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**COMPETENCIES IN AGRICULTURE NEEDED BY MALES EMPLOYED  
IN RETAIL FEED DISTRIBUTION**

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*This abstract was prepared by William H. Hamilton with the assistance of Alan A. Kahler and Roy D. Hickman, research assistants for the Iowa Agriculture and Home Economics Experiment Station Project 1253, under the direction of Professor C. E. Bundy.*

## COMPETENCIES IN AGRICULTURE NEEDED BY MALES EMPLOYED IN RETAIL FEED DISTRIBUTION

By

William H. Hamilton

### Purpose of the Study

The study was designed to determine the agricultural competencies needed by retail feed distribution employees and to identify the employment opportunities that exist. Less important objectives were to determine the degree that each of the competencies was needed and possessed by specific employees and managers and study some of the factors that affect the degree needed and possessed scores. A minor objective was to determine the nonagricultural competencies needed by males in the retail feed businesses.

### Method of Procedure

A selected panel of 15 managers of outstanding feed dealerships in Iowa developed a list of 41 competencies in agriculture and 74 nonagricultural competencies needed by males in retail feed distribution. The list of agricultural competencies was printed in questionnaire form and mailed to managers of 100 outstanding feed dealerships in Iowa. These managers were asked to rate themselves and one selected employee who was then to make a similar rating on a 1 to 5 point scale of the degree competencies were needed and possessed by employees in their classification.

An additional questionnaire was mailed to 445 feed dealers in Iowa. The latter was used to establish the number and characteristics of retail feed jobs in Iowa.

### Findings

Of the 41 identified agricultural competencies 25 pertained to farm abilities and understandings and 16 to dealership operations. Nineteen of the competencies were abilities and 22 were understandings.

The 10 most important competencies identified in the study were: the abilities to analyze a farmer's credit potential, recognize potentially good customers, adjust formulations to individual nutritional requirements, communicate with farmers regardless of their education or experience on feeds and feeding problems or programs, select the items to fit the customers' operation, feed or sanitation products, see weaknesses in customer's operation and make suggestions that are acceptable to the customer to improve his management ability, show honest concern over customers not following proper feeding programs and accurately compute formulations for custom mixes with various lots of grain delivered for processing;

the understandings of the nutritive elements such as protein, fat and fiber, and animal nutrition, health and sanitation.

The 10 most important competencies dealt equally with dealership operation and crop and livestock production. Competencies related to profit potential of the businesses, such as credit potential, were rated high by managers, salesmen and clerks.

Managers averaged higher needed than possessed scores on their ratings of themselves and their employees in 90.7 percent of their scores; in 4.4 percent of their scores they rated degree needed equal to that possessed. Managers rated the degree of needed competency higher than possessed by .8 or more for 4 competencies, 3 in dealership management or service and 1 in livestock or crop production as shown in Table 1.

Also shown in Table 1 is that managers rated the degree of need higher by .9 or more than did the salesmen for the ability to gather and use outlook information, to help customers with purchase and sale of grain and livestock, to analyze a farmer's credit potential; also the understanding of feeding programs and sanitation products. For salesmen the greatest difference in needed and possessed scores was for the ability to help customers with sales and purchase of livestock and grain.

The managers rated the mill employees as lower in possessed competency by .9, 1.0 and 1.2 respectively for the abilities to conduct group feeder meetings, analyze a farmer's credit potential and gather and use outlook information. The mill employees rated their own degree of competency possessed lower by .9 for analyzing a farmer's credit potential, and 1.0 lower for gathering and using outlook information. The greatest difference between the degree possessed and the the degree needed ratings (1.2) was for the ability to conduct a feeding survey as revealed by data in Table 2.

