



Training

Discusses the benefits of training and runs through a variety of teachings for different learning styles

- Effective on-farm staff training
- Ensuring training leads to learning
- Feedback and other tips for training
- Off-farm training options
- Training checklists
- Training or development of farm staff
- Encouraging staff to learn
- Training example
- Training templates

4.8 Training and Development

Offering growth opportunities to staff

Why this is important

Training staff reduces work errors and therefore helps ensure that work is completed correctly. Improved work performance leads to better business performance.

Training also increases job satisfaction and motivation for staff and can help in retaining good employees.

This fact sheet will cover:

- Effective on-farm staff training
- Ensuring training leads to learning
- Feedback and other tips for training
- Off-farm training options
- Training checklists
- Training or development of farm staff
- Encouraging staff to learn
- Training example
- Training templates

Effective on-farm staff training

Farm staff come into the workplace with a considerable amount of life experience. The most effective training builds on what a person already knows so when training staff on farm avoid talking down to people, or negating their contribution from previous experiences. When training farm staff be sure to avoid under-training or under-explaining concepts.

A good process to follow for training staff on farm is the following:

1.	Break the skill to be taught into simple components
2.	Explain to the employee why the skill is important
3.	Discuss with the employee what they already know about the skill and determine what knowledge is missing
4.	Demonstrate and explain the skill to the employee slowly. Pause between steps and be sure all steps can be clearly seen
5.	Allow the employee to go through a skill step-by-step while the employer talks through what is to be done and helps out where needed
6.	Allow the employee to demonstrate the skill on his/her own without input from the employer
7.	Ask the employee to give feedback on how they did. Give feedback to the employee on how they performed the skill. Don't forget to note the positive points!
8.	Repeat steps 4, 5, and 6 as needed.

Ensuring that training leads to learning

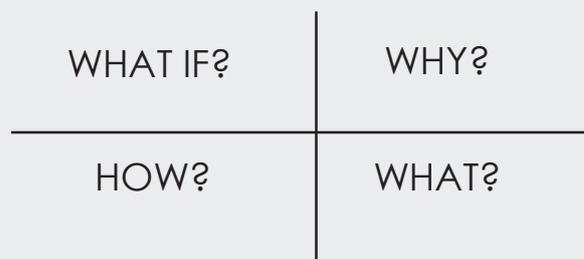
Training a person does not automatically lead to learning. For people to learn effectively, trainers should keep the following information about learning in mind:

Third person learning

Third person learning refers to the learning that takes place when the person who has learnt a new skill teaches it to another person (the third person in the learning process). To make this technique work, observe the trainer when they are training someone else, and only interrupt if necessary. This technique helps instill the learning more deeply in the person who is doing the training.

The learning cycle

The learning cycle has four quadrants. Training will be effective if it incorporates answers to the questions in all four quadrants of the learning cycle. People will often have a preference for learning through one quadrant of the learning cycle over the others. If training covers the questions in all quadrants in a repeating cycle it will ensure that the needs of the employee are covered in their own learning style.



To use the learning cycle start in the WHY quadrant and work in repeating circles answering the questions what, how and what if...

Example: Training in drenching

- We drench lambs to protect them from internal parasites that may stunt their growth (the WHY)
- We do this by administering an anthelmintic drench (the WHAT)
- We do it by loading the race with lambs and then working from the front of the row we put the drench nozzle onto the back of the tongue and squirt the drench into the lamb (the HOW)
- When we do this sometimes lambs can swing their heads up or around suddenly. This can lead to crushed hands or bruising, or trouble administering the drench to the lamb (the WHAT IF)
- However we still choose to drench the lambs to stop parasite problems because drench is cheaper than other products (the WHY)
- Other products that can be used are injectable or pour-on anthelmintic products (the WHAT)
- And so on around the learning cycle.

See the Example Training Cycle for Lameness 4.8.1 as another example.

Learning styles

People can learn in the following three ways:

- Visually – by seeing the instructions written down, or watching a video
- Audibly – by hearing the instructor
- Kinaesthetically – by having the process demonstrated and then doing it themselves.

