

***Effectiveness of the Minnesota Professional Excellence
Program (PEP) in Preparing Early Career FBM
Instructors***



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Stacy Gunderson, M.Ed, Consultant
Lauderdale, MN

Richard M. Joerger, PhD, Project Director
Minnesota State Colleges and Universities system
Office of the Chancellor, St. Paul MN

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Executive Summary

This evaluation study was requested by the State Director of Management Education for Minnesota to determine the views of Farm Business Management Education (FBM) instructors, students, and stakeholders regarding the importance of the current Professional Excellence Program (PEP) within the FBM program. The PEP is a professional development program for early-career farm business management education instructors. It has been in existence since 2001. This study sought to determine how effectively and efficiently the PEP functions.

Introduction

There is a lack of information about professional development needs for Farm Business Management education instructors. Fullan & Steigelbauer (1991) defined professional development as the “sum of formal and informal experiences throughout ones’ career from preservice teacher education to retirement” (p. 326). With this definition in mind, research needs to be done with educators throughout their career. Technology and policies continue to change, which means that there will always be a need for professional development no matter how long the educator has been teaching. After conducting this research, the hope is that FBM Instructors will see the need for professional development in their early career and that PEP will provide that structured assistance program for the instructors.

Purpose of the evaluation

The purpose of this evaluation study was to determine how effectively and efficiently the Professional Excellence Program (PEP) functions. The objectives of the study were to describe the following:

1. Effectiveness of the program in further preparing early career FBM instructors for instruction, program management, and personal development as viewed by....
 - a. Regional Deans of FBM
 - b. Early Career FBM Instructors
 - c. PEP Coordinators
 - d. FBM mentors
2. Effectiveness of technical preparations that have been delivered through this program
3. Usefulness of the PEP instruction related to how to teach adult producers
4. Usefulness of the mentor program

Audiences for the evaluation report

This report was developed for Richard Joerger, the State Director of Management Education for Minnesota. Joerger will be able to use this report to determine what areas of training are needed, what things could be changed in the program, and for stakeholders to their continual support financially.

Limitations of the evaluation

One limitation of the evaluation was not being able to get all of the surveys back from the instructors and mentors that were used in the evaluation. Another limitation was that the surveys were not able to ask all the questions that may have been beneficial to know the answers to, but needed to limit the number of questions on the survey in order to be effective. Lastly, a limitation is not being able to know if they answered the questions to the best of their ability and some participants skipped questions in the surveys as well.

Overview of report contents

The report will begin with a description on Performance Excellence Program (PEP) as well as the objectives of the study and the evaluation plan and procedures. Next will be the presentation of the findings, finishing with the recommendations from the evaluator. The findings and recommendations are broken down according to the objectives of the study.

Focus of the evaluation

Description of the evaluation object

Newly hired farm business management education instructors in the past have struggled to complete the steep learning curve of the profession, enroll students, develop effective teaching strategies, and successfully retain satisfied students. The Professional Excellence Program (PEP) is a teacher induction program for beginning farm business management education (FBM) instructors. The beginning instructors are hired with occupational backgrounds and various experiences in education, extension, agricultural lending, agribusiness, and farming. The overall goal of the PEP, which was established in December of 2001, is to provide support, instruction and mentorships with the hope that the instructors will more effectively teach farmers, maintain

balanced lives, and elect to stay in the profession. Modeled after the Minnesota secondary agricultural education program Teacher Induction Program (TIP), 30 participants thus far have received mentoring from veteran instructors, attended group seminars, and participated in a graduate level course.

Sponsors and funders of the PEP include Minnesota State College and University System Management Education Program, Minnesota Association of Agricultural Educators, and the Minnesota Agricultural Education Leadership Council.

This descriptive evaluation study used versions of the PEP evaluation instrument and interviews to collect data from participants, coordinators, and stakeholders. FBM instructors enrolled in the PEP program over the past three years were selected as well as the five past/present coordinators, six regional deans, and mentors throughout the past years. Fifty-seven questionnaires were administered to FBM instructors, deans, mentors, and coordinators. Useable questionnaires were received from 50.0% (15) FBM instructors, 64.7% (11) mentors, 83.3% (5) deans of management, and 75.0% (3) PEP coordinators.

Evaluative questions or objectives used to focus the study

The objectives of the study were to describe the following:

1. Effectiveness of the program in further preparing early career FBM instructors for instruction, program management, and personal development as viewed by....
 - a. Regional Deans of FBM
 - b. Early Career FBM Instructors
 - c. PEP Coordinators
 - d. FBM Mentors
2. Effectiveness of technical preparations that have been delivered through this program
3. Usefulness of the PEP instruction related to how to teach adult producers
4. Usefulness of the mentor program

Information needed to complete the evaluation

The study focused on the ideas and reflections of four main groups involved in PEP. Information was gathered from PEP Coordinators, FBM Instructors, Regional Deans, and Mentors in PEP. Surveys were developed by using SurveyMonkey.com and were then emailed to the participants to complete. The questions needed to be developed around the ideas of the study's objectives.

Brief overview of evaluation plan and procedures

This descriptive evaluation study used survey technologies and interviews to describe the perceptions of enrolled PEP members, regional deans of management, PEP coordinators, and mentors. The populations of the study were stakeholders, FBM instructors enrolled in PEP, PEP mentors, regional deans of management and the System Director.

The FBM instructor population consisted of all instructors of the Minnesota FBM Program who were past/present students in PEP. The instructor sample consisted of all instructors who have been in the program. There were fifteen useable questionnaires returned, yielding a return rate of 50.0%. Of the seventeen mentors selected, eleven (64.7%) returned useable questionnaires. Five out of six (83.3%) questionnaires from the regional deans were returned and 75% (3) PEP coordinators returned usable questionnaires.

The Professional Excellence Program Questionnaires – versions I (FBM instructor), D (regional deans), M (FBM mentors), & C (PEP coordinator) – were developed by the project director and the State Director of Management Education. All questionnaires are available in Appendix A, B, C, and D. The questionnaires consisted of up to four sections. The sections of the various versions (I, D, M, & C) were selected from the following: a) usefulness of the technical training provided by PEP; b) program management; c) other views of PEP; and d) demographics.

The project director developed questions with input from the State Director and current PEP Coordinator. Many of the questions were selected and modified from earlier instruments developed by the State Director for the TIP (Teacher Induction Program). Likert-like questions were developed for questions of the first three sections of the instruments along with open-ended and forced-response questions throughout the questionnaire. Questionnaires were developed to keep the results confidential so no names or personal information was provided. Data was

entered into an EXCEL spreadsheet program. Descriptive and comparative statistics were generated from the data for the instructors, deans, coordinators and mentors.

Presentation of evaluation results

The results of the study are divided into five sections: participant demographics; effectiveness of the program in further preparing early career FBM instructors for instruction, program management, and personal development; effectiveness of technical preparations that have been delivered thru this program; usefulness of the PEP instruction related to how to teach adult producers; and usefulness of the mentor program. Each of these sections has an analysis of the results including tables of relevant data. Raw data from the study were converted into rankings to make comparisons between populations possible.

Characteristics of FBM Instructors and Participants of This Study

This section of the report presents the profiles of instructors enrolled in PEP, FBM mentors, regional deans, and PEP coordinators. The profiles are based on the responses obtained from the surveys returned by the participants.

Profile of FBM instructors enrolled in PEP

The profile of FBM instructors reveals the variety in their start date. The typical FBM instructors enrolled in PEP is between their first and third year of teaching farm business management in the FBM program but we have a ten year range of teaching experience in farm business management. The most experienced instructor started their FBM teaching career in September of 2000. The newest instructor in PEP started in January 2009. The average years the instructors have been teaching FBM is 5.1 according to Table 1. However, the average number of years enrolled in the Performance Excellence Program is 2.3. The instructors in this study averaged 7.6 years of teaching in a high school setting and 2.4 years of teaching in other post-secondary schools.

Table 1

Demographic Characteristics of Instructors (N=11)

ITEM	M ¹	SD ²
Years teaching/taught FBM	5.1	4.3
Number of years in PEP	2.3	0.6
Years taught high school	7.6	9.7
Years taught in other post-secondary schools	2.4	7.2

Note: ¹Mean, ²Standard Deviation

Profile of Mentors

According to Table 2, the mentors in PEP have an average of 18.7 years of experience. They also have formally mentored an average of 2.3 early career FBM instructors over the past 10 years.

Table 2

Demographic Characteristics of Mentors (N=10)

ITEM	M ¹	SD ²
Years as FBM instructor	18.7	6.4
Number of early career FBM instructors formally mentored in past 10 years	2.3	1.4

Note: ¹Mean, ²Standard Deviation

Profile of Coordinators

Out of the three coordinators that responded to the survey, the data showed the wide range of experience in teaching farm business management; (1) 33 years with 18 of the years in FBM, (2) 20 years, and (3) FBM consultant of 3 years.

Profiles of Deans

The Regional Deans of Farm Business Management range from 2 to 27 years of being in their current position.

Effectiveness of the Program in Further Preparing Early Career FBM Instructors for Instruction, Program Management, and Personal Development

For this objective the study is really looking at all aspects of the program. However, the report will focus on the mentor program more in objective 4. First, the data will focus on the influence of the program on the early career FBM instructors related to training sessions, technical information, and teaching practices, strategies, and tactics that numerous individuals provide through the program. Second, data will look at the general idea of the Professional Excellence Program with how it works, ways to improve the program as well as the involvement and functions of the PEP coordinator and Regional Deans of Management. Lastly, the data will briefly touch on the mentorship part of the program.

The data in Table 3 reveals the FBM instructors felt that the top five professional excellence training topics that were used by them that benefited students include (1) features of FINFLO; (2) strategies for planning and conducting an on-site instructional visit; (3) strategies for delivering instruction to producers; (4) strategies for using FINAN as an instructional tool; and (5) sources of materials for teaching FBM (websites, decision-aids, WIDS, FBM curricula updates, etc.). The five topics that were used to benefit the students the least include (1) strategies for recruiting producers; (2) knowledge of estate transition planning; (3) how to teach producers about estate and transition planning; (4) features of FINBIN; and (5) how to teach producers to use FINBIN. There is a 51.4% difference between the mean scores, with features of FINBIN and how to teach producers to use FINBIN being beneficial to less than half of their students.

Table 3

An Estimate of the Percentage of Students Who Benefited from what FBM Instructors Learned at the PEP Training Sessions According to FBM Instructors. (N=13)

Professional Excellence Training Topics	M ¹	SD ²
Features of FINFLO	91.9	10.1
Strategies for Planning and Conducting an On-site Instructional Visit	90.0	16.2
Strategies for Delivering Instruction to producers	90.0	16.7
Strategies for Using FINAN as an Instructional Tool	90.0	21.9
Sources of Materials for Teaching FBM (Websites, Decision-Aids, WIDS, FBM Curricula Updates, etc.)	89.1	12.4
How to Instruct Producers to Effectively Use the Annual Analyses	86.2	20.2
The Curriculum of FBM: What We Teach!	85.5	20.2
Planning Instruction for Producers	85.4	20.4
Features of FINAN	85.4	23.4
Features of the Annual Business Analyses	84.2	24.5
Strategies for Teaching FINFLO to producers	83.5	24.3
How to Instruct Producers to Effectively Use the Enterprise Analyses	83.3	18.3
Evaluating the Learning of Producers	82.1	18.3
Features of Enterprise Analyses	80.8	22.0
Teaching and Communication Strategies for Adult Learners	75.8	27.9
Understanding of Income Tax Management and Planning Concepts and Tools (spreadsheets, etc.)	72.7	24.5
Strategies for Assigning Grades to Producers	72.7	32.0
Features and How to Use RankEm	70.9	27.4
Strategies for Recruiting Producers	55.0	34.4
Knowledge of Estate and Transition Planning	54.6	35.7
How to Teach Producers about Estate and Transition Planning	52.7	35.2
Features of FINBIN	44.1	28.4
How to Teach Producers to Use FINBIN	40.5	24.0

NOTE: ^{1,2} (%)

Amount of influence the PEP training sessions has upon the ability of the early career FBM instructor to teach each topic or conduct the management task

The data in Table 4 reveals the comparison of the amount of influence the PEP training sessions had upon the ability of the early career FBM instructor to teach each topic or conduct the management task. According to the averages between the FBM instructors, PEP coordinators and Regional Deans, four training sessions provided a large amount of influence. They included (1) features of FINAN, (2) features of the annual business analyses, (3) strategies for using FINAN as an instructional tool, and (4) strategies for planning and conducting an on-site instructional visit. The four training sessions that provided the least amount of influence were (1) how to teach producers about estate and transition planning, (2) how to teach producers to use FINBIN, (3) features and how to use RankEm, and (4) strategies for assigning grades to producers.

The FBM instructors top five training sessions that provided a large amount of influence included (1) features of FINAN, (2) strategies for using FINAN as an instructional tool, (3) sources of materials for teaching FBM (websites, decision-aids, WIDS, FBM curricula updates, etc.), (4) how to instruct producers to effectively use the annual analyses, and (5) features of FINFLO. The five training sessions that provided the least amount of influence included (1) how to teach producers to use FINBIN, (2) features of FINBIN, (3) strategies for assigning grades to producers, (4) teaching and communication strategies for adult learners, and (5) planning instruction for producers.

According to the results of the coordinators data, the top four sessions that provided the most amount of influence were (1) strategies for planning and conducting an on-site instructional visit, (2) features of FINAN, (3) strategies for using FINAN as an instructional tool, and (4) features of the annual business analyses. The four training sessions that provided the least amount of influence were (1) strategies for assigning grades to producers, (2) features and how to use RankEm, (3) how to teach producers to use FINBIN, and (4) how to teach producers about estate and transition planning.