Clerical workers had wider differences between needed and possessed scores on more competencies than any other occupational group as shown by data in Table 1. The widest differences were 1.6, 1.5, 1.4, 1.2 and 1.1 respectively for the abilities to conduct group feeder meetings, conduct feeding surveys; and the understandings of the technical part of feed ingredients, animal nutrition and feeding programs. The manager ratings indicated the widest difference in the clerical employees possessed and needed scores for their ability to analyze a farmer's credit potential (.9); also the understanding of bag preference (.9) and sanitation and feeding programs (.8).

Data in Table 2 reveal that service employees had the lowest degree needed and possessed scores of any of the employees, both in their self ratings and in those of their employers. The widest difference in their needed and possessed scores were for the understandings of feeding programs and sanitation products. The service men rated their own degree of need for competencies higher than did their employers. For 28 of the 41 competencies they rated their degree of possessed competency higher than did their employers.

Comparisons of the degree the 10 most important competencies were needed and possessed were made within these three areas; vocational agriculture training,

Table 1. Manager, sales and clerical employee evaluations of degree agricultural competencies were needed and possessed

Competencies	Mean scores									
	Managers		Sales				Clerical			
	N <sup>a</sup>	P <sup>b</sup>	Manager		Employee		Manager		Employee	
		N	P	N	P	N	P	N	P	
Ability to:	N=77		N=18		N=18		N=16		N=16	
Judge the customer's managerial and production potential	4.1	3.6	4.2	3.5	3.4	3.6	3.5	3.3	3.9	3.2
Help customers with the purchase and sale of grain and livestock	3.8	3.2	3.8	2.9	3.0	3.4	3.1	2.9	3.4	2.9
Gather and use outlook information	3.8	3.3	3.7	2.8	3.3	3.1	3.1	2.7	3.3	2.4
Analyze a farmer's credit potential and when to extend credit	4.7	3.6	3.9	2.9	3.8	3.2	4.0	3.1	4.3	3.5
Gather evidence from successful feeders for use as sales tools	4.0	3.4	4.2	3.4	3.4	3.5	3.3	3.0	3.4	3.1
Distinguish good quality feed grains from low quality	3.9	3.9	3.9	3.7	3.3	3.5	3.9	4.0	4.0	3.8
Recognize potentially good customers	4.3	3.9	4.2	3.7	3.9	3.8	4.0	3.5	3.8	3.9
Adjust formulations to individual nutritional requirements	4.1	3.6	3.8	3.1	3.7	3.7	3.6	3.0	4.1	3.3
Use farm weights and scales accurately	3.8	3.9	3.4	3.3	2.8	3.2	4.1	4.2	3.8	3.8
Communicate with farmers regardless of their education or experience on feeds and feeding problems or programs	4.4	3.9	4.3	3.7	3.6	3.7	4.3	3.8	4.0	3.5
Select the items to fit the customer's operation, feed or sanitation products	4.2	3.7	4.2	3.7	3.6	3.2	3.8	3.3	3.5	3.3
See weaknesses in customer operations and make suggestions that are acceptable to the customer to improve his management ability	4.2	3.4	4.0	3.3	3.5	3.4	3.4	2.8	3.6	3.0

<sup>a</sup>5-- very much competency needed, 4-- much competency needed, 3-- some competency needed, 2-- little competency needed, 1-- no competency needed

<sup>b</sup>5-- very much competency possessed, 4-- much competency possessed, 3-- some competency possessed, 2-- little competency possessed, 1-- no competency possessed

Table 1 continued.

