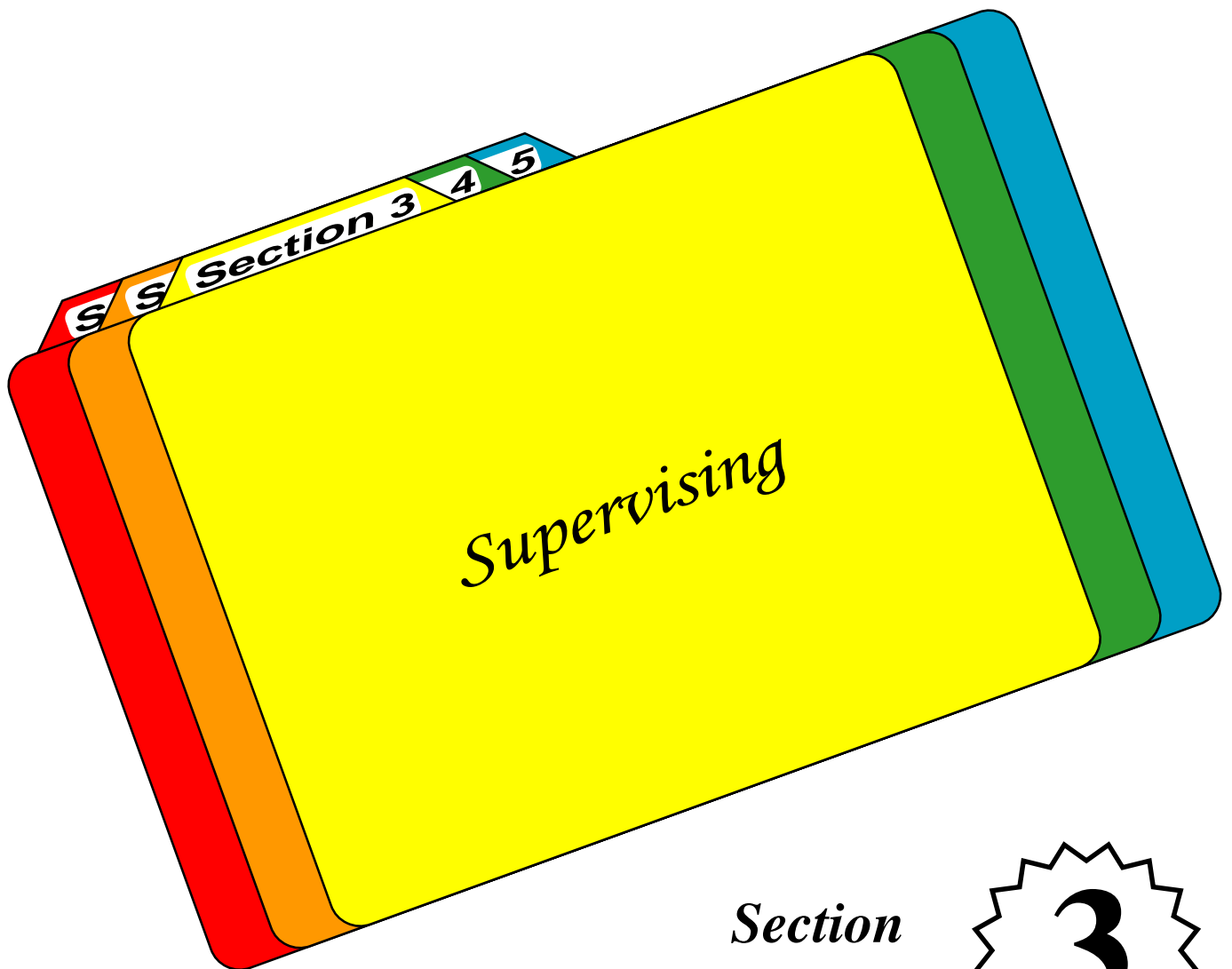


EMPLOYERS' HANDBOOK

for Agriculture & Horticulture



Section

3

Introduction

Employees are available to fill most employment situations. Recruitment is the key to finding them. Good employee-employer relations is the key to keeping them.

The *Employers' Handbook* is written as a guide to owners, managers and supervisors in agricultural and horticultural operations. This handbook will help you to:

- recruit better employees
- supervise, motivate and train your employees to reach desired performance
- discipline and dismiss employees should that be required.

Use this handbook to help you achieve sound human resource management practises which can result in increased productivity, reduced staff turnover, and satisfied employees and managers.

This handbook is divided into five sections. You should familiarize yourself with the contents of each section and place the handbook where it can be easily found. Make sure you refer to it when you need specific information.

Section Three

Supervising is section three. Supervising is one of the key elements in a good employee-employer relationship. Employees are available to fill most employment situations. Recruitment is the key to finding them. Good employee-employer relations is the key to keeping them.



REMEMBER

A TV icon, like the one you see in the left margin, tells you that information in the text is supported by extra information in the video available from CFBMC (Canadian Farm Business Management Council). A brief description of the content you will see in the video will be given in the left margin under the TV icon.

