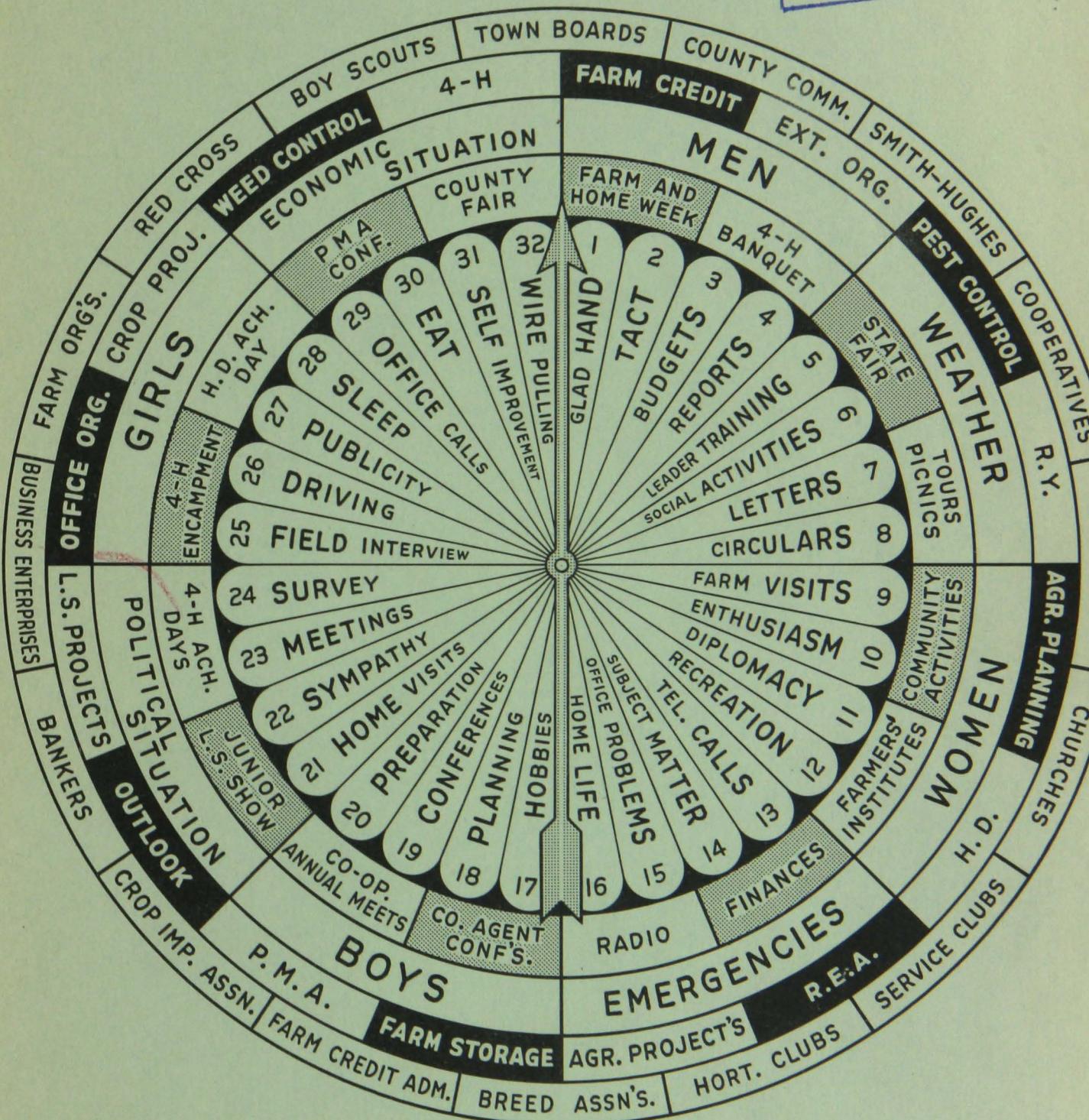


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## AGRICULTURAL EXTENSION SERVICE

C. L. McNelly

## District County Agent Supervisor

#### ACKNOWLEDGEMENT

My grateful appreciation goes to the county agents who cooperated so willingly in keeping the detailed records necessary for the time-use study. Several of these agents commented when they turned in these records,

"It was more difficult to keep accurate records than I thought it would be."

The cooperating agents were: Frank Forbes, Carl G. Ash, G. E. May, Bertrum H. Johnson, W. H. Olson, C. R. Gustafson, Raymond Wolf, Raymond Palmby, N. P. Hanson, John Sheay, George M. Gehant, Vernon Hoysler, Robert E. Jacobs, Wayne Hanson, Miles Rowe, Nicholas Weyrens, and L. M. Johnson.

H. P. Hanson and Margaret Nielson offered useful suggestions as to the organization of the material.

Charley Arndt's artistic design on the cover page is based on doodling by Sig Martinson when he was county agent. Sig called this the "county agent's job."