The Regional Deans data revealed four training sessions that provided the largest amount of influence to the early career FBM instructor. They were (1) features of the annual business analyses, (2) features of the enterprise analyses, (3) features of FINAN, and (4) strategies for planning and conducting an on-site instructional visit. The three training sessions that provided

the least amount of influence were (1) strategies for assigning grades to producers, (2) evaluating the learning of producers, and (3) features and how to use RankEm.

Table 4

Comparison of the Amount of Influence The PEP Training Sessions Has Upon the Ability of the Early Career FBM Instructor to Teach Each Topic or Conduct The Management Task. (N=22)

ITEM	FBM				M ¹
	Instructors (N=14)	Coordinators (N=3)	Deans (N=5)		
Features of FINAN	6.1 ¹ /1.7 ²	6.3/0.6	5.6/1.1		6.0
Features of the Annual Business Analyses	5.8/1.8	6.0/1.0	6.0/0.7		5.9
Strategies for Using FINAN as an Instructional Tool	6.1/1.7	6.0/0.0	5.2/0.8		5.8
Strategies for Planning and Conducting an On-site Instructional Visit	5.2/1.4	6.5/0.7	5.6/1.1		5.8
Sources of Materials for Teaching FBM (Websites, Decision-Aids, WIDS, FBM Curricula Updates, etc.)	6.0/0.8	5.7/0.6	5.2/0.8		5.6
How to Instruct Producers to Effectively Use the Annual Analyses	6.0/1.6	5.7/0.6	5.2/0.8		5.6
Features of FINFLO	6.0/1.7	5.5/0.7	5.4/0.5		5.6
How to Instruct Producers to Effectively Use the Annual Analyses	5.6/1.6	-----	-----		5.6
Features of Enterprise Analyses	5.9/1.7	5.3/0.6	5.6/0.9		5.6
Strategies for Teaching FINFLO to producers	5.7/1.9	5.5/0.7	5.2/0.8		5.5
Strategies for Recruiting Producers	5.8/1.1	5.0/1.0	5.4/0.9		5.4
Understanding of Income Tax Management and Planning Concepts and Tools (spreadsheets, etc.)	5.7/1.9	5.0/1.0	5.4/0.9		5.4
The Curriculum of FBM: What We Teach!	5.5/1.5	5.7/0.6	4.6/1.1		5.3
Teaching and Communication Strategies for Adult Learners	4.9/1.6	5.7/0.6	5.0/1.2		5.2
Strategies for Delivering Instruction to Producers	5.2/1.5	5.5/0.7	4.8/1.5		5.2
How to Instruct Producers to Effectively Use the Enterprise Analyses	-----	5.3/0.6	5.0/1.0		5.2
Planning Instruction for Producers	5.1/1.7	5.0/1.4	5.0/1.2		5.0
Knowledge of Estate and Transition Planning	5.4/2.0	3.7/2.1	5.0/1.6		4.7
Evaluating the Learning of Producers	5.1/1.5	4.5/2.1	4.0/1.6		4.5
Features of FINBIN	4.5/1.7	4.0/1.0	4.6/1.1		4.4
How to Teach Producers about Estate and Transition Planning	5.3/2.0	2.5/0.7	4.8/1.1		4.2
How to Teach Producers to Use FINBIN	4.1/1.7	3.0/0.0	4.8/0.8		4.0
Features and How to Use RankEm	5.1/1.8	2.5/0.7	4.2/1.6		3.9
Strategies for Assigning Grades to Producers	4.8/1.9	2.0/0.0	3.8/1.5		3.5

Note: ¹Mean, ²Standard Deviation; Scale: 7:A Large Amount, 1:Very Little Amount

Amount of Technical Information the Following Individuals Provided the Early Career Instructors

According to the data in Table 5, FBM mentor(s) provide the largest (6.6 out of 7) amount of technical information to the early career instructors closely followed by the PEP coordinator (5.9), Center of Farm Financial Management trainers (5.8), and FBM instructors not in PEP (5.7) according to the average between the FBM instructors, mentors, PEP coordinators and Regional Deans. TES (Teacher Education Sequence) course instructors (2.8 out of 7) provided the least amount of technical information according to the averages from FBM instructors, mentors, coordinators, and Regional Deans.

The data also shows that the FBM instructors believe that the FBM mentors (6.9), early career FBM instructor self instruction (5.9), Center for Farm Financial Management trainers (5.7), FBM instructors not in PEP (5.7) and the PEP coordinator (5.6) were the top individuals that provide the largest amount of technical information to the early career FBM instructors. The TES course instructors provide the least amount of technical information.

The mentors believe that the top five individuals are FBM mentors (6.4), PEP coordinator (5.8) FBM instructors not in PEP (5.7), Regional Dean or Program Director of Management Education (5.7), and Center for Farm Financial Management trainers for the amount of technical information provided. The TES course instructors were also ranked as providing the least about of technical information to the early career FBM instructors.

PEP coordinators scored the top five groups as (1) Center for Farm Financial Management trainers, (2) FBM mentors, (3) PEP coordinator, (4) early career FBM instructor self instruction, and (5) FBM instructors not in PEP. The least about of technical information came from the TES course instructors according to the PEP coordinators.

The Regional Deans, according to the data in Table 5, believe that the top five individuals to provide technical information to the early career instructors are FBM mentors (6.6), FBM instructors not in PEP (6.2), PEP coordinator (6.2), beginning FBM course instructors (6.0), Center for Farm Financial Management trainers (6.0), and Regional Dean or Program Director of Management Education (6.0).

Table 5

Comparison of the Amount of Technical Information the Following Individuals Provided the Early Career Instructors (N=29)

	FBM Instructor (N=11)	Mentor (N=10)	Coordinator (N= 3)	Deans (N=5)	M ¹
FBM Mentor(s)	6.9 ¹ /0.3 ²	6.4/0.7	6.3/1.2	6.6/0.5	6.6
PEP Coordinator	5.6/1.1	5.8/0.7	6.0/1.0	6.2/0.8	5.9
Center for Farm Financial Management Trainers	5.7/1.1	5.3/1.1	6.3/0.6	6.0/0.7	5.8
FBM Instructors Not in PEP	5.7/1.3	5.7/1.2	5.0/1.0	6.2/0.8	5.7
Early Career FBM Instructor Self Instruction	5.9/1.0	4.6/1.5	5.3/2.1	5.2/1.3	5.3
Regional Dean or Program Director of Management Education	5.0/2.2	5.7/1.4	4.3/2.5	6.0/1.2	5.3
Beginning FBM Course Instructors	4.5/1.9	4.1/0.8	4.7/1.5	6.0/0.0	4.8
Other Early Career Instructors	4.8/2.0	4.7/1.3	4.3/1.5	5.4/1.5	4.8
TES Course Instructors (Teacher Education Sequence)	2.0/1.4	2.6/1.5	3.3/1.5	3.4/0.9	2.8
Others: Please List Below					
• Local Area Professionals	-----	5	-----	-----	5.0

Note: ¹Mean, ²Standard Deviation; Scale: 7:A Large Amount, 1:Very Little Amount

Amount of Teaching Practices, Strategies, or Tactic the Following Individuals Shared With Early Career Instructors for Teaching in Individualized, Small Group, or Large Group Venues

The data in Table 6 reveals the average scores received for the individuals who provided the largest amount of teaching practices, strategies, and tactics to the PEP participants. FBM mentor(s) received a 6.4 out of 7 (A large amount) with the PEP coordinator (6.0) and FBM instructors not in PEP (5.6) closely following. TES (Teacher Education Sequence) course instructors (2.5 out of 7) provided the least amount of teaching practices, strategies, and tactics according to the average between the FBM instructors, mentors, coordinators, and Regional Deans.

The FBM instructors believe that FBM mentors (6.5), PEP coordinator (5.8), early career FBM instructor self instruction (5.7), FBM instructors not in PEP (5.4), and Center for Farm Financial Management trainers (5.3) are the top five individuals that provide the largest amount of teaching practices, strategies, and tactic to early career FBM instructors. The TES course instructors provide the least amount.

The data also reveals that the mentors scored the top five individuals as FBM mentors (6.4), PEP coordinator (6.1), Regional Dean or Program Director of Management (5.4), Center for Farm Financial Management trainers (5.0), and other early career instructors for providing the largest amount of teaching practices, strategies, and tactic to early career FBM instructors. The TES course instructors (1.7) provide the least amount.

PEP coordinators scored the top five groups as (1) FBM mentors, (2) PEP coordinator, (3) FBM instructors not in PEP, (4) early career FBM instructor self instruction, and (5) Center for Farm Financial Management trainers. The lease about of teaching practices, strategies, and tactic came from the TES course instructors according to the PEP coordinators.

The Regional Deans, according to the data in Table 6, believe that the top six individuals to provide teaching practices, strategies, and tactic to the early career instructors are FBM mentors (6.4), FBM instructors not in PEP (6.0), PEP coordinator (6.0), Regional Dean or Program Director of Management Education (5.6), beginning FBM course instructors (5.2), and other early career instructors (5.0).

Table 6

Comparison of the Amount of Teaching Practices, Strategies, or Tactic the Following Individuals Shared With Early Career Instructors for Teaching in Individualized, Small Group, or Large Group Venues (N=29)

	FBM Instructor (N=11)	Mentor (N=10)	Coordinator (N=3)	Deans (N=5)	M ¹
FBM Mentor(s)	6.5 ¹ /0.8 ²	6.4/1.0	6.3/1.2	6.4/0.5	6.4
PEP Coordinator	5.8/0.6	6.1/0.9	6.0/1.0	6.0/1.0	6.0
FBM Instructors Not in PEP	5.4/1.9	5.3/1.1	5.3/0.6	6.2/0.8	5.6
Center for Farm Financial Management Trainers	5.3/1.2	5.0/1.3	5.3/1.5	4.6/1.1	5.1
Regional Dean or Program Director of Management Education	4.7/1.8	5.4/1.5	4.3/0.6	5.6/0.5	5.0
Other Early Career Instructors	4.9/2.1	5.0/1.4	5.0/1.0	5.0/1.0	5.0
Early Career FBM Instructor					
Self Instruction	5.7/0.8	4.0/1.8	5.3/0.6	4.8/0.8	5.0
Beginning FBM Course Instructors	4.8/2.1	4.3/1.7	4.7/2.1	5.2/1.6	4.8
TES Course Instructors (Teacher Education Sequence)	2.0/1.5	1.7/1.0	3.3/1.5	3.0/1.6	2.5

Note: ¹Mean, ²Standard Deviation; Scale: 7:A Large Amount, 1:Very Little Amount

Optimal Pattern for In-Person PEP Meetings for All PEP Participants

The number of in-person PEP meetings for all PEP participants was an area of interest. With the amount of information that the FBM instructors are learning and the technology that PEP has available to decrease the amount of travel, the responses showed that on average the participants, mentors, coordinators, and deans wanted to meet more in-person than using other ways of meeting such as webex. MAAE Summer Conference, October/November Meeting, AgTech in January, and April/May Meeting received 17 out of 34 responses, which is 50%. 2 out of 3 PEP coordinators wanted to meet September/October/November Meeting, AgTech in January, and April/May Meeting, but not during MAAE Summer Conference.

Table 7

Comparison of Optimal Pattern for In-Person PEP Meetings for All PEP Participants (N= 34)

	FBM				TOTAL
	Instructor (N=15)	Mentor (N=11)	Coordinator (N=3)	Deans (N=5)	
MAAE Summer Conf, Oct/Nov Meeting, AgTech, & April/May Meeting	7 ¹	7	1	2	17
Sept/Oct/Nov Meeting, AgTech, and an April/May Meeting	5	4	2	2	13
Summer Conference, AgTech	3	0	0	1	4

Note: ¹frequency

Benefits Received from Participating in the Performance Excellence Program

When comparing the data from Tables 8, 9, 10, and 11, it shows some similarities between the benefits of FBM instructors participating in PEP. Four responses were similar throughout the different groups. Fifteen out of 119 responses related to experience and general knowledge of the program as benefits of participating in PEP. Networking with other instructors and being able to share experiences both had thirteen out of 119 responses. Twelve out of 119 responses related to sharing experiences and knowing that you are not doing this alone. New technology including FINAN, FINFLO, and FINPACK had eleven out of 119 responses.

According to the data in Table 8, FBM instructors reveal the top two ranked benefits they received from participating in PEP as (1) networking with other instructors (e.g., peer support, allowed for sharing ideas with peers, network with others in same boat, social networking, cohort connection, & camaraderie with other new instructors), and (2) experience & general knowledge of program (e.g., knowledge and guidance, broad knowledge about FBM and in Minnesota).

According to Table 9, mentors top three benefits received by early career FBM instructors enrolled in PEP were (1) knowing that they were not doing this alone (e.g., not feeling isolated, share experiences with other new instructors, personal contact and support, have someone to call with problems, getting to know/networking with fellow FBM instructors, knowing who to go to/ask for assistance, someone to ask questions, being part of a team), (2) gain base knowledge of primary educational areas of FBM (e.g. knowledge of FBM), and (3)

help and gain technical knowledge about FINPACK, accounting software and other software skills.

Table 10 reveals the top three benefits received by early career FBM instructors enrolled in PEP were networking (21.4%), understanding the software (14.3%), and meaning and use of financial documents (14.3%).

The Regional Deans top five benefits received by early career FBM instructors enrolled in PEP according to Table 11 were to (1) learn needed job skills, (2) share experiences, (3) confidence, (4) networking, and (5) analysis processes and interpretation.