Leadership

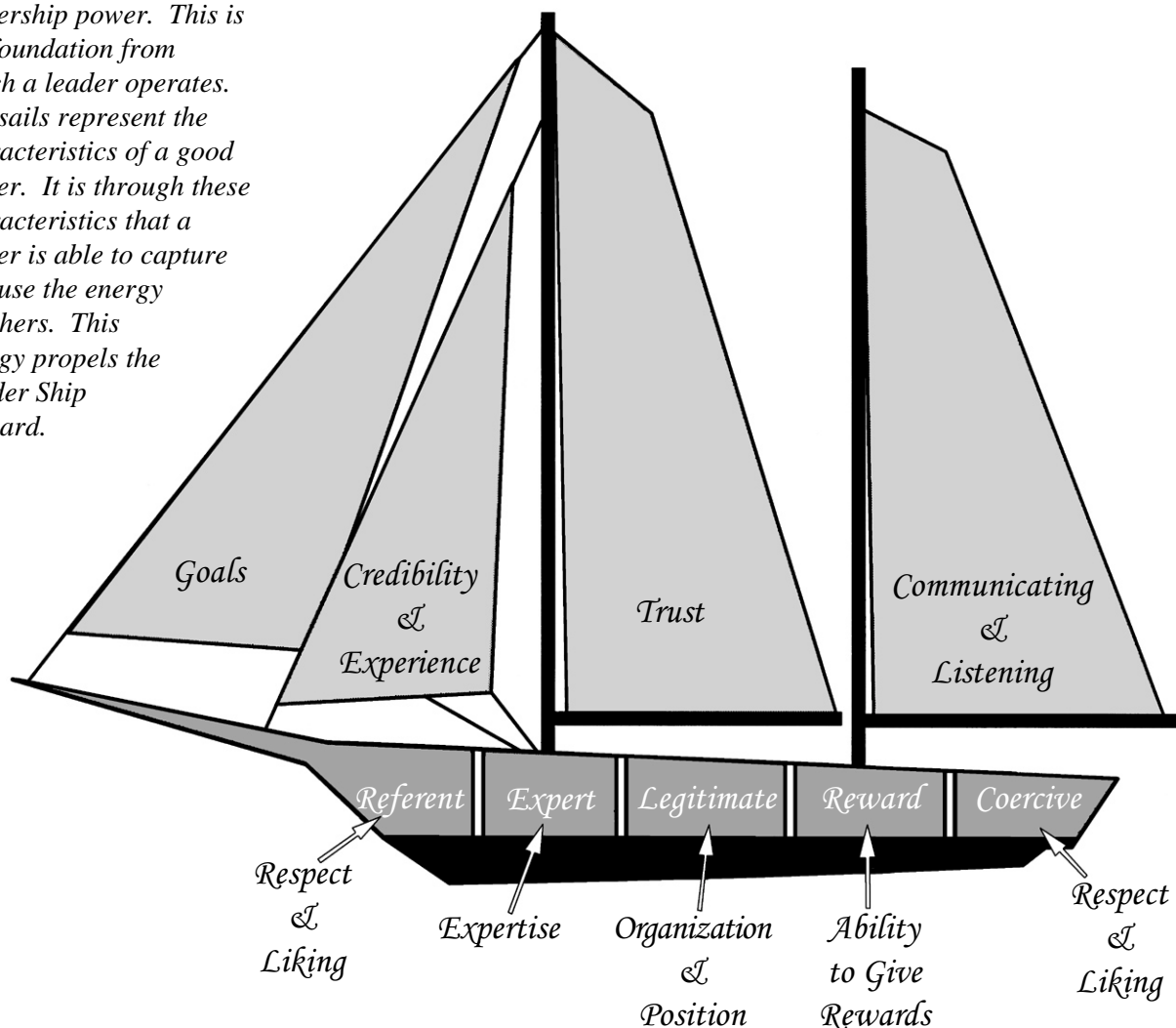
What is leadership? What is management? What is supervision? Although these functions are interconnected, leadership is considered the foundation of good labour relations. Thus we begin our book on “Supervising” with a discussion about leadership.

Although you may not think of yourself as a leader, as a manager you do have a leadership role. What makes a leader? It is the ability to develop and maintain a following.

Many factors combine to make a successful leader. One way to understand your role as a leader is to compare it to a ship.

The base or hull of the ship is made up of different types of leadership power. This is the foundation from which a leader operates. The sails represent the characteristics of a good leader. It is through these characteristics that a leader is able to capture and use the energy of others. This energy propels the Leader Ship forward.

The Leader Ship



Leadership Characteristics

(The sails of the ship)



How an employer's leadership style and method of communicating impacts on his employee is shown in the video "MANAGING PEOPLE ON YOUR FARM".

A study of successful business managers found that effective leadership is based on the following:

- **clearly defined goals.** Good leaders have a clear vision of what they hope to achieve and where they want to go. They are able to pass this vision on to their employees so they, too, become excited about reaching the goals.
- **communicating and listening.** In order to pass on the vision, leaders must be able to express themselves. Good leaders are also good listeners. They listen to what their employees want and take advantage of changes to incorporate good ideas and concerns raised by employees into the business plan.
- **credibility and experience.** Good leaders know their business, know their people and are willing to seek challenges. They know from experience that progress is made only when risks are taken.
- **trust developed from honesty and sincerity.** Leaders must practise what they preach; leaders lead by example. Without trust, a leader will have no followers.

In their book entitled *The Leadership Challenge*, J.M. Kouzes and B.Z. Posner say that essential leadership activities include:

- challenging the process
 - search for opportunities
 - experiment and take risks
- inspiring a shared vision
 - envision the future
 - enlist others
- enabling others to act
 - foster collaboration
 - strengthen others
- modelling the way
 - set the example
 - plan small wins
- encouraging the heart
 - recognize individual contribution
 - celebrate accomplishments

Honestly evaluate yourself on the following questions. Think about how your employees see you as well as how you see yourself.

A Self Quiz

<i>Rank yourself from 1 to 5 with 1 being “I do very well in this area” and 5 being “I do poorly in this area.”</i>		
Type	Description	Ranking
Goals	A leader has a vision, a set of clearly defined business goals. Have you a vision? Have you shared this vision with your employees?	1 2 3 4 5
Credibility and Experience	A leader has experience and expertise. Do you know how to work with people? Are you willing to try new ideas and explore new territory so your business can grow?	1 2 3 4 5
Communicating and Listening	A leader gives and shares information; listens to others for ideas and feedback. Are you a good listener? Do you express yourself well?	1 2 3 4 5
Trust	A leader develops trust through honesty and sincerity. Are you your own walking mission statement?	1 2 3 4 5
Interpreting the result: Think about ways you could improve in those areas where you scored low. Refer to some of the excellent books that have been written about leadership.		

Supervisors who are liked, all other things being equal, have greater influence than those who are not.

