DAIRY GRAZING APPRENTICESHIP

DGA-NATIONAL.ORG

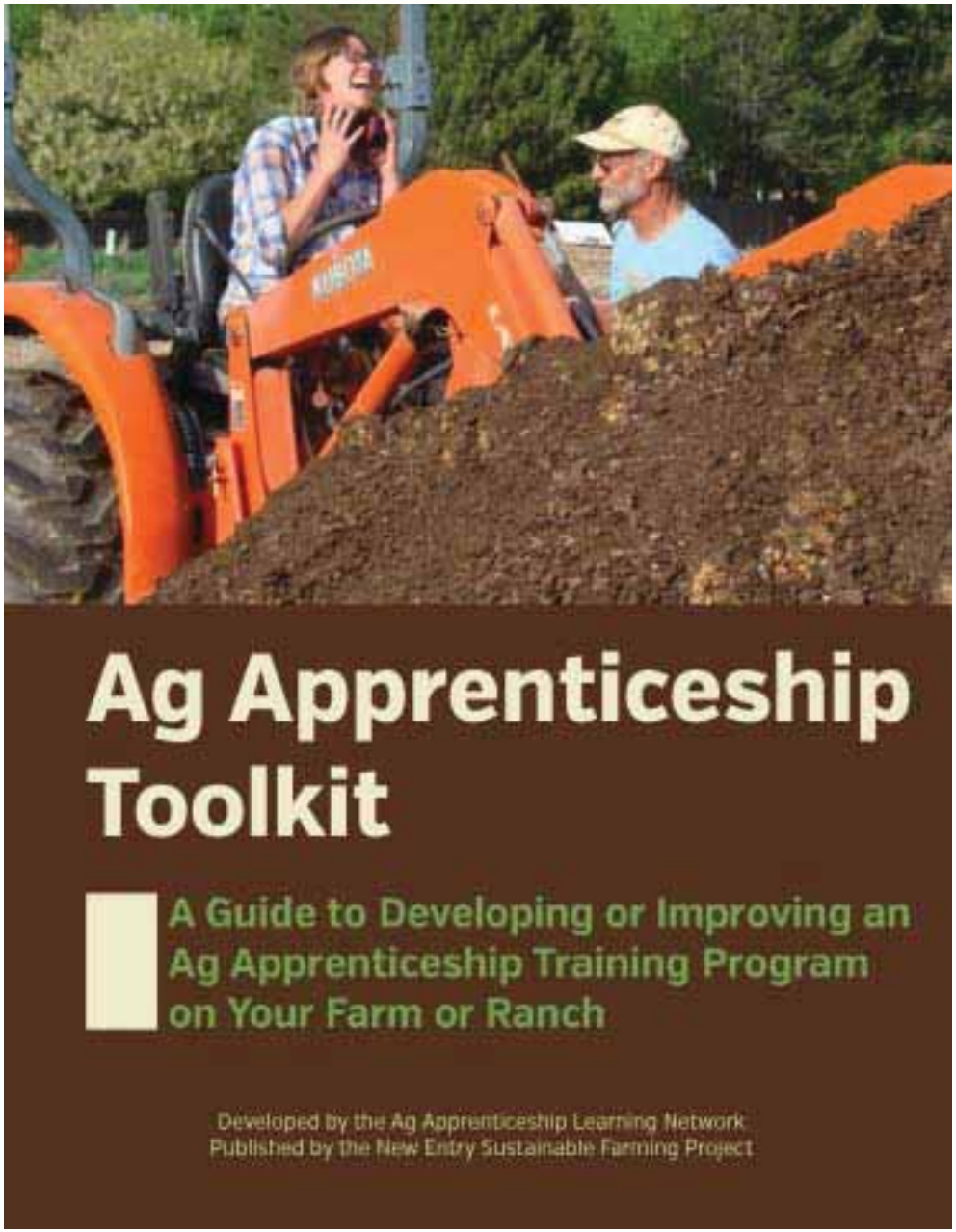
DAIRY GRAZING APPRENTICESHIP

WISCONSIN MEADOWS™
100% Grass-fed Beef

My background

Ag Apprenticeship Learning Network

- Dairy Grazing Apprenticeship
- Maine Organic Farmers and Gardeners Association
- Rogue Farm Corps
- Quivira Coalition
- Vilicus Farms
- New Entry Sustainable Farming Project, Tuft University



DGA-NATIONAL.ORG

The first formal Agricultural Apprenticeship in the nation

DAIRY GRAZING APPRENTICESHIP

Apprenticeship is a structured system of training designed to prepare individuals for skilled occupations by combining on-the-job training with related instruction. Apprentices earn while they learn and their skills are nationally recognized.

For 100 years, skilled trades have used Apprenticeship to train certified skilled workers and ensure their standard of training.

Ag Apprenticeship Toolkit

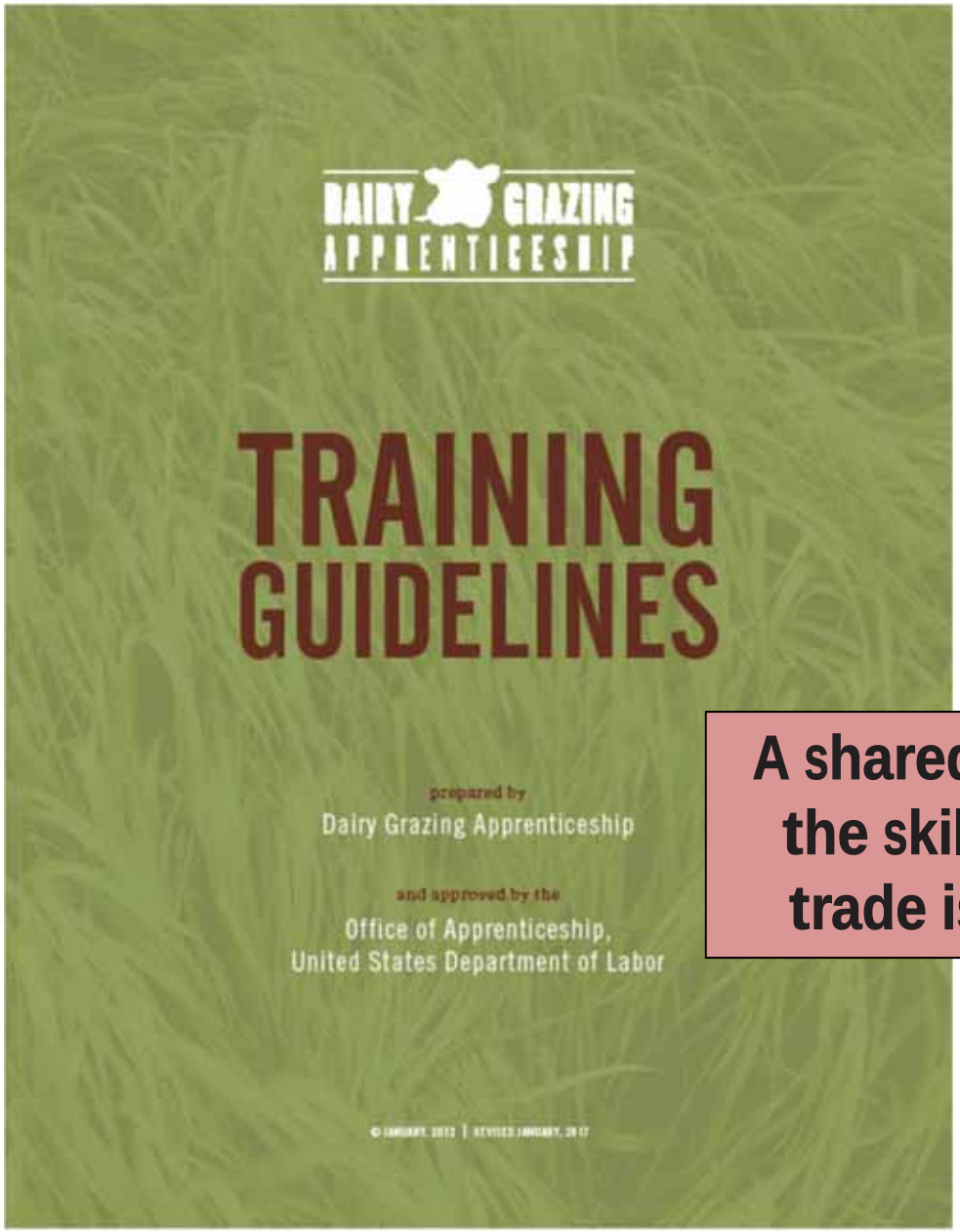
- Definitions
- Internship
- Registered Apprenticeship
- Employee
- Educational partnerships