Most people have a combination of all three learning styles, but occasionally an employee will have a very strong preference for one learning style over the others. If instructions are not given in the preferred style both employer and employee may experience frustration during training for new skills.

In agriculture many people are most strongly aligned to the kinaesthetic learning style; they have a tendency to prefer learning by doing rather than by reading or listening to instructions.

To train a person with a strongly kinaesthetic learning style:

- Do lots of side-by-side work
- Demonstrate the tasks before asking them to do it alone
- Let them practice.

Feedback and other tips

Feedback on performance is part of training. Feedback can be given in the form of “I like the way you.....” followed by “I would like to see you....”. This technique will reinforce the positive while giving an opportunity for further improvement.

Other tips:

- When training farm staff on their property it is common for farmers to either underestimate or under-play the complexity of the task. This is probably because farmers are very familiar with their own farming operation and take much of the way it works for granted
- It is better to err on the side of over-explanation rather than under-explanation when training farm staff. This is more likely to make them feel good because they know half of it already, rather than feeling stupid because they didn't quite understand
- Remember that people need time to practice and naturalise a skill, otherwise they are likely to forget it.

Off-farm training options

Industry training in agriculture is available through the PrimaryITO. This training is tailored to support business needs, mostly delivered in the workplace and can be customized for large businesses. Phone 0800 20 80 20, or contact PrimaryITO for more information.

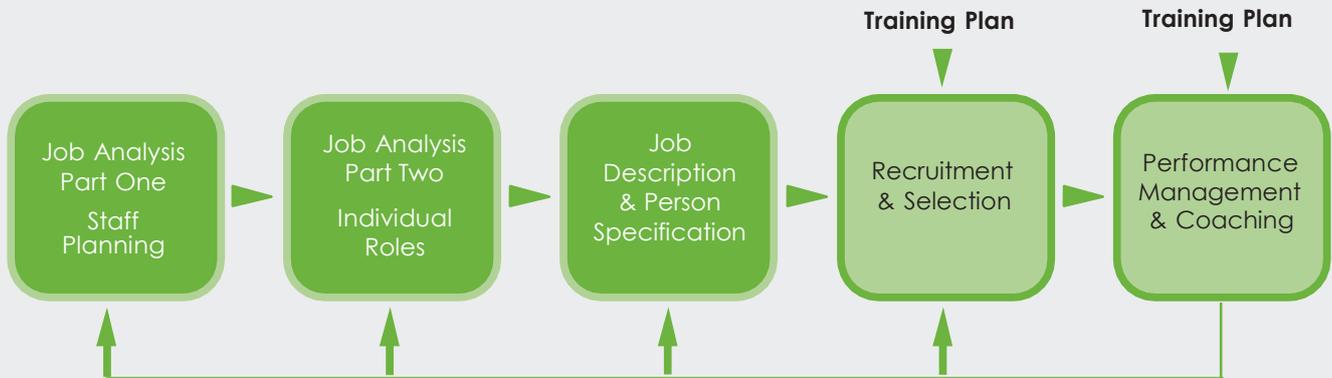
The available training options are short courses, apprenticeships, certificates and diploma programmes.

Training does not need to be limited to traditional farming skills. Other things to consider are:

- Time management training
- Outward Bound courses
- Leadership training.

Training checklists

Training and development plans should ideally be developed during staff selection and then built upon over time as the employee increases their skills.



Before interviewing for a position an employer should have a clear picture of the knowledge, skills and abilities required to carry out the job. It is unlikely that a candidate will meet 100% of these requirements. In fact it may be preferable to employ a person who is able to perform only 60-80% of the job, so they don't get bored and move on. Some people prefer to select their staff on attitude rather than skills. If this is the case then there will be a higher training requirement for the employee.

During the interview process the employer will identify areas for development. This is the start of a formal training plan.

Farm-specific training, such as the farm's health and safety requirements, should be undertaken during the orientation phase. This phase will help to identify further needs (see Orientation Processes Fact Sheet 3.1).