Leadership Power *(The hull of the ship)*

Usually one person will follow the lead of another because the leader has some power or influence.

Management theory suggests that there are five different types of power.

- referent
- expert
- legitimate
- reward
- coercive

A Self Quiz

Rank yourself from 1 to 5 with 1 being high ability and 5 being low ability, on your ability to use each type of power.

Type	Description	Ranking
Referent	The leader evokes positive feelings from employees. How well are you liked?	1 2 3 4 5
Expert	The leader understands complex tasks. How familiar are you with technicalities?	1 2 3 4 5
Legitimate	The leader has a position title (supervisor). How much respect is given your position?	1 2 3 4 5
Reward	The leader can provide pay raises, promotions, training, recognition, etc. How readily do you respond to good performances?	1 2 3 4 5
Coercive	The leader can enforce threats such as firing or demotion. How often do you resort to disciplinary action?	1 2 3 4 5

Interpreting the result: An effective leader makes some use of all five types of power, with special emphasis on referent and expert power.

Supervision

Managerial Functions



While the temptation is to believe doing something yourself is the best way to get something done, the downside of this belief is explained in the video on "SUPERVISING" in the labour management series.

Supervision involves **getting things done through others**. To the person who has been traditionally involved in the operational end of the organization, adjusting to the role of supervisor can be difficult. Yet managers can do their business a great disservice by over-involving themselves in operational work.

Managers perform five major functions:

- **planning**—deciding on business philosophy, goals and strategies, and determining what to aim for and why
- **organizing**—deals with how to achieve the goals; it entails dividing work for assignment into structure units (e.g., ranches, departments, crews and jobs) and establishing means of co-ordination among them
- **staffing**—getting, developing and retaining people able and willing to perform the jobs as organized
- **leading**—influencing and directing the behaviour of those people, usually through interpersonal communications
- **controlling**—assessing actual results against objectives, seeing what was done compared to what had been planned, and taking corrective action where required.

Here's a tongue-in-cheek way of describing these management functions:

As nearly everyone knows, a manager has practically nothing to do except to decide what is to be done; to tell somebody to do it; to listen to reasons why it should not be done, why it should be done by someone else, or why it should be done in a different way; to follow-up to see if the thing has been done; to discover that it has not; to inquire why; to listen to excuses from the person who should have done it; to follow-up again to see if the thing has been done, only to discover that it has been done incorrectly; to point out how it should have been done; to conclude that as long as it has been done, it may as well be left where it is, to wonder if it is not time to get rid of a person who cannot do a thing right; to reflect that he or she probably has a family, and that certainly any successor would be just as bad, and maybe worse; to consider how much simpler and better the thing would have been done if one had done it oneself in the first place; to reflect sadly that one could have done it right in 20 minutes, and, as things turned out, one had to spend two days to find out why it had taken three weeks for somebody to do it wrong.

While the solution to the above process may seem to be to do the work yourself, this is not the answer. The solution is to be an effective supervisor so that the job gets done as you would want.

Supervisory Skills

Who makes a good supervisor? A good supervisor:

- can lead—adapts to getting a job done with others
- can organize—keeps a daily schedule
- can motivate—a positive-type coach
- has initiative—makes own decisions
- is assertive—gets started on own.

How do you think you rate as a supervisor? Rate yourself on each of the following points. These are qualities that employees list as being important in their supervisors.

How Do You Rate as a Supervisor?		Yes	No
Are you on top of your job? Do you command respect for your experience?	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have the ability to “put on your worker’s shoes” in discussing problems that come up?	<input type="checkbox"/>	<input type="checkbox"/>	
Are you fair? Do you avoid playing favourites? Do you keep on an even keel?	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have great patience?	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have a sincere interest in learners?	<input type="checkbox"/>	<input type="checkbox"/>	
Are you firm, but supportive?	<input type="checkbox"/>	<input type="checkbox"/>	
Are you considerate, especially of the worker’s job?	<input type="checkbox"/>	<input type="checkbox"/>	

The more “yes” answers you could honestly give to the above questions, the better the job of supervising you’re likely to do.

*A supervisor
gets results
through people.
Good people
relations
is the key.*

Key Functions of a Supervisor

Function 1: Deputize: give the worker a job to do

Function 2: Supervise: develop his or her ability to do the job.

Function 3: Energize: provide an environment in which the worker will want to do the job and do it well.

Function 4: Advise: provide counselling, corrective action, dismissal.

If people do not feel satisfied with their work situation, they cannot perform effectively for you.

Foundations for Good Relations

- Let workers know how they are getting along.
 - figure out what you expect of them
 - point out ways to improve
- Give credit when due.
 - look for extra or unusual performance
 - give the credit right at the time
- Tell people in advance about changes that will affect them.
 - tell them why if possible
 - get them to accept the change
- Make the best of each person's ability.
 - look for ability not now being used
 - never stand in a person's way

*Definition of a diplomat:
A diplomat is a person
who can tell you "to go
to hell" in such a way
that you are looking
forward to the trip.*

Good supervision is getting people to do what you want done, when it should be done and how you want it done because they want to do it.

Remember that employees have to balance work, family and other personal interests.

In summary, a good guiding principle is to follow the golden rule: treat employees as you would like to be treated.

Building and Supervising Teams

It's a well recognized fact that often a group of people working together can accomplish more than the same people working by themselves.

The challenge to a supervisor is to get a team of people to work together smoothly and efficiently. First, the supervisor needs to know the characteristics of a well-functioning team.

Characteristics of a Well-Functioning Team

- Each individual ought to feel independent in that he or she is capable of doing the job assigned to him or her.
- Each individual must feel a responsibility to the whole group to look at overall goals and to seek help when needed.
- Each individual needs to be “tuned in” to others to know when an offer of help would be in order but must resist “rescuing” or “protecting” others from their own responsibilities.

The challenge for the team leader is to develop, among your team members, the skills and attitudes of behaving in an interdependent manner.