Table 8

FBM Instructor Ranked Benefits Received from Participating in the Performance Excellence Program. (N=10)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Networking with other instructors (e.g., peer support, allowed for sharing ideas with peers, network with others in same boat, social networking, cohort connection, & camaraderie with other new instructors)	2 ¹		1	3	1	15.9
Experience & general knowledge of program (e.g., knowledge and guidance, broad knowledge about FBM and in MN)	3	2			1	13.6
Materials and tools (e.g., Financial terms, instructional resources, and ideas)		2	2			9.1
New technologies (e.g., instruction on FINAN & FINFLO, learn FINPACK)	1	1		1		6.8
Strategies in teaching adults (e.g., provided difference way to provide instruction, providing instruction to FBM students)		2	1			6.8
Instruction on select topics from guest FBM instructors (e.g., exposure to wide variety of topics, how to do everything)			2	1		6.8
Confidence	1	1				4.5
How to manage time/resources					2	4.5
Data analysis	1					2.3
Provided just in time instruction throughout year	1					2.3
Job training	1					2.3
Listen to how others handle situations		1				2.3
Farm transfer and estate planning			1			2.3
Understand marketing better			1			2.3
Broad program mgt instruction			1			2.3
Tax planning				1		2.3
What to watch for/look for				1		2.3
Keeps you motivated				1		2.3
Feeling that I'm not alone				1		2.3
Answer questions					1	2.3
Dependable					1	2.3
Very beneficial to becoming a good instructor					1	2.3
TOTAL	10	9	9	9	7	

Note: ¹frequency

Table 9

Mentors Ranked Benefits Received By Early Career FBM Instructors Enrolled in the Performance Excellence Program (PEP). (N=10)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Knowing that you are not doing this alone (e.g., not feeling isolated, share experiences with other new instructors, personal contact and support, have someone to call with problems, getting to know/networking with fellow FBM instructors, knowing who to go to/ask for assistance, someone to ask questions, being part of a team)	2 ¹	2	1	3	1	22.0
Gain base knowledge of primary educational areas of FBM (e.g., knowledge of FBM – How to do it, knowing what to do and when – hit ground running, what to do on a visit, knowing what is important to do, knowledge and skill base from others, learn techniques)	3	2	1		1	17.1
Help and gain technical knowledge about FINPACK, accounting software and other software skills	3	2	1			14.6
Recruitment ideas (e.g., recruiting skills, tuition is worth the benefits)	1	1		1		7.3
Overwhelmed (e.g., able to adopt strategies to deal with chronic problems, become aware of some pitfalls, stop the downward spiral that can occur when overwhelmed)		1		1	1	7.3
Understand the concepts of adult education and delivering one on one instruction (e.g., quality instruction)			2			4.9
Gain a feeling of control of the new position	1					2.4
Attendance at the summer/winter conferences.		1				2.4
Professional development opportunities						
Assisted in other programs		1				2.4
Procedures/timelines			1			2.4
Assisted in general college information			1			2.4
Learn how to hedge			1			2.4
Gain experience when necessary to develop skills in technology			1			2.4
Organizational abilities				1		2.4
Assisted with daily activities				1		2.4
Help to understand that no one know what it is that they do NOT know				1		2.4
How to perform a successful farm visit					1	2.4
TOTAL	10	10	9	8	4	

Note: ¹frequency

Table 10

Coordinators Ranked Benefits Received By Early Career FBM Instructors Enrolled in the Performance Excellence Program (PEP). (N=3)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Networking (e.g., networking with other instructors across the state, opportunity to share challenges and victories, new contacts of others who can assist)		2 ¹		1		21.4
Understanding of software (e.g., gain technical knowledge of Finpack)	1	1				14.3
Meaning and use of Financial documents (e.g., gain basic knowledge of Financial measures, tax planning, marketing, etc.)			2			14.3
A written plan for growing a program	1					7.1
New circle of professional proceeding through the same professional experience	1					7.1
Receive resources for conducting the role – teaching materials as well as program management			1			7.1
Obtaining a focus and not being everything to everyone				1		7.1
Gain a knowledge of the history and future of the program				1		7.1
Understanding the workings of the college system					1	7.1
On-going professional development					1	7.1
TOTAL	3	3	3	3	2	

Note: ¹frequency

Table 11

Deans Ranked Benefits Received By Early Career FBM Instructors Enrolled in the Performance Excellence Program (PEP). (N=5)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Learn needed job skills (e.g., specialized training and follow-up for 3 years, learn how to utilize, maximize the curriculum, specialized in-service provided by multiple instructors)		1	2	1	1	25.0
Share experiences (e.g., reduce feelings of “alone”, sharing of ideas, support group)	1	2			1	20.0
Confidence (e.g., improves moral)	2		1			15.0
Networking (e.g., meet other new instructors, network with other instructors)	2			1		15.0
Analysis processes and interpretation		1	1			10.0
Watch older instructor in action		1				5.0
Answering questions timely			1			5.0
Program management				1		5.0
TOTAL	5	5	5	3	2	

Note: ¹frequency

Ways the PEP Can Be Improved

The next area of interest revealed from the data involves ways the PEP can be improved. When comparing Tables 12, 13, 14, and 15, there were four common responses among the instructors, mentors, coordinators, and deans. Fourteen out of 67 responses related to the mentor part of PEP and preparing the mentors with trainings on how to be a mentor, making sure the mentor and mentee are compatible and that there is some uniformity of direction for the mentors. Four responses dealt with developing a progress report from year to year for each participant or a better way for instructors to do periodic self-evaluations. There were also similar responses related to curriculum for instructors to follow and one instructor input/discussion time by developing a list-serve of all early career FBM instructors. Some other responses that stand out are (1) don't make it overwhelming, and (2) more time spent on the actual steps in planning, delivery, application, and evaluation of instruction.

According to the data in Table 12, FBM instructors revealed the top way the PEP can be improved as not make the program overwhelming. Other ways that stuck out included (1) run the program during the summer rather than the winter, (2) construct a curriculum to follow and

share with students, (3) monthly meetings for the first two years, (4) more recruitment tools and encouragement, and (5) develop strategies to teach new age farmers.

Table 13 discusses the mentors views on improvements to PEP as (1) mentor preparation, (2) more technology focused such as FINPACK, (3) being careful of time commitments necessary and the cost of distance travel, (4) requiring new instructors to attend for 2-3 years, and (5) develop a better way for mentees to do periodic self evaluations.

PEP coordinators revealed in Table 14 that some improvements include (1) more time spent on actual steps in planning, delivery, application, and evaluation of instruction and providing a greater engagement by Regional Deans at the local level when the instructor returns from PEP.

According to the data in Table 15, the Regional Deans suggestions for improvement in PEP include more new instructor input/discussion time (22.2%), WIDS curriculum implement (11.1%), splitting group from experience (11.1%), and developing a progress report from year to year for each participant (11.1%).

Table 12

Ways the PEP Can Be Improved According to FBM Instructors (N=8)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Don't make it overwhelming (e.g., I often left the training sessions feeling like the worst instructor in the state, so give us baby steps to achieve the goals. It's great to hear from very experienced instructors, but I was so far away from that and it wasn't what I needed to hear at the time, maybe don't have all the deans there so often...it seemed like some people just wanted to impress them.)			1 ¹	2		12.5
I like it the way it is (e.g., I cannot think of any at the current time)	2					8.3
Develop strategies to teach new age farmer (many have four year college graduates)	1					4.2
Don't cut it to the point of no contact – web ex is an example	1					4.2
Run it during the summer rather than the winter	1					4.2
More of a cohort group	1					4.2
Construct a curriculum to follow and shared with students	1					4.2
Ask instructors that have 5-10 years of experience rather than those that are near retirement	1					4.2
New methods to integrate new technology into FBM		1				4.2
Way to communicate but not as good as person to person		1				4.2
Encourage people to participate beyond year 1		1				4.2
Webinars during April to May		1				4.2
Pull from all areas of the state, not just from the south		1				4.2
Strategies and tactics for effective time management for FBM person			1			4.2
In person meetings if possible			1			4.2
Build marketing instruction into curriculum			1			4.2
Monthly meetings for the first two years (some in person, some by phone, ITV, WebEx)				1		4.2
More recruitment tools and encouragement				1		4.2

Expand budget for PEP and training	1	4.2
Coordinated by recent retired FBM instructors	1	4.2
Allow someone other than your mentor see where you are at on specific topics the attendee chooses and allow the mentor to offer suggestions for improvement	1	4.2

TOTAL	8	5	4	4	3
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Note: ¹frequency

Table 13

Ranked Ways the PEP Can Be Improved According to FBM Mentors (N=9)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Mentor preparation (e.g., make sure mentors and mentees are compatible, as a mentor, I don't know if I am doing what is expected. Some communication if we are suppose to be meeting/visits, etc., everyone gets the same information, get mentors more engaged, instruct mentors on how to become better listeners)	3 ¹	1		1		19.2
Technology (e.g., more focused on FINPACK/analysis, more general computer, more technology)	1	1	1			11.5
Careful of time commitments necessary and the cost of distance travel (e.g., utilize webinar deliveries to but travel and time)	1			1		7.7
Develop a list-serve of all early career FBM instructors	1					3.8
More contact time	1					3.8
Just keep up the great job already doing	1					3.8
Continue person to person meetings during year	1					3.8
Not everything is done "by the book"		1				3.8
Utilize outstanding instructors throughout the state to teach units		1				3.8
Everyone is treated the same		1				3.8
Develop more direct ways of sharing the overall goals of a successful FBM program		1				3.8
Develop a new instructor guide			1			3.8
Instill confidence in what we do			1			3.8
Require new instructors to attend for 2-3 years			1			3.8
Everyone gets invited to the same meetings			1			3.8
Do not overload with the trivia (even tho imp) items of the tax law			1			3.8
More general college requirements explained				1		3.8
Encourage participation in NFRBMEA and NFBM Conf					1	3.8
Develop a better way for mentees to do periodic self evaluations					1	3.8
TOTAL	9	6	6	3	2	

Note: ¹frequency

Table 14

Ranked Ways the PEP Can Be Improved According to PEP Coordinators (N=3)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
More time spent on the actual steps in planning, delivery, application, and evaluation of instruction (e.g., greater emphasis placed upon adult learning principles, substantial time spent on assessment of learning of the producers)	1 ¹	1	1			37.5
Utilize as many successful instructors as possible	1					12.5
Provide more training for the mentors on how to be a mentor	1					12.5
Help mentees identify a network of support		1				12.5
Greater engagement by Regional Deans at the local level when the instructor returns from PEP				1		12.5
Handbooks for the instructor, mentors, and coordinator					1	12.5
TOTAL	3	2	1	1	1	

Note: ¹frequency

Table 15

Ranked Ways the PEP Can Be Improved According to Regional Deans (N=5)

ITEM	A.	B.	C.	D.	E.	TOTAL %
More new instructor input/discussion time (e.g., develop a group list serve between participants to share questions and concerns)	2 ¹					22.2
WIDS Curriculum implement	1					11.1
Mentor uniformity of direction	1					11.1
Have no suggestions for improvement	1					11.1
Split group for experienced		1				11.1
Teaching how to use the curriculum properly		1				11.1
Develop a progress report from year to year for each participant		1				11.1
Keep it real, focus on Farm Management		1				11.1
TOTAL	5	4	0	0	0	

Note: ¹frequency**Most Important Activities/Functions of a Successful PEP Coordinator**

The most important activities/functions of a successful PEP coordinator are revealed by the data in Tables 16, 17, 18, and 19. When comparing the results between the four groups, three activities/functions stood out from the data. Twenty-four out of 92 responses believed that coordinating/organizing PEP meetings and time management were most important for a successful PEP coordinator. Nine out of 92 responses revealed providing instruction based on needs of participants as well as input from Regional Deans as another important activity. Communication came in third with seven out of 92 responses.

Table 16 reveals the activities/functions important for a successful PEP coordinator according to the FBM instructors involved in PEP. Some include (1) being able to identify successes and challenges in FBM program, (2) how to integrate new technologies into teaching, and (3) uses guest lecturers that fit topic at hand.

FBM mentors data in Table 17 ranks the activities/functions of a successful PEP coordinator as time management (18.2%), available to the new teachers (15.2%), timely topics (12.2%), and getting feedback from Regional Deans and FBM instructors on topics for face to face meetings. Other things mentioned includes having good mentors who participate with mentees, technical assistance with programs, encouraging participation at summer conference and AgTech, and help the mentee to develop an instructor/student relationship that is unique to that student.

According to Table 18, PEP coordinators reveal their viewpoints of the most important activities/functions of a successful coordinator. Some that were different from the other groups include making a three year plan for PEP and gaining the confidence of the PEP participants so they can feel confident to contact you with any questions.

Regional Deans data shown in Table 19 reveal being focused on the beginning teacher, not “what I can do” as an important function of being a successful coordinator of PEP. 36.8% believe that planning and organizing meeting is the number one activity of a PEP coordinator.

