

Project Report

# **PERCEPTIONS OF A CAREER IN THE DAIRY INDUSTRY**

**SURVEY OF TARANAKI  
SECONDARY SCHOOL STUDENTS**

Prepared for the Kellogg Rural Leadership Course 2001

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## **CONTENTS:**

Executive Summary	4
Introduction	5
Objectives	5
Limitations	5
The Survey	6
Analysis Process	6
The Sample	7
The Taranaki Factor	7
Analysis:	
Facts about the Group	8
Students who live on a farm	8
Students who have lived or stayed on a farm	8
Enjoyment of outdoor life	9
Have considered a career in the dairy industry	9
Have seen a pamphlet	10
Career Decisions	11
How many have made a career decision	11
Career decision by sub-groups	11
Career chances	12
Career perceptions compared to on farm students	13
Perceived level of education needed	13

Perceptions	14
How easy is the work	14
Is the social life good	14
How does the pay compare	15
When is time off preferred	15
Does rural living cost more	16
Is accommodation an advantage	16
Are there as many opportunities for females	17
Importance of farm ownership	17
Career Objectives	
Career objectives notes	18
Career objectives graph	19
Farmers as business people	20
How many farmers own computers	20
Are farmers good business people	20
Pamphlets – worth it or not	21
Target market	21
Conclusions	22
Recommendations	24
Acknowledgements	25
Appendices	26
Appendix A: Survey Form	
Appendix B: Letter to Careers Advisors	
Appendix C: Time and method form for Careers Advisors	

## **EXECUTIVE SUMMARY**

A prediction has been made that by the year 2005, we are going to need another 5000 people in the dairy industry. We are currently struggling to attract enough of the right people. I am concerned about where these people are going to come from and how we are going to attract them. I believe that school age is the right place to begin the promotion. School leavers will not be the only available staff market but I had to start somewhere and limited my survey to that group. With high unemployment figures, we must be able to find some common ground to have a full quota of staff available to the industry in the future.

### **1. The objectives I had in mind when beginning my survey were:**

1. To establish how much information students are receiving
2. To identify any barriers to entry of the dairy industry
3. To learn of any unhelpful perceptions they might have
4. To gather a clearer picture of what students desire in a career
5. To inform employers of student needs to help with employment issues.

I designed a survey form and collected 845 samples from 9 Taranaki secondary schools. It needs to be kept in mind that Taranaki is a high dairying province where farm sizes are smaller than average so there may be some variation if the survey was done nationwide.

### **2. The main conclusions drawn are:**

1. 66% of students have not seen pamphlets
2. The work is seen as hard and the social life as poor
3. Chances of employment in the industry are seen as low
4. Higher levels of education are not seen as necessary
5. Pay is not a barrier and farmers are seen as good business people
6. Accommodation provided with the job is seen as a big advantage
7. Teenagers do not want to work at weekends
8. 93% of students enjoy the outdoor life
9. 52% of students have not yet made a career decision
10. 30% of students who have not made a career decision said they would read a pamphlet on the dairy industry. This could be the target market.

### **3. The recommendations I make to the industry are:**

1. Be proactive in getting available information to students and let them know there are plenty of opportunities out there. Aim at the target market.
2. Try to find ways of breaking down the barriers of hard work and poor social life.
3. Create some incentives like total pay packages which are much more attractive than the alternatives. Promote the outdoor life. Put some pressure on advertisers to portray us in a better light.
4. Meet students objectives by weekend time off and providing choices on asset building other than and including farm ownership.
5. Be good employers.



## **INTRODUCTION**

The majority of conferences, field days and discussion groups I have attended over recent years turn attention to the fact that there are less people choosing the dairy industry for employment than are needed.

This fact really hit home when attending the South Island Dairy Event at Invercargill in July 2000. Peter Gaul, farm consultant, presented a paper predicting that by the year 2005 growth in the industry would require another 300,000 cows and over 5000 more people. Cows are easy enough to breed but I became very concerned about where all these people were going to come from.

With a level of unemployment in New Zealand that is higher than ideal, I wonder why we are not successfully recruiting more people to the dairy industry.

I wondered what the perceptions of secondary students were toward the dairy industry. I am looking to find out where some positive links could be established.

## **OBJECTIVES**

In preparing my survey, I had the following specific objectives in mind:

1. To establish how much information students are receiving
2. To identify any barriers to entry of the dairy industry
3. To learn of any unhelpful perceptions they might have
4. To gather a clearer picture of what students desire in a career
5. To inform employers of student needs to help with employment issues.