Tips for Team Building

1. Encourage all members to function interdependently so they:
 - are aware when someone else needs help and offer assistance
 - are responsible for finding out how their part fits into the whole process
 - are reliable in meeting deadlines and schedules where others are counting on them.

As a group leader you can assist in this process by doing the following:

- Reward group efforts, not just individual successes.
- Recognize individuals who could be “stars” but, in the team's best interest, put aside their need to shine.
- Communicate your desire for the group to count on each other and you.

2. Keep communications open in the group.

As a group leader, there are two key communications skills you'll need to practise.

- **good questioning techniques.** Concentrate on asking open questions—those questions which can't be answered with a simple “yes” or “no”. Examples of open questions are, “What should we do?” and “What's your main concern right now?” Open questions encourage team members to think and invite them to talk.
 - **good listening.** Stop talking and listen; don't interrupt; concentrate and take notes and listen for ideas not words. To check that you've understood correctly, paraphrase what the person has said.
3. Structure work reviews and feedback to encourage cooperation and team building. Make sure wages, compensation, bonuses and incentive programs also encourage cooperation, not competition.

Delegation

A key part of your role as a human resource manager is to delegate successfully. Delegating means passing responsibilities to others. Whether the person handles that responsibility well or not depends, in large measure, on how you delegate the job.

Most people respond positively to being given responsibility if they are confident they can handle the job. Most of us enjoy the feeling of power that comes from being in charge of some aspect of a job. When an employee enjoys the work and responds positively to responsibility, the quantity and quality of work are enhanced.

Leadership Styles

Which of the following quotes sounds most like you?

- *"I tell 'em what to do, how to do it, and when. There's no other way. Someone has to call the shots for this operation."*
- *"It is usually a mistake for me to finalize production commitments before checking with the crew members. After all, they know what's happening out there."*
- *"I put most problems into my foremen's hands and let them take it from there. My role is to make sure they know what needs to be done and then get out of the way."*

Each of these statements represents a different style of management.

There are many ways to label leadership styles. One's natural leadership style may be more or less effective depending on the people and the situation.

It is important to recognize that no one style is best, but rather a mix of styles determined by the people involved (both leader and followers) and by the situation is best.

Tips on Delegating

- Assign responsibility and authority.
- Give clear instructions and clearly define what success will look like.
- Invite questions and discussion.
- Provide feedback and be available to receive employee feedback.

Four types of leadership styles are:

- **Directive/Telling**—“do it or else”. Managers with this style tend to expect immediate compliance with their directions and solicit very little or no input.
- **Authoritative/Selling**—“seeks input”. Managers who use this style tend to manage by providing clear instructions, solicit some input (without leaving any doubt as to who the boss is), monitor behaviour, motivate by both discipline and reward and see influence as a key part of the manager’s job.
- **Democratic/Participating**—“let’s all decide together”. Managers with this style are known for encouraging participation and human resource development. They tend to believe that individuals and groups function best when allowed to work together and therefore tend to feel close supervision or detailed instructions are not necessary.
- **Empowering/Delegating**—“colleague, partner, delegator”. Managers with this as their preferred style see themselves as developing human resources and are concerned about high performance and standards. They allow people the flexibility to set goals and objectives consistent with their own business goals, and determine how to address their tasks and problems.

Making Style Fit the Situation

Depending on the people and situation, each of these styles is appropriate to use. Each has advantages and disadvantages.

No one leadership style is best. The most effective style depends on the people involved and the situation. Be flexible to change.

Knowing the advantages and disadvantages of each style will help you decide when it is most appropriate to use it. It may also be appropriate to use different styles with the same employee depending on the stage of development of the employee.

Paul Hershey and Kenneth Blanchard of the Center for Leadership Studies have developed a “Situational Leadership” model that illustrates how to effectively lead an employee or follower to a position of authority. The model is based on the four leadership styles. The following lists how to use these styles when delegating, the advantages and disadvantages of each, and when it is appropriate to use them.

Situational Leadership Model

Paul Hershey and Kenneth Blanchard

Directive/Telling

Delegation Process—Step 1

When you first begin to work employees into a new area of responsibility, you must tell them what to do. You are very much involved in the job yourself and your relationship with the employee is one of primarily teacher-student and involves considerable one-way communication.

- Advantages:**
- short term efficiency—fast
 - clear line of authority—people know who is in charge and what the desired action is
 - can be very productive, especially for the short term

- Disadvantages:**
- people don't like it
 - inhibits growth and development
 - may lead to high turnover
 - loss of potential good ideas

- Appropriate:**
- when new tasks involved
 - with new or inexperienced employee
 - when goals are not being met
 - if urgency involved
 - if employee is reluctant to take on task
 - if task is highly result-oriented

Authoritative/Selling

Delegation Process—Step 2

As the employee advances in competence and confidence, you begin to involve him or her in decisions, to “buy into” the responsibility. Now your relationship with the employee is becoming one of sharing in decisions.

-
- Advantages:**
- efficient and timely
 - clear who is in charge
 - way of exercising power without intimidation
 - develops maturity in immature people
 - decisions are in the best interest of the organization
- Disadvantages:**
- not conducive to the growth of mature individuals
 - some mature people may not like it or may resent it
 - could lead to turnover as people mature
- Appropriate:**
- as employee gains experience and competence
 - when employee has some understanding of job
 - when employee needs direction and encouragement

Democratic/Participating

Delegation Process—Step 3

As you progress through this stage, the employee shoulders the majority of the responsibility, and you are shifting from selling the person on taking responsibility to participating as needed.

- Advantages:**
- involves people
 - opportunities for growth
 - keeps people happy (short run)
- Disadvantages:**
- time consuming
 - losers may disrupt organizational goals
 - majority decisions aren't always in the best interests of the organization
 - change becomes a source of conflict and may be avoided
- Appropriate:**
- when employee is familiar with task
 - when employee has high level of competence
 - when employee/employer share ideas and decisions

Empowering/Delegating

Delegation Process—Step 4

The employee now has the knowledge and the confidence to take on the responsibility completely. You are there to give support when needed and to evaluate performance. You have turned over the authority to the follower and, therefore, are free to carry out other management tasks.