Table 16

FBM Instructors Ranked Most Important Activities/Functions of a Successful PEP Coordinator (N=8)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Coordinate events/organize meetings (e.g., time on task for preparation and planning, organize the agenda and meeting events and line up speakers, plan or have someone coordinate hands-on activities, & organizes good meetings with good topics)	4 ¹	3				25
Provides appropriate tools for instructors (e.g., provide forums and resources, organize curriculum)	1	1	1			10.7
Provides instruction based on needs of participants (e.g., be aware of the needs of the group by asking)	2		1			10.7
Listen to our problems (e.g., need to set aside time for our questions, making sure all participants know this is a safe place to visit and ask questions)	1	1		1		10.7
Can identify successes and challenges in FBM program (e.g., experienced in FBM, knows the challenges of new sites)		1	1		1	10.7
How to integrate new technologies into teaching (e.g., open-minded to new ideas)			2			7.1
Designs it that way – keep it		1				3.6
Positive attitude		1				3.6
Communication			1			3.6
Make sign up and attendance as easy as possible			1			3.6
The importance of time management for FBM instructors				1		3.6
Can teach and communicate very well				1		3.6
Uses guest lecturers that fit topic at hand				1		3.6
TOTAL	8	8	7	4	1	

Note: ¹frequency

Table 17

FBM Mentors Ranked Most Important Activities/Functions of a Successful PEP Coordinator (N=8)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Time management (e.g., time coordination, organize quality face to face educational meetings, coordination, organize and schedule the activities, ability to gather the group via meeting, webex, etc)	4 ¹		1		1	18.2
Available to the new teachers (e.g., being available especially to listen and to help mentee prioritize issues, checks in with new instructor often, is available to new instructor at any time, communicate with mentees between face to face meetings)	2	1	1		1	15.2
Timely topics (e.g., defined outline of topics and scheduled meetings, provide supplemental training via webinar and other electronic media)	1	3				12.1
Get feedback from RDME's and FBM instructors on topics for face to face meetings (e.g., bring in professionals to assist in training, utilizes outstanding FBM instructors in training sessions)			1	1	1	9.1
Involved	1					3.0
Be sure participants who should participate know about the program		1				3.0
Flexible in offering what is needed, when needed		1				3.0
Has good mentors who participate with mentees		1				3.0
Technical assistance with programs		1				3.0
Assist in providing communication between mentor and mentee			1			3.0
Follow-up			1			3.0
Encourage participation at Summer Conference and Ag Tech			1			3.0
Knows what is going on			1			3.0
Help mentee to develop an instructor/student relationship that is unique to that student			1			3.0
Evaluate as individuals				1		3.0
Shows interest in new instructor				1		3.0
Use of sample problems				1		3.0
Tells it like it is				1		3.0
Becoming a better analysis of the Financials				1		3.0
TOTAL	8	8	8	6	3	

Note: ¹frequency

Table 18

PEP Coordinators Ranked Most Important Activities/Functions of a Successful PEP Coordinator (N=3)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Organize and coordinate PEP sessions (e.g., planning quality PEP sessions with relevant material, Coordination and delivery of PEP activities and other forms of professional development (e.g., marketing, accounting, etc.))	1 ¹		1		1	25
Communication (e.g., careful communication of events, provide periodic e-mail updates with timely information, communicate plans and goals with mentors and mentees)		1		2		25
Create programming with input (e.g., listen to the wishes of the group and monitor/adjust accordingly, connect with the Deans and State Director to understand their needs for their faculty, careful communication of events)		1	2			25
Make a three year plan for the PEP program	1					8.3
Understand the FBM program	1					8.3
Gain the confidence of the PEP participants so they can feel confident to contact you with any question					1	8.3
TOTAL	3	2	3	2	2	

Note: ¹frequency

Table 19

Regional Deans Ranked Most Important Activities/Functions of a Successful PEP Coordinator (N=5)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Plan and organize meetings (e.g., organize monthly meetings using electronic media, organize quality PEP programs, coordinate learning activities, establish plan early, plan face to face meetings around maae conferences, organize webinars on timely topics, plan 1-2 social activities each year)	3 ¹	3	1			36.8
Communicate with the group (e.g., maintain communication between PEP participants and mentors)	1			1		10.5
Include instructional webinars		1	1			10.5
Secure input from the group on topics (e.g., get input from RDME's instructors as to program topics)			1	1		10.5
Willing to spend time		1				5.3
Competent		1				5.3
Good teacher, walks the walk			1			5.3
Realistic				1		5.3
Maintain accurate list of PEP participants and mentors					1	5.3
Focused on the beginning teacher, not "what I can do"					1	5.3
TOTAL		5	5	4	3	2

Note: ¹frequency

Most Important Personal/Professional Qualities of a Successful Coordinator

The responses to the most important personal and/or professional qualities of a successful coordinator are shown in Tables 20, 21, 22, and 23. Eighteen out of 98 responses related to the coordinator being compassionate about FBM and interested in the success of the instructors in the program as well as being friendly, approachable and being a “people person”. Being experienced/successful as an FBM instructor received thirteen responses. Nine people felt that the coordinator needs to be organized while seven people believe that they should be able to coordinate people and events as well as being knowledgeable of FBM curriculum or the program. Four out of 98 responses in the tables related to good communication and listening skills for important qualities of a successful coordinator.

The most important personal/professional qualities of a successful coordinator according to FBM instructors shown in Table 20 include (1) being an experienced/successful FBM instructor, (2) compassionate about FBM and interested in the success of students, (3) the ability to coordinate people and events, and (4) easy to work with. Another quality noted was being a good financial organizer for grant funds.

Table 21 reveals some personal/professional qualities of a successful coordinator according to the mentors as being a people person, honest, deals with matters in a confidential matter, well respected by other FBM instructors, able to mix the practical with the necessary theoretical, being a forward thinker, and has enough sway to get things done.

The number one personal quality of a successful coordinator according to the past and present PEP coordinators in Table 22 is being a good listener. Other qualities listed include enthusiasm, knowledgeable, respected, caring, being a good planner, and having high expectations for professional development.

Regional Deans data in Table 23 include qualities of a successful coordinator as having a caring/helpful attitude, being open to various methods of delivery, and the ability to motivate the beginning FBM instructor.

Table 20

FBM Instructor Views of the Most Important Personal/Professional Qualities of a Successful Coordinator (N=9)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Experienced/Successful FBM Instructor (e.g., Quality teacher, experienced instructor but still remembers what it was to like to start out)		2 ¹	4			16.7
Compassionate about FBM and interested in success of students (e.g., motivated to see the program be successful)		1	1	1	2	13.9
The ability to coordinate people and events (e.g., willing to find quality presenters, a good planner of speakers and topics, uses outside resources)	1	2			1	11.1
Easy to work with (e.g., friendly, approachable, people person)	2			1	1	11.1
Organized	2					5.6
Knowledgeable	1			1		5.6
Good communication skills (e.g., willing to (call) contact and ask how are things going)	1			1		5.6
Helpful		1	1			5.6
Thorough	1					2.8
Addresses the most important tasks/challenges	1					2.8
Listens		1				2.8
Can use technology		1				2.8
Fits curriculum to audience		1				2.8
Willing to share information			1			2.8
Has an insight to good instruction			1			2.8
Dependable				1		2.8
Good financial organizer for grant funds				1		2.8
TOTAL	9	9	8	6	4	

Note: ¹frequency

Table 21

FBM Mentor Views of the Most Important Personal/Professional Qualities of a Successful Coordinator (N=8)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Past instructor (e.g., understanding what the instructors are going through, successful instructor, good instructor, been there done that, understanding the challenges of new instructors)	2 ¹	1	2	1		18.8
Organized	2	2				12.5
People person (e.g., have empathy, personable and caring)	2	1				9.4
Knowledgeable (e.g., FBM curriculum)		1		1		6.3
Honest (e.g., honest)		1	1			6.3
Direct	1					3.1
Deals with matters in a confidential matter	1					3.1
Encouraging them to participate in professional organizations and prof. development activities		1				3.1
Does not allow the constant droning of old "war stories"		1				3.1
Well respected by other FBM instructors			1			3.1
Communicator			1			3.1
Someone that has the time to manage the program			1			3.1
Ambitious			1			3.1
Mixes the practical with the necessary theoretical			1			3.1
A good listener				1		3.1
Forward thinking				1		3.1
Identifies and encourages participation by all				1		3.1
Have enough sway to get things done					1	3.1
Does not interfere with new instructor unless asked					1	3.1
Allows for differences in mentees					1	3.1
TOTAL	8	8	8	5	3	

Note: ¹frequency

Table 22

PEP Coordinator Views of the Most Important Personal/Professional Qualities of a Successful Coordinator (N=3)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Good listener				2 ¹		16.7
History of running a successful program	1					8.3
Organized	1					8.3
Enthusiastic	1					8.3
Ability to slice support of other instructors to help with program		1				8.3
Knowledgeable of the FBM program		1				8.3
Genuinely concerned for the success of beginning FBM instructors		1				8.3
Respected			1			8.3
Caring			1			8.3
A good planner					1	8.3
High expectations for professional development					1	8.3
TOTAL	3	3	2	2	2	

Note: ¹frequency

Table 23

Regional Deans Views of the Most Important Personal/Professional Qualities of a Successful Coordinator (N=5)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Caring/helpful attitude (e.g., sense of caring, empathy with the new faculty, respected by peers)	1 ¹	3				22.2
Organized (e.g., instruct young instructors how to be organized and efficient with time)	1	1				11.1
Knowledgeable of FBM Curriculum (e.g. competent in FBM)			1	1		11.1
Make involvement in state professional activities important	1					5.6
Program organization skills	1					5.6
Commitment to the importance of the PEP program	1					5.6
Able to coordinate, utilize outside resources		1				5.6
Successful professional history			1			5.6
Good listener			1			5.6
Open to various methods of delivery			1			5.6
Willing to bring in experts				1		5.6
Ability to address the needs of new instructors				1		5.6
Ability to motivate the beginning teacher					1	5.6
TOTAL	5	5	4	3	1	

Note: ¹frequency

Instructional Techniques Which Should Be Taught By the Regional Dean/Director of Management Education

Regional Deans and the Director of Management Education has been involved with PEP since its creation, however, their involvement has changed over the years. Since they have had such a range of involvement, the regional deans were asked what instructional techniques should be taught by them so the newly hired FBM instructor is successful in teaching producers (Table 24). 16.7% believed that delivery of the FBM Curriculum (e.g., implementing the curriculum, using the analysis year round) was one technique that they should cover in PEP. Also, 11.1% felt that the Regional Deans should take care of how to navigate the college politics, retention/recruiting, and emphasizing the need to prepare for individualized instructional visits. With our Regional Deans ranging from two to twenty-seven years of experience being a Dean plus their teaching experiences prior to their current positions, the program should use their knowledge and experiences to help educate the new instructors.

According to the data in Table 25, time management seems to be an important factor in determining FBM instructor's success in the program. 28.6% of Regional Deans thought that they should teach the new instructors this activity.

Table 24

Instructional Techniques Which Should Be Taught By the Regional Dean/Director of Management Education to Ensure that the Newly Hired FBM Instructor is Successful in Teaching Producers (N=4)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Delivery of the FBM curriculum (e.g., implementing the curriculum, using the analysis year round)	1 ¹	1		1		16.7
How to navigate the college politics (e.g., college policies)	1	1				11.1
Retention and recruiting	1	1				11.1
Emphasize the need to prepare for individualized instructional visits (e.g., make sure the FBM instructor has specific objectives to be accomplished at each instructional visit)	1	1				11.1
Diversity in delivery			1			5.6
Does and don't of an instructor			1			5.6
At the end of each instructional visit, the student leaves with some type of educational information in hand			1			5.6
Where to find/learn technical skills			1			5.6
Confidentiality				1		5.6
Ask the student what they want to make sure is discussed during the instructional visit				1		5.6
Getting materials and asking for support					1	5.6
Make sure that the student knows that you care about their business and personal success					1	5.6
Program management (e.g., mileage, reports, calendar, etc.)					1	5.6
TOTAL	4	4	4	3	3	

Note: ¹frequency

Table 25

Top Activities the Regional Dean/Director or Management Education Should Teach Newly Hired FBM Instructor So They are Successful in Managing Their FBM Program (N=5)

ITEM	A.	B.	C.	TOTAL %
Time management (e.g., time and office management, productivity versus “business”)	2 ¹	2		28.6
College policies/practices (e.g., local college processes, proper use of college forms)	3			21.4
Recruiting/retention strategies (e.g., recruiting need for their program, marketing ideas)		2	1	21.4
Concepts of the program and delivery (e.g., personal program activities)		1	1	14.3
A positive attitude			1	7.1
The value equation “i.e., determining what the farmer wants, needs, expects from the program”			1	7.1
TOTAL	5	5	4	

Note: ¹frequency

Strategies that Should Be Used to Match Early Career FBM Instructors and FBM Mentor(s)

According to Table 26, 57.1% of early career instructors preferred that they are assigned by the Regional Dean or Program Director of Management to their mentors. No one preferred to be assigned to a mentor by the PEP coordinator, however, one early career instructor sought out those that are leaders in the field and aligned themselves to find a mentor. In Table 27, the mentors, coordinators and Deans were asked to rank the four strategies that should be used to match early career FBM instructors and FBM mentors, 1 to 4 with 1 being the best option. PEP participants selecting the mentor(s) with the help of other FBM Instructors and/or their Deans was the best option according to the average. Other suggestions provided were; (1) PEP participants should have a primary mentor, but should take advantage of the experience of several instructors, some possibly not even in the same region to get better more rounded experience and (2) PEP participants should not select their own trainer.

Table 26

FBM Instructor Preferred Strategies to Match Early Career Instructors and Mentors. (N=15)

	F ¹	% ²
Assigned by the Regional Dean or Program Director of Management	12	57.1
Selected myself with no assistance from anyone*	5	23.8
Selected the mentor(s) myself with help of other FBM instructors	3	14.3
Other (please specify)	1	4.8
- sought out those that are leaders in the field and aligned myself		
I was assigned to a mentor by the PEP coordinator	0	0.0

Note: ¹frequency, ²total percentage, *option was worded incorrectly in survey “selected myself with no assistance *for* anyone”.