#### FOREWORD

As a foreword, let me quote Frank Svoboda, Renville County Agent:

"Extension work has had to grow up. Like every living thing learning to get along, it has had its bumps and bruises. We have all spread out too thin. By so doing, we have not given everyone a belief we are doing a thorough job ---- The hours will never compare with a commercial job because public service cannot operate on an eight hour day. Extension work never becomes monotonous, and jobs never run out. That is a pretty good appeal to the average American."

## A STUDY OF THE COUNTY AGENT WORK PATTERN

In 1947 we undertook a study of the factors affecting county agent tenure. By interviewing agents, we attempted to ascertain their judgment of their work load as a factor in tenure and as a problem which could be corrected through study, analysis, and better work organization.

It became apparent early in the study that at some later date, additional attention must be given to the agents' work pattern. The preliminary judgments of agents were recorded in the study, "A Study of County Agent Tenure", Minnesota Extension Service, April, 1949, and plans were made for a more detailed study of the county agent work pattern.

In the tenure study we listed the most important factors which influenced former county agents to leave county agent work.\* These were:

1. Too many night meetings
2. Inadequate salary
3. No chance for professional advancement
4. Effort spread over too many projects
5. Rush of work did not allow time to finish projects started
6. Work load too heavy
7. Work hours too long

The validity of factor No. 3 is open to question and we do not propose to consider it here.

Work toward obtaining salary raises since the tenure study was made and has greatly improved the situation.

Since the other five important factors are so closely related to work organization, they were grouped for further analysis and study.

We quote from the same study. "Extension has grown rapidly and has accepted without question almost every job and assignment proposed by individuals and groups on county, state, and national levels. It is time to reappraise and eliminate time-wasting and insignificant remnants of the past and if possible to organize the work pattern for its most effective operation."

"A study to determine present use of agents' time is underway. We hope this may provide the basis for remedying such weak spots as are still inherent in extension organization. A supplementary report will be made when this study is completed."

Agents had vigorously complained of their work load. Their hours of work were too long. They were carrying too many projects. They had too many night meetings. Because of the overload of work, they were unable to do a satisfactory job of finishing what they started. In the earlier questionnaire, 42 agents estimated that 41 per cent of their time was spent on "chores of lesser importance" to their job.

It seemed apparent that supervisors had not given enough help to agents in organizing their work nor in developing a sufficiently effective work pattern for agents. More information and study were needed. This report concerns itself with these problems.

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\* McNelly, C. L. "A Study of County Agent Tenure" Minnesota Extension Service, 8-9 pp. April 1949.

It seemed necessary to have accurate information on how agents use their time if progress was to be made along this line. Agents were asked to keep detailed time-use records covering everything they did during working hours. These were to cover at least a two-week period of time and, in order to provide for seasonal variation, were to be spread throughout the 12 months of the calendar year.

### I. A STUDY OF THE COUNTY AGENT WORK PATTERN

It was recognized that there is much seasonal variation in the agents' work. For example; the heavier adult educational work is carried on during the winter months. Result demonstrations, farm visits, and a large share of the 4-H camps, tours, and exhibits are on the summer and fall schedules. During fall months the completion of many projects, such as achievement days, fairs, conferences, and annual reports is stressed.

In order to obtain an adequate sampling of the years' work, including the seasonal variations, it was deemed necessary to spread the time-use records throughout the 12 months.

The study included the detailed record of time-use as taken by 17 agents serving counties fairly well distributed across the state\* (see map). Cooperating agents were asked to keep exact records of everything they did during the working day and to break the time down to exact intervals covering even 5 and 10 minute periods\*\*.

The time was divided on the basis of what was done. No attempt was made to segregate the time as to line of work, but classification was made on the basis of operational procedures and methods used.

In the records submitted the time spent in the office and field was carefully indicated.

As the time-use records were picked up for analysis, the breakdown fell into 15 readily accepted categories\*\*\* - seven of these covered time devoted to the more important extension methods. These were:

- Office calls
- Evening meetings
- Daytime meetings
- Farm visits
- Publicity
- Demonstrations
- Radio

The other eight dealt with operational functions of the job and were classified rather loosely as follows:

- Study and preparation
- Mail and dictation
- Reports and records (Correspondence)
- In-service training
- Conferences with county workers
- Fairs and achievement days
- Service organizations
- Semi-personal