- Advantages:**
- encourages growth and development in mature individuals
 - long-term productivity
 - mature people respond well
 - works well if you have committed followers
 - encourages maximum creative effort
 - frees management discretionary time
- Disadvantages:**
- doesn't work well with unwilling, unable followers
 - followers may not follow
 - problems may arise with strong individuals abusing power
- Appropriate:**
- when employee has ability to take responsibility for making and implementing decisions
 - when employee has interest and desire to make and implement decisions

Examples of Delegating Authority

Example 1: From Greenhouse Worker to Greenhouse Supervisor



An employee's desire to learn and take on more responsibility is examined in the video "MANAGING PEOPLE ON YOUR FARM".

Marie has been part of the crew in your greenhouse for five years. You feel she is a natural leader and it is obvious she has the respect of the other workers. You feel you must relieve yourself of supervising in the greenhouse if you are to effectively manage this farm.

Step 1: Telling

You inform Marie of your decision to promote her to greenhouse supervisor. She is pleased and scared at the same time. You tell her you will work with her until she feels comfortable in her new role. You then give her some tasks such as discussing with workers what we might do to make their jobs easier, and you offer training tips where they appear to be needed.

Step 2: Selling

You talk with Marie about decisions you are making, how and why you handled a particular problem in a particular way. Encourage her to make suggestions and ask questions.

Step 3: Participating

She supervises in the morning and you supervise in the afternoon or you in one greenhouse and she in another. Then compare notes, including feedback from the workers.

Step 4: Delegating

You turn the job over to her, support her if she asks for it, and check with her regularly at coffee breaks or when an opportunity presents itself. At the end of the season, review her performance with her.

Example 2: From Milker to Herdsman

Your herdsman has just left to start farming on his own. You decide to promote Joe, one of the milkers who has been with you for some time, to herdsman.

Step 1: Telling

You inform Joe of your decision. He is pleased but worried that he may not be able to handle the job. You assure him and let him know you will help him as long as he needs you. You then train him to do one of the tasks (such as keeping the breeding records) and monitor his progress.

Step 2: Selling

You discuss with Joe how and why you make certain decisions. He may be concerned about supervising older milkers, but you assure him of your support and suggest how he might approach such a problem (he may see fewer problems when you point out how much of supervision is supporting and affirming those supervised).

Step 3: Participating

You and Joe share the various herdsman tasks and decisions with considerable two-way communication.

Step 4: Delegating

Joe takes full responsibility. You are available if and when he needs your support. You review his performance with him and discuss relevant issues at staff meetings. You are relieved of herdsman responsibilities.

Adapting Your Leadership Style

No one leadership style is best. The most effective style depends on the people involved and the situation.

Consider the following examples about leadership styles.

Appropriate Styles of Managerial Leadership

adapted from Paul Hershey and Kenneth Blanchard; "Lead" 1981*

Directions: Assume you are involved in each of the following situations. **Read** each item carefully and **think** about which alternative would most closely describe your behaviour in the situation presented. **Circle only one choice.**

1. You have formed a work group on your farm to improve productivity and quality. This group has not responded in making requested recommendations for change. Attendance at group sessions has been poor. Meetings have turned into social gatherings. Potentially group members have the talent necessary to help.
 - A. Redefine goals and supervise carefully.
 - B. Incorporate group recommendations, but see that the objectives are met.
 - C. Allow group involvement in setting goals, but don't push.
 - D. Let the group work out its own problems.

In this situation, you are dealing with people who are reluctant to take on tasks and who are not meeting their goals. A directive or telling approach would therefore be more effective. **[A]** would be the best answer.

2. The observable performance of your group is improving. You have been making sure that all members are aware of their responsibilities and expected standards of performance.
 - A. Emphasize the importance of deadlines and tasks.
 - B. Engage in friendly interactions, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.
 - C. Do what you can to make the group feel important and involved.
 - D. Take no definite action.

In this situation, your employees are gaining experience and competence. You have been giving them directions and feedback. In this instance, **[B]** would be the best choice.

3. You are considering changing to a structure that will be new to your group. Members of the work team have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.
- A. Define the change and supervise carefully.
 - B. Be willing to make changes as recommended, but maintain control of implementation.
 - C. Participate with the group in developing the change, but allow members to organize the implementation.
 - D. Avoid confrontation; leave things alone.

Here you are dealing with employees who are productive and competent. They have communicated their ideas to you. Here, a democratic or participatory style is called for. [C] is the best choice.

4. Recent information indicates some internal difficulties among the farm workers. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are qualified for the task.
- A. Act quickly and firmly to correct and redirect.
 - B. Try out your solution with workers and examine the need for new practices.
 - C. Participate in problem discussion while providing support for workers.
 - D. Allow group members to work it out themselves.

In this situation, a group of employees who have proved to be competent and able to meet agreed-upon objectives has encountered some difficulties. Because you know they are trusted employees, it would be best to use empowering or delegating style. Leave them to work it out themselves (answer [D]).

Discussion:

In each of these situations, the [A] responses describes a telling style of leadership, [B] describes a selling or authoritative style, [C] describes democratic responses and [D] an empowering or delegating response. Did you find you circled more of one letter than the others? If so, this may be your natural leadership style.

However, because the most effective style depends on the people involved and the particular situation, being able to adapt your style is important.

Being able to be flexible in your choice of leadership style is an important ability for a manager to have. Realize, that learning to adapt your style to the situation is a gradual process.

- * Full testing and scoring is available from *University Associates of Canada*, 4190 Fairview Street, Burlington, Ontario L7L 4Y8.

Personal Style

Realize that 75 per cent of the people you relate to are very different from you. They use time differently, make decisions differently, prefer to relate in different ways, and have different styles of communicating.

Understanding personal styles is also an important management skill because personality directly influences working relationships.

Better results can be realized when both managers and employees are aware of how reactions of others may differ depending on their personal styles.