Competencies	Mean scores									
	Managers		Sales				Clerical			
	N	P	Manager		Employee		Manager		Employee	
		N	P	N	P	N	P	N	P	
Ability to:		N=77		N=18		N=18		N=16		N=16
Conduct group feeder meeting and field tours to successful feeders for the benefit of the weaker feeders	3.8	3.0	3.7	3.0	3.1	2.7	2.9	2.6	3.7	2.2
Conduct a feeding survey of his market to determine its potential and identify potentially profitable customers	3.7	3.0	3.7	2.6	2.8	2.4	3.0	2.5	3.9	2.3
Help customers with production records and feed efficiency, feed costs by weighing livestock and milk	3.4	2.8	3.4	3.1	2.8	2.7	3.1	2.6	3.4	2.9
Show honest concern over customers not following proper feeding programs	4.2	3.8	4.1	3.4	3.7	3.5	3.9	3.2	3.6	3.2
Furnish specific information on any merchandise handled, through use of catalogues, specification sheets, etc.	4.1	3.7	4.3	3.7	3.5	3.3	3.9	3.7	3.7	3.6
Accurately compute formulations for custom mixes with various size lots of grain delivered for processing	4.3	4.1	3.7	3.4	3.7	3.8	4.2	3.9	4.4	3.8
Advise farmers on livestock selection, management, feeding and sanitation	4.1	3.5	4.3	3.7	3.6	3.6	3.6	2.7	3.6	2.7
Understanding of:										
Feed brands and their selection	4.1	3.7	3.6	3.3	3.2	3.5	3.8	3.3	4.1	3.7
Bag preference; paper, burlap or print	3.0	3.2	2.8	2.8	2.5	2.9	2.5	2.9	2.8	3.1
The nutritive elements such as protein, fat and fiber	4.0	3.5	4.0	3.8	3.5	3.1	3.7	3.1	4.0	3.2
Governmental farm programs	3.8	3.3	3.6	3.3	2.8	3.1	3.3	2.7	4.1	3.3
Technical part of feed ingredients and additives	3.9	3.1	3.5	3.2	3.3	3.1	3.8	2.8	4.3	2.9
Grain book charges and policies	3.7	3.4	2.6	2.2	2.7	2.6	4.2	3.7	3.7	3.6
Bulk feed facilities on customers' farms	3.6	3.3	3.8	3.4	2.9	3.3	3.4	3.0	3.3	3.1

Table 1 continued.

Competencies	Mean scores													
	Managers		Sales				Clerical							
	N	P	Manager		Employee		Manager		Employee					
		N	P	N	P	N	P	N	P					
Understanding of:		N=77			N=18			N=18			N=16			N=16
Varieties of grain best suited for the farming area	3.8	3.5	3.7	3.3	3.3	3.3	3.3	3.3	3.1	3.7	3.2			
Animal nutrition, health and sanitation	4.2	3.8	4.2	3.6	3.5	3.7	3.6	3.3	4.1	2.9				
Local feeding practices or methods	4.1	3.7	4.1	3.8	3.2	3.6	3.5	3.1	3.8	3.3				
Local agricultural practices	4.0	3.7	4.0	3.7	2.9	3.2	3.4	3.3	3.7	3.5				
Agricultural diversification	3.8	3.4	3.4	3.3	2.9	3.3	3.1	3.1	3.6	3.1				
Livestock prices and price trends	3.7	3.2	3.7	3.1	3.0	3.2	3.1	2.8	3.8	3.1				
Grain prices and price trends	4.2	3.6	3.6	3.1	3.3	3.1	3.8	3.3	4.0	3.5				
Methods of use of commonly used weed, fly and other farm chemicals	4.0	3.5	4.1	3.7	3.3	3.2	3.7	3.3	4.3	3.6				
General and grain farming	3.9	3.6	3.6	3.4	3.1	3.7	3.4	3.4	3.6	3.4				
What the competitors' product will do	3.6	3.2	3.8	3.5	3.2	3.2	3.4	3.1	3.8	2.9				
Sanitation products and feeding programs	3.8	3.2	4.1	3.7	2.8	3.0	3.6	2.8	4.1	3.0				
Feed mill operation and transportation of feed	4.1	3.8	3.7	3.3	3.3	3.4	4.0	3.9	3.9	3.5				
Physical make up of various animals	3.5	3.2	3.4	3.1	3.1	3.2	3.4	3.0	3.6	3.0				
Feeder and watering space requirements	4.0	3.6	4.1	3.8	3.4	3.5	3.8	3.1	3.9	3.0				
Grain grading and inspection procedure	3.8	3.4	2.9	2.5	3.2	2.8	4.1	3.9	4.1	3.6				

educational level and years of farm background. Chi square was used to test the observations of these comparisons.