Table 27

Comparison of Ranked Strategies that Should Be Used to Match Early Career FBM Instructors and FBM Mentor(s) (N=19)

	Mentor	Coordinator	Dean	M ¹
PEP participants select the mentor(s) with the help of other FBM Instructors and/or their Deans	1.3 ¹ 0.6 ²	1.0 ¹ 0.0 ²	1.6 ¹ 0.5 ²	1.3
Mentors should be assigned by the Regional Dean or Program Director of Management	1.9 0.5	2.3 0.6	1.8 0.8	2.0
PEP participants select the mentor without the assistance of anyone	3.5 0.7	3.3 0.6	2.6 0.9	3.1
PEP coordinator assigns the FBM Mentor(s)	3.2 0.7	3.0 1.4	4.0 0.0	3.4
Other				
• PEP Participants should have a primary mentor, but should take advantage of the experience of several instructors, some possibly not even in the same region to get better more rounded experience				
• PEP Participants should not select their own trainer	-----			

Note: ¹Mean, ²Standard Deviation; Scale 1: best option 4:fourth best option

Benefits Received By Early Career FBM Instructors When Working with FBM Mentors

Table 28 discusses the benefits received by early career FBM instructors when working with FBM mentors according to the PEP participants. The two most important benefits received by early career FBM instructors when they worked with FBM mentors were (1) Someone to talk to and ask questions (e.g., sounding board to bounce ideas, a contact person, discuss FBM issues with, dealing with difficult student issues, always available, provide input, dealing with college issues, very understanding, & someone to confide in on confidential student issues) and (2) Content Knowledge (e.g., tricks of the trade, working knowledge of the challenges in the field, on the job training, hands on training, opportunity to see new teaching methods, see the curriculum at work, & one on one program instruction from experienced teacher).

Table 28

FBM Instructors Ranked Benefits Received By Early Career FBM Instructors When Working with FBM Mentors (N=15)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Someone to talk to and ask questions (e.g., sounding board to bounce ideas, a contact person, discuss FBM issues with, dealing with difficult student issues, always available, provide input, dealing with college issues, very understanding, & someone to confide in on confidential student issues)	8 ¹	7	1	3	2	35
Content Knowledge (e.g., tricks of the trade, working knowledge of the challenges in the field, on the job training, hands on training, opportunity to see new teaching methods, see the curriculum at work, & one on one program instruction from experienced teacher)	3	1	4	1	1	16.7
Software Understanding (e.g., FINPACK, spreadsheets, tools & resources, analysis issues, technical advice, materials, recordkeeping problems, & technical support)	2	4	3			15
Understanding the politics of the organization, fellow instructors, and college (e.g., college procedures, college issues, & college paperwork)		1	1	3	1	10
Moral support (e.g. helps keep you motivated & encouragement)	1		3			6.7
Recruitment/retention ideas		1	1			3.3
Understanding of the adult learner (e.g., help with adult learners & how to teach adults)					2	3.3
Realistic expectations of the job	1					1.7
A chance to meet new instructors		1				1.7
Compare and contrast situations/responses			1			1.7
New students				1		1.7
See different teaching approaches				1		1.7
Programming					1	1.7
TOTAL	15	15	14	9	7	

Note: ¹frequency

Activities of an Effective FBM Mentor When Working With Early-Career FBM Instructors

When discussing the activities of an effective FBM mentor when working with early-career FBM instructors, the results were (1) good communication skills, (2) ability to spend the day with the instructor, and (3) help with tools and resources such as FINPACK and recordkeeping. All three received a 16.1% result in Table 29. Help with technical software (e.g. analysis (FINAN) mentoring, teach FINPACK, cash flow (FINFLO) mentoring, teach RankEm, review FINANs and FINFLOs and provide the mentee feedback, data management, help participant with analysis prep by checking for errors and omissions once participants have completed some, teach other computer programs, help participant with income tax estimate prep by checking for errors and omissions, tech skills) was 20.8% of the responses from FBM mentors as a highly ranked activity of an effective FBM mentor in Table 30. According to Table 31, 28.6% of the responses from the PEP coordinators were related to the communication with the mentee as a highly important activity of an effective FBM mentor. 21.4% responses involved the mentee riding along with the mentor or visiting their office as an important activity. Regional Deans ranked (1) contact with mentee, (2) job shadowing, and (3) communication skills as important activities of an effective FBM mentor in Table 32.

Table 29
Activities of an Effective FBM Mentor When Working With Early-Career FBM Instructors (N=15)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Good communication skills (e.g., open lines of communication, question how it is going, has time for your questions, regular communication, willing to call, checks for understanding, procedure)	5 ¹	2	3			16.1
Ability to spend the day with them (e.g., one on one instruction, allow to ride with/come to office, allowing you to tag along on a few appointments, spending time with them on student visits, “take under wing”, schedule times for visits, including in on farm visits, running a farm visit, & willing to have early career individuals “tag” along on farm calls)	4	1	2	3		16.1
Help with tools and resources (e.g., discussing FINPACK, recordkeeping, teaches spreadsheets to you, wants to assist you to be technically correct,	1	2	3	2	2	16.1

showing you how to use a record keeping system or other software, teaching computer skills, & prompt FINAN assistance)						
Understanding financial documents and construction of them (e.g., do an end of year analysis with a producer together, looking over your output, walking you through an analysis or tax estimate, tax management, & willing to look at info. you have done to check for accuracy)	2	2	1	1	1	11.3
Able to listen well (e.g., sounding board for ideas)	1	1			2	6.5
Help with program knowledge, recruitment methods, and retention methods			1	1	1	4.8
Assist with non-daily routine items (e.g., college procedures)		1			1	3.2
Understanding their student interaction strategies	1					1.6
Understanding the total job	1					1.6
Successful program to use as illustration		1				1.6
Caring		1				1.6
Introduce to existing students		1				1.6
Give curriculum materials they find of use		1				1.6
Positive reinforcement		1				1.6
Fixing problems			1			1.6
Help with FBM content			1			1.6
Discussing specific student issues			1			1.6
Role model in different teaching situations				1		1.6
Assistance with close outs				1		1.6
Face to face time				1		1.6
Presenting programs with you				1		1.6
Provide ideas on how to accomplish tasks					1	1.6
Assistance with setting up yearly calendar					1	1.6
TOTAL	15	14	13	11	9	

Note: ¹frequency

Table 30

Effective Activities of an Effective FBM Mentor as Viewed by FBM Mentors (N=11)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Help with technical software (e.g. analysis (FINAN) mentoring, teach FINPACK, cash flow (FINFLO) mentoring, teach RankEm, review FINANs and FINFLOs and provide the mentee feedback, data management, help participant with analysis prep by checking for errors and omissions once participants have completed some, teach other computer programs, help participant with income tax estimate prep by checking for errors and omissions, tech skills)	2 ¹	2	5	2		20.8
Involvement in activities outside their job (e.g., community committee involvement, attend MAAE, NFRBMEA, NFBMC professional events, PEP meetings, interaction with other stakeholders (lenders, ag commodity providers/suppliers, etc.)	2	1	3		1	13.2
Share ideas, curriculum, and what doing during various times of the year (e.g., work with new teacher on FBM curriculum, share material with them, shared information and techniques willingly, give them ideas to lead, understanding unique learning styles of students)		2	1	3		11.3
Time management (e.g., meet with mentee a regular basis (weekly if possible), set time aside for mentoring and ask questions concerning their needs, willing to take phone and email/text messages on a timely fashion, make themselves available at any time)	2	2		1		9.4
Review college reporting documents with mentee (e.g., expense reports, work calendars, college assessment and other office requirements, how to do your daily job, how the college operates)				1	3	7.5
Can communicate/listen (e.g., communicate often with participant even when not initiated by participant, checks in with new instructor often)	3					5.7
Allow mentee to job shadow periodically for up to 2 years (e.g., visit the new teacher when they have class or meetings, take them along while you work)		1		1	1	5.7
Effective student instruction	1					1.9
Those that lead to successful student relationships	1					1.9
Collaboration with other instructors		1				1.9
Building financial understanding of business/student		1				1.9
Assisting student development of advisory team			1			1.9
Recruiting ideas				1		1.9
Use of a variety of teaching tools				1		1.9
Develop working relationship with students					1	1.9
Help insure participants understand the analysis so they may better interpret and help their students					1	1.9
Organized					1	1.9
Being responsible for conducting a full time program					1	1.9
TOTAL	11	10	10	10	9	

Note: ¹frequency

Table 31

Activities of an Effective FBM Mentor as Viewed by PEP Coordinators (N=3)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Communication with mentee (e.g., frequent communication with mentee, meet with mentee on a regular basis, maintain communications with their beginning instructor(s), willing to answer phone a e-mail questions timely between regular visits)	3 ¹	1				28.6
Mentee rides along or visits to office of mentor (e.g., joint instructional visits, allow mentee to job shadow on instructional visits for 2 years on different types of key instructional visits (FINAN, FINFLO, tax planning, accounting, goal setting, etc.)		1	1	1		21.4
Set aside times just to listen to what the instructor is experiencing		1				7.1
Attendance at PEP sessions with mentee			1			7.1
Supply and assist with instructional ideas and materials			1			7.1
Review the process and how to complete key college required reports (work calendars, expense reports, travel requests, etc.)				1		7.1
Provide insights into the cultural practices and norms of the profession				1		7.1
Review and critique FINPACK files					1	7.1
Advocate for the new instructor					1	7.1
TOTAL	3	3	3	3	2	

Note: ¹frequency

Table 32

Activities of an Effective FBM Mentor as Viewed by Regional Deans (N=5)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Contact with mentee (e.g., be there when they call, willing to meet with mentee on a regular basis, personal contact with mentee, phone calls to new instructors)	4 ¹		1			26.3
Job Shadowing (e.g., onsite instruction jointly on several occasions, ride alongs, joint activities such as peer groups/seminars, have mentee to job shadow periodically through the first 2 years on the job)		2	1	1		21.1
Communication skills (e.g., good listener, respond to e-mail or text messaging questions)		1	1			10.5
Patient	1					5.3
Organized		1				5.3
Encourage mentee to call them with questions between scheduled meetings		1				5.3
Review curriculum delivery methods & assessment			1			5.3
Assist with time mgt and organization				1		5.3
Leaves ego at home, this is about the mentee				1		5.3
Review required college reporting documents with mentee					1	5.3
Demonstrates effective instruction					1	5.3
TOTAL	5	5	4	3	2	

Note: ¹frequency

Activities of an Effective FBM Mentor That Make a Difference When Working with Early Career FBM Instructors

In Table 33, the data shows what the FBM mentors feel are activities of an effective mentor that make a difference when working with early career FBM instructors. Three activities stand out over the rest including: (1) Availability, (2) Teach Data Management, and (3) Communication Skills.

Table 33

FBM Mentors Views of Activities of an Effective FBM Mentor That Make a Difference When Working with Early Career FBM Instructors (N=7)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Availability (e.g., meet with mentee on a weekly basis, time efficiency and planning, available – visit on the phone, etc., spending time, be willing to field phone calls and e-mails timely)	4 ¹	1				18.5
Teach data management (e.g., working through an accounting practicum, review first analysis together, understanding data necessary for good tax management instruction)	2	1			1	14.8
Communication skills (e.g., keep open communication, talking on the phone)			1	1	1	11.1
Sharing ideas (e.g., sharing program, resources with new instructor)		1	1			7.4
Working through procedures used in FINAN ad FINFLO (e.g., review FINANs and FINFLOs and provide timely feedback0		1	1			7.4
Persistence	1					3.7
Dedication to job		1				3.7
Working together with the new instructor		1				3.7
Prioritize what is important and what can wait			1			3.7
Working with farm families			1			3.7
Situation evaluation and knowing when to ask for assistance			1			3.7
Allow mentee to do with on instructional visits for up 2 years				1		3.7
Professional appearance				1		3.7
Reviewing visit technique/class plans				1		3.7
Modeling student relationships in confidentiality				1		3.7
Review required reporting documents/procedures with mentee					1	3.7
TOTAL	7	6	6	5	3	

Note: ¹frequency

Training Topics for FBM Mentors that PEP Leaders Should Provide

16% of FBM mentors believe that computer programs and technology is a training topic that should be provided to the mentors from the PEP leaders in order to increase their

effectiveness and/or satisfaction. Communication skills and how to be a good listener was 12% of the responses. Time efficiency and planning, as well as meeting as mentors alone for the first time was 8% of responses in Table 34.

Table 34

Training Topics for FBM Mentors that PEP Leaders Should Provide (N=7)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Computer programs and technology (e.g., FINPACK, RankEm, other computer programs, utilization of technology – webinars)	1 ¹	1	1		1	16.0
Communication skills and how to be a good listener			1	1	1	12.0
Time efficiency and planning (e.g., time management)	1		1			8.0
Meet as mentors alone the first time (e.g., qualities of successful mentors)		2				8.0
What is the role of a mentor (Position Description)	1					4.0
What to uniformly prioritize	1					4.0
Working with non-educational background teachers	1					4.0
Nothing additional	1					4.0
Developing a program that matches instructor strength with the needs of the students and the desires of the employer	1					4.0
Dedication to job		1				4.0
A schedule of what the new instructors are doing....something we could call and communicate with them on		1				4.0
Developing a student recruiting and sales program		1				4.0
Working with farm families			1			4.0
Professional appearance				1		4.0
FSA/RFA				1		4.0
Reviewing the past evaluations of the PEP program				1		4.0
College stuff					1	4.0
Becoming skilled at conducting an autopsy on failure mentor/mentee relationships					1	4.0
TOTAL	7	6	4	4	4	

Note:¹frequency

Barriers that Limit FBM Mentors from Having a Satisfying Experience with Early Career FBM Instructors

Table 35 reveals data about the barriers that limit FBM mentors from having a satisfying experience with early career FBM instructors. The initial three include; (1) lack of time available beyond their workload, (2) distance between offices, and (3) not knowing (e.g., we don't know if the new instructors need help if they don't ask. We assume all is going well if we don't hear from them. Regional dean involvement? We don't know if they are helping out or not. We assume they are, but don't know that.)