With this information, I originally intended to prepare a pamphlet encouraging students to take up dairy industry careers. Since beginning my project I have seen some very good pamphlets produced by various organizations. Over recent months, a more relevant question is “How do we get these pamphlets into students’ hands?”

There is a responsibility to inform employers of the career objectives of students so that we can make some attempt to match the needs of both sides. It’s very easy for employers to decide what was important to them at that age, but each generation has changing needs and we can not assume that students will be exactly the same as they were “when we started work”. For a start, unemployment was not a major issue 25 years ago.

## **LIMITATIONS**

I have no statistical experience and have done very little report writing. I have undertaken this project for my Kellogg Rural Leadership course as a challenge to extend my skills and to offer some information in an area I am passionate about.

## **THE SURVEY**

Careers Advisors at the 13 Secondary schools in Taranaki received a letter (Appendix 2) explaining why I wanted to do the survey and asking for their help in giving access to half an hour of their senior students time.

The also received a form (Appendix 3) asking when would be the most convenient time for them and how best I could conduct the survey without disrupting too much of their school timetable.

The following 9 schools were happy to assist:

Francis Douglas Memorial College – New Plymouth  
Hawera High School  
Inglewood High School  
New Plymouth Boys High School  
New Plymouth Girls High School  
Opunake High School  
Sacred Heart Girls College – New Plymouth  
Spotswood College – New Plymouth  
Waitara High School

For some of the schools, I was given access to an assembly or several classes and carried out the survey myself. In other schools it was more convenient for the Careers Advisor to take the forms and return to me when completed. Both methods worked extremely well.

In the schools I visited, I did not say much other than to give instructions prior to the surveys being completed as I did not wish to say anything that would alter the perceptions of the students. Some schools invited me to speak to the students for a few minutes on completion of the surveys.

I was absolutely thrilled to have come up with a result of 845 survey forms to analyse.

## **ANALYSIS PROCESS:**

My son, Tony Kuriger aged 15 is currently in Year 10 at Opunake High School. He has a keen interest in both computers and mathematics. Tony built a database for me on Microsoft Access and offered to enter all the data for me – for a fee of course.

Tony's input has been valuable in the preparation of this report.

The graphs have been produced by putting the relevant figures into Microsoft Excel.

I also wish to thank Bill Barwood from Dexcel for putting together a team to spend the day with me to assist me with the analysis and drafting of the data. The team is noted in the acknowledgements section of the report.

## **THE SAMPLE**

From the 845 survey forms, I came up with the following sample. In some cases they don't add up to 845 because some questions were left blank on some forms.

There were **419** males and **423** females.

The ages ranged between 12 and 21 with most being between 14 and 18 as follows:

None	12 & 13	14	15	16	17	18	19	20/21
3	2	19	257	258	263	33	4	6

The class year ranged between Year 9 and 13 as follows:

Year9	Year 10	Year 11	Year 12	Year 13
1	15	299	237	263

The nationalities of the students were made up as follows:

NZ European	Maori	Pacific Is	Asian	Other	Blank
663	104	14	11	39	14

Amongst the 39 students I have included under other above, there are 23 different nationalities with only one or two of each nationality. Many of these will be exchange students.

When analyzing the data, I have looked for differences between groups of students and have found almost none by age or class. Apart from one or two areas, I have also found only small differences between the male and female students. The differences I have noticed will be reflected in the data of the main body of the report.

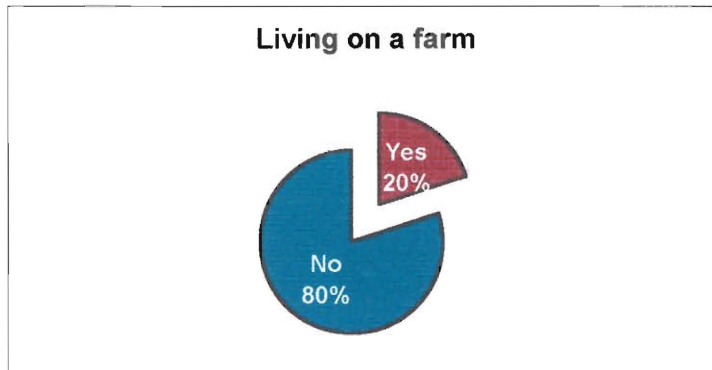
## **THE TARANAKI FACTOR**

The dairy industry is a main player in the Taranaki economy along with the energy industry. Dairying is very much to the fore and not isolated from any part of the community. The Taranaki Daily News has a weekly feature called The Thursday Farmer. In Taranaki farm sizes are smaller than average, possibly having an effect on the ownership of land question on Page 17. For these reasons, I would like to see this survey expanded to other parts of New Zealand to see if this is a representative sample of all. The time and financial limitations of this project dictated the area sampled, however there is an opportunity for an organization to pick up the sample and survey further regions.