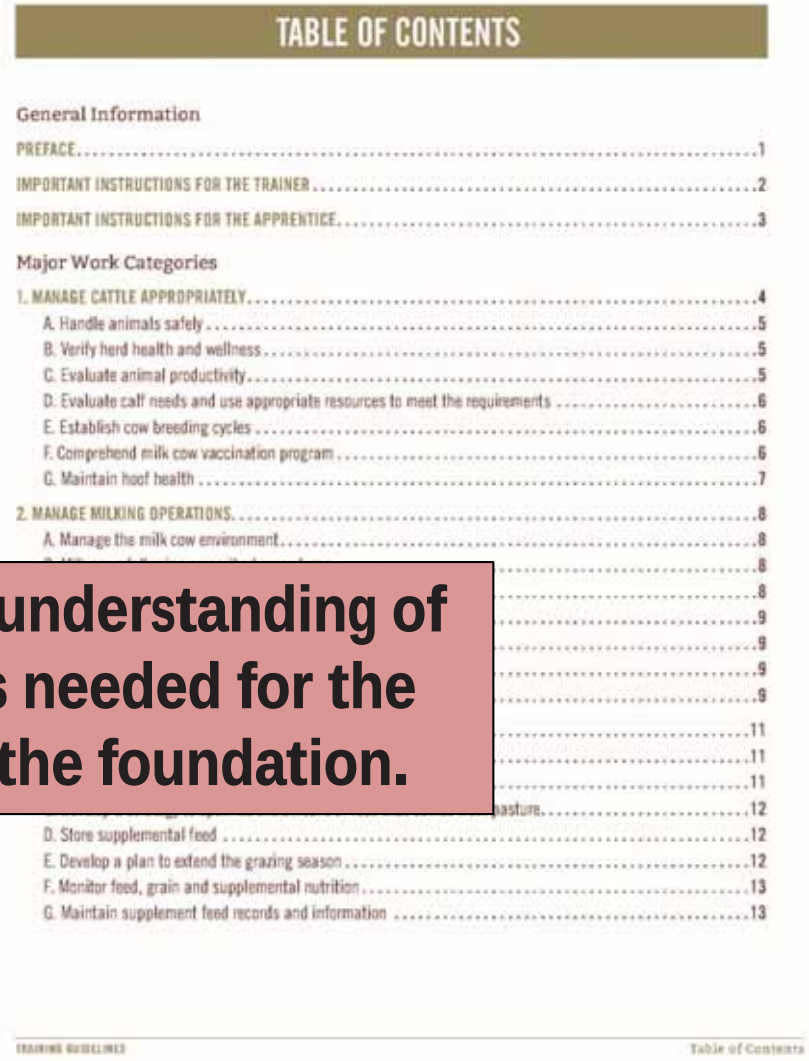
CHAPTER 2:
Options for Structuring On-Farm Labor and Learning

Once you are confident that mentoring a new agrarian is a good choice for you, the next step is to consider the different options for structuring the balance of labor and on-farm learning. If you've spent any time on an agricultural job posting site, or as a trainee on multiple farms, you know that the words "intern" and "apprentice" are widely used and often loosely or broadly defined. While this is true within the agricultural community, the U.S. Department of Labor (DOL) operates under a different set of standards. Legally compliant options for structuring on-farm labor and learning are narrow in number and definition, and the words "internship" and "apprenticeship" connote specific labor arrangements.

Remember that part of training new farmers is keeping your farm in operation by avoiding unnecessary risk. Selecting a legally compliant structure for your farm labor and learning opportunities will protect you from potential risks, such as paying fines and back wages to the DOL, and the possibility of litigation from ex-interns or apprentices.

Training Guidelines





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A shared understanding of the skills needed for the trade is the foundation.

DGA-NATIONAL.ORG

Training Guidelines

MAJOR WORK CATEGORIES

All work items are mandatory unless specifically identified as "Not Mandatory."

1 MANAGE CATTLE APPROPRIATELY (INCLUDES HEIFERS/DRY COWS, CALVES AND MILK COWS)

A HANDLE ANIMAL SAFELY

CRITERIA FOR EVALUATION	MASTER SIGNATURE	APPR. INITIALS	DATE COMPLETED
1) Maintains appropriate flight zone distances.			
2) The animals move calmly in the desired direction.			
3) Remains calm.			
4) Correctly uses head lock and halter.			
5) Properly uses safeguards while isolating an animal, including gates and proper deterrent tools.			

MAJOR WORK CATEGORIES

B VERIFY HERD HEALTH AND WELLNESS

CRITERIA FOR EVALUATION	MASTER SIGNATURE	APPR. INITIALS	DATE COMPLETED
1) While conducting farm operations, such as milking, recognizes symptoms and abnormal behavior that would indicate illness.			
2) Follows proper protocols to determine whether a contacting a veterinarian is necessary.			
3) If contacting a veterinarian is not necessary, determines and administer the necessary on-farm treatment (ex. common metabolic disorders).			

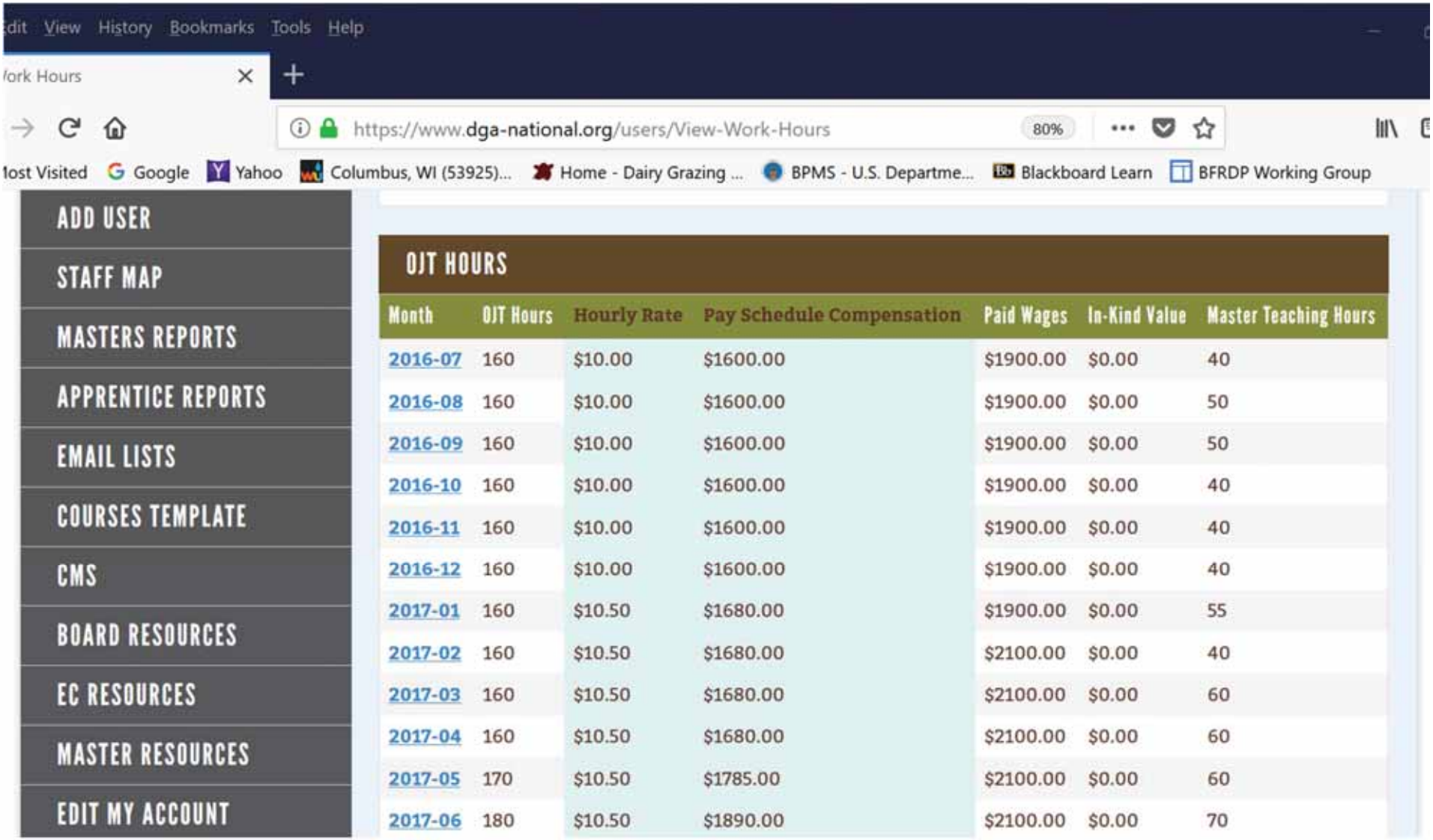
C EVALUATE ANIMAL PRODUCTIVITY

CRITERIA FOR EVALUATION	MASTER SIGNATURE	APPR. INITIALS	DATE COMPLETED
1) Comprehends and monitor cattle body condition scoring.			
2) Monitors daily milk production.			
3) Comprehends and monitors breeding records, and records breeding dates.			