The comparison of the group of managers who had had vocational agriculture and the managers who had had no vocational agriculture revealed a significant difference in the ratings for degree possessed. The scores were higher for degree needed by the two groups who had had vocational agriculture and lower in degree possessed ratings.

The comparison of the employers' evaluations of employees who had and had not had vocational agriculture produced significant differences at the 1 percent level for both the degree competencies were needed and for competency possessed. Again the possessed scores were lower for the employees who had had vocational agriculture. The employees' self evaluation comparison of vocational agriculture training revealed no significant differences in the scores; they were slightly higher for the vocational agriculture group in degree competencies were needed and possessed.

Comparisons of degree needed and possessed scores were made for managers according to educational achievement. A comparison of managers' competency ratings showed high significance for both degree needed and degree possessed, when tested by chi square. The degree needed and possessed scores increased as the educational level of achievement increased.

The managers' ratings of employees with different levels of educational achievement showed a significant difference in degree needed ratings at the 1 percent level. The degree needed scores were highest for the group with 1 to 3 years of college training. The degree possessed scores were higher for those who had been graduated from high school, but approximately equal for all employees with any college training.

The employees' self evaluation scores for the 10 competencies when compared to the educational achievement of the employees were significant at the 1 percent level for degree needed, and at the 5 percent level for the degree possessed. The degree needed scores progressed for employees according to the level of educational achievement from 3.8 to 4.00. The degree possessed scores varied from 3.10 for the group who had not been graduated from high school to 3.48 for those who had been graduated, to 3.54 for those who had completed 1 to 3 years of college, and dropped to 3.23 for the group who had completed 4 or more years of college. The latter group was very small, however.

Comparison of scores for the degree competencies were needed and possessed for the 10 most important competencies were made according to the managers' years of farm background after age 12. The comparison showed that differences in the degree needed scores were not significant, but that differences in the degree possessed scores were significantly higher at the 1 percent level. Ratings for degree needed started at 4.07 for those with no farm experience and progressed to 4.45 for the group who had had 6 to 10 years of farm background; then they dropped to 4.25 for the group who had had more than 10 years of farm background. The degree possessed scores followed the same pattern with 3.55 for the group with no farm background, 3.69 for those who had had 1 to 5 years of farm background, 3.83 for the 6 to 10 year group and 3.75 for the group with more than 10 years farm background.



Table 2. Manager, mill and service employee evaluations of degree agricultural competencies were needed and possessed.

Competencies	Mean scores							
	Mill				Service			
	Manager		Employee		Manager		Employee	
	N <sup>a</sup>	P <sup>b</sup>	N	P	N	P	N	P
Ability to:	N=19		N=19		N=10		N=10	
Judge the customer's managerial and production potential	3.2	2.8	3.2	3.1	2.8	2.5	2.8	2.5
Help customers with the purchase and sale of grain and livestock	2.7	2.3	3.5	2.9	2.3	2.0	2.5	2.6
Gather and the use of outlook information	2.8	2.3	3.5	3.1	2.6	2.0	3.1	2.7
Analyze a farmer's credit potential and when to extend credit	3.5	2.3	3.9	2.9	2.8	2.0	3.5	2.9
Gather evidence from successful feeders for use as sales tools	3.6	2.6	3.2	3.4	2.9	2.4	3.7	3.3
Distinguish good quality feed grains from low quality	3.5	3.2	3.2	3.6	3.0	2.9	3.7	3.2
Recognize potentially good customers	3.8	3.3	3.5	3.6	3.2	3.0	3.6	3.4
Adjust formulations to individual nutritional requirements	3.9	3.3	3.8	3.5	2.5	2.2	3.4	2.6
Use farm weights and scales accurately	3.8	4.0	3.3	4.2	2.6	2.7	3.1	2.8
Communicate with farmers regardless of their education or experience on feeds and feeding problems or programs	3.9	3.3	3.5	3.7	3.5	2.8	3.4	3.0
Select the items to fit the customer's operation, feed or sanitation products	3.8	3.1	3.5	3.5	3.4	2.7	3.4	3.2
See weaknesses in customer operations and make suggestions that are acceptable to the customer to improve his management ability	3.8	2.9	3.6	3.1	3.1	2.5	3.4	3.0
Conduct group feeder meeting and field tours to successful feeders for the benefit of the weaker feeders	3.1	2.2	3.5	2.4	2.2	1.7	2.9	2.2
Conduct a feeding survey of his market to determine its potential and identify potentially profitable customers	2.7	2.1	3.1	1.9	2.4	1.8	2.8	2.1