## **FACTS ABOUT THE GROUP:**

Q. Do you live on a farm?

Table 1

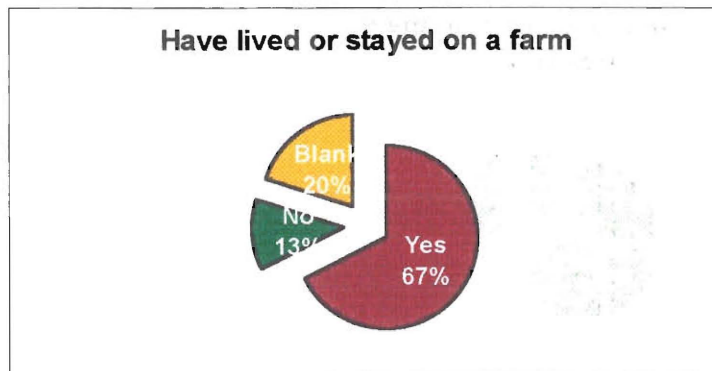


168 students, 20%, currently live on a farm.

I did not specify what type of farm in the survey as in Taranaki the majority of farms are in dairying. It is unlikely that there would be many students from other farming types.

Q. Have you ever lived or stayed on a farm?

Table 2



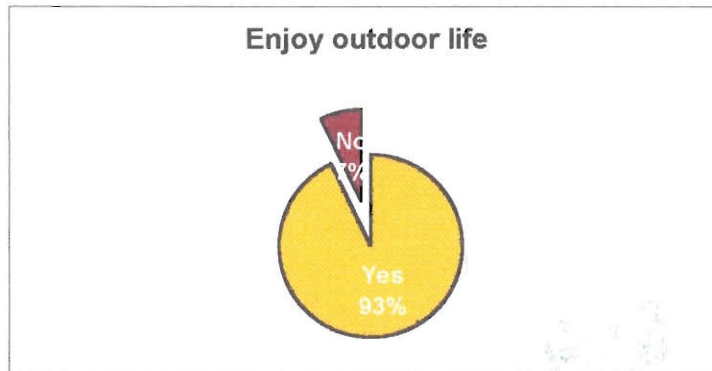
570 students, 67%, have lived or stayed on a farm.

Taranaki is very much a farming province. The city of New Plymouth and the larger towns of Hawera, Stratford, Inglewood, Opunake and Waitara are not isolated from the farms.

A reasonable number of students at boarding schools in New Plymouth are farmers' children.

Q. Do you enjoy outdoor life?

Table 3

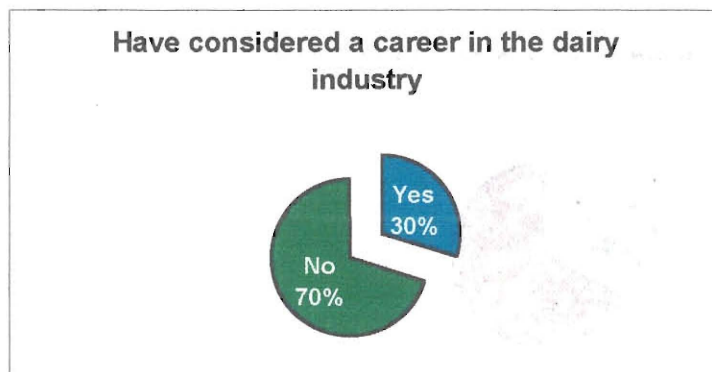


781 out of the 845 students said they enjoy the outdoor life.

I included this question into the survey to see whether there may be some advantage to using the outdoor life to promote our industry or whether in fact it was just a myth that people like getting close to nature.

Q. Have you ever considered a career in the dairy industry?

Table 4



250 students, 30%, have considered a career in the dairy industry.

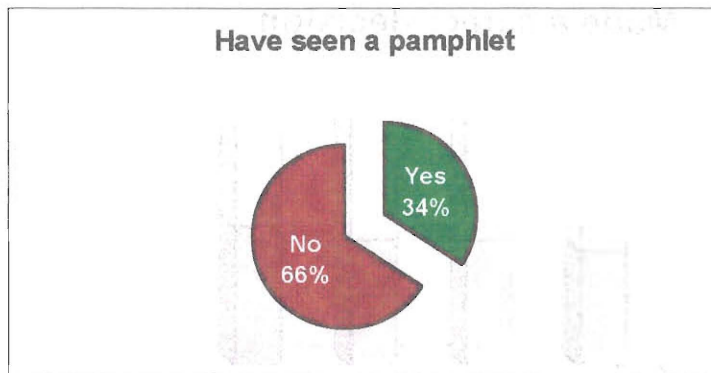
Of those, 147 have not yet made a career decision.