Once in the job the performance review process leads to the development of formal training and development plans by identifying current limitations in the employee's performance. However, training plans can be identified informally during your regular communication and coaching of staff (see Performance Management Fact Sheet 4.1 and the Employee Training 4.8.1 and Training Planner Templates 4.8.2).

Training or development of farm staff?

Training generally refers to the acquisition of new skills that directly relate to the farm business.

Development refers to training that leads to personal growth and may not be directly related to job performance. However it may help the person to do their job more effectively. For example, younger people may benefit from training in household management skills such as budgeting and cooking. This may reduce their stress outside of work time and help them focus more successfully on their job.

Encouraging staff to learn

Most people want to learn new things. If your staff are reluctant or uncooperative when you offer them an opportunity for training, it is most likely to stem from a lack of confidence in their own ability to understand and become competent in the new skill.

It may be necessary to start with very small steps in encouraging a staff member to learn new skills. Remember that success breeds success, so set tasks that are achievable and then encourage the employee to recognise their own achievement. Several positive experiences of 'success' will improve a person's likelihood of trying again.

Code of Conduct

It is important to provide staff with your organisations code of conduct during the training stages, to ensure that all staff are aware of how to include the companies values in their everyday work and are aware of the proper practives in the workplace.

See here for more: <https://www.employment.govt.nz/workplace-policies/what-are-workplace-policies/>

Training and Health and Safety

Training is frequently undertaken in the area of health and safety. It is important to keep accurate records of the training that has been undertaken in health and safety areas, particularly where the training relates directly to farm practices that may be considered hazards, such as chainsaw use, chemical handling and application and ATV safety.

What are the benefits to me?

Taking the time and effort to effectively train staff will lead to better work outcomes and greater confidence in staff.

Employees benefit hugely from an employer who is prepared to train with patience. Employees will have greater job satisfaction, be more motivated towards their work and are likely to stay with the employer longer.

Training staff helps people feel they are valued and an important member of the farming operation.

What do I do next?

- Develop a training checklist for employees
- If necessary, see Job Analysis Fact Sheet Two and consider all the skills employees need in order to perform their jobs effectively
- Use a performance management process with staff
- Discuss with staff what they consider to be important for their own training.

Useful references

Selecting and training good staff, Kevin Chapman

The trainers resource book, Geoffrey Moss

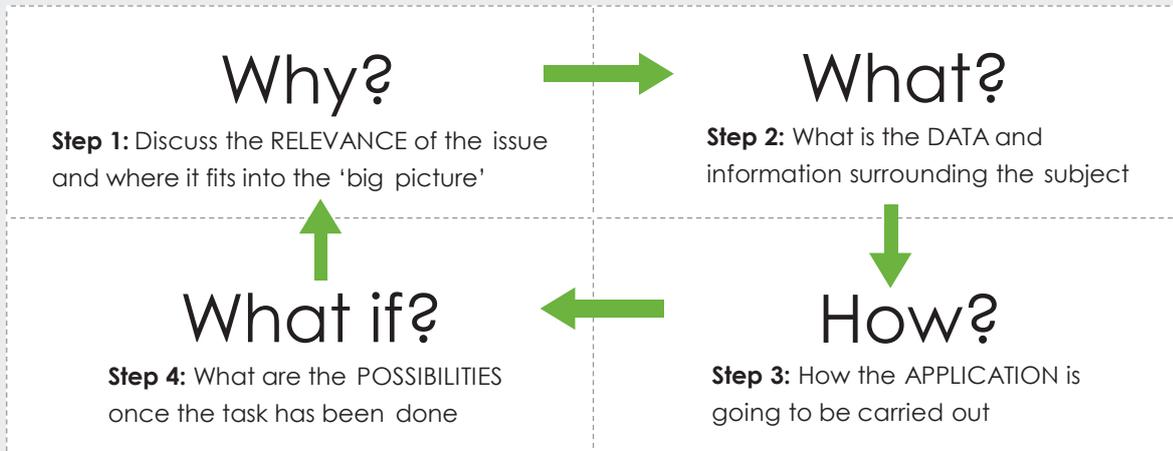


Disclaimer

B+LNZ Limited endeavours to ensure that the information in this publication is accurate and current. However, B+LNZ accepts no liability for any error or omission in fact or the consequences of any actions taken pertaining to the content of this publication.