\* For the list of agents and counties see Acknowledgement

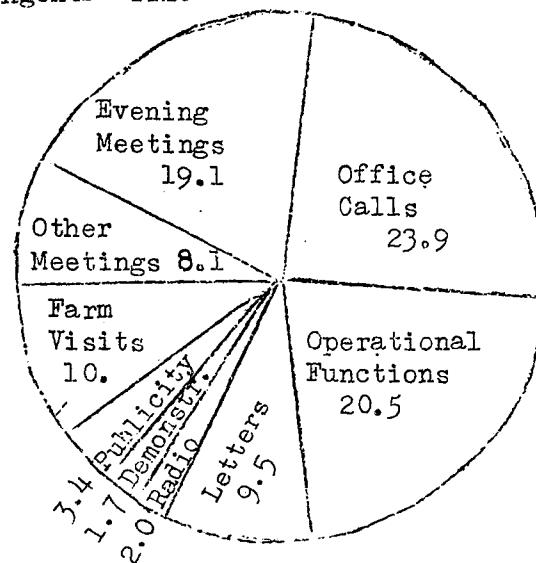
\*\* For instructions, see pp. a, Appendix

\*\*\* For definitions, see pp. b, Appendix

# For map, see pp. c-Appendix

Some of the cooperating agents submitted time on the full month basis -- others turned in reports covering two-week periods. In the final completion, adjustments were made to 148 days or  $\frac{1}{2}$  of the work year. The time spent on each of the categories was then determined by minutes. The percentage of time was as follows:

Minutes	Percentage Distribution of Agents' Time
18,093	Office Calls 23.9
14,535	Evening meetings 19.1
6,195	Other meetings 8.1
7,600	Farm visits 10.0
2,595	Demonstrations 3.4
1,280	Publicity 1.7
1,545	Radio 2.0
4,370	Study and preparation 5.7
7,207	Mail and dictation 9.5
2,738	Reports and records 3.6
1,926	Conference with co-workers 2.5
5,016	In-service agent training 6.6
1,080	Service organization 1.4
1,110	Achievement days and fairs 1.5
475	Semi-personal 0.6
75,765	99.6



Of this time 47 per cent was spent in the office and 53 per cent in the field. This compares with 46.8 per cent office and 53.2 per cent field time as reported by agents in their 1948 annual reports, an uncannily close figure.

Division of time under different teaching methods: Individual teaching; Group teaching; Mass teaching.

#### Individual Teaching

Office calls	23.9
Farm visits	10.0
*Letters	8.1

#### Group Teaching

Meetings (evening)	19.1
Meetings (daytime)	8.1
Service organizations	1.4
Result demonstration	3.4

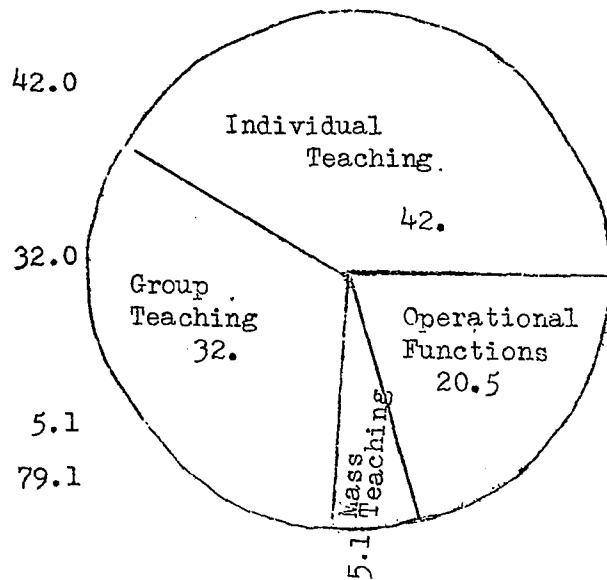
#### Mass Teaching

Radio	2.0
News articles	1.7
Circular letters	1.4

Percentage of time devoted to teaching

#### Operational Functions

Conferences with county staff workers	2.5
Achievement days, fairs and exhibits	1.5
Preparation and study	5.7
In-service agent training	6.6
Semi-personal	0.6
Reports and records	3.6
	20.5
	99.6



\*Arbitrarily divided between letters and circular letters.

Average hours per day agents work

What did the time records show in regard to complaints of the county agents that there were too many night meetings and that the work hours were too long. For the 17 agents reporting, the average hours worked per day were 9.23. If figured on a five and a half day week, the average hours worked would be 10 hours. The estimate of hours worked per day as shown in previous study\* was 11.2 hours per day. The range in hours per day for the 17 agents was from 6.4 to 12.3 for the period reports.

Evening meetings held by agents

The time study shows a composite of 85.2 evening meetings in which the agents participated. Seventy per cent of time at meetings was in connection with evening meetings. Including day meetings, agricultural agents held 166 per average county during 1948. If the same percentage holds for the state, 51.3 per cent of all meetings would be evening meetings.

Agents have indicated that they had no particular objection to holding up to three evening meetings in any one week.

A study was made of the monthly reports for 1948 of 16 agents taken at random. The average of these 16 agents showed that more than three meetings were held in 4.9 weeks of the 52.

There were 7.3 weeks during which three meetings were held and 9.2 weeks in which two meetings were held, making 21.3 weeks out of the year in which two or more meetings were held and 30.7 weeks in which none or not more than one evening meeting was held. Of the 16 records there were two weeks out of the 832 in which six evening meetings were held.