Also of those 146 have not seen any pamphlets on the industry.

Comparing this with the students who live on farms, 99 or 59% said they have considered a career in the dairy industry which is double the percentage of the rest of the group.

Q. Have you ever seen any pamphlets or information on Dairy Farming as a career?

Table 5



66% of the students have not seen a pamphlet.

Q. If yes can you remember where you saw them and if possible, who were they produced by?

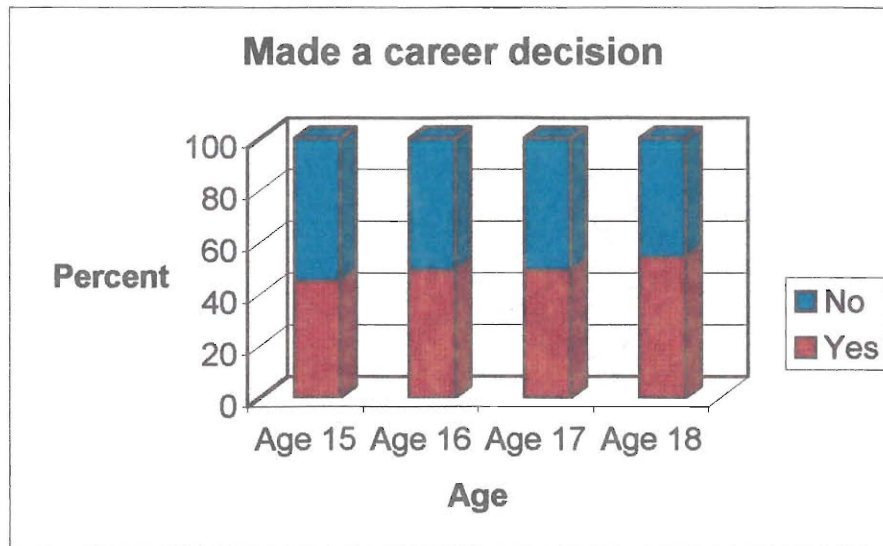
Many students did not answer this question, of those who did these are the answers they gave:

Dairyland or Kiwi Dairies	52	Note: Dairyland is Kiwi's display centre
Can't remember	48	
At a Careers Expo/Evening	34	
School Library or class	18	
Universities/Taratahi/Telford	12	
Careers Advisor	11	
Paper/Mail	8	
Science fair sponsored by Kiwi	5	
Farming Video	4	Two students noted the "Sexy Career" video
Other	6	

## **CAREER DECISIONS**

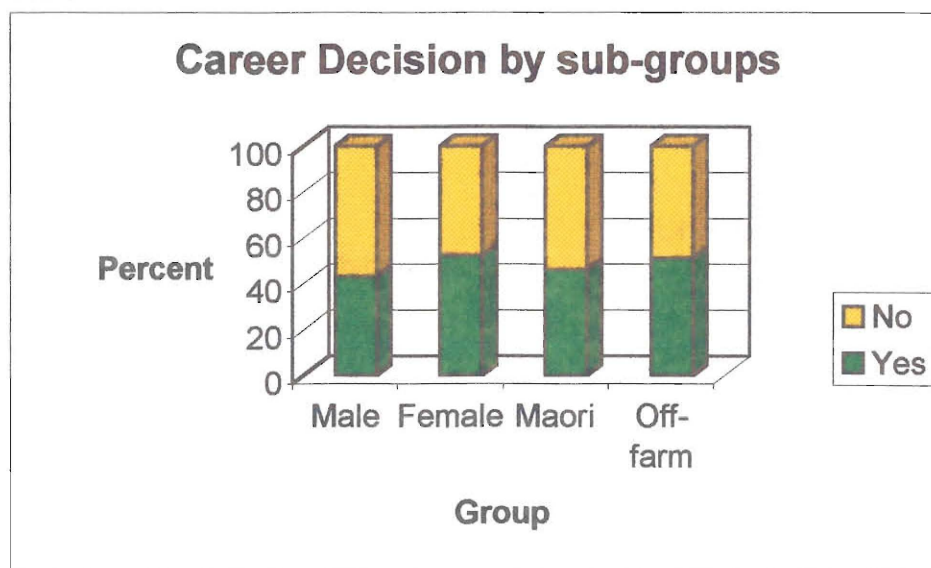
Q. Have you made a career decision?