Table 35
Barriers that Limit FBM Mentors from Having a Satisfying Experience with Early Career FBM Instructors (N=8)

ITEM	Response			TOTAL %
	A.	B.	C.	
Lack of time available beyond their work load (e.g., time restrictions, sharing time during Jan-Feb heavy workload)	4	1		26.3
Distance between offices (many times over an hour apart)	2	1		15.8
Don't know (e.g., we don't know if the new instructors need help if they don't ask. We assume all is going well if we don't hear from them. Regional dean involvement? We don't know if they are helping out or not. We assume they are, but don't know that.	1	1		10.5
Personality conflicts		1		5.3
Not well trained themselves		1		5.3
Not motivated			1	5.3
Not having an understanding of the mentees strengths and weaknesses		1		5.3
New instructors have their own ideas		1		5.3
Mentee not respecting the mentors recommendations			1	5.3
Getting the boat flooded too early	1			5.3
Discovering the balance micro managing and being too aloof			1	5.3
Budgets			1	5.3
TOTAL	8	7	4	

Effectiveness of Technical Preparations That Have Been Delivered Thru This Program

When looking into the effectiveness of technical preparations as well as teaching practices, strategies, or tactics that have been delivered thru PEP, there are a number of avenues

the program has used to provide the early career FBM instructors. However, most of the people that are used the most or are the most effective come from within the MN FBM program, such as mentors, other FBM instructors, Regional Deans or other programs closely linked, such as the Center of Farm Business Management. Retention rates also show that the instructors are learning skills that are keeping the average retention rate at 90.2%.

Amount of Technical Information the Following Individuals Provided the Early Career Instructors

According to the data in Table 5, FBM mentor(s) provide the largest (6.6 out of 7) amount of technical information to the early career instructors closely followed by the PEP coordinator (5.9), Center of Farm Financial Management trainers (5.8), and FBM instructors not in PEP (5.7) according to the average between the FBM instructors, mentors, PEP coordinators and Regional Deans. TES (Teacher Education Sequence) course instructors (2.8 out of 7) provided the least amount of technical information according to the averages from FBM instructors, mentors, coordinators, and Regional Deans.

The data also shows that the FBM instructors believe that the FBM mentors (6.9), early career FBM instructor self instruction (5.9), Center for Farm Financial Management trainers (5.7), FBM instructors not in PEP (5.7) and the PEP coordinator (5.6) were the top individuals that provide the largest amount of technical information to the early career FBM instructors. The TES course instructors provide the least amount of technical information.

The mentors believe that the top five individuals are FBM mentors (6.4), PEP coordinator (5.8) FBM instructors not in PEP (5.7), Regional Dean or Program Director of Management Education (5.7), and Center for Farm Financial Management trainers for the amount of technical information provided. The TES course instructors were also ranked as providing the least about of technical information to the early career FBM instructors.

PEP coordinators scored the top five groups as (1) Center for Farm Financial Management trainers, (2) FBM mentors, (3) PEP coordinator, (4) early career FBM instructor self instruction, and (5) FBM instructors not in PEP. The least about of technical information came from the TES course instructors according to the PEP coordinators.

The Regional Deans, according to the data in Table 5, believe that the top five individuals to provide technical information to the early career instructors are FBM mentors (6.6), FBM instructors not in PEP (6.2), PEP coordinator (6.2), beginning FBM course instructors (6.0),

Center for Farm Financial Management trainers (6.0), and Regional Dean or Program Director of Management Education (6.0).

Amount of Teaching Practices, Strategies, or Tactic the Following Individuals Shared With Early Career Instructors for Teaching in Individualized, Small Group, or Large Group Venues

The data in Table 6 reveals the average scores received for the individuals who provided the largest amount of teaching practices, strategies, and tactics to the PEP participants. FBM mentor(s) received a 6.4 out of 7 (A large amount) with the PEP coordinator (6.0) and FBM instructors not in PEP (5.6) closely following. TES (Teacher Education Sequence) course instructors (2.5 out of 7) provided the least amount of teaching practices, strategies, and tactics according to the average between the FBM instructors, mentors, coordinators, and Regional Deans.

The FBM instructors believe that FBM mentors (6.5), PEP coordinator (5.8), early career FBM instructor self instruction (5.7), FBM instructors not in PEP (5.4), and Center for Farm Financial Management trainers (5.3) are the top five individuals that provide the largest amount of teaching practices, strategies, and tactic to early career FBM instructors. The TES course instructors provide the least amount.

The data also reveals that the mentors scored the top five individuals as FBM mentors (6.4), PEP coordinator (6.1), Regional Dean or Program Director of Management (5.4), Center for Farm Financial Management trainers (5.0), and other early career instructors for providing the largest amount of teaching practices, strategies, and tactic to early career FBM instructors. The TES course instructors (1.7) provide the least amount.

PEP coordinators scored the top five groups as (1) FBM mentors, (2) PEP coordinator, (3) FBM instructors not in PEP, (4) early career FBM instructor self instruction, and (5) Center for Farm Financial Management trainers. The least amount of teaching practices, strategies, and tactic came from the TES course instructors according to the PEP coordinators.

The Regional Deans, according to the data in Table 6, believe that the top six individuals to provide teaching practices, strategies, and tactic to the early career instructors are FBM mentors (6.4), FBM instructors not in PEP (6.0), PEP coordinator (6.0), Regional Dean or

Program Director of Management Education (5.6), beginning FBM course instructors (5.2), and other early career instructors (5.0).

Usefulness of the PEP Instruction Related to How to Teach Adult Producers

The data in Table 3 reveals the FBM instructors felt that the top five professional excellence training topics that were used by them that benefited students include (1) features of FINFLO; (2) strategies for planning and conducting an on-site instructional visit; (3) strategies for delivering instruction to producers; (4) strategies for using FINAN as an instructional tool; and (5) sources of materials for teaching FBM (websites, decision-aids, WIDS, FBM curricula updates, etc.). The five topics that were used to benefit the students the least include (1) strategies for recruiting producers; (2) knowledge of estate transition planning; (3) how to teach producers about estate and transition planning; (4) features of FINBIN; and (5) how to teach producers to use FINBIN. There is a 51.4% difference between the mean scores, with features of FINBIN and how to teach producers to use FINBIN being beneficial to less than half of their students.

Amount of influence the PEP training sessions has upon the ability of the early career FBM instructor to teach each topic or conduct the management task

The data in Table 4 reveals the comparison of the amount of influence the PEP training sessions had upon the ability of the early career FBM instructor to teach each topic or conduct the management task. According to the averages between the FBM instructors, PEP coordinators and Regional Deans, four training sessions provided a large amount of influence. They included (1) features of FINAN, (2) features of the annual business analyses, (3) strategies for using FINAN as an instructional tool, and (4) strategies for planning and conducting an on-site instructional visit. The four training sessions that provided the least amount of influence were (1) how to teach producers about estate and transition planning, (2) how to teach producers to use FINBIN, (3) features and how to use RankEm, and (4) strategies for assigning grades to producers.

The FBM instructors top five training sessions that provided a large amount of influence included (1) features of FINAN, (2) strategies for using FINAN as an instructional tool, (3) sources of materials for teaching FBM (websites, decision-aids, WIDS, FBM curricula updates, etc.), (4) how to instruct producers to effectively use the annual analyses, and (5) features of FINFLO. The five training sessions that provided the least about of influence included (1) how to teach producers to use FINBIN, (2) features of FINBIN, (3) strategies for assigning grades to producers, (4) teaching and communication strategies for adult learners, and (5) planning instruction for producers.

According to the results of the coordinators data, the top four sessions that provided the most amount of influence were (1) strategies for planning and conducting an on-site instructional visit, (2) features of FINAN, (3) strategies for using FINAN as an instructional tool, and (4) features of the annual business analyses. The four training sessions that provided the least about of influence were (1) strategies for assigning grades to producers, (2) features and how to use RankEm, (3) how to teach producers to use FINBIN, and (4) how to teach producers about estate and transition planning.

The Regional Deans data revealed four training sessions that provided the largest amount of influence to the early career FBM instructor. They were (1) features of the annual business analyses, (2) features of the enterprise analyses, (3) features of FINAN, and (4) strategies for planning and conducting an on-site instructional visit. The three training sessions that provided the least amount of influence were (1) strategies for assigning grades to producers, (2) evaluating the learning of producers, and (3) features and how to use RankEm.

Training Topics for FBM Mentors that PEP Leaders Should Provide

16% of FBM mentors believe that computer programs and technology is a training topic that should be provided to the mentors from the PEP leaders in order to increase their effectiveness and/or satisfaction. Communication skills and how to be a good listener was 12% of the responses. Time efficiency and planning, as well as meeting as mentors alone for the first time was 8% of responses in Table 34.

Usefulness of the Mentor Program

The mentorship program in PEP has been a large part of this evaluation. When the Professional Excellence Program was developed, it mirrored what the Teacher Induction Program (TIP) did for early career Agricultural Education Teachers. TIP has a very strong mentor program that has really helped their teachers be comfortable in their first couple years as well as provide them with someone to talk to and bounce ideas off of that may have had experience in that particular area. When PEP began, the mentor program did not show the same positive effect and seemed to be more of a struggle between mentors and mentees in the areas of communication, connection, and encompassing the real reason for the mentor program. It has improved over the years; however the results of the surveys still show that help is still needed.

The average number of mentors the early career instructors had during their PEP experience was 2.3 with a standard deviation of 2.3. One response was 10, which was very high compared to the rest of the responses that ranged from 1 to 3 and may have skewed the results.

According to Table 26, 57.1% of early career instructors preferred that they are assigned by the Regional Dean or Program Director of Management to their mentors. No one preferred to be assigned to a mentor by the PEP coordinator, however, one early career instructor sought out those that are leaders in the field and aligned themselves to find a mentor. In Table 27, the mentors, coordinators and Deans were asked to rank the four strategies that should be used to match early career FBM instructors and FBM mentors, 1 to 4 with 1 being the best option. PEP participants select the mentor(s) with the help of other FBM Instructors and/or their Deans was the best option according to them. Other suggestions provided were; (1) PEP participants should have a primary mentor, but should take advantage of the experience of several instructors, some possibly not even in the same region to get better more rounded experience and (2) PEP participants should not select their own trainer.

Benefits Received By Early Career FBM Instructors When Working with FBM Mentors

The top benefits received by early career FBM instructors when they worked with FBM mentors were (1) Someone to talk to and ask questions (e.g., sounding board to bounce ideas, a contact person, discuss FBM issues with, dealing with difficult student issues, always available, provide input, dealing with college issues, very understanding, & someone to confide in on confidential student issues) and (2) Content Knowledge (e.g., tricks of the trade, working

knowledge of the challenges in the field, on the job training, hands on training, opportunity to see new teaching methods, see the curriculum at work, & one on one program instruction from experienced teacher). (see Table 28)

When discussing the activities of an effective FBM mentor when working with early-career FBM instructors, the results were (1) good communication skills, (2) ability to spend the day with the instructor, and (3) help with tools and resources such as FINPACK and recordkeeping. All three received a 16.1% result in Table 29. Help with technical software (e.g. analysis (FINAN) mentoring, teach FINPACK, cash flow (FINFLO) mentoring, teach RankEm, review FINANs and FINFLOs and provide the mentee feedback, data management, help participant with analysis prep by checking for errors and omissions once participants have completed some, teach other computer programs, help participant with income tax estimate prep by checking for errors and omissions, tech skills) was 20.8% of the responses from FBM mentors as a highly ranked activity of an effective FBM mentor in Table 30. According to Table 31, 28.6% of the responses from the PEP coordinators were related to the communication with the mentee as a highly important activity of an effective FBM mentor. 21.4% responses involved the mentee riding along with the mentor or visiting their office as an important activity. Regional Deans ranked (1) contact with mentee, (2) job shadowing, and (3) communication skills as important activities of an effective FBM mentor in Table 32.

In Table 33, we look specifically at what the FBM mentors feel are activities of an effective mentor that make a difference when working with early career FBM instructors. Three activities stand out over the rest including; (1) Availability, (2) Teach Data Management, and (3) Communication Skills.

16% of FBM mentors believe that computer programs and technology is a training topic that should be provided to the mentors from the PEP leaders in order to increase their effectiveness and/or satisfaction. Communication skills and how to be a good listener was 12% of the responses. Time efficiency and planning, as well as meeting as mentors alone for the first time was 8% of responses in Table 34.

Barriers that Limit FBM Mentors from Having a Satisfying Experience with Early Career FBM Instructors

Table 35 deals with barriers that limit FBM mentors from having a satisfying experience with early career FBM instructors. Three barriers that stand out from the rest include; (1) lack of time available beyond their workload, (2) distance between offices, and (3) not knowing (e.g., we don't know if the new instructors need help if they don't ask. We assume all is going well if we don't hear from them. Regional dean involvement? We don't know if they are helping out or not. We assume they are, but don't know that.)

Preferred Modes of Early Career Instruction Interaction with a FBM Mentor

Table 36 shows that there are four preferred modes of early career instruction interaction with a FBM mentor; (1) person to person interaction, (2) cell phone, (3) telephone, and (4) E-mail. Webinars and Web Ex meetings are two of the lowest preferred modes of interaction.