DACUM:
(Developing a Curriculum)
The formal process for identifying key skills.

DGA-NATIONAL.ORG

Apprentice Training Hours



OJT HOURS

Month	OJT Hours	Hourly Rate	Pay Schedule Compensation	Paid Wages	In-Kind Value	Master Teaching Hours
2016-07	160	$10.00	$1600.00	$1900.00	$0.00	40
2016-08	160	$10.00	$1600.00	$1900.00	$0.00	50
2016-09	160	$10.00	$1600.00	$1900.00	$0.00	50
2016-10	160	$10.00	$1600.00	$1900.00	$0.00	40
2016-11	160	$10.00	$1600.00	$1900.00	$0.00	40
2016-12	160	$10.00	$1600.00	$1900.00	$0.00	40
2017-01	160	$10.50	$1680.00	$1900.00	$0.00	55
2017-02	160	$10.50	$1680.00	$2100.00	$0.00	40
2017-03	160	$10.50	$1680.00	$2100.00	$0.00	60
2017-04	160	$10.50	$1680.00	$2100.00	$0.00	60
2017-05	170	$10.50	$1785.00	$2100.00	$0.00	60
2017-06	180	$10.50	$1890.00	$2100.00	$0.00	70

DGA-NATIONAL.ORG

Apprentice Related Instruction

Edit View History Bookmarks Tools Help

Related Instruction

https://www.dga-national.org/users/View-Related-Instruction 80%

Most Visited Google Yahoo Columbus, WI (53925)... Home - Dairy Grazing ... BPMS - U.S. Departme... Blackboard Learn BFRDP Working Group

- STAFF MAP
- MASTERS REPORTS
- APPRENTICE REPORTS
- EMAIL LISTS
- COURSES TEMPLATE
- CMS
- BOARD RESOURCES
- EC RESOURCES
- MASTER RESOURCES
- EDIT MY ACCOUNT
- SENT MESSAGES

RELATED INSTRUCTION

Semester	Course Title	Credits	Hours	Category	Graded	Required	Completed	Outcome
1	Dairy Nutrition Seminar	1	36	Formal	true	true	0	
1 and 2	Pasture-Based Dairy and Livestock Seminar	3	45	Formal	true	true	45	P
2	Dairy Health Seminar	1	36	Formal	true	true	36	A
3	Farm Business Management	1	36	Formal	true	true	36	B
3	Milk Quality Seminar	1	36	Formal	true	true	36	A
4	Organic Soils, Nutrients, and Composting	1	17	Formal	true	true	0	
Varies	Holistic Farming and Systems Approach	0	16	Formal	false	true	16	P
Monthly	Education Coordinator Farm Visits	0	24	Informal	false	true	14	
Varies	Discussion Groups/ Pasture Walks/Farming Conferences	0	42	Informal	false	true	41	

ADD COURSE

CHAPTER 3:

Building an Ag Apprenticeship Program

In the following chapter, we provide a step-by-step guide for designing and implementing an ag apprenticeship. Meaningful engagement with this material will require some work. Have a pen and paper handy and prepare to do some digging into what motivates you and what you aspire towards. The writing suggested in this section will serve several purposes. First, clarifying details regarding your operation and approach to agriculture will prepare you to answer questions with confidence and consistency during the application process and after your selected apprentice arrives. You don't need to have all the answers ready, but it's helpful to have reviewed the basics of what you do, how you got started, why you do it, etc.

Second, having this information at the ready will save you time during the application and selection process. This is especially true for items outlined in the "Hosting and Employment" section. The more potential applicants know about what they're signing up for, the higher quality applications you'll receive. You'll head off applications from candidates who don't meet your basic requirements.

Lastly, completing the exercises in this section will help create the building blocks for your future website (discussed below). If you already have a website, take the time now to review it and make any necessary changes or updates to reflect your apprenticeship.

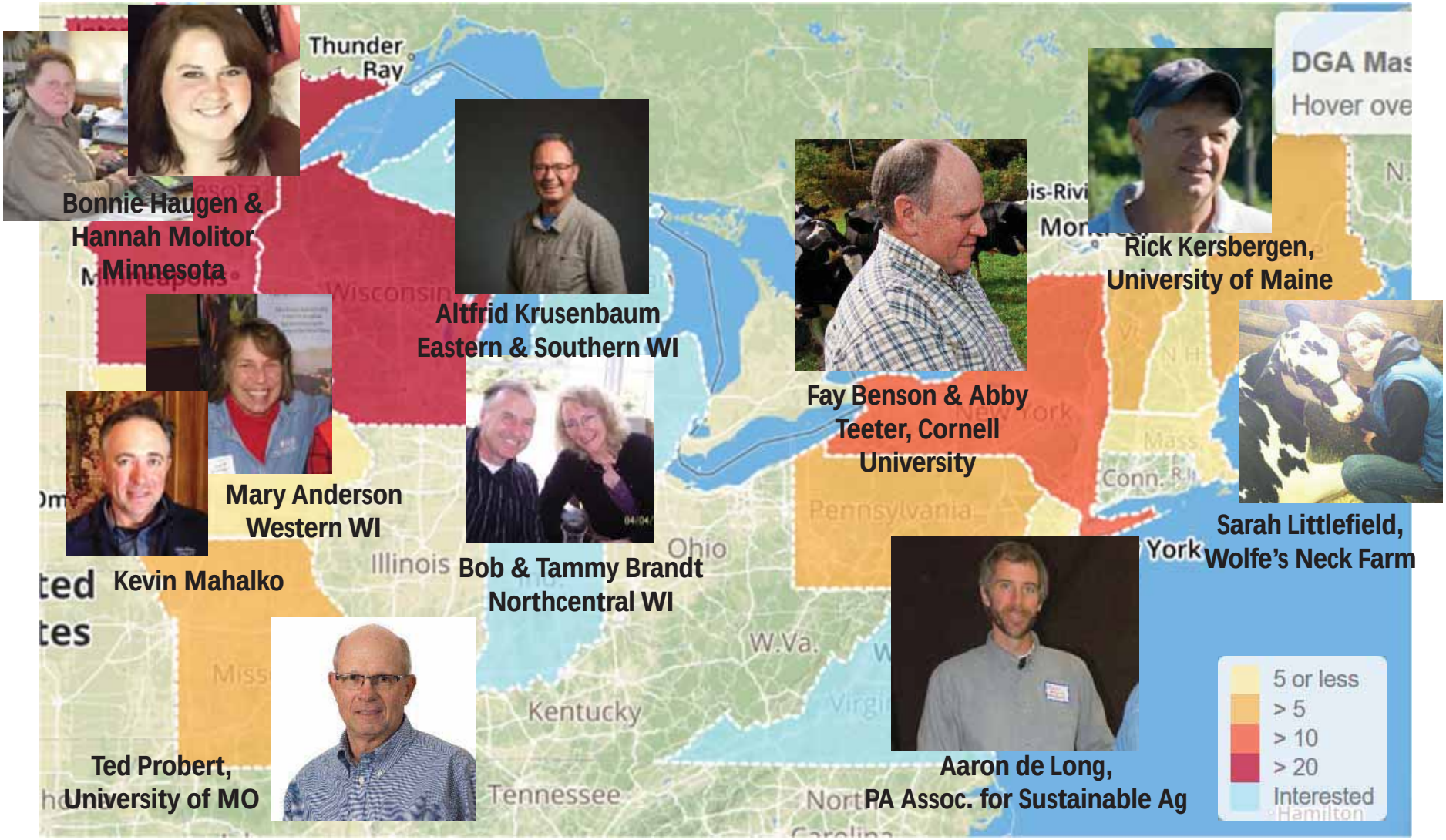
Ag Apprenticeship Toolkit

- Decision to mentor
- Laying the groundwork
- Finding the right person
- Budgeting
- Running the program

DGA-NATIONAL.ORG
ga-national.org/geo/Staff-Map
80%
25)...
Home - Dairy Grazing ...
BPMS - U.S. Departme...
Blackboard Learn
BFRDP Working Group
Masters and Apprentices Map
Hover over pin for quick info.
Click pin for details.
Not Seeking
Public
Private
Interested
Master
Paired Master
Apprentice / Intern
Apprentice Candidate
Ed Coordinator
Journey Dairy Grazier
© Mapbox © OpenStreetMap Improve this map
Ontario
International Falls
Thunder Bay
North Dakota
South Dakota
Nebraska
Iowa
Omaha
Michigan
Ottawa
Trois-Rivières
N.B.
New York City
Kentucky
Oklahoma
Arkansas
Dallas
Texas
Georgia
Alabama
W.Va.