Table 6



While this varied from 45% of fifteen year olds to 54% of eighteen year olds, the average of the whole group was 48% who have made a career decision. It is worth noting that teenagers are very impressionable and tend to frequently change their minds.

Table 7



Girls and students who come off farms appear to be slightly further ahead in their career decisions, however there is only a range from 43% to 52% which is not great.



Q. If your answer to a career decision was yes, please give details:

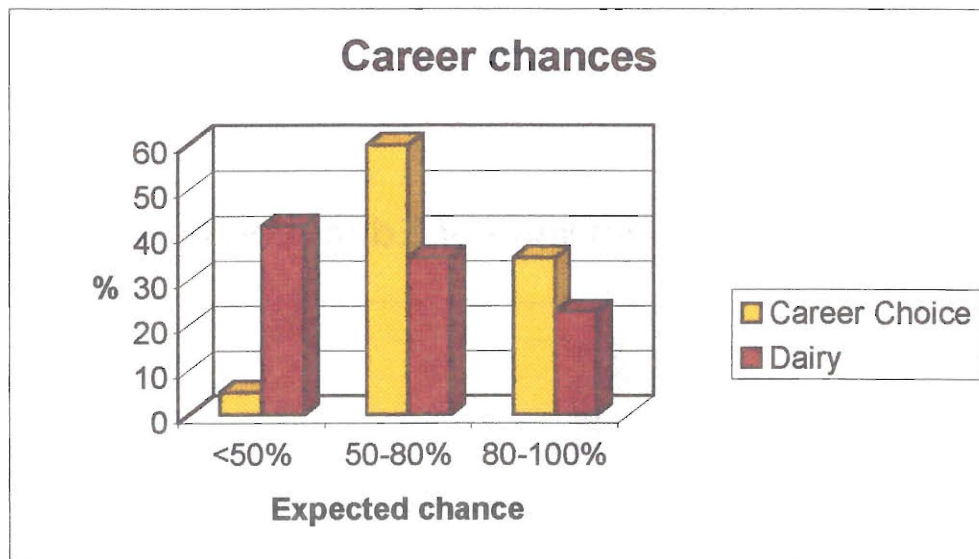
These are the numbers of students for each chosen group: About 3% said they have chosen farming, compared with about 7% who wish to enter the medical profession

Medical	63	Tourism	26
Information Technology	55	Retail	25
Education	47	Design	25
Engineering	49	Science	23
Law	30	Sport	15
Military	28	Entertainment	14
Farming	27	Religion	2

Q. How high do you believe your chances are of getting employment in your chosen career?  
*Compared with:*

Q. How high do you believe your chances would be of employment in the Dairy Industry?

Table 8



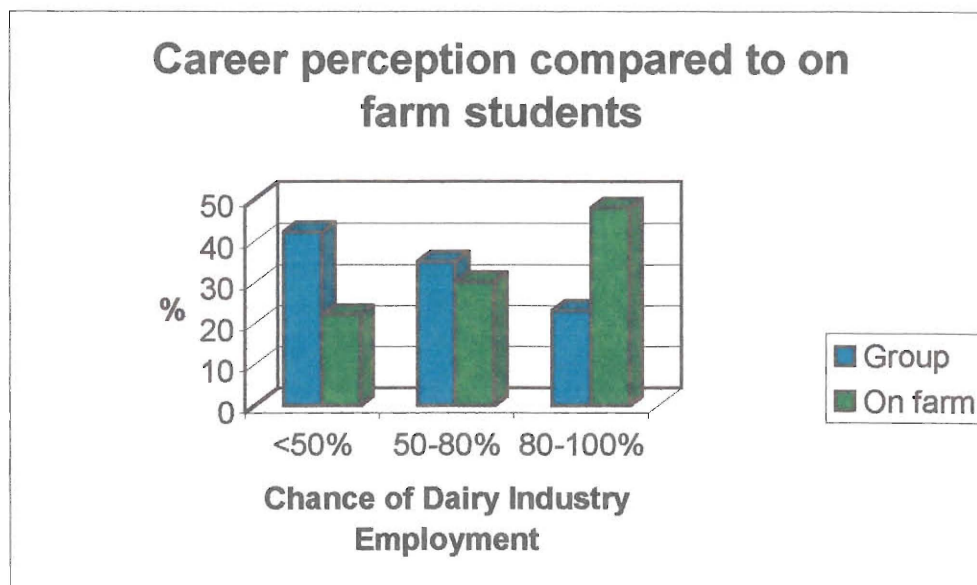
About 95% of students think they have a better than 50% chance of employment in their chosen career but 58% think the same of a career in the dairy industry. I must question now whether they thought it was lower in the dairy industry because it was not their career choice as opposed to the idea that the chances are not good.

