Extension bulletin #6107 Vision, *Mission, Goals & Objectives* extension.umaine.edu/publications/6107e
- *Maine Farms for the Future* (competitive grant program for which farmers become eligible after 3 years of farm ownership) maine.gov/dacf/ard/business_and_market_development/ farms_for_future/index.shtml
- *MOFGA Farm Beginnings* mofga.org/Programs/MOFGAFarmBeginningstabid/ 2873 /Default.aspx
- *Introduction to Whole Farm Planning* misadocuments.info/WholeFarmPlanning_complete.pdf
- *Whole Farm Planning* by Elizabeth Henderson and Karl North
- *Organic Farmer's Business Handbook* by Richard Wiswall
- *Agricultural Apprenticeship Learning Network*, Published by the New Entry Sustainable Farming Project nesfp.org/resources/ag-apprenticeship-toolkit

## Time Management

- Time Management & The Eisenhower Box: atinadiffley.com/time-management-the-eisenhower-box
- Communication Management basecamp.com
- *Action Plan* atinadiffley.com/action-plan
- *TickTicK* ticktick.com
- *To do app* en.todoist.com
- University of Maine Cooperative Extension bulletin #4803, *Farm and Family – Finding Balance* extension.umaine.edu/publications/4803e

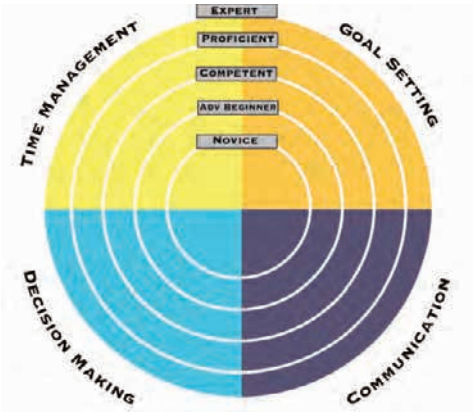


# One-on-One Consultation Checklist

## What is the farmer's stage of farm development?

After a discussion about stages of development, select the stage that best represents this farmer:

- ☐ Prospective
- ☐ Start-up
- ☐ Establishing
- ☐ Strategizing
- ☐ Refining




**Conversation Openers**

What would you like to focus on today? What would you like to accomplish with our discussion?

**Farmer States their Area of Focus:**

1 What are some key phrases or words that the farmer uses to describe the area of focus?

2 How has the farmer tried to address the stated focus? What have they done or who else have they talked to help improve the area of focus?

3 Do you believe there is a more critical area of improvement that the farmer would be best served to identify and address first? Can you guide them to identifying this critical area with a question such as, How are things going with _____?

4 Are there aspects of communication, decision making, goal setting, or time management in the farmer's area of focus?

→ If **yes**, "how would you rate your ability in each of the skill areas in relation to the problem or need?"

| | Self-rating (1-5)<br>1-novice, 2-adv beg, 3-competent, 4-proficient, 5-expert | Skill Areas |
|---|---|---|
| Communication | | • **Communication:** Identify the relationships and roles on the farm and tools to improve communication between family members, farm partners, employees, customers and other decision makers.<br>• **Decision-making:** Utilize existing tools to prioritize tasks and plan in advance. Have a clear understanding of management roles and responsibilities, and criteria on what decisions can be made by the person in charge and which require all stakeholders' input.<br>• **Goal-setting:** Develop farm goals that integrate quality of life values and relationship goal criteria into farm decision making.<br>• **Time Management:** Utilize existing resources to assist farmers in optimizing farm roles and responsibilities. |
| Decision Making | | |
| Goal Setting | | |
| Time Management | | |

After completing the self rating, the nested model on the reverse page may be used. Ask the farmer to place a dot where they feel their skill level is in each of the four areas. This can be a useful discussion tool.

| |
|---|
| **Brainstorm what aspects of the skills would help to address the area of focus:**<br>(Use the active listening tips; reference the Farmer Typology to inquire about specific challenges in the skill area, etc.) |
| **Feedback:**<br>(referrals made; handouts recommended; further planning suggested, etc.) |
| **Next Steps:**<br>(follow-up call; action plan, etc.) |

Illustrations by Abby Sadauckas and Leslie Forstadt



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