4.8.1 Example – Lameness Training Cycle

The training cycle



The mustering example

<p>Why do I need to know how to muster sheep?</p> <ul style="list-style-type: none"> • Mustering/shifting sheep is a key task for all shepherds on sheep and beef properties • Sheep can be unpredictable and challenging to shift • Keeping working dogs under strict control when mustering is vital • To maximise time efficiency we need to muster paddocks cleanly and quickly • To ensure no smothers or injuries to stock occur • Stock health and welfare must be maximised in all farm activities. 	<p>What background information do I need?</p> <ul style="list-style-type: none"> • A good stockperson controls their dogs at all times. Routes taken when moving stock are time efficient and take into account natural stock pathways, the conditions underfoot and the mobility of the stock class.
<p>What if one or few sheep break away from the group?</p> <ul style="list-style-type: none"> • Have your dogs hold the main mob where they are while sending one away to bring the stragglers back. Or you may need to take a cut of the mob to the sheep that have broken away as a draw to bring them back to the main mob. 	<p>How do I muster a mob of sheep successfully?</p> <ul style="list-style-type: none"> • Position yourself in the right place so you can see where the stock are coming from and where you want them to go to. This will also allow you to act quickly if stock movement may be impeded • Keep your dogs under strict control and where possible in sight at all times • Use the best time of the day to muster especially in the summer – cool of the day is best • Remember stock move at stock pace. A mob can only move as quick as its slowest sheep • If mustering with other shepherds work as a team.

4.8.2 Template – Employee Training

Name:

Skills	Date	Trained by (Print name)	Employee
<p>Vehicles</p> <p>Tractor skills</p> <ul style="list-style-type: none"> • Maintenance • Good driving habits • Power take offs • Coping with slopes • Hydraulics • Using loader • Feeding out • Safety <p>ATV/Motorbike skills</p> <ul style="list-style-type: none"> • Maintenance • Cornering techniques • Coping with slopes • Attachments, loads & towing • Safety <p>Other Vehicle (specify):</p>			
<p>Machinery</p> <p>List key fixed and mobile machinery used on property, e.g:</p> <ul style="list-style-type: none"> • Shearing plant • Chainsaws • Using toppe <p>Other Machinery (specify):</p>			
<p>Livestock</p> <ul style="list-style-type: none"> • Handling procedures <p>Other livestock (specify):</p>			
<p>Health & Safety</p> <ul style="list-style-type: none"> • Use of personal protective equipment • Agrichemicals (storage, handling, mixing, etc) • Disease prevention. e.g. Leptospirosis • Sun protection, e.g. Melanoma <p>Other Health & Safety (specify):</p>			

Disclaimer

B+LNZ Limited endeavours to ensure that the information in this publication is accurate and current. However, B+LNZ accepts no liability for any error or omission in fact or the consequences of any actions taken pertaining to the content of this publication.

4.8.3 Template – Training Planner

When planning training for staff members try to answer the following questions so that the training process is as effective as it can be.

Task for training _____

The WHY questions

Why are we doing this and what is the value of it to the farm?

When do we do this?

The WHAT questions

What is it we are going to do? What is the process?
Break down the task into logical, easy to follow steps or stages.

Consider what resources are going to be required to train staff members on the task and make sure they are available.

List them here.

The HOW questions

Ask staff members what they know about the task and how they have done it in the past.

Consider what is important to you in the way the job is done. Is the result or the process most important?

When training what is the most appropriate way to demonstrate the task?

Who is the most appropriate person to be doing the training?

When is the staff member going to get the opportunity to practice? Do I have to make the opportunity?

The WHAT IF questions

What are the things that can go wrong and how will you deal with them?

Once the skill is mastered what are the on-going benefits or the next stage in learning?

Disclaimer

B+LNZ Limited endeavours to ensure that the information in this publication is accurate and current. However, B+LNZ accepts no liability for any error or omission in fact or the consequences of any actions taken pertaining to the content of this publication.