In comparison to the rest of the group, the 20% of students who live on a farm thought their chances of employment in the dairy industry were quite a bit higher as shown in the next table.



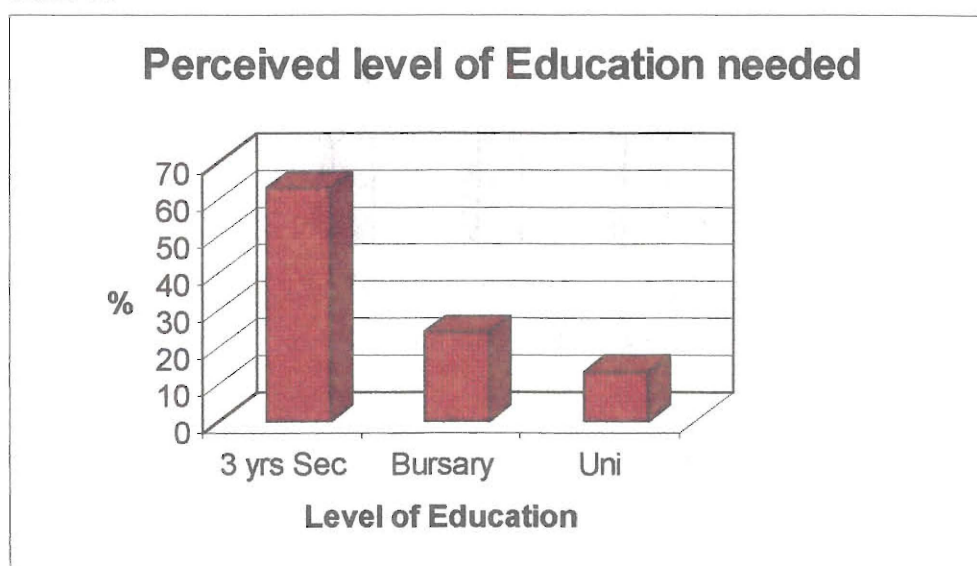
Career perception compared to on farm students (*continued from page 12*)

Table 9



Q. What is your belief of the level of Education needed for a successful career in the dairy industry?

Table 10

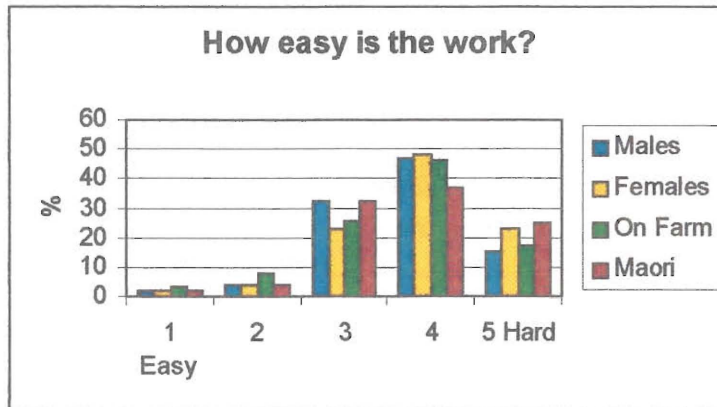


The trend in this table is disturbing as it tends to suggest thoughts that the bright students shouldn't be thinking of a career in the dairy industry. I omitted, however, to include Polytechnics and other tertiary alternatives question. More expansion in this area may see some of the 63% moving to some of these areas.

## **PERCEPTIONS:**

Q. On a scale of 1-5 how hard do you think working in the dairy industry might be?  
(1 being easy – 5 being hard).

Table 11

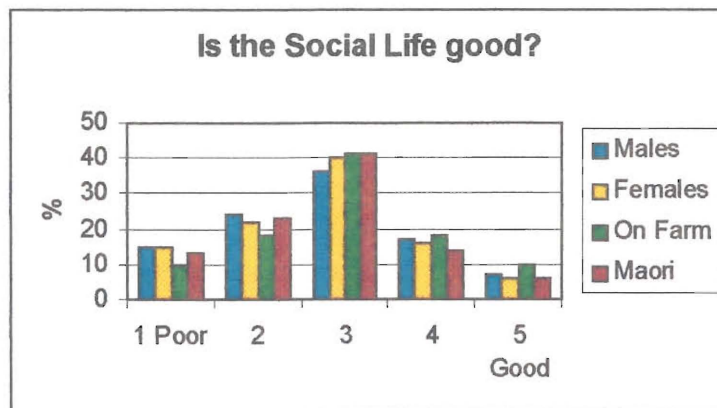


Girls tend to think it is much harder than boys do and there is some variation in the scores given by each group but as a general trend they think working in the dairy industry is hard work!