Here are some examples:

- A “bottom line” person often finds it frustrating to work with someone who spends a lot of time explaining details and alternatives before giving instructions. Conversely, someone who likes details can find it difficult to work with a person who sums up everything in a single sentence.
- Individuals who like to consider a number of alternatives before acting may find it annoying to work with people who just start a job as quickly as possible, and then figure out things as they go. On the other hand, an individual who likes to start right in on a job may find a lot of planning very trying.

Managers who can tune into these differences and modify their approach will get better results from their staff.

Analyzing Your Own Style

A number of different methods have been developed to explore differences in personal style. Over 2,000 years ago, Hippocrates described four types. Since his time, we have changed the names and added some to the description, but the basics remain the same.

Hippocrates named the personality types after various fluids in the body: “**choleric**” for hard-driving and impatient individuals; “**sanguine**” for happy-go-lucky types; “**phlegmatic**” for slow moving, steady souls; and “**melancholy**” for those who are sensitive and introspective.

The method we use in this book to distinguish personal styles is one developed by The Consulting Resource Group International, Inc. Their **Personal Style Indicator** is a self-quiz which helps you determine your predominant personal style.

For a free demonstration, visit their website by clicking on:

www.crgleader.com

(OR See References Section for address and phone number if you wish to order the Indicator.)

Personality Profiles ©

<p>Behavioural Style Action <i>(Also called choleric, driver, or dominant)</i></p> <p>You are goal-oriented, disciplined, independent, decisive and efficient. You favour “bottom-line” thinking and push for results and accomplishments.</p>	<p>Cognitive Style Analysis <i>(Also called phlegmatic, analytical or steady)</i></p> <p>You are task-oriented, thorough, logical, precise, serious and systematic. You prefer working with facts in a methodical and careful manner.</p>
<p>Affective Style Expression <i>(Also called melancholy, compliant or amiable)</i></p> <p>You are people-oriented, cooperative, friendly, supportive, patient and loyal. You like to be liked and are motivated to work with others in a joint effort. You try to influence others through creative use of speaking, dancing, art or music.</p>	<p>Interpersonal Style Harmony <i>(Also called sanguine, inspirational or influencing)</i></p> <p>You are idea-oriented, outgoing, enthusiastic, cooperative and persuasive. You like to initiate relationships and motivate others toward goals.</p>

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Adapting Your Style

Always reacting in a way that is agreeable to your own personality style will not always make you the most effective manager. To be truly effective, you need to determine what kind of style each of your employees reacts to best.

Remember, your personal style is often a mix of the four types described above. People often react in a different way in different situations. You should not try to pigeonhole people.

*Self-knowledge +
flexibility = change*

Think of the people you work with and try classifying them under the personality style that best describes them. Then think about what might be the most effective way to interact with them, using the chart on the next page.

Interacting with Different Personality Styles ©

<i>Behavioural Style</i>	<i>Action</i>	<i>Cognitive Style</i>	<i>Analysis</i>
	<p>Want others to: Give them summarized facts Respect their judgements Support them to reach goals Cope with unwanted details Cooperate with them</p> <p>Get most upset when others: Are too slow Get in their way Talk too much Try to be in control Waste time</p> <p>Respond best to: Direct, honest confrontations Logical, rational arguments Fair, open competition An impersonal approach Getting results quickly</p>		<p>Want others to: Give them detailed information Ask for their opinions Not interrupt their work Treat them with respect Do quality work the first time</p> <p>Get most upset when others: Move ahead too quickly Don't give them enough time Are vague in their communications Don't appreciate their efforts Are too personal or emotional</p> <p>Respond best to: Diplomatic, factual challenges Arguments based on known facts Freedom from competitive strain Friendliness, not personal contact Doing tasks well and completely</p>
<i>Affective Style</i>	<i>Expression</i>	<i>Interpersonal Style</i>	<i>Harmony</i>
	<p>Want others to: Give them opportunity to speak Admire their achievements Be influenced in some ways Take care of details for them Value their opinions</p> <p>Get most upset when others: Are too task oriented Confine them to one place Are not interested in them Compete for and win attention Seem judgemental of them</p> <p>Respond best to: Being challenged in a kind way An influencing, sales approach Enjoyable competition Affection and personal contact Having a good time</p>		<p>Want others to: Make them feel they belong Appreciate them for their efforts Be kind, considerate, thoughtful Trust them with important tasks Value them as persons</p> <p>Get most upset when others: Get angry, blow up, or are mean Demand that they be too mobile Take advantage of their goodness Are manipulative or unfair Are judgemental of others</p> <p>Respond best to: A gradual approach to challenging A factual, practical approach Comfortable, friendly times Respecting their boundaries Conventional, established ways</p>

Putting Theory into Action: An Example

Saying “Thank you”

Showing appreciation for what your employees do is an essential leadership task. Managers should take some time to consider what is important to each employee and think about how best to show appreciation. Raises, bonuses, time off, training, new activities and promotions are all concrete ways of backing up a “thank you”.

How best to say “thank you” will depend on the individual involved and the situation.

Consider the case of the following four employees.

Mark is a steady, patient, reliable worker. He arrives, leaves and gets things done on time. He does things “by the book”, following routine and standard operating procedures. He values hard work, loyalty, belonging, tradition and thinks of long-term results. Recognition that Mark would find meaningful would include traditional activities such as summer picnics and family Christmas parties. As well, special efforts and accomplishments are important to him.

Susan thrives on change and excitement. She interacts well with colleagues and quickly gets people to cooperate. She focuses on short-term results and easily solves problems of a practical nature. Routine can be difficult for her. As you think of ways to show Susan appreciation, remember that she enjoys celebrating in informal get-togethers with friends and co-workers and likes being noticed for getting results quickly and for taking some risks.

Steve is the analytical one of the group. He likes to take extra time to produce quality work the first time. He’s innovative—turn him loose with your accounting system and he’ll come up with a better way to handle it. To say “thank you” to Steve, realize that he appreciates recognition for his ideas and efforts. He likes new, challenging projects, detailed information and opportunities to offer his opinion on matters that affect him. He also values learning opportunities.