Table 36

Comparison of Preferred Modes of Early Career Instruction Interaction with a FBM Mentor (N=34)

	FBM Instructor (N= 15)	Mentor (N= 11)	Coordinators (N= 3)	Deans (N= 5)	M ¹
Person to Person Interaction	6.6 ¹ /0.9 ²	6.8/0.4	7.0/0.0	6.4/0.5	6.7
Cell Phone	6.3/1.6	5.9/1.6	7.0/0.0	6.6/0.5	6.5
Telephone	5.5/1.4	6.0/1.1	6.3/0.6	6.4/0.5	6.1
E-mail	5.5/1.8	5.7/1.5	6.3/1.2	6.0/1.0	5.9
Small Group Settings	5.9/1.5	5.1/1.4	5.3/1.5	4.6/2.1	5.2
Meet at PEP Meeting	4.9/2.4	5.3/1.3	6.3/0.6	4.2/1.3	5.2
Talk at Conferences	4.8/2.5	5.3/2.0	5.7/1.2	4.6/2.1	5.1
Web Ex Meetings	4.3/1.7	4.6/2.2	5.7/1.2	5.2/1.5	5.0
In Social Settings	5.4/2.0	4.4/2.0	4.7/0.6	4.6/2.1	4.8
Webinars	3.9/1.8	4.6/1.6	5.0/0.0	5.0/1.4	4.6

Note: ¹Mean, ²Standard Deviation; Scale: 7: Highly Preferred, 1: Not Preferred

Qualities of an Effective FBM Mentor

According to Table 37, 38, 39, and 40, there are six qualities that FBM instructors, mentors, Regional Deans, and PEP coordinators feel are most important. 26 out of 146 responses related to the mentor being knowledgeable and experienced. 22 responses focused on the mentor having good communication skills and being a good listener. Being an effective FBM instructor and can model successful program techniques is the 3rd most wanted quality in a mentor. The mentor being approachable (e.g., patience, dedication, caring, friendly, and is organized) received 9 responses. 7 responses related to the mentor being willing to share their experiences and help with PEP.

Table 37

FBM Instructors Ranked Qualities of an Effective FBM Mentor (N=15)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Knowledgeable (e.g., technically, years of experience, successful FBM instructor, experience with many problems, knowledge about software, knowing the system, is effective in teaching FBM curriculum, knowledge about FINPACK and business tools, understanding FBM, knows the analysis and can offer advice, & understands banking and the FSA)	2 ¹	6	3	4	1	26.2
Willing to give time (e.g., is on time & on task with student needs, willing to take time (schedule) meetings, available or at least call back soon, time management, manages time & is organized)	3	2	2		1	13.1
Approachable (e.g., patience, dedication, caring, friendly, people person, understanding, & positive attitude)	3		3	2		13.1
Good listener (e.g., willing to listen, ability to listen and not judge)	3		1	1		8.2
Good communication skills (e.g., open to questions, ability to find answers and resources, & knows what questions to ask)	1	2	1		1	8.2
Willing to help (e.g., gives a heads up when I had no idea)		2		1	2	8.2
Self motivated (e.g., persistence)	1			1		3.3
Is interested in seeing the mentee be successful					2	3.3
Someone who is willing to share their experiences	1					1.6
Ability to work with and understand students	1					1.6
Ability to adapt resources to meet student's needs		1				1.6
Provides accurate data and complete farm analysis		1				1.6
Attention to detail, thoroughness		1				1.6
Organized			1			1.6
Desire to help for the program			1			1.6
Understands and works well with all types of producers				1		1.6
Aware of college procedures					1	1.6
Ag generalist					1	1.6
TOTAL	15	15	12	10	9	

Note: ¹frequency

Table 38

FBM Mentors Ranked Qualities of an Effective FBM Mentor (N=11)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Experienced and knowledgeable (e.g., knowledgeable of FBM curriculum and FBM program)	2 ¹	3	1			11.8
Willing to take time (e.g., be available when needed, willing to spend the time to work with the new instructor, openness and willingness to meet, dedicate time on a continuing basis)	3	1		1	1	11.8
Can communicate/listen (e.g., patient)	1	2	3			11.8
Can model successful program techniques (e.g., well respected by others, understands the role of a successful FBM instructor, successful program (enrollment and analysis completions))	1		1	1	1	7.8
Willing to share (e.g., tools, yet allow the new instructor to create their “own”, ideas and involve participant in group and individualized learning)				2	2	7.8
Honest (e.g., willingness to provide constructive criticism)	2					3.9
Organized	1				1	3.9
Personable (e.g., good people skills)		1	1			3.9
Be open to new ideas (e.g., prove there is more than one way to get things done)			1		1	3.9
Desire to be a mentor and help new teacher	1					2.0
Committed to the profession of FBM education		1				2.0
Allow the new person to do some trial/error		1				2.0
Ambitious		1				2.0
Experienced with current technology but yet flexible		1				2.0
Community centered, involved			1			2.0
Approachable			1			2.0
Encourage the new instructor to participation in on-going education opportunities			1			2.0
Detailed			1			2.0
Patient				1		2.0
Progressive instructor				1		2.0
Tech skills				1		2.0
Accurate				1		2.0
Teach follow-up				1		2.0
Able to implement corrective strategies				1		2.0
Good student numbers and recruiting skills					1	2.0
Direct					1	2.0
TOTAL	11	11	11	10	8	

Note: ¹frequency

Table 39

PEP Coordinators Ranked Qualities of an Effective FBM Mentor (N=3)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Knowledgeable (e.g., understands the FBM program design, knowledge of course content, & knowledgeable about FBM technical information)	1 ¹	1	1			25
Good listener/communicator	1	1	1			25
Effective FBM instructor (e.g., at least 5 years on the job)	1			1		16.7
Willing to help with the PEP program (e.g., willing to share successful strategies)			1	1		16.7
Have a full enrollment in their program		1				8.3
Enjoy working with the new FBM instructors					1	8.3
TOTAL	3	3	3	2	1	

Note: ¹frequency

Table 40

Regional Deans Ranked Qualities of an Effective FBM Mentor (N=5)

ITEM	RANKING					TOTAL %
	1 st	2 nd	3 rd	4 th	5 th	
Effective Instructor (e.g., a proven successful FBM instructor, competent, reasonable experience)			3 ¹	2		22.7
Ability to listen, show concern	2	1				13.6
Organized	1				1	9.1
Available (e.g., has time to do the task, willingness to assist)	1		1			9.1
Self directed (e.g., self starter)		1		1		9.1
Patience	1					4.5
Reasonably close in location		1				4.5
Encourager		1				4.5
Honesty, ability to give honest feedback		1				4.5
Motivated			1			4.5
Respected by peers				1		4.5
Knowledgeable of FBM Curriculum					1	4.5
Sees a need/purpose of mentorships					1	4.5
TOTAL	5	5	5	4	3	

Note: ¹frequency

Conclusions and Recommendations

Though there is much data shown above in the findings, the data all comes down to a couple recommendations for each objective of the evaluation. As shown below, the recommendations are shown according to the objective it is related to.

Recommendations

Objective One: Determine the effectiveness of the program in further preparing early career FBM instructors for instruction, program management, and personal development as viewed by Regional Deans of Management, Early Career FBM Instructors, PEP Coordinators, and FBM Mentors.

The findings resulted in three primary conclusions:

1. There is a need to improve the mentor part of the Professional Excellence Program.
2. Benefits received from FBM instructors participating in PEP include experience and general knowledge of the FBM program, networking with other instructors, ability to share their experiences together and reduce the feeling of “alone” as well as learn about new technologies, such as FINPACK.
3. When determining whom the coordinator of PEP is going to be, past experiences, as well as characteristics of caring and being able to communicate effectively are highly important.

The findings reveal that the PEP program is providing the proper instructional topics needed for the instructors to feel more comfortable in their position. The FBM Instructors are getting over the sense of being “alone” through the opportunities that PEP provides. However, there are areas in which the program can improve, such as making the mentor program stronger and determining the use of Regional Deans of Management in PEP. The responses also showed that there are many qualities that they like to see in the PEP coordinator that help make the program successful.

Objective Two: Determine the effectiveness of technical preparations that have been delivered thru this program as viewed by Regional Deans of Management, Early Career FBM Instructors, PEP Coordinators, and FBM Mentors.

The findings resulted in three primary conclusions:

1. Majority of technical information within PEP is received from people within the MN FBM Program and not outside sources.

2. The training topics that have benefited the early career instructors the most are topics related to technology, more specifically FINPACK.
3. The retention rate for the early career FBM instructors from the previous year is 90.2%.

These findings provide the idea that with retention of 90.2% the program is doing positive things however; there is still room for improvement. With FINPACK being such a large part of the FBM program, PEP needs to use the Center of Farm Financial Management to its fullest potential. One recommendation is that the PEP Coordinator, along with the help of Regional Deans and the System Director, work on also developing a training manual that is “early career friendly” and does not overwhelm them, but have sections that can be added as the instructors become more experienced. The data also brings up the question as to if PEP needs to focus more time on teaching techniques for instructors which may help increase retention rates.

Objective Three: Determine the usefulness of the PEP instruction related to how to teach adult producers as viewed by Regional Deans of Management, Early Career FBM Instructors, PEP Coordinators, and FBM Mentors.

The findings resulted in three primary conclusions:

1. Teaching and communication strategies for adult learners as a training session received a very low impact on early career instructors.
2. Use of outside resources is minimal.
3. There is very few training sessions focused on how to teach adult producers.

A recommendation from the data is that PEP coordinators should try to use more outside resources and develop a survey for students of early career FBM instructors to determine that they are using proper teaching and communication strategies.

Objective Four: Determine the usefulness of the mentor program as viewed by Regional Deans of Management, Early Career FBM Instructors, PEP Coordinators, and FBM Mentors.

The findings resulted in four primary conclusions:

1. There is a large need to improve the mentor program.
2. Mentors feel lost and struggle with time commitments and distance.
3. When determining whom the mentors will be, the regional deans should help the early career FBM instructors decide.

4. Webinars and Web Ex meetings are the least desired modes of communication between mentor and mentee.

With these conclusions in mind, a recommendation is that PEP develops a manual or training for mentors themselves and help them feel more comfortable in what they are suppose to do. There also needs to be a blend of person to person interaction as well as technology such as Web Ex. This may require training in how to use the technologies so that the mentors and mentees understand how to use it effectively, which should cut down on the distance between them being an issue as well as time. Another recommendation would be to create a database of mentors which includes their strengths and have the mentees fill out a survey that tells the database what areas they are looking for help. This may provide them with more than one mentor, but as the data has shown, most have an average of 2 to 3 mentors throughout their PEP experience.

Appendix A
Early Career FBM Instructor Instrument

1. Your Assessment of the Usefulness of the Technical Training Provided by the...

PEP participants have received training on a number of topics in recent years. If you have attended the sessions, we want to hear how often you have used the training materials with your students.

1. Please provide an estimate of the percentage of your students who have benefitted from what you learned at the PEP training sessions that follow. If you did not attend the training event, please leave the response blank empty.

Features of the Annual Business Analyses	
How to Instruct Producers to Effectively Use the Annual Analyses	
Features of Enterprise Analyses	
How to Instruct Producers to Effectively Use the Enterprise Analyses	
Features of FinBin	
How to Teach Producers to Use FinBin	
Features and How to Use Rankem	
Teaching and Communication Strategies for Adult Learners	
Strategies for Planning and Conducting an On-site Instructional Visit	
Understanding of Income Tax Management and Planning Concepts and Tools (spreadsheets, etc.)	
Knowledge of Estate and Transition Planning	
How to Teach Producers about Estate and Transition Planning	
Features of FINAN	
Strategies for Using FINAN as an Instructional Tool	
Features of Finflo	
Strategies for Teaching Finflo to producers	
Strategies for Recruiting Producers	
Planning Instruction for Producers	
Strategies for Delivering Instruction to producers	
Evaluating the Learning of Producers	
Strategies for Assigning Grades to Producers	
The Curriculum of FBM: What We Teach!	
Sources of Materials for Teaching FBM (Websites, Decision-Aids, WIDS, FBM Curricula Updates, etc.)	

2. Program Management

1. Each year, I retain _____ percent of students from the previous year.

2. How many different mentors have you had during your PEP experience?

3. Please check all of the strategies that were used to match you and your FBM mentor (s).

☐ Assigned by the Regional Dean or Program Director of Management

☐ Selected the mentor(s) myself with help of other FBM instructors

☐ Selected myself with no assistance for anyone

☐ I was assigned to a mentor by the PEP coordinator

Other (please specify)

4. Starting with the most important to you, list up to 5 of the benefits you receive(d) by working with FBM mentors.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

5. Starting with the most important to you, list up to 5 of the qualities of an effective FBM mentor.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

6. Starting with the most important, list up to 5 of the activities of an effective FBM mentor when working with you or other early-career FBM instructors.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

3. Other Participant Views of PEP

1. Starting with the most important, please share up to 5 benefits you have received from participating in the Performance Excellence Program.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

2. Starting with the most important, list up to 5 ways the PEP can be improved. Please be specific.

a.	<input type="text"/>
b.	<input type="text"/>
c.	<input type="text"/>
d.	<input type="text"/>
e.	<input type="text"/>

3. In order of importance, please list the five most important activities/functions of a successful PEP coordinator.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

4. Please list up to 5 of the most important personal and/or professional qualities of a successful coordinator.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

5. Indicate the amount of technical information the following individuals provided you which directly assisted your teaching of producers.

	1 A Large Amount	2	3	4 Moderate Amount	5	6	7 Very Limited Amount
Other Early Career FBM Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Instructors Not in PEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Dean or Program Director of Management Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning FBM Course Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TES Course Instructors (Teacher Education Sequence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Farm Financial Management Trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others: Please List Below.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others:

6. Indicate the number of teaching practices, strategies, or tactics, the following individuals taught you for teaching producers in individualized, small group, or large group venues.