The 16 agents average 85.2 night meetings per year or an average of 1.6 evening meetings per week.

Of course, some agents have many more night meetings than others. The totals may seem high. It is apparent that some agents should definitely step up and just as apparent that others should hold back on the number of evening meetings held.

Both community and 4-H club meetings should be scheduled systematically in advance with the representative program planning committees. Both community groups and 4-H clubs in some counties prefer to have specific dates and topics scheduled as their program is worked out for the year. They are satisfied if the agricultural and home agent appear on their programs once or twice each per year.

Sick leave taken

During 1948 a total of 88 days of sick leave was taken by Minnesota county agents. This was taken by 25 agents making an average of 3.5 days for the 25 agents taking leave but an average of less than one day for the 91 agents involved. As a matter of fact, most of the 88 days was taken by two agents.

Legal holidays observed by agents

While there are ten holidays that may be observed in Minnesota, the 16 county records taken at random show an average of 5.5 holidays observed by agents in these counties.

\* McNelly, C. L. "A study of county agent tenure" Minnesota Extension Service,  
12 pp. April 1949.

Time used by agents outside of the county

To determine the time agents spend outside their counties, monthly reports from ten cooperating counties for the 1948 calendar year were checked. Time outside the counties includes time at agent training conferences and other educational meetings, fairs, the junior livestock show, etc. The average time spent outside the counties by these ten agents was six weeks or 34.5 work days for the year. This represents 11.8 per cent of total time. The range was from 14 to 47 working days.

**II. SUGGESTIONS FOR IMPROVING THE AGENTS WORK ORGANIZATION**

On the whole the distribution of time between the different extension methods as shown by this study cannot be said to be seriously out of balance. The more serious weaknesses seem to be in work organization. Three apparent weaknesses are:

1. Distraction of agents by frequent interruptions from callers while necessary office work is being done.
2. Dissatisfaction and waste of time to callers, some of whom come long distances only to find that the agent is not in.
3. Unnecessary expense and waste of time by agents who have not systematically planned their field trips.

The solution would seem to be (1) to establish a work pattern that will provide for time in the office to do the necessary operational work free from interruption, (2) to establish and publicize within the limitations of the job, definite office days, and (3) to reserve field days for farm visits during the spring, summer, and fall months and publicize these. A better pattern for the weekly calendar of work should help to accomplish this.

Suggested weekly calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<u>MORNING</u>						
etc etc tours, picnics, etc	Operational functions. Work without interruptions. Day no office calls. Preparation of news articles, radio script, talks, visual aids material.	Office (all day)	Office ( $\frac{1}{2}$ day)	Farm visits (all day)	Office ( $\frac{1}{2}$ day)	Office ( $\frac{1}{2}$ day) Operational functions. No office calls.
Rest day — Keep Sundays free from picnics, tours, etc	Circular letters. Cleanup work. Dictate letters re- quiring special information. Reports. Expense account. Study		Meetings		Meetings	No Saturday afternoon work
			<u>AFTERNOON</u>			
			Meetings			
<u>EVENING</u>						
	Meeting			Meeting		

This calendar would approximately meet the requirements.

Obviously because of the nature of Extension work, some deviation from the pattern will be necessary. The preparation day should be kept inviolate from callers.

The office days should be maintained religiously except for time required by fairs and training conferences. Certainly the number of callers disappointed by not finding the agent in can be greatly reduced. Provision would need be made where possible for being at the office during rainy days when farmers cannot work in the fields. One day a week for 8 months would allow for the average number of farm visits now being made. The calendar also provides ample time for office calls, 2,135 in the average county in 1948.

The calendar provides for two evening meetings per week. If no change is made in the number of evening meetings and none were held during three winter months, two per week would be needed for nine months. Many agents may prefer to have more per week while on major projects and spread the scheduled 4-H meetings somewhat thinner.

Have the agents been carrying too many projects in their county program?

Many agents have said that there are too many projects in their county program. There are wide and varied interests in county program planning groups. In the past there has been considerable stress on a balanced program with enough projects to satisfy all interests. With an overload of projects to start with, emergency problems of insect pests, drought, or storm damage have developed, resulting in unsatisfactory completion of work started.

What kind of a program?

We feel that it is impossible for an agent to do a good job with more than two intensive programs (major projects) in one year.

Each major project implies a full coverage of the county with a round of meetings which will include trade center meetings, possibly a county-wide, institute-type meeting, and local or community meetings in all areas not reached by the trade center meetings. In most counties, this kind of coverage means 15 to 20 meetings. They are usually afternoon meetings held during the period from January 1 to April 1 although community organizations often require evening meetings. Occasionally the series will start in late fall and in the northern counties may extend into April.

With each major project, a well-organized publicity program must be prepared and often the radio will be used.