<sup>a</sup>5-- very much competency needed, 4-- much competency needed, 3-- some competency needed, 2-- little competency needed, 1-- no competency needed

<sup>b</sup>5-- very much competency possessed, 4-- much competency possessed, 3-- some competency possessed, 2-- little competency possessed, 1-- no competency possessed.

Table 2 continued.

Competencies	Mean scores							
	Mill				Service			
	Manager		Employee		Manager		Employee	
	N	P	N	P	N	P	N	P
Ability to:	N=19		N=19		N=10		N=10	
Help customers with production records and feed efficiency, feed costs by weighing livestock and milk	2.9	2.5	3.3	2.6	2.5	1.7	2.9	2.2
Show honest concern over customers not following proper feeding programs	3.8	3.5	3.5	3.5	3.1	3.1	3.7	3.1
Furnish specific information on any merchandise handled; through use of catalogues, specification sheets, etc.	3.3	2.8	3.5	3.2	2.6	1.9	2.7	2.4
Accurately compute formulations for custom mixes with various size lots of grain delivered for processing	3.7	3.7	3.8	4.1	2.7	2.7	3.1	2.8
Advise farmers on livestock selection, management, feed- ing and sanitation	3.4	2.7	3.4	3.5	3.1	2.7	3.3	3.2
Understandings of:								
Feed brands and their selection	3.2	2.4	3.7	3.8	3.0	2.4	2.6	2.2
Bag preference; paper, burlap or print	3.1	2.7	2.3	3.3	2.7	2.6	2.2	2.1
The nutritive elements such as protein, fat and fiber	3.2	2.5	4.0	3.4	3.3	2.6	2.8	2.6
Governmental farm programs	2.4	1.8	3.2	2.7	2.5	2.4	2.7	2.4
Technical part of feed ingredients and additives	3.0	2.1	3.8	3.4	2.9	2.4	2.6	2.5
Grain book charges and policies	2.6	2.4	3.3	3.1	2.1	1.8	2.4	1.8
Bulk feed facilities on customers' farms	3.6	3.1	3.3	3.4	3.0	3.1	3.7	3.3
Varieties of grain best suited for the farming area	2.5	2.3	3.2	3.1	2.7	2.9	3.1	2.6
Animal nutrition, health and sanitation	3.1	2.3	3.8	3.6	3.2	2.9	3.1	2.0
Local feeding practices or methods	3.2	2.8	3.3	3.4	3.1	3.2	2.7	3.3
Local agricultural practices	3.1	2.8	3.4	3.4	2.8	2.9	3.2	3.1
Agricultural diversification	2.9	2.3	3.4	2.8	2.4	2.3	2.7	2.3
Livestock prices and price trends	2.9	2.1	3.2	2.8	2.7	2.1	2.8	2.5
Grain prices and price trends	2.5	1.8	3.7	3.1	2.7	2.3	2.6	2.4
Methods of use of commonly used weed, fly and other farm chemicals	2.6	2.2	3.3	2.9	3.1	2.5	3.3	3.0
General and grain farming	2.9	2.5	3.1	3.5	3.0	3.2	2.7	2.8
What the competitors' products will do	2.5	2.2	3.5	3.7	2.9	2.4	3.2	2.5
Sanitation products and feeding programs	2.6	2.1	3.4	3.3	2.4	2.1	3.6	2.6
Feed mill operation and transportation of feed	3.8	3.4	3.7	4.2	2.8	3.0	2.7	2.5
Physical make up of various animals	2.9	2.1	3.3	3.1	2.9	2.7	2.6	2.5
Feeder and watering space requirements	3.2	2.7	3.0	3.6	3.2	2.8	3.8	3.5
Grain grading and inspection procedure	2.6	2.1	3.5	3.2	2.5	2.1	2.7	2.3