DGA Administrative Partners

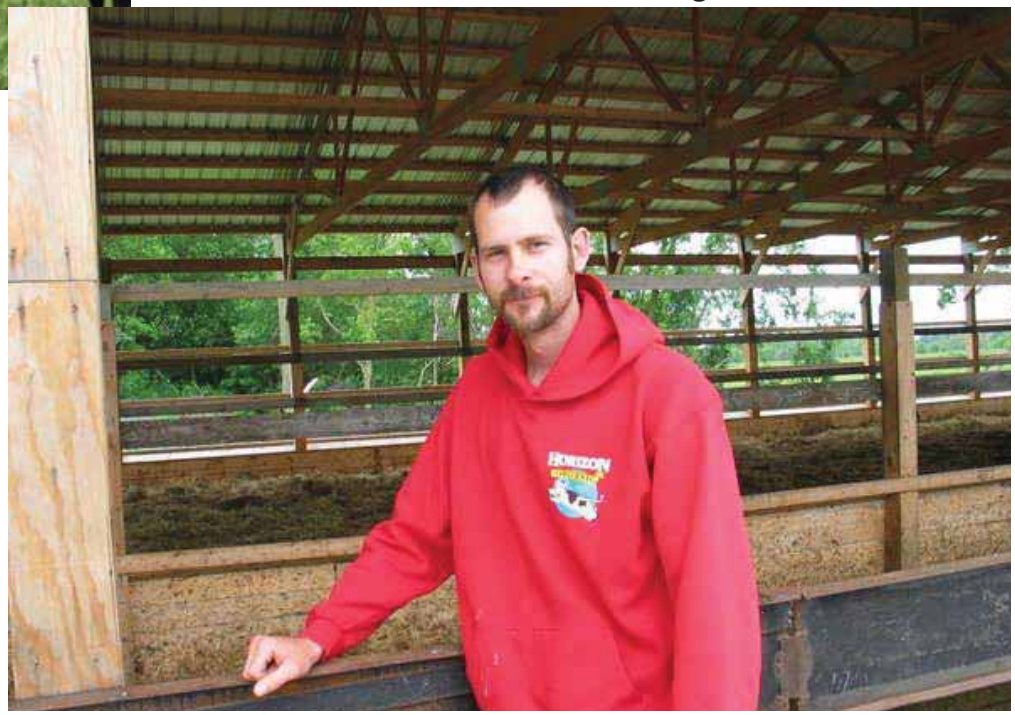
DGA Education Coordinators



Karl and Robert Klessig
Cleveland, WI

Master Characteristics

Nolan Lenzen
Eagle Bend, MN



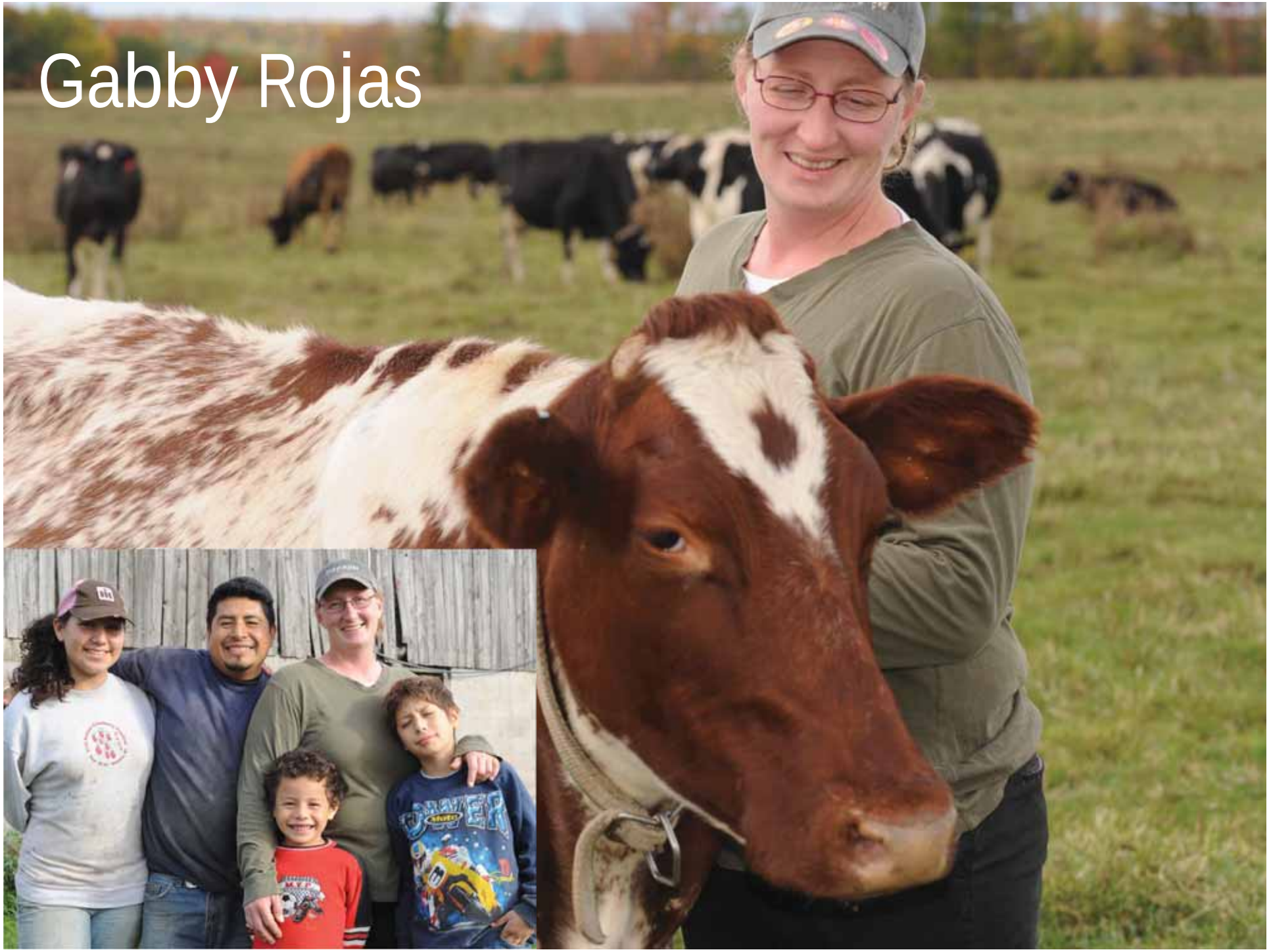
A diversity of grazing styles

44 Current Apprentices

- Education level
  - 17 with High School education
  - 10 with Technical College degree
  - 4 with ag/dairy related Bachelor's degree
  - 11 with non-ag related Bachelor's degree
  - 2 with ag Master's degree
- Demographics:
  - Gender: 14 women, 30 men
  - Age:
    - Range: 18 to 53
    - Average age: 29

Dave Heidel & Ricky Baker
Random Lake, WI
imperial

Gabby Rojas



John Richmond & Charles Flodquist
Colfax, WI
https://www.dga-national.org/Case-Studies

Building Community

- Master Roundtables
- Apprentice facebook page
- Pasture walks
- Journeyworker support

Master Professional Development

Master Roundtables

- Local cohorts of Masters
- Informal gathering facilitated by Education Coordinator
- Learning mentoring skills
- Peer support and peer-to-peer learning

Supporting our Masters

DGA Hiring and Employee Management Tip Sheets

Onboarding
An orientation guide for your Apprentice's first days

Your Apprentice's first days can be overwhelming. There are just to get off to a good start. The first few days set the tone fo Apprenticeship, so how you introduce your new Apprentice to your farm, family members and other employees will have long-lasting effects, either positive or negative. "Onboarding" is what companies call this orientation process. This tip-sheet provides some guidelines on what to include in your onboarding process.

On the first day

Give the Apprentice a thorough tour of the farm. You may ha tour of the farm during the interview process. Another one wi they've already seen and heard.