Even one Extension teaching program a year would be better than a hit and miss, dab here and dab there coverage of many projects as has been done in the past.

It should be obvious, that not more than two intensive teaching programs can be successfully carried out in one year. The so-called minor projects can best be handled by scheduling single meetings, centered as nearly as possible to the special subject matter interest. These can be widely publicized. In this way those especially interested in these projects may have the opportunity to get up-to-date information, whether from the county agent or a specialist in the field in which they are interested.

The rough outlines for this kind of schedule might read:

Major projects

Dairy feeding - 14 meetings - November 10 to January 31  
"Fertilizing the rotation" soils program - 18 meetings - February-March

Minor projects

Weed control - 2 meetings - 1 for spray operators - May  
Dairy housing - January 10  
Crop improvement - March 14  
Feed and care of the young pig - March 2  
Windbreaks and landscaping institute - January 12  
Farm leases - February 20

It seems wise to concentrate on adult programs during the winter months when farmers have the most leisure time and on the youth work during the summer months while schools are closed.

Adult educational meetings will largely be avoided from April to October. Individual and mass teaching will, of course, be done. Result demonstrations will be maintained and the necessary result demonstrations organized..

It is during this period that the youngsters need most help. They are in the process of finishing their project work and getting ready for achievement days and county and state events. This is the time for visits to individual club members, tours are held, and records are being completed. Enrollments for the following year should be well toward completion by October.

Can we satisfactorily finish the work we start?

It is an accepted fact that in the past many projects have been started but never finished to the satisfaction of the agent. They just petered out or were lost in the shuffle.

Other projects have been carried on year after year, apparently without terminal facilities. Examples are: 1. One agent said at a district training conference that he has stressed the weed program for 12 years with very little real result. 2. An agent from an adjoining state recently made the statement that he had been carrying on a potato production program for fourteen years. About the only change that he could see was that the attendance at meetings was getting smaller each year. 3. Still another example is the regional sheep dipping and drenching campaign which was to be completed in two years, but it was carried on with approximately the same group of producers for fifteen years.

Certainly this does not represent the best teaching capabilities of the Extension Service. Let us rather set up an Extension project on a basis comparable to a course of study in a school or college, recognizing that during a given period of time we can teach only so much and not trying to cover all that science knows on all subjects any one year.

Each major project should be carried out under a definite time schedule that recognizes how much of the total program can be well-taught during the time available. When the detailed project outline is set up with each project, the calendar should indicate how much and the termination as well as the starting dates.

Can less important jobs be eliminated?

Agents agree that too much time has been devoted to work of minor importance. In our original questionnaire, agents checked 41 per cent of their time spent on "chores" of lesser importance

In the time-use records they checked 18.8 per cent of the total time as being devoted to details of minor or no importance.

How can we eliminate the little jobs that clutter up the agents' schedules?

What are these little jobs? Among those most frequently listed in the survey referred to at the beginning of this report were:

1. Problems of numerous organizations and agencies largely unrelated to the Extension job.
2. Other peoples' chores
3. Personal service requests
4. Miscellaneous relationship problems
5. Work on various local committees - Not extension
6. Non-educational office activities
7. Time consumed by commercial representatives asking for endorsement of many and sundry products
8. Answering questionnaires
9. Collecting for others information not connected with the program
10. Demands for time from numerous charitable organizations
11. Attending unimportant routine meetings

Obviously if more important work is to be done, it is not good management to waste time in the unimportant "chores" and the "less important" should be relentlessly weeded from the schedule and eliminated completely. This can be accomplished by better organization and planning. A strong offense is the best defense. The program should be so full of work of major importance that there is no time left for the unimportant detail which may be just as hard work and much more frustrating because the worker sees so little accomplished.

Do it now

Are important letters unanswered on our desks? Are necessary reports unwritten? Do visitors consume long hours in purposeless chatter?

Do we deal at length with the first problem that comes to hand and neglect the vital and essential or do we sort and discard, list and eliminate, pick out the vital and essential from the gross and take care of it? Let us separate the wheat from the straw!

Time should be allotted for each specific job. Letters should be answered without delay. It is easier to write a report when the work done is fresh in mind. Because of the increased duties that have come to the county agent, he must do more careful planning than formerly. He must systematize and organize his work. Lack of system becomes a habit but system is the result of habit.

The agent must also learn to delegate work and authority. He should do a better job of training local leaders as well as helping to clarify their responsibilities.

**III. BE PREPARED TO DO A GOOD TEACHING JOB**

Studies of the effectiveness of Extension meetings show, in general, that practices are adopted in proportion to the number of people exposed to the instruction given at meetings. Of course, there is a higher per cent of "take" if the group is small and composed of highly interested people. The effectiveness of subject-matter presentation is an important factor. What the eye sees makes a greater impression than what the ear hears. Effective visual aids help greatly.

Some extension methods are more effective than others but again, within the different methods, "take" is in proportion to exposure, assuming that a good job of teaching has been done.