When the managers' rating of the employees were compared according to the employees' farm background, no significant differences were found by chi square. The scores for degree needed were 3.85 for those with no farm experience, 3.57 for the 1 to 5 years group, 3.75 for 6 to 10 and 3.68 for those with more than 10 years. A comparison of the employees' self-evaluation degree needed and possessed scores was tested by chi square; the degree needed scores were not significant, but the degree possessed were significant at the 1 percent level. The degree needed scores were higher for the group with no farm background, 3.73. The scores for the other groups were 3.44, 3.68, and 3.57. The scores for the degree possessed were 2.96, 3.48, 3.18 as compared to 3.68 for the group with no farm experience.

The panel of consultants developed a list of 68 nonagricultural competencies needed by males employed in retail feed distribution. These deal with business and clerical aspects, public relations and publicity phases of business management and are shown in Table 3.

The job opportunities in the feed grain and fertilizer businesses were surveyed and the results are presented in Table 4. The results indicated that in 1963 there were approximately 12,530 male employees in these businesses in Iowa and that the number of employees would likely increase in the future. In 1967 the anticipated employment will reach approximately 15,700 men. This figure indicates a possible need for 4241 additional or replacement employees. These prospects would not supply more than 10 to 12 job openings per county per year during the following four years. The small numbers of persons in each classification requiring training for these openings point to a need for training programs on an area basis.

### Implications

Findings of this study indicate that there are a considerable number of job openings in retail feed distribution in Iowa each year, but that not many exist in any particular job in a local community in any year. With only a limited number of job openings in each county and these in several job classifications, local programs seem impractical. An area vocational school could meet a definite need by developing programs where sufficient job opportunities exist within a multiple county area.

A number of the abilities and understandings are included in vocational agriculture programs. Some additional emphasis on broad common competencies might well be included by some modification of the program. The opportunities that exist in agriculturally related occupations within the school area needs to be called to the attention of farm youth or others who are interested in preparing for employment in these businesses.

The importance of basing changes on existing needs and not changes for the sake of change cannot be over-emphasized. Training programs for jobs that do not exist or exist in very small numbers would not be economically feasible. The maximum development of our youth demands that such training needs be met elsewhere when not practical on the local district level. Some such training could be at the high school level and other at a post high school or collegiate level.

Programs could be developed for people already employed in these businesses to permit them to develop fully their potential skills and abilities. The resulting economic gain to the business would be an economic gain to the community, a justification for tax monies used for these educational purposes.