Give them:
- A map of your farm
- A notebook and pen
- An employee handbook

Introduce t
- Yo
- Yo

Keep them safe
- **In a walk- through of the farm point out potential ha milkhouse chemicals, bulls, silos, manure pits, other machinery.**
- **Before the apprentice's first animal contact, explain handling**

The first few weeks
- For the first one to two weeks have the Apprentice work by your side and if there are different areas of responsibilities, have him/her rotate through these areas. The Apprentice should get an overview of what it takes on a daily basis to run the operation.
- After providing the initial overview, next train the apprentice in detail on the first task that is important, i.e. milking. Depending on how fast an Apprentice learns, limit the amount of details you present at one time. Explain, demonstrate, let the Apprentice try, correct if necessary and once they are comfortable with the task, then let him/her practice. (See sidebar next page for an example)

Interview Worksheet
Example: If you want to use the suggested questions, you can make copies of this page. To use your own questions, see following pages.

DAIRY GRAZING APPRENTICESHIP

Applicant name:

Question:	Notes on their response:
What are your long-term goals? Why is this position of interest to you?	
What background and experience do you bring to this position?	
Give an example of what motivates and frustrates you?	
Describe your ideal work environment and why.	
Have you ever been in a situation with a co-worker who you didn't get along with? How did you deal with that?	
Have you ever helped someone learn a new task? How did you go about it?	
Describe your experience working with livestock.	
Are you able to work long days and long weeks during our busy seasons?	
What do you think would be the most enjoyable or rewarding part of working on this farm for you?	
What do you like to do in your spare time? What kinds of hobbies do you like?	
Do you have any questions for me?	
Additional notes	

7234 Gail Road, Medford, WI 54451 715-589-6389

Interviewing Apprentice Candidates

DAIRY GRAZING APPRENTICESHIP

October 2018

Finding an Apprentice who will be a good fit for your farm is important and may take some time. You will not only be working side by side with this employee day after day, but will be training the
discouraged if you don't find someone right away.

Start by telling the candidate about yourself and your farm, or better yet, give them a tour.

d your farm, or better yet, give them a tour.
ped and ask if they have any questions about it.
ask all candidates these same questions, so you
d different questions of different candidates.
questions of everyone you're considering.

hat you cannot legally ask

r the Apprenticeship. What are their long-term

ound and experience they would bring to the job.
e read their resume, listening to how they
erson.
nges and opportunities, such as:
that you didn't like. What didn't you like about it

d why you liked it.
u received on a job and what did you do about it?
and how they will get along with others, such as:
, what would they tell me?
co-worker who you found hard to get along with?

Finding the Right Apprentice
How to sort through candidates, interview, and choose the best Apprentice for your operation

DAIRY GRAZING APPRENTICESHIP

October 2018

Whether you've had full time employees on your farm or not, it's worthwhile to take your time finding the right Apprentice. You will be investing more time and energy in training your Apprentice and they need to have the passion and aptitude for the job. It's a unique relationship.

Before you look at applicants, consider taking the following steps:

1) Job Analysis: The job analysis involves developing a list of duties, responsibilities and skills. The Job Book details these skills. The job he or she will be learning is your job. The job analysis determines how the Apprentice will be trained, which tasks are basic ones that will come during the first year, and how you will transition the Apprentice into tasks with greater responsibility over time so that he or she gains management level skills.

2) Job Specifications: Job specifications include basic knowledge, abilities, and experience that you are looking for in your Apprentice. Although this is intended to be a training program, some Masters may want to hire an Apprentice with some experience on a dairy farm, or at least experience with farm equipment. Other specifications might include a driver's license and ability to lift 50 pounds or more, etc. Many Masters also look for evidence of passion for the work and interest in taking an active part in the learning process.

3) Job Description: Develop a basic job description using the information you compiled in the Job Analysis and Job Specifications. This can be a simple one-page outline with a job summary, key duties, supervisory relationships and working conditions. It becomes an outline for interviewing candidates you are considering (see sample job description).

4) Determine a pay range. The minimum requirement for a DGA Apprentice is $8/hour with a $0.50 increase every 6 months. These rates and increases are set by the US Department of Labor, however many DGA Masters set starting pay at higher levels to ensure high quality candidates. Whatever rate you set, you are required to give a 6.25% increase every six months. In-kind pay may be included in the total. In-kind pay can include housing, farm-produced foods such as meat, milk or vegetables, or heifer calves that can help the Apprentice begin to build equity while they are learning.

Checklist of possible Apprentice job specifications
Consider the basic skills you need your Apprentice to have the first day they arrive on the farm. What skills are you willing to train them on? What skills would you like them to be able to do already?

- ☐ Equipment operation experience (tractor, skidsteer, other?)
- ☐ Experience operating trucks, pulling trailers
- ☐ Prior dairy experience
- ☐ Prior experience with livestock
- ☐ Prior experience in any sort of farming situation
- ☐ Ability to lift 50 pounds or more
- ☐ Exercise: ability to work long hours and/or long weeks
- ☐ Good communication skills
- ☐ Aptitude/passion for learning
- ☐ Passion for becoming a farmer
- ☐ Brings complementary skills that farm currently doesn't have
- ☐ Other:
- ☐ Other:
- ☐ Other:

Ag Apprenticeship Toolkit

- Compensation
- Housing allowance
- Food compensation
- Agreements and policies
- Employment contract

CHAPTER 5: Hosting, Employment, and Agreements

After all of your program and curriculum design, after all of your work planning the structure and execution of your ag apprenticeship, there are still a few more crucial items to square away. Before reading this chapter, we would recommend reviewing Chapter 2 and familiarizing yourself with the differences between legal internships, Registered Apprenticeships, and employees. Much of the following chapter will focus on ag apprentices who are treated as employees or are participating in a Registered Apprenticeship. To reiterate a point made in Chapter 2: One way to guarantee your internship or apprenticeship is entirely legally compliant is to treat your apprentices as employees.

5.1 Compensation

If your ag apprentices will be legally considered employees–which is a safe assumption, unless you are participating in a Registered Apprenticeship or are confident that your ag apprenticeship fits the criteria for a legal internship–then you will need to pay them a monetary wage in accordance with your state and local labor laws. Before setting your pay rate, be aware of the minimum wage and the commonly offered wages for your location and type of operation. Be sure you have budgeted to cover the full season's wages with plenty of room to spare–including any employer taxes you may be responsible for paying. You should be able to find information on your state's farm employment rules by contacting your state Department of Agriculture. You can also find more information at Farm Commons (farmcommons.org).

If you are using the legal internship model, ag apprentices participating in your training program are not entitled to wages for their participation. You can, however, offer monthly stipends to offset the costs of living and incidental costs incurred by ag apprentices during their participation in these programs. Generally, it is understood that this stipend is considered taxable income for the intern/apprentice. In this arrangement, host farmers do not withhold tax on stipends or provide interns/apprentices with tax Form 1099 (as you would for an employee). To facilitate accurate accounting for your interns and apprentices, you may provide them with a document at the end of the season that details the total stipend they received. Interns should maintain a record of the stipend payments they have received during the calendar year (January 1 to December 31) and report this on their personal tax returns.

Mentors are coaches

- *Coaching is:*
  - "Unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them" (Whitmore 2003)

Master Professional Development

Master Tip Sheets

Creating an Employee Handbook

DAIRY GRAZING APPRENTICESHIP

January 2018

The idea of an employee handbook is to give a new employee some orientation about what his/her new place of work is like. It lays out policies and rules. It allows you to share basic information that may or may not come up in an orientation and things that you and your employee may want to refer back to in the future. Some things are also easier to lay out in the beginning – later, if an unwanted behavior surfaces, it is much harder/awkward to make corrections. The handbook sets the right tone from the beginning and will make it easier and more neutral to resolve any potential issues with your employees. The handbook is NOT meant to replace good communication, nor is it an employment contract, but it helps to set clear expectations.

Include what is important to you and relevant to your farm

Safety on the farm

Getting your Apprentice started with good safety habits

DAIRY GRAZING APPRENTICESHIP

April 2017

Safety on dairy farms is an important component of training

Causes of injury and fatalities on dairy farms

Most common causes of injuries:
Animals 28%

The Basics of Safe Livestock Handling

DAIRY GRAZING APPRENTICESHIP

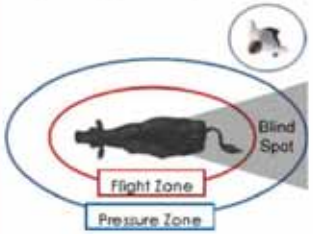
Winter 2016

Good stockmanship involves developing a feel for the stock, perfecting your timing, and learning how to "read" the animals.

Only the cattle can teach you how to handle them right. The one key secret is calmness: Calmness before you ask them to work, calmness during and after. There really is very little else involved in winning with cattle.