	1 A Large Amount	2	3	4 Moderate Amount	5	6	7 Very Limited Amount
Other Early Career FBM Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Instructors Not in PEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Dean or Program Director of Management Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning FBM Course Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TES Course Instructors (Teacher Education Sequence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Farm Financial Management Trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others: Please List Below.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others:

4. Demographics

* 1. The month and year you started your FBM teaching career was:

2. How many years have you been teaching, or did you teach Farm Business Management?

3. How many years have you been, or were you a participant in the PEP?

4. How many years did you teach high school?

5. How many years did you teach in other post-secondary schools?

Appendix B

RDME Instrument

1. Your Assessment of the Usefulness of the Technical Training Provided by the...

PEP participants have received training on a number of topics in recent years. Your assessment of the usefulness of the training session is important for future program planning efforts.

1. Please indicate the amount of influence you believe the PEP training sessions had upon the ability of the early career FBM instructor TO TEACH each of the following topics and/or SUCCESSFULLY CONDUCT the program management tasks. If you are unsure, please mark N/A.

	7 Large Amount of Influence	6	5	4	3	2	1 No Influence	N/A
Features of the Annual Business Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Instruct Producers to Effectively Use the Annual Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of Enterprise Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Instruct Producers to Effectively Use the Enterprise Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of FinBin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Teach Producers to Use FinBin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features and How to Use Rankem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and Communication Strategies for Adult Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Planning and Conducting an On-site Instructional Visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of Income Tax Management and Planning Concepts and Tools (spreadsheets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of Estate and Transition Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Teach Producers about Estate and Transition Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of FINAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Using FINAN as an Instructional Tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of Finflo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Teaching Finflo to producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Recruiting Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning Instruction for Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Delivering Instruction to producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating the Learning of Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Assigning Grades to Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Curriculum of FBM: What We Teach!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sources of Materials for Teaching FBM (Websites, Decision-Aids, WIDS, FBM Curricula Updates, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Program Management

1. Please rank the common strategies that should be used to match early career FBM instructors and FBM mentor(s). Select "1" for the best option, a "2" for the second best option, a "3" for the third best option, etc. Insert other ideas in the comment box.

	1st	2nd	3rd	4th
Mentors should be assigned by the Regional Dean or Program Director of Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP participants select the mentor(s) with the help of other FBM instructors and/or their Dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP participants select the mentor without the assistance of anyone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP coordinator assign the FBM mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Insert additional strategies.

2. Starting with the most important, list up to 5 of the qualities of an effective FBM mentor.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

3. Starting with the most important, list up to 5 of the activities of an effective FBM mentor.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

4. Please indicate what you believe are the levels of preferences of the early career FBM instructor's for use of the following forms of communications with their mentors:

	1 Highly Preferred	2	3	4	5	6	7 Not Preferred
Person to Person Interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet at PEP Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk at Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Group Settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In Social Settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cell Phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web Ex Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The optimal pattern for in-person PEP meetings for include all PEP participants is....

- ☐ MAAE Summer Conference, Oct/Nov meeting, AgTech Meeting, and an April/May Meeting
- ☐ Sept/Oct/or Nov meeting, AgTech Meeting, and an April/May Meeting
- ☐ Summer Conference, AgTech

Please insert your preference if not listed above

3. Other Regional Dean/Director Views of PEP Features and Activities

1. Starting with the most important, please share up to 5 benefits received by early career FBM instructors enrolled in the Performance Excellence Program (PEP).

1st	
2nd	
3rd	
4th	
5th	

2. Starting with the most important, list up to 5 ways the PEP can be improved. Please be specific.

a.	
b.	
c.	
d.	
e.	

3. In order of importance, please list the five most important activities/functions of a successful PEP coordinator.

1st	
2nd	
3rd	
4th	
5th	

4. Please list up to 5 of the most important personal and/or professional qualities of a successful coordinator.

1st	
2nd	
3rd	
4th	
5th	

7. List the top 5 instructional techniques which should be taught by the Regional Dean/Director of Management Education to ensure that the newly hired FBM instructor is successful in **TEACHING PRODUCERS**.

- a.
- b.
- c.
- d.
- e.

8. List the top 3 activities the Regional Dean/Director of Management Education should teach to the newly hired FBM instructor so they are successful in **MANAGING THEIR FBM PROGRAM**.

- a.
- b.
- c.

7. List the top 5 instructional techniques which should be taught by the Regional Dean/Director of Management Education to ensure that the newly hired FBM instructor is successful in **TEACHING PRODUCERS**.

- a.
- b.
- c.
- d.
- e.

8. List the top 3 activities the Regional Dean/Director of Management Education should teach to the newly hired FBM instructor so they are successful in **MANAGING THEIR FBM PROGRAM**.

- a.
- b.
- c.

4. Demographics

1. How many years have you been a Farm Business Management Regional Dean/Director?

2. Thank you very much for supplying this information for improving the Professional Excellence Program!

Appendix C
Coordinator Instrument

1. Your Assessment of the Usefulness of the Technical Training Provided by the...

PEP participants have received training on a number of topics in recent years. Your assessment of the usefulness of the training session is important for future program planning efforts.

1. Please indicate the amount of influence you believe the PEP training sessions had upon the ability of the early career FBM instructor **TO TEACH** each of the following topics and/or **SUCCESSFULLY CONDUCT** the program management tasks. If you are unsure, please mark N/A.

	7 Large Amount of Influence	6	5	4	3	2	1 No Influence	N/A
Features of the Annual Business Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Instruct Producers to Effectively Use the Annual Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of Enterprise Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Instruct Producers to Effectively Use the Enterprise Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of FinBin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Teach Producers to Use FinBin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features and How to Use Rankem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and Communication Strategies for Adult Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Planning and Conducting an On-site Instructional Visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of Income Tax Management and Planning Concepts and Tools (spreadsheets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of Estate and Transition Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Teach Producers about Estate and Transition Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of FINAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Using FINAN as an Instructional Tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of Finflo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Teaching Finflo to producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Recruiting Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning Instruction for Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Delivering Instruction to producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating the Learning of Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Assigning Grades to Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Curriculum of FBM: What We Teach!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sources of Materials for Teaching FBM (Websites, Decision-Aids, WIDS, FBM Curricula Updates, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Program Management

1. Please rank the common strategies that should be used to match early career FBM instructors and FBM mentor(s). Select "1" for the best option, a "2" for the second best option, a "3" for the third best option, etc. Insert other ideas in the comment box.

	1st	2nd	3rd	4th
Mentors should be assigned by the Regional Dean or Program Director of Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP participants select the mentor(s) with the help of other FBM instructors and/or their Dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP participants select the mentor without the assistance of anyone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP coordinator assign the FBM mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Insert additional strategies.

2. Starting with the most important, list up to 5 of the qualities of an effective FBM mentor.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

3. Starting with the most important, list up to 5 of the activities of an effective FBM mentor.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

4. Please indicate what you believe are the levels of preferences of the early career FBM instructor's for use of the following forms of communications with their mentors:

	1 Highly Preferred	2	3	4	5	6	7 Not Preferred
Person to Person Interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet at PEP Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk at Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Group Settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In Social Settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cell Phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web Ex Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The optimal pattern for in-person PEP meetings for include all PEP participants is....

- ☐ MAAE Summer Conference, Oct/Nov meeting, AgTech Meeting, and an April/May Meeting
- ☐ Sept/Oct/or Nov meeting, AgTech Meeting, and an April/May Meeting
- ☐ Summer Conference, AgTech

Please insert your preference if not listed above

3. Other Coordinator Views of PEP Features and Activities

1. Starting with the most important, please share up to 5 benefits received by early career FBM instructors enrolled in the Performance Excellence Program (PEP).

1st	
2nd	
3rd	
4th	
5th	

2. Starting with the most important, list up to 5 ways the PEP can be improved. Please be specific.

a.	
b.	
c.	
d.	
e.	

3. In order of importance, please list the five most important activities/functions of a successful PEP coordinator.

1st	
2nd	
3rd	
4th	
5th	

4. Please list up to 5 of the most important personal and/or professional qualities of a successful coordinator.

1st	
2nd	
3rd	
4th	
5th	

5. Indicate the amount of FBM TECHNICAL INFORMATION the following individuals provide the early career FBM instructors.

	7 A Large Amount	6	5	4 Moderate Amount	3	2	1 Very Limited Amount
Other Early Career FBM Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early Career FBM Instructor Self Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Instructors Not in PEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Dean or Program Director of Management Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning FBM Course Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TES Course Instructors (Teacher Education Sequence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Farm Financial Management Trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others: Please List Below.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others:

6. Indicate the relative amount of TEACHING PRACTICES, STRATEGIES, OR TACTICS, the following individuals share with early career instructors for teaching in individualized, small group, and/or large group venues.

	7 A Large Amount	6	5	4 Moderate Amount	3	2	1 Very Limited Amount
Other Early Career FBM Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early Career FBM Instructor Self Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Instructors Not in PEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Dean or Program Director of Management Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning FBM Course Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TES Course Instructors (Teacher Education Sequence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Farm Financial Management Trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others: Please List Below.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others:

4. Demographics

1. How many years have you been teaching, or did you teach Farm Business Management?

2. Thank you very much for supplying this information for improving the Professional Excellence Program!

Appendix D
Mentor Instrument

1. Your Assessment of the Usefulness of the Technical Training Provided by the...

PEP participants have received training on a number of topics in recent years. Your assessment of the usefulness of the training session is important for future program planning efforts.

1. Please indicate the level of **IMPORTANCE** of the following **PEP Program** topics for early career **FBM** instructors for **TEACHING** and/or **SUCCESSFULLY CONDUCTING** the program management tasks. If you are unsure, please mark **N/A**.

	7 Extremely Important	6	5	4 Moderately Important	3	2	1 Unimportant	N/A
Features of the Annual Business Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Instruct Producers to Effectively Use the Annual Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of Enterprise Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Instruct Producers to Effectively Use the Enterprise Analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of FinBin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Teach Producers to Use FinBin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features and How to Use Rankem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and Communication Strategies for Adult Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Planning and Conducting an On-site Instructional Visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of Income Tax Management and Planning Concepts and Tools (spreadsheets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of Estate and Transition Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Teach Producers about Estate and Transition Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of FINAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Using FINAN as an Instructional Tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Features of Finflo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Teaching Finflo to producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Recruiting Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning Instruction for Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Delivering Instruction to producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating the Learning of Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for Assigning Grades to Producers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Curriculum of FBM: What We Teach!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sources of Materials for Teaching FBM (Websites, Decision-Aids, WIDS, FBM Curricula Updates, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Program Management

1. Please rank the common strategies that should be used to match early career FBM instructors and FBM mentor(s). Select "1" for the best option, a "2" for the second best option, a "3" for the third best option, etc. Insert other ideas in the comment box.

	1st	2nd	3rd	4th
Mentors should be assigned by the Regional Dean or Program Director of Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP participants select the mentor(s) with the help of other FBM instructors and/or their Dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP participants select the mentor without the assistance of anyone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP coordinator assign the FBM mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Insert additional strategies.

2. Starting with the most important, list up to 5 of the qualities of an effective FBM mentor.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

3. Starting with the most important, list up to 5 of the activities of an effective FBM mentor.

1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

4. Please indicate what you believe are the levels of preferences of the early career FBM instructor's for use of the following forms of communications with their mentors:

	1 Highly Preferred	2	3	4	5	6	7 Not Preferred
Person to Person Interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet at PEP Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk at Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Group Settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In Social Settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cell Phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web Ex Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The optimal pattern for in-person PEP meetings for include all PEP participants is....

- ☐ MAAE Summer Conference, Oct/Nov meeting, AgTech Meeting, and an April/May Meeting
- ☐ Sept/Oct/or Nov meeting, AgTech Meeting, and an April/May Meeting
- ☐ Summer Conference, AgTech

Please insert your preference if not listed above

3. Other Mentor Views of PEP Features and Activities

1. Starting with the most important, please share up to 5 benefits received by early career FBM instructors enrolled in the Performance Excellence Program (PEP).

1st	
2nd	
3rd	
4th	
5th	

2. Starting with the most important, list up to 5 ways the PEP can be improved. Please be specific.

a.	
b.	
c.	
d.	
e.	

3. In order of importance, please list the five most important activities/functions of a successful PEP coordinator.

1st	
2nd	
3rd	
4th	
5th	

4. Please list up to 5 of the most important personal and/or professional qualities of a successful coordinator.

1st	
2nd	
3rd	
4th	
5th	

5. Indicate the amount of FBM TECHNICAL INFORMATION the following individuals provide the early career FBM instructors.

	7 A Large Amount	6	5	4 Moderate Amount	3	2	1 Very Limited Amount
Other Early Career FBM Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early Career FBM Instructor Self Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Instructors Not in PEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Dean or Program Director of Management Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning FBM Course Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TES Course Instructors (Teacher Education Sequence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Farm Financial Management Trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others: Please List Below.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others:

6. Indicate the relative amount of TEACHING PRACTICES, STRATEGIES, OR TACTICS, the following individuals share with early career instructors for teaching in individualized, small group, and/or large group venues. If you are unsure, indicate with N/A.

	7 A Large Amount	6	5	4 Moderate Amount	3	2	1 Very Limited Amount	N/A
Other Early Career FBM Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early Career FBM Instructor Self Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PEP Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Instructors Not in PEP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FBM Mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Dean or Program Director of Management Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning FBM Course Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TES Course Instructors (Teacher Education Sequence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Farm Financial Management Trainers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others: Please List Below.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Others:

7. List the top 5 activities of an effective **FBM** mentor that make a difference when working with early career **FBM** instructors.

- a.
- b.
- c.
- d.
- e.

8. List the top 5 training topics for **FBM** mentors the **PEP** leadership should provide that you would believe would increase the effectiveness and/or satisfaction of the mentors.

- a.
- b.
- c.
- d.
- e.

9. Please share up to 3 barriers that limit **FBM** mentors from having a satisfying experience with early career **FBM** instructors.

- a.
- b.
- c.

4. Demographics

1. How many years have you been a Farm Business Management Instructor?

2. How many early career FBM Instructors have you been a formal mentor to in the past 10 years?