Miriam is a great people person. Just when things are getting a little tense, Miriam can step in and smooth things over. She is aware of the feelings of others and approaches issues with sensitivity. Despite her strong commitment to cooperative work relationships, she does not want to be seen as a cog in a wheel. The best way to compliment Miriam is to recognize her unique contributions to the group. She appreciates others being kind, considerate and valuing her as a person.

Managers can show their appreciation for their employees in concrete ways, such as a bonus or raise, and by giving employees recognition that is important and meaningful to them.

Giving Feedback or Instructions

Be flexible. Some employees will respond well to a logical and impersonal approach. Others will find this threatening and will react better to a personal approach.

Remember that nobody is too sensitive. When we deal with people we need to respect how they feel. By being sensitive to individuals, employers can greatly enhance working relationships and productivity.

Courses on communication are available to employers through volunteer, church groups, community colleges, universities and private consultants.

Special Supervisory Situations

The management skills discussed so far in this book—leadership, supervision, delegation and adapting to personality style—apply to all personnel but you may need to give special consideration to different situations. We discuss some special, but quite common, agriculture and horticulture management situations.

Family Members

A farmer recently said to an extension agent, “I do not attend your labour management meetings since we operate a family farm.”

Labour management is sometimes thought to be the handling of hired employees. But this is too narrow a definition. Although family members may not be regarded as “employees” in the traditional sense of that word, their skills and capabilities should be a major consideration in the labour management process.

The combination of business and family that occurs in the family operation results in a **complicated set of dynamics**.

Some suggestions follow:

- **Clarify what is expected from all concerned.** Define hours to be worked, days off, sick leave, holidays, etc.
- **Pay fair wages for work done. Do performance reviews.** Such practices can help overcome the tendency to let emotions and unreal expectations rule. Avoid playing favourites.

An example: Jill is a hard-working daughter of the Jones family. The Jones operate a purebred dairy farm. Jill sometimes feels cheated by her older brother, Jim, who is destined to manage the farm. Despite Jill's hard work and natural way with livestock, she is always aware Jim receives the praise.

- **Be clear on who is the boss.** Studies show that employees want to know who is in charge. On some family operations it seems that everyone assumes that they are in charge. When several “bosses” are involved in giving directions to an employee or a group of employees, the results are almost always disastrous. Labour management principles tell us that it is important that the “real” boss be identified and that he or she be responsible.

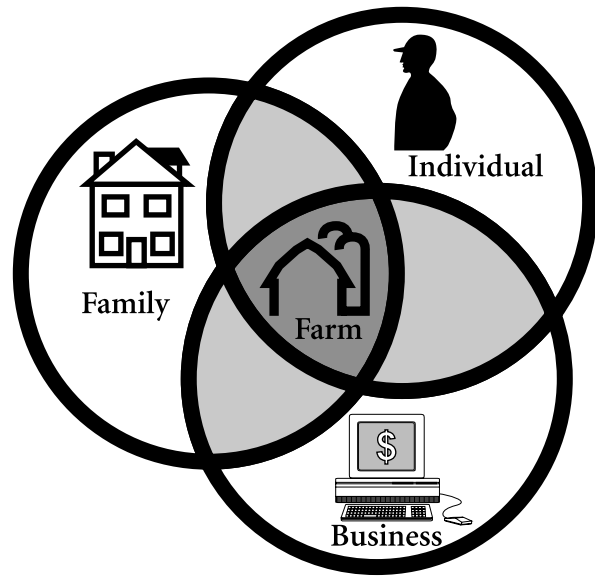
Qualities of Successful Family Businesses

1. Shared values around work, savings, charity, risk, family, etc.
2. Shared power between spouses, across generations, and among siblings
3. Traditions that promote healthy group identity
4. Willingness to learn and grow which promotes group problem solving
5. Joint recreational activities that maintain strong family and business relationships
6. Genuine caring for family business members
7. Mutual respect that is based on trust and love
8. Support and assistance for one another especially in times of grief and loss
9. Privacy—respect for one another's individual space
10. Well defined interpersonal boundaries. (This means avoiding third party communications about business and personal conflicts.)

Adapted from the work of David Bork, Aspen Family Business Group, Aspen, Colorado.

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- **Develop effective and open communication skills.**
Problems that arise need to be discussed, not ignored with the hope that they'll go away.
 - **Use competency, training and desire** as the primary criteria for hiring and promoting family members rather than gender or birth order.
 - **Develop an understanding** of respective individual, family and business roles and where boundaries may overlap. The figure below illustrates how these three components affect each of the others.

Overlapping Boundaries of Family Businesses



The Small Operation

The workforce on many small farms or horticultural businesses consists of the owner, some unpaid family members and a regular hired employee. The resulting problem often is that the owner continues to work as hard as if there were no hired employee involved. He or she has had little experience in managing employees. The major objective is often to make sure that the employee works as hard or harder than the owner.

To avoid these problems:

- have a job description for the employee (see Section Two, “Hiring”, in this handbook)
- have an agreement spelling out the hours of employment
- give responsibility to the employee for specific tasks (make sure they are not all of the unpleasant ones).

Temporary or Seasonal Workers

Temporary employees often require close supervision. Worker productivity is directly related to the amount of personal contact and trust shown between the supervisor and worker. In training temporary employees, keep your approach fairly simple, though sufficient to do designated tasks efficiently and effectively. Over time, you may want to invest more training in those who show potential and interest in staying at this employment longer than originally planned.

These employees will tend to view this job as a means to an end; for example, to secure money to meet various personal needs or have some income until a permanent position can be found. Because of this, **your pay structure is very important.** Continually develop work plans and schedules, and exercise close supervision.