Steve Cote, Stockmanship: A Powerful Tool for Grazing Lands Management

Photo credit: Paul Daigle



Moving a single cow

- Start cow movement by slowly approaching the cow's pressure zone
- Give a cow time and space to react to you
- Walk at a speed that keeps you out of the cow's flight zone
- The angle at which you approach a cow will influence the direction she moves.

Definitions:

Point of balance: The point of balance is usually at the animal's shoulder and it is determined by the animal's wide angle vision. All species of livestock will move forward if the handler stands behind the point of balance. They will back up if the handler stands in front of the point of balance.

Flight zone: the area surrounding an animal that if encroached upon by a potential predator or threat, including humans, will cause the animal to turn away. The flight zones of animals differ in size depending on how accustomed they are to human interaction.

Pressure zone: the area just beyond the outside boundary of the flight zone, where the animals will turn and face the handler, and maintain a safe distance.

Onboarding

An orientation guide for your Apprentice's first days

DAIRY GRAZING APPRENTICESHIP

October 2016

Your Apprentice's first days can be overwhelming. There are so many things they need to learn, just to get off to a good start. The first few days set the tone for the whole two-year Apprenticeship, so how you introduce your new Apprentice to your farm, family members and other employees will have long-lasting effects, either positive or negative. "Onboarding" is what companies call this orientation process. This tip-sheet provides some guidelines on what to include in your onboarding process.

Avoid an "information overload" in the first few days by concentrating on an overview, not details!

On the first day

Give the Apprentice a thorough tour of the farm. You may have already given your Apprentice a tour of the farm during the interview process. Another one will refresh and reinforce what they've already seen and heard.

Give them:
- A map of your farm
- A notebook and pen
- An employee handbook

Introduce them to:
- Your family and other employees
- Your community (grocery and other stores, public library, other points of interest)

Keep them safe

- **In a walk- through of the farm point out potential hazards and safety protocols, i.e. milkhouse chemicals, bulls, silos, manure pits, other chemicals, PTOs and other machinery.**
- **Before the apprentice's first animal contact, explain the concept of low stress animal handling**

The first few weeks

Explain not only the "how" but also the "why".

- For the first one to two weeks have the Apprentice work by your side and if there are different areas of responsibilities, have him/her rotate through these areas. The Apprentice should get an overview of what it takes on a daily basis to run the operation.
- After providing the initial overview, next train the apprentice in detail on the first task that is important, i.e. milking. Depending on how fast an Apprentice learns, limit the amount of details you present at one time. Explain, demonstrate, let the Apprentice try, correct if necessary and once they are comfortable with the task, then let him/her practice. (See sidebar next page for an example)

Master Professional Development

Master Tip Sheets

Leadership Styles

The example we set for our Apprentice

DAIRY GRAZING APPRENTICESHIP

August 2017

What kind of leader are you, both in terms of managing your farm business and mentoring your Apprentice? The example you set for your Apprentice can help guide them toward developing their own good leadership as

operating the farm

Resonant Lead

Most capable lead

while remaining a

motivate employee

Visionary: Vision

shared hope or dre

there.

Coaching: Coache

effectively shares

offer them a challe

Democratic: Thes

opinions into acco

they matter and th

Affiliative: Affilia

employees by com

create settings in w

get to know each o

Dissonant Lead

Dissonant leaderi

employees and app

work must be done

employees as being

Pacesetting: Pace

employees. They l

work as hard as th

Command and C

success, they tight

expectations, there

Communicating with your Apprentice: Are you speaking the same language?

DAIRY GRAZING

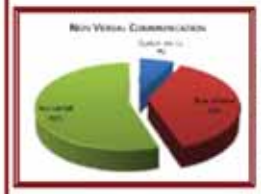
For the next two years, you and your Apprentice will be working side by side through all kinds of challenges, not least of which is their own learning curve. How you communicate will influence how well you will work together and how much your Apprentice will learn from you. Getting off to a good start and setting a tone of clear and open communication is key to making the Apprenticeship relationship rewarding for you both.

Communication is more complicated than we think

Three features of communication are seldom considered in our everyday discussions with family and employees. But together, these three features influence how well we

communicate and ho

functioning of your f



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Did you say what you

did they understand it? Did they truly listen to what you said and

what you said? As you can see, only part of this cascade is under

approach to communicating with your Apprentice and set some g

The rest of this tip sheet provides some ideas.

Listening is one of the most significant parts of any conversation

communication than listening. It's what allows us to consider the

ground. A good listener:

- Focuses on what is being said and tunes out distractions.
- Is open to hearing what the other is saying, even if it contrad
- Looks for non-verbal cues such as eye contact, facial express
- Hears the other person out and refrains from forming a respo
- Clarifies and asks questions to help you understand what is b
- Restates the other's comments, telling them, in so many word
- Tries to understand the other's comments from their perspect
- Is willing to adapt one's position based on the other's perspec

Thoughts on teaching adult learners

DAIRY GRAZING APPRENTICESHIP

August 2017

As a new DGA Master Dairy Grazier, you may or may not have full-time employees on your farm and you likely have not had an employee whose primary motivation is learning how to run a dairy farm. Although a lot of what your Apprentice does on your farm is simply work, the goal in everything they do is for them to learn as much as they can from you, their mentor. Understanding how adults learn is the foundation of being a good teacher and mentor.

Principles of Adult Learning

When we hire our first Apprentice, we have a good idea what we want them to learn–what we need them to learn to be useful on our farm, but what do they want to learn? Unlike children who rely on their instructors to decide what is important to be learned, your Apprentice may want to have a say in that. In fact, educators say that adults differ significantly in how they approach learning. The concepts that drive adult learners include personal benefit, experience, self-direction, application and action, and learning styles. Keeping these five principles in mind can help make your experience with your Apprentice more rewarding for both of you!

How children and adults learn

Children	Adults
Rely on others to decide what is important to be learned.	Decide for themselves what is important to be learned.
Accept the information being presented at face value.	Need to validate the information based on their beliefs and values.
Expect what they are learning to be useful in their long-term future.	Expect what they are learning to be immediately useful.
Have little or no experience upon which to draw; are relatively "blank slates."	Have substantial experience upon which to draw. May have fixed viewpoints.
Little ability to serve as a knowledgeable resource to teacher or fellow classmates.	Have significant ability to serve as a knowledgeable resource to the trainer and fellow learners.

Personal benefit

Apprentices are looking toward a career in dairy farming. They must be able to see the personal benefit of what they are learning and how it satisfies their needs and contributes to their career goals. In general, adult learners are motivated to learn if the learning solves or avoids an identified problem, provides an opportunity or increased status, and leads to professional or personal growth. Making sure they understand why and how each task fits into the management of your dairy makes learning relevant.

Experience

Each Apprentice brings with them a unique background of knowledge and experience. Even if they have little experience in dairy farming, they may have knowledge that is of value to your operation. For example, many apprentices have had management level positions in other fields and those management skills can help you look at managing your farm in a new way. In general, adult learners are motivated to learn if the training can involve them in sharing what they know, builds on what they know, or validates their experience.

Bridging the Generations

Differences between you and your Apprentice

DAIRY GRAZING APPRENTICESHIP

August 2017

Each generation has different goals, interests, motivations and work

Influencing events for the four main living generations

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

Generation X (Ages 35 to 50)

- "Latch-key kids" grew up street-smart but isolated, often with divorced or career-driven parents.
- Late to marry and quick to divorce…many single parents.
- Cynical of many major institutions, which failed their parents, or them, during their formative years.
- Focus on individual rights over the common good.
- Skeptical, entrepreneurial, self-reliant.
- Want to save the neighborhood, not the world.
- Desire a chance to learn, explore & make a contribution.

Millennials (Ages 16 to 35)

- Nurtured by omnipresent parents (Soccer Moms), they have been told they are special, and expect the world to treat them that way.
- They feel enormous academic pressure.
- Optimistic, focused, respect authority, they schedule everything.
- They feel like a generation and have great expectations for themselves.
- Prefer digital literacy. Have never known a world without computers! They get all their information and most of their socialization from the Internet.
- With unlimited access to information, can be assertive w/strong views.
- View the world as a 24/7 place; want fast, immediate processing.

Ag Apprenticeship Toolkit

- Creating an educational program
- Writing the curriculum
- Feedback and assessment
- Teaching skills

CHAPTER 4:

Developing Your Ag Apprenticeship Curriculum

Every ag apprenticeship has its own set of goals and priorities for its learners. Whether you're a dairy farmer hoping to provide animal handling skills, or a vegetable producer aiming to instill crop planning and business skills, you'll need to establish a well-defined curriculum to achieve your goals. In this section we provide outlines of particular types of ag apprenticeships and define main focuses of study for each of them. Since a curriculum is a key component that distinguishes ag apprenticeships from the on-the-job training that would be required for farmworkers to complete their tasks, we offer some insight from successful ag apprenticeship programs on what to include in a curriculum and how to structure the learning and the mentor-mentee relationship.