What we may need to define further, as an industry as what is their definition of “hard”? Is it manual work or is it getting up early in the morning?

Q. Again on a scale of 1-5, how good would your social life be if you lived on a farm?  
(1 being poor-5 being good).

Table 12

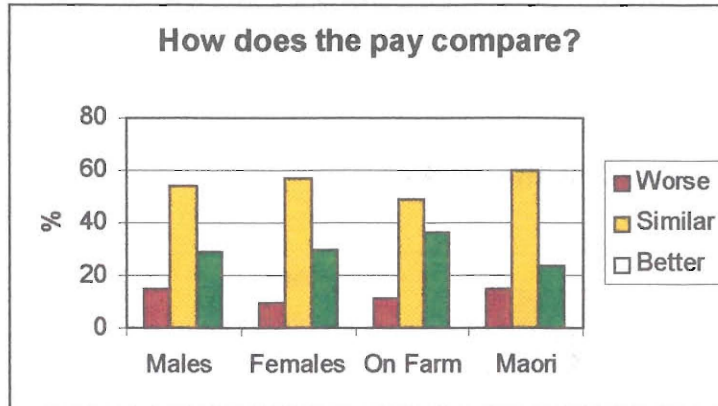


While 38% of the group as a whole saw the social life as average, there were 38% who also saw it as average to poor and only 24% who saw it as average to good.

Interesting to note, is that students who live on farms gave a better rating than the rest of the group. However this trend was only slight, and in line with the overall perception.

Q. How do you think pay in dairy farming compares to other careers?

Table 13

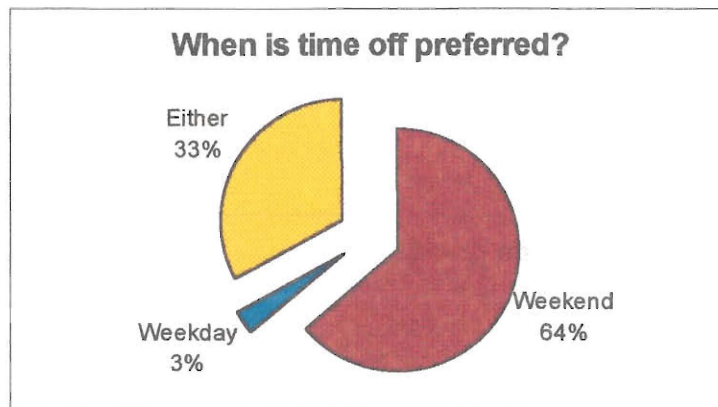


With 87% of students rating the perception of pay a similar or better, it seems as though pay is not a barrier to entering the dairy industry.

The students who live on farms gave the pay an even higher rating than the group.

Q. When you have time off, how important is it to you that it be at the weekend?

Table 13



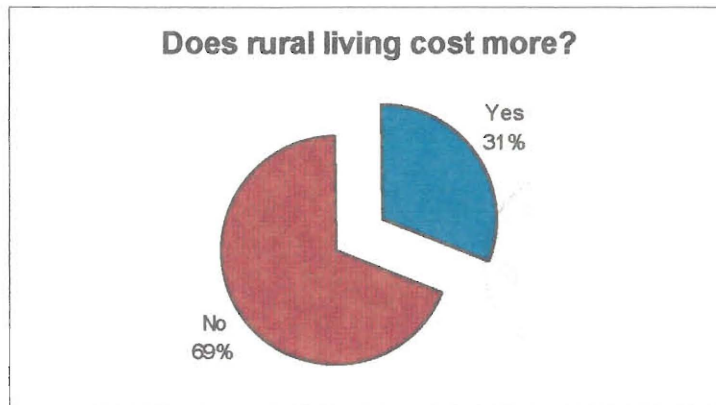
There was overwhelming support for time off at the weekends at 64% showing an element of flexibility with 33% said they would accept either.

There was very little support for only having weekdays off.

There was very little variation between the groups previously compared that the difference was not worth showing in detail.