The right kind of advertising and build-up for a good program will help to get out a large attendance. One agent drew an attendance of over 500 people at a special meeting last winter. Attendance of from 300 to 500 people are not uncommon where a good promotion job has been done.

Some years ago a series of institute-type meetings were built around major projects set up in county programs. A suggested guide based on past experiences was largely followed in the advertising. Total attendance at the 23 meetings was 5,400 according to monthly reports, making an average attendance of 234 through good weather and bad. Is it better to have one meeting with 234 people present or 10 meetings with 23 people present? If you are overloaded with work which will you choose? Sound planning and good organization can help us do a better job more easily.

#### Can we make better use of Extension methods?

There are special techniques to use with each method that will make them more effective and thus increase accomplishment for effort. Sometimes a better balance between the methods will give larger results for effort put forth. Good organization is important here also. A few brief suggestions may be helpful.

Fewer but better planned and publicized meetings that attract more people can help to lighten the extension load.

In general, avoid too many meetings but try to make each meeting "click". Make each so interesting and worthwhile that the people who attend will come back. A small turnout and too many apologies dampen the desire to come again.

Arrange for seating, ventilation, temperature, and general atmosphere which will make the audience comfortable and at ease. Avoid long, dry talks. Make full use of visual aids. Let there be cheerfulness and humor. Do not let either the discussion or questions drag. Keep action moving. Start and stop on time. If in doubt close before rather than after the pre-determined time.

A single circular-letter notice does not properly advertise a meeting. Use local newspaper build-up. Make special announcements at earlier meetings. Ask the audience to invite their friends and neighbors. Do the same in your letters. Use the general call on telephone lines. Use the radio plug.

#### INDIVIDUAL TEACHING

#### Office Calls

Put the farmer at ease. Let the farmer state his problem. Ask the questions necessary to get the full picture, including situation and background. Be specific in your suggestion. Write out formulas, etc. or hand the interviewee pamphlets or bulletins covering instructions needed. Don't make unnecessary conversation after the interviewee has his information. It may be necessary to give some indication that other business is waiting.

As already indicated, certain days per week should be set aside for office days so that visitors can depend on finding the agent in on those days. The public should be well advised as to the day selected.

### Farm visits

Full days should be set aside for farm visits. The farm visits should be planned to reach as many people with as little waste of time and travel as possible. Studies have shown that this kind of planning is more effective, cheaper, less nerve-wracking, and easier for the agent physically than indiscriminately driving the roads without careful before-hand planning.

The range in miles travelled per contact in two similar counties (approximately same size and number of farms) was from 4.7 to 32.4 in the study mentioned above.

In two pairs of adjoining, similarly-sized counties last year (1948) the range of miles travelled per contact in one pair of counties was 3.1 and 8.7 in the other pair 9.3 and 19.5. The differences seem to be purely a matter of planning.

We believe the field time of the agent has received less study and planning than any phase of his work. It makes a world of difference in total accomplishment whether a fraction of day is used for field trips, or whether full days can be utilized for that purpose. An agent should accomplish more with a well-planned full day in the field than with twice that time carelessly used.

Some agents report 12,000 miles of travel per year. At 40 miles an hour this makes 300 hours, or thirty-seven days of eight hours each. We refer to time spent on the road, and not at the farms or meetings. It would seem important that attention be given this matter.

General organization work requiring farm visits should normally be carried on during the months of June, September and October. Farmers are usually not as busy during these months as they are during the spring seeding and the late summer harvest periods. Roads are usually good during these months.

### THE MASS TEACHING METHODS

Extension teaching methods, commonly grouped under the general term, mass teaching, include news stories, radio, circular letters, exhibits, posters, and the various handouts, pamphlets, and bulletins.

Early studies made in the use of extension methods, Technical Bulletin 125, June, 1929, by H. J. Baker and M. C. Wilson, indicates that news stories, radio, and circular letters are the cheapest, in both time and money, of all Extension methods.

Studies show that the "take" is in proportion to exposure. The ratio of "take" is higher in both individual and group teaching; however, exposure is so much greater with the mass methods that they are among the most useful, as well as the most economical, methods.

In our time-use study, agents reported only 1.7 of their time devoted to publicity and 2.0 to the radio or 3.7 of total time to both.

The Division of Field Studies, Extension Service, USDA, has on the basis of its studies attributed\* 37.4 per cent of all practices adopted to the mass teaching methods listed above.

### News stories

It seems evident that we should make even wider use than we are now doing of

\* Lucinda Crile, 1947

systematically planned and well-written news stories in a series including lead-up and follow-up articles in connection with each major teaching project and with many and varied minor projects in which rural people are interested.

#### Radio

The Extension agents in six counties are at the present time carrying on a four-day, 30-minute radio program over KTMF, Thief River Falls. The station rating shows that this program has the largest listening audience of all its programs. At the Wadena station the agents' program ranks second. Agents from 62 Minnesota counties are now participating in radio programs.