Characteristics of adult learners

Children	Adults
Rely on others to decide what is important to be learned.	Decide for themselves what is important to be learned.
Accept the information being presented at face value.	Need to validate the information based on their beliefs and values.
Expect what they are learning to be useful in their long-term future.	Expect what they are learning to be immediately useful.
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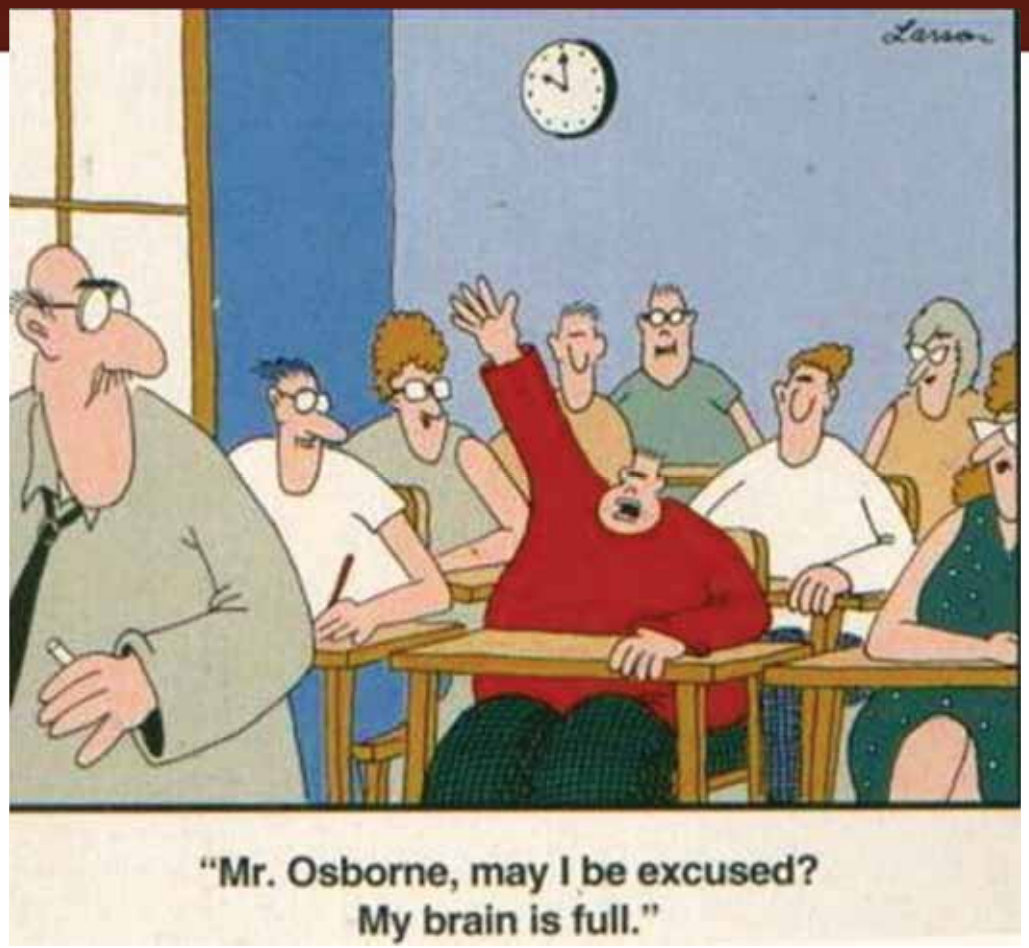
Generational learning styles

	GI & Silent	Baby Boomer	Generation X	Millennials
Influencers & Leaders	Authoritarian Commanders	Commanding Thinkers & Experts	Coordinating Do-ers	Empowering Collaborators & Co-creators
Training Focus	Traditional on-the-job, top-down	Technical data, evidence based	Practical applications, case studies	Participative, eLearning, interactive
Learning Format	Formal, classroom	Relaxed, structured	Spontaneous, interactive	Student-centric, active
Learning environment	Military style, disciplined	Classroom style	Round-table, interactive	Café-style, informal, multimedia

Principles of Adult Learning



- Personal Benefit
- Experience
- Self Direction
- Application and Action
- Learning Styles

Principles of Adult Learning

- **Personal Benefit:** *Adult learners must be able to see the personal benefit of what they are learning and how it satisfies a need they have. They are motivated to learn if the learning:*
  - Solves or avoids a problem for them.
  - Provides an opportunity or increased status.
  - Leads to professional or personal growth.

Principles of Adult Learning

- **Experience:** *Adult learners come to each learning event with a unique background of knowledge and experience. They are motivated to learn if the learning:*
  - Involves them in sharing what they know.
  - Builds on what they know.
  - Validates their experience.

Principles of Adult Learning

- **Self-Direction:** *Adult learners are self directed and must have some control over what they are learning. They are motivated to learn if they can:*
  - Take charge of their learning and make decisions about the content and processes.
  - Contribute to the learning of their co-learners.
  - Have some degree of independence in the learning process.

Principles of Adult Learning

- **Application and Action:** *Adult learners are busy, practical, and learn by doing. They learn best when:*
  - There is immediate application for the learning.
  - They participate actively in the learning process.
  - They can practice new skills or test new knowledge before leaving a learning session.

Principles of Adult Learning

- **Learning Styles:** *Adult learners approach learning in a variety of ways, from hands-on and moving to using their eyes, ears, and/or logic to anchor new skills and knowledge. They learn best when:*
  - The learning taps into a mix of learning styles that fit their preferences and stimulate their multiple intelligences.
  - Multiple means are used to represent the material being learned.

Learning Styles Exercise

Personal Learning Styles Inventory*

*From *Train the Trainer: Facilitator's Guide* by Karen Lawson; Copyright © 1998 by Karen Lawson. Reprinted with permission of Jossey-Bass, a subsidiary of John Wiley & Sons, Inc.

Instructions: For each of the numbered items below, rank alternatives a through d by assigning 4 to the phrase that is **most** like you, 3 to the one that next describes you, 2 to the next, and finally, 1 to the response that is **least** like you.

Add up your scores for each response at the bottom of this sheet.

Ranking

1. When solving a problem, I prefer to
- a.) take a step-by-step approach
- b.) take immediate action
- c.) consider the impact on others
- d.) make sure I have all the facts

2. As a learner, I prefer to
- a.) listen to a lecture
- b.) work in small groups
- c.) read articles and case studies
- d.) participate in role plays

3. When the trainer asks a question to which I know the answer, I
- a.) let others answer first
- b.) offer an immediate response
- c.) consider whether my answer will be received favorably
- d.) think carefully about my answer before responding

4. In group discussions, I
- a.) encourage others to offer their opinions
- b.) question others' opinions
- c.) readily offer my opinion
- d.) listen to others before offering my opinion

5. I learn best from activities in which I
- a.) can interact with others
- b.) remain uninvolved
- c.) take a leadership role
- d.) can take my time

6. During a lecture, I listen for
- a.) practical how-to's
- b.) logical points
- c.) the main idea
- d.) stories and anecdotes

7. I am impressed by a trainer's
- a.) knowledge and expertise
- b.) personality and style
- c.) use of methods and activities
- d.) organization and control

Page 1 of 2

Learning Styles Inventory (cont.)