Table 3. Nonagricultural competencies needed by males employed in retail feed distribution

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Ability to:

- Allocate time where it brings the greatest return
- Apply sales techniques and approaches
- Be a good listener
- Be honest
- Be interested in others (families, hobbies, businesses, etc.)
- Be interested in community (its organizations and activities)
- Be neat in appearance
- Be patient
- Collect accounts receivable
- Compute mixer batch quantities
- Control merchandise losses
- Convey ideas to others
- Develop a genuine interest in the company
- Display a strong desire to succeed, drive and aggressiveness
- Display a pleasant, courteous, congenial personality
- Direct employees
- Exert necessary effort to be of most service to all customers
- Explain Food and Drug Administration regulations to farmer customers
- Follow as well as give instructions, leadership and direction
- Follow and explain company credit program
- Get along well with other people, both workers and customers
- Figure discounts to encourage larger users
- Give necessary time to determine customer problems
- Have the right kind of service available at the right time
- Help the farmer with taxes
- Hire employees who attract customers
- Evaluate new and recommended procedures and adopt changes
- Judge a person's character
- Keep books
- Keep up with changes and strive for self improvement
- Keep driving despite obstacles
- Keep sufficient inventories but not be overstocked
- Keep machinery working
- Maintain accuracy in all records with attention to details
- Meet people and make recommendations with confidence
- Operate all machines and equipment within the department
- Order seasonal merchandise at the right time
- Organize and direct business activities
- Practice good business ethics at all times
- Predict what will be needed in the future
- Promote good customer and public relations
- Reason and discuss complaints without prejudice
- Realize the necessity of long irregular hours at times
- Recommend methods and practices to improve efficiency of office
- Show positive attitude toward management
- See that each customer receives the material or service most economical for him
- Utilize delivery trucks and equipment efficiently
- Win confidence of the customers
- Work effectively with figures
- Work in unfavorable conditions (heat, cold, dust, dirt)

Table 3 continued.

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Ability to:
Work under stress or confused conditions
Make customers feel they are receiving special treatment
Understanding of:
Credit extension and control
Customer buying motivations
Delivery costs
Freight rates
Financing business operations
General science
Insurance needs and requirements
Long range planning
Necessity for business profits
Own managerial capacity
Promotion to increase sales, special events, contests, drawings, etc.
Retail advertising, direct mail, radio, T.V., and local newspapers
Use of telephone in sales
Value of service to a customer
Wages and hours laws
World events

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Table 4. Predicted increases and replacement needs for male employees in Iowa retail feed, grain, or fertilizer distribution by 1967.

Occupational areas	Employees in 1963	Predicted <sup>a</sup> employees in 1967	Replacements <sup>b</sup> needed by 1967
Managers	1772	1786	228
Assistant managers	1148	1271	204
Head of feed department	579	676	136
Head of fertilizer department	348	537	209
Elevator man or grain superintendent	937	1045	207
Feed mill man	1354	1572	276
Fertilizer salesman	230	339	223
Feed salesman	701	1034	440
Clerical worker	440	805	452
Service man	1472	1770	329
Other grain, feed or fertilizer employees	2597	3685	1244
Non-grain, feed or fertilizer employees	960	1176	293
Total estimated replacements			4241

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<sup>a</sup>Based on the present and future manpower needs in retail feed, grain, or fertilizer distribution in Iowa.

<sup>b</sup>Based on predicted employees in 1967 and the percentages of workers in the category at present beyond the age of 60.

In development of programs consideration should be given the differences in qualifications and responsibilities of the trainees; for example, the manager and salesmen may need different skills than the mill operator or the clerks and service personnel. Probably those in the higher classifications would require training on a collegiate level, while other feed employees could be served by area vocational schools.

Many managers implied there would be a growth in the size of businesses with the increased numbers of employees they anticipated would be needed in 1967. Increased size of dealership would demand more specialization of workers and a need for higher degree of competency within the more specialized work areas.

Vocational agriculture programs have been established for a long period of years and could provide a basic framework on which to build additional types of vocational training on a local school basis. Much could be accomplished by programs designed to provide basic competencies needed in a number of related businesses, by providing meaningful placement experience and follow-up through supervised part-time on-the-job training (similar to the farm placement followed for a number of years for boys who wanted farm experience and who had inadequate or no farming opportunity on their own). These programs would require additional staff in the vocational agriculture departments. Provision for adequate funds and equipment would be essential.

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