While we acknowledge that we are amateurs so far as our radio technique is concerned, we are making progress. We must recognize the real opportunities offered us in work with the available radio audiences. We are studying radio techniques and gradually acquiring radio skills. Repetition has an important place in teaching. Radio offers an opportunity for repetition as well as the chance to reach increased numbers of people with Extension teaching.

We should not leave this brief discussion of the mass methods without saying that in a parallel study of individual teaching, there is some evidence that the mass methods are "stimulators" of interest, leading people to call personally on the agents to get specific details. The resulting individual teaching leads to the adoption of the practice involved.

#### Result demonstrations

A good demonstration can be a very effective teaching method. On the other hand a hastily set up, unkempt, junky demonstration is a waste of time and effort.

The demonstration should usually precede the intensive educational program. Its function is to create the interest and furnish proof in advance of the value of the practice that is being taught.

The practice which the demonstration is intended to validate must stand out so clearly that its value is obvious.

A demonstration cannot be of much value as a teaching method if people do not see it. This means that most demonstrations involving cultural practices must be set up and plainly marked along a main-travelled road. It is usually desirable to hold demonstrations on the farm of a man generally accepted as a good farmer.

The demonstration plan should always provide for a meeting or tour to observe the results at their best.

#### Exhibits

Exhibits have a place as a teaching method. They should possibly be used more widely than they are. The well-planned contrast exhibit seems to be particularly effective. Exhibits are usually placed where large numbers of people gather. Many people will have only casual interest. The exhibit must, therefore, attract interest and be able to sell almost at a glance the one idea that it is intended to show.

Most good exhibits are rather expensive and when prepared should be widely used. For this reason it is often desirable that they be prepared on an area or state-wide basis and passed around. This has been successfully done on a number of occasions in the past.

#### CONCLUSION

As a result of this study the writer feels that there are some agents who have built up too heavy a work load. We must recognize, however, that often the agent who is carrying the heavy load is the ambitious man who likes to do it that way.

There are probably more agents who, for want of experience and the "know how" of good planning and organization, are not accomplishing as much as they should. Occasionally the man who is doing the least talks the most about how hard the work is.

We feel that the weaknesses in the county agent work pattern can be corrected through better planning and organization. We hope this report will contribute in a small way toward that end.

a-Appendix

Instructions to Agents Participating in Time-Use Study

County Agent Time Distribution Study

Use the daily time distribution record for each day including Sundays and holidays if work is done. Use the evening form whenever night work is done.

The time division is based on 10-minute intervals on the form; however, check the exact time for each piece of work by drawing a line across the sheet even if only five minutes is used.

The record is to be a running account of your day.

Indicate "line of work", method used, people involved, and job done in each case where they apply.

Account for time on road, going and coming from farm visits, field demonstrations, conferences, meetings, or other field trips by drawing a line across page.

Meetings - indicate the kind of meetings such as county-wide, training, community, 4-H, etc., and methods such as lectures, demonstrations, discussions, etc., as well as subject i.e., "line of work" and number of persons reached.

Office time - indicate whether office call, telephone call, study, preparation of news story, lecture report, etc. If time is devoted to social visit or good will, so indicate. If nothing was done, so indicate.

If in doubt as to classification of what was done, "line of work", or method used, use your judgment in describing the use of time to the best of your ability.

Appraise each time division as to its importance by indicating with figure 1 - 2 - 3 as follows:

- 1 - Important to very important (definition) (travel)
- 2 - Of minor importance
- 3 - No importance

Note: The information wanted was discussed in detail with each agent who was asked to keep the record. Oral instructions and definitions were clarified.

Definition of Time Categories

Meetings -- Time spent at all educational meetings, including tours participated in by agent including time going to and returning from meetings. If farm visits were made going to or returning from a meeting an adjustment was made.

1. Evening meetings -- All time spent at meetings participated in by agent after 6:00 p.m., including going and returning.

2. Day meetings -- Same for meetings held during the day prior to 6:00 p.m.

3. Office calls -- Time spent at office in consultation with callers requesting advice or information.

4. Farm visits -- Time spent on farm visits including time on the road. If farm visits were made on the way to or from meetings adjustments were made.

5. Result demonstrations -- Includes time spent gathering material and arranging for equipment for demonstration as well as time on the road and at the demonstration.

6. Publicity -- Includes time spent in preparation of news articles.

7. Radio -- Includes time in preparation of radio script, transcribing, going to and returning from radio station and time "on the air."

8. Preparation and study -- Time spent in reading and study, preparation of talks, arranging material, making charts and other visual aids. Arranging rooms for meetings and setting up exhibits. Probably some time in preparation for a radio talk or publicity.

9. Mail and dictating letters -- Reading mail. Looking up information needed for replies. Preparation of circular letters. Arranging for and advertising meetings - dictating and signing letters, etc.