8. I prefer information to be presented in the following way
- a.) model such as a flow chart
- b.) bullet points
- c.) detailed explanation
- d.) accompanied by examples

9. I learn best when I
- a.) see relationships between ideas, events, and situations
- b.) interact with others
- c.) receive practical tips
- d.) observe a demonstration or video

10. Before attending a training program, I ask myself, "Will I ...?"
- a.) get practical tips to help me in my job
- b.) receive lots of information
- c.) have to participate
- d.) learn something new

11. After attending a training session, I
- a.) tend to think about what I learned
- b.) am anxious to put my learning into action
- c.) reflect on the experience as a whole
- d.) tell others about my experience

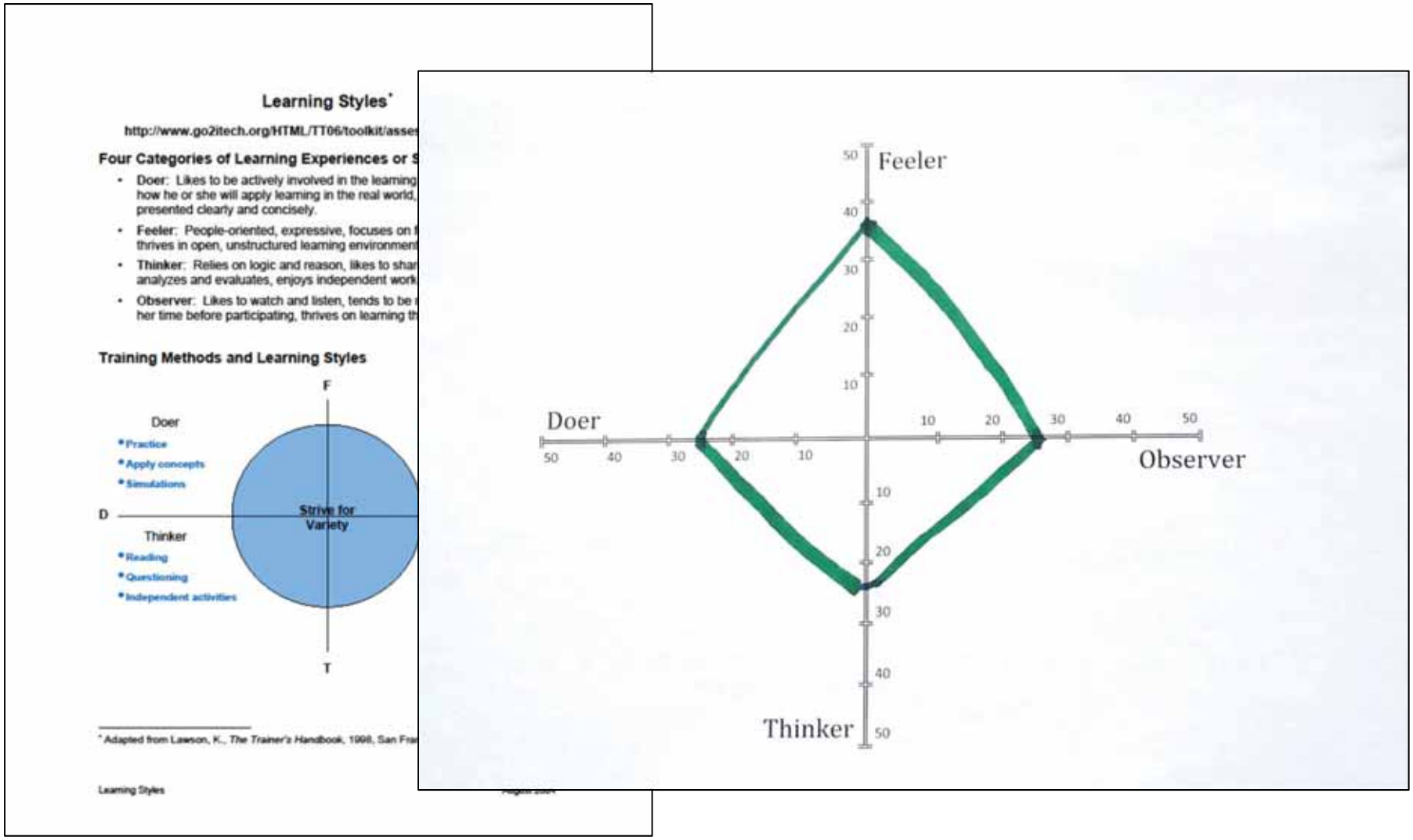
12. The training method I dislike the most is
- a.) participating in small groups
- b.) listening to a lecture
- c.) reading and analyzing case studies
- d.) participating in role plays

Feelers	Observers	Thinkers	Doers
1 c	1 a	1 d	1 b
2 b	2 a	2 c	2 d
3 c	3 a	3 d	3 b
4 a	4 d	4 b	4 c
5 a	5 b	5 d	5 c
6 d	6 c	6 b	6 a
7 b	7 d	7 a	7 c
8 d	8 a	8 c	8 b
9 b	9 d	9 a	9 c
10 d	10 c	10 b	10 a
11 d	11 c	11 a	11 b
12 c	12 a	12 d	12 b
TOTALS			
Feelers	Observers	Thinkers	Doers

Page 2 of 2

From Train the Trainer: Facilitator's Guide by Karen Lawson, 1998.

Learning Styles Exercise



From Train the Trainer: Facilitator's Guide by Karen Lawson, 1998.

Individual learning styles

- **Doer**: Likes to be actively involved in the learning process, wants to know how he or she will apply learning in the real world, likes information presented clearly and concisely.
- **Feeler**: People-oriented, expressive, focuses on feelings and emotions, thrives in open, unstructured learning environment.
- **Thinker**: Relies on logic and reason, likes to share ideas and concepts, analyzes and evaluates, enjoys independent work.
- **Observer**: Likes to watch and listen, tends to be reserved, will take his or her time before participating, thrives on learning through discovery.

Example

Incorporating learning styles into your teaching:

- *Many chores on a farm involve multiple steps.*
- *Tasks that are routine for you will seem very complex to your new Apprentice.*
- *Creating checklists that break down each chore process will help the Apprentice commit them to memory and avoid leaving out important steps.*

Teaching how to milk

Start with an overview:

- Create a written checklist of the steps and post in the milking parlor.
- Describe the steps of the procedure.
- Explain the "why" for udder preparation:
  - To avoid milk contamination (quality premiums)
  - To avoid mastitis causing bacteria entering the udder
  - To stimulate let-down; explain Oxytocin, its antagonist Adrenalin, its duration in the blood stream.

Demonstrate each step:

- Pre-and/or post dipping. Explain importance of task being done correctly: complete teat coverage, etc. Let Apprentice practice.
- Stripping and wiping. Again explain details and why: single towels, use of different places on the towels for each teat etc. Show different techniques on how to get milk out of the udder.
- Attachment of the milking cluster. Show proper attachment of milking cluster, i.e. not sucking air, and whatever else is unique about your particular cluster
- Reattachment. Next explain under what conditions to reattach an automatic take- off (if applicable). Without take-offs, explain when milking is considered finished and how to properly take off the cluster, i.e. shut off vacuum first, wait a second to let out vacuum, remove.

Practice

- Continue milking with apprentice until he/she is comfortable and proficient with all tasks before leaving them on their own.
- How quickly apprentices learn this and other processes/techniques varies greatly. It could be a couple milkings or a couple weeks. Adjust your teaching style to the apprentice's learning style.

Example

Training methods for each learning style:

- *Doers: practice, applying concepts, simulations*
- *Feelers: personal experience, role playing, group exercises*
- *Thinkers: reading, questioning, independent activities*
- *Observers: presentations, discussion, problem-solving*

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Example

- The initial overview of the milking process frames the learning in an effective way for Observers and Thinkers.
- *Providing reading material* in advance helps those who need time to process information.
- *A YouTube video* would help engage both of these types of learners, as well as more active-learning Feelers and Doers.

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Example

- A **demonstration** of milking provides all four learning styles with a more in-depth understanding.
- It allows them to ask questions and explore the task through discussion with you and other employees.
- All learning styles benefit from demonstration, especially Doers and Feelers, who tend to be more visual learners.

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Example

- **Practice** will allow Apprentices to gain proficiency in it.
- Doers and Feelers may prefer to jump into practice right away because of their inclination toward hands-on learning
- Laying some groundwork with description and demonstration will result in fewer mistakes and help your Apprentice build confidence in their skills.

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Example

- Working alongside your Apprentice in their early months is a good opportunity to reinforce good work habits and foster a greater understanding of each task they learn.

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Categories of learning activities

Which ones are going to be most effective?

People generally remember:	Apprenticeship activities
10% of what they read	Reviewing written resources and references
20% of what they hear	Receiving verbal instructions
30% of what they see	Watching someone perform a task
50% of what they hear and see	Watching someone perform a task while they explain it to you
70% of what they write	Recording a daily log or doing a written exercise or project for the farm
90% of what they practice themselves and have to explain to someone else	Doing a task and teaching someone else to do it.

Suggestions from Apprentices

"Patient and thorough explanations of why we are doing something, not just giving a list of tasks."

"(My master) and I respect each other….he tells me and shows me how to do things, allows me to gain competence, though also allows me to fail, and then explains how to do it better."

"Having compatible personalities and a shared philosophy of farming is important."

"Be aware that there are a lot of ways to farm and expect that you and your Apprentice will think differently about some things."

Mutual respect and trust are key

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Skilled People are the Key

- ✓ Guided work experience
- ✓ Related instruction
- ✓ Facilitated peer group
- ✓ Industry networking
- ✓ Pathway to farm ownership

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