Researchers in Ohio and California found that seasonal worker productivity is greatly enhanced by the following:

- careful screening and selection of potential candidates with on-site testing including a pre-employment work test
- clearly communicated instructions and expectations
- close personal contact with supervisor. This includes visiting with workers both on and off the job. For example, one employer never missed a birthday party for any seasonal employees.
- immediate feedback on worker productivity, e.g., \$/day, kg/person
- clear expectations through orientation process and job descriptions.

Living and Working in the Same Yard

In many situations, hired employees are supplied housing as a part of their employment package and often the house is located in the same yard as the owner. This situation can give rise to several problems which need to be managed carefully.

a) Privacy

Hired employees and their families need and have a right to privacy. Lack of privacy can lead to tension and friction which otherwise may not occur. Consider some of the following methods to create some privacy for your employees.

- Place the house some distance from your own (this could be a solution if a mobile home were supplied).
- Plant hedges or build fences.
- Respect your employee's privacy.

b) Infringing on time-off

Respect time-off. It can be very tempting to ask for assistance that "will only take a minute" when your employee is handy, even if he or she isn't on duty. Even though employees may be willing to help out, it's important not to take advantage of their good nature. Don't force your employee to leave the property in order to get any free time.

Acknowledge any extra emergency help in some tangible way, e.g., bonus, extra pay, time off, etc. Don't just say thanks.

c) Repairs and maintenance

Make it very clear who is responsible for repairs and maintenance required in the employee's house. If you are responsible for replacing worn-out appliances (for example), then do it promptly and willingly. Expecting your employee's family to live with non-functioning essentials such as a stove or hot water heater is bound to create resentment.

d) Kids and dogs

There are no easy solutions to offer if problems arise relating to pets or children. It may be your dog that howls all night and keeps your employees awake or it may be the other way around. It may be friction between your children and theirs could arise. These are difficult situations to handle. Being aware of them and discussing them in advance may help.

e) Family safety

The safety of children in a farm situation is a matter for the mutual discussion and input of all concerned. Everyone should be aware of a clear-cut policy relating to the safety of children on the farm and be equally responsible for maintaining the rules.

Dealing with Cultural Diversity

Working with people who look, believe or act differently from you may be difficult or uncomfortable. You may not know what to say or to expect. Certain people may not react when you speak to them or perform in the way you expect.

Understanding Other Cultures

Learning to understand and respect your employees of other cultures will go a long way toward making your association with them both comfortable and productive.

Many misunderstandings arise because people from different cultures interpret or react to certain situations very differently. Consider the following example.

Jack White managed a team of Asians who worked for his greenhouse operation. He had developed a plan to reduce the number of hours needed to do many of the greenhouse operations. He knew he needed the co-operation of the team members to make it work, so he called a meeting to discuss his idea. No one disagreed ,so the new plan was implemented.

Within the first few weeks, it was evident that the workers weren't doing what they had agreed to at the meeting. Jack felt angry that the team hadn't done what they agreed to do.

In many cultures, saying “no” to someone’s request or offer, no matter how unreasonable, is taboo. In other cultures, “no” is never said to one in authority. Other signals of disagreement may be used. The untrained manager who misses these signals may feel that an agreement has taken place and be surprised when what “was promised” never happens.

Silence doesn't always mean agreement.

Different cultures may have different ways of viewing time, of communicating and expressing emotion, or of handling conflicts. **Try to learn as much as possible about the culture of your employees.**

One approach you might use to deal with cultural diversity is to **appoint an advisor** from among your employees to share information with you on such things as religious holidays, communicating and working between genders, food and hygiene issues, considerations around respect and norms, and acceptable dress. One greenhouse operator found it was necessary to supply individual water bottles for workers to comply with their religious customs.

Tips for Bridging a Language Barrier

When people are speaking different languages (or using unfamiliar jargon), it can easily cause misunderstanding and hard feelings. Here are some ways to bridge the language barrier.

- **Learn some of the language** of a culture you deal with regularly. Knowing how to say “Hello”, “Goodbye”, “Please” and “Thank you”, helps to create respect and goodwill.
- **Use an interpreter.**
- **Be patient** with people who speak your language less fluently than you. Also, speak more slowly, use simple words and avoid slang. Do not raise your voice and speak louder as if the other person were hard of hearing.
- **Listen carefully** and check back with each other from time to time to ensure you’re each getting the message across.
- **Have employees translate** important signs and information bulletins to enhance overall workplace safety and productivity. Examples might include orientation handouts, or signs relating to pesticide storage, first aid and equipment maintenance.

Substance Abuse in Employees

Alcohol and/or drugs and work constitute a dangerous mix. An employer who has an employee with a drinking or drug problem has a responsibility to deal with it.

What an Employer Should Do

1. Verify that alcohol or drugs are the cause of an employee’s impairment. Make sure that something else, such as sickness or stress, isn’t the cause.
2. Take steps to remove impaired employees from the workplace, ensuring that they do not cause harm to themselves or to others by operating equipment or vehicles. Make a record of the event and have a witness, if possible.
3. Use judgement and discretion. It is often best to have the employee take the day off without pay and take disciplinary or other appropriate action at a later time.

An employer is in a good position to help an individual with a drinking problem. By doing nothing, an employer becomes an “enabler”, a person who allows the problem to persist by covering up and allowing the employee not to face the issue.

Guidelines for Dealing with a Substance Abuser

1. Outline what will happen if the employee continues to drink. Discuss the problem with the employee in a private meeting; write down the circumstances and your expectations as an employer. Let the employee know you would like to see his or her problem resolved.
2. Don't threaten unless you are prepared to follow through. To threaten and not follow through only reinforces to the substance abuser that there will not be any consequences for his or her behaviour.
3. Focus on the problem behaviour, not on the individual. Don't use violence, either physical or verbal, and avoid nagging or provoking.
4. Stick to the subject. One of the ways substance abusers avoid responsibility for their actions is to try to turn attention to other topics.
5. Know what professional help is available in your area and encourage your employee to seek it.

For information on disciplinary action, refer to progressive discipline in Section Five, “*Communications, Problem Solving and Discipline*” of this handbook.