10. Reports and records -- Time used in preparation of records and reports. Checking data, making summaries. Writing and dictating reports. Preparation of expense accounts, etc.

11. Conferences with county workers. -- County staff conferences on problems, programs, work done, cooperation in and correlation of work to be done, etc. Instructions to and conferences with office secretary.

12. In-service agent training -- Includes time in conference with supervisor and specialists at district and annual conferences and special experimental station field days.

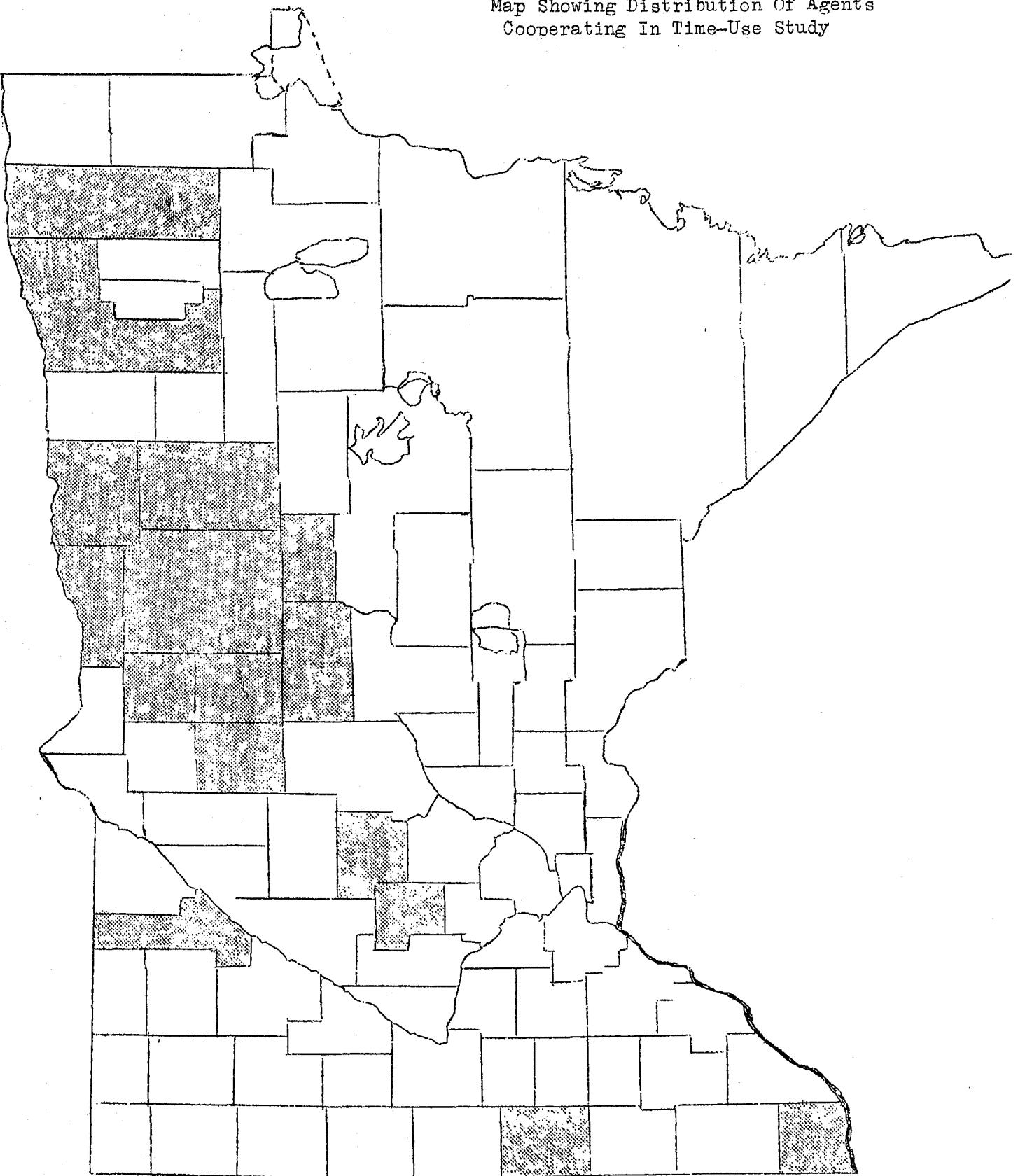
13. Fairs, shows, and achievement days -- Grouped together, largely in connection with 4-H work.

14. Service organization -- Includes time at service clubs, dinner conferences and "coffee" conferences, at which official business was discussed. (Note: It is possible that the service club time should be considered private time, but is included because of the good will involved and because some official business is accomplished.)

15. Service (personal) -- Largely time spent in getting auto serviced and repaired. Personal time such as medical and dental activities not included.

c-Appendix

Map Showing Distribution Of Agents  
Cooperating In Time-Use Study



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