Q. Do you believe it costs more to live in rural areas?

Table 15

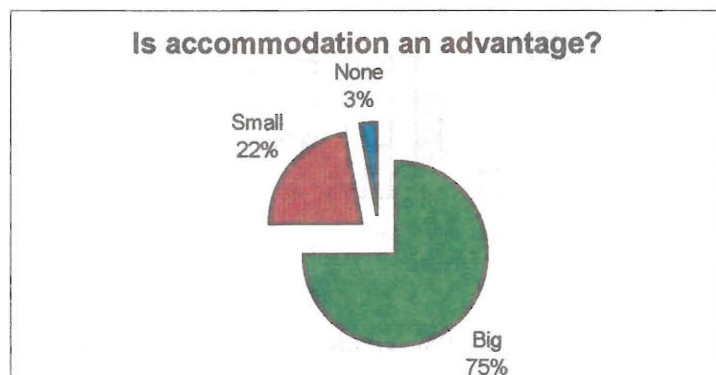


The majority of students, 69%, believe it does not cost more to live in rural areas.

I would like to see more questions asked on this issue in terms of the reasons why they answered the question the way they did. I would especially like the 39% of students who think it does cost more to give examples of the areas where they think the extra spending is incurred.

Q. How much advantage do you believe it would be to have accommodation provided with your job?

Table 16

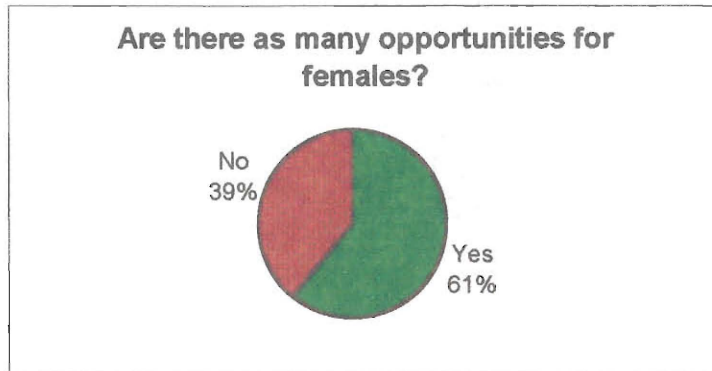


Having accommodation provided was seen as a big advantage for 75% of the students.

Further on in this survey (in the career objectives section) where I asked the students to rate what is important to them in their career, the accommodation provided did not rate highly compared to the other objectives. However, I believe that they probably see it is an added bonus once the other objectives are achieved.

Q. Do you believe there are an many opportunities for females as there are for males in the dairy industry?

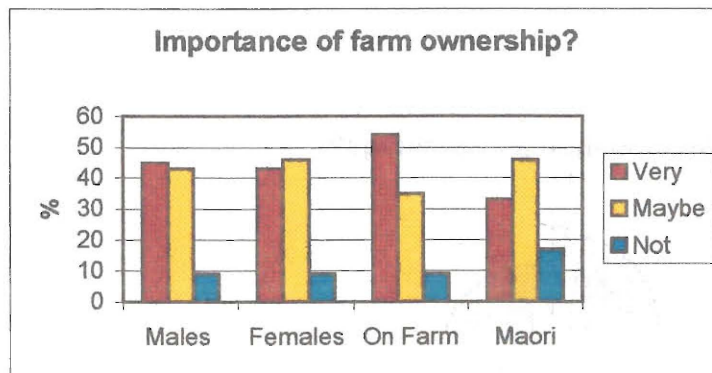
Table 17



When analyzing this question, I looked also at what the females in the group thought. There was only a small difference in the outcome with 59% of females believing that there are as many opportunities for them.

Q. How important would it be to own your own farm as a result of you choosing dairy farming as a career?

Table 18



There is very little difference between males and females on the question of farm ownership.

Students who currently live on a farm are about 9% more likely than the rest of the group to want to own their own farm.

Maori students were 12% less likely to want to own their own farm. 17% of Maori students said it was not important to own a farm compared to only 9% in the other groups.



## **CAREER OBJECTIVES:**

I asked the students to rate 10 career objectives on a scale of 1-10.

The results were as follows:

Pay	7.83	Travel	5.78
Time off	6.43	Asset building	4.72
Stability of employment	6.27	Working in a team	4.68
Family	6.11	Accommodation provided	4.31
Career Advancement	5.96	Working by themselves	3.30

Pay has come out well in advance of the rest of the objectives, with time off about one and a half points behind.

Very closely rated are stability, family, career advancement and travel. Also the next closely related objectives are asset building, teamwork and accommodation.

Working by themselves is not a big hit with this group of people.

Since doing the survey, I have learned that it would have been useful to ask the students to list any other objectives they had in addition to the those offered on the survey form.

### **The objectives of different groups:**

The trends between individual groups in this poll were very similar with all groups rating pay at the top and working by themselves at the bottom, however there were some small variations worth noting.

**Males** were the only group who rated career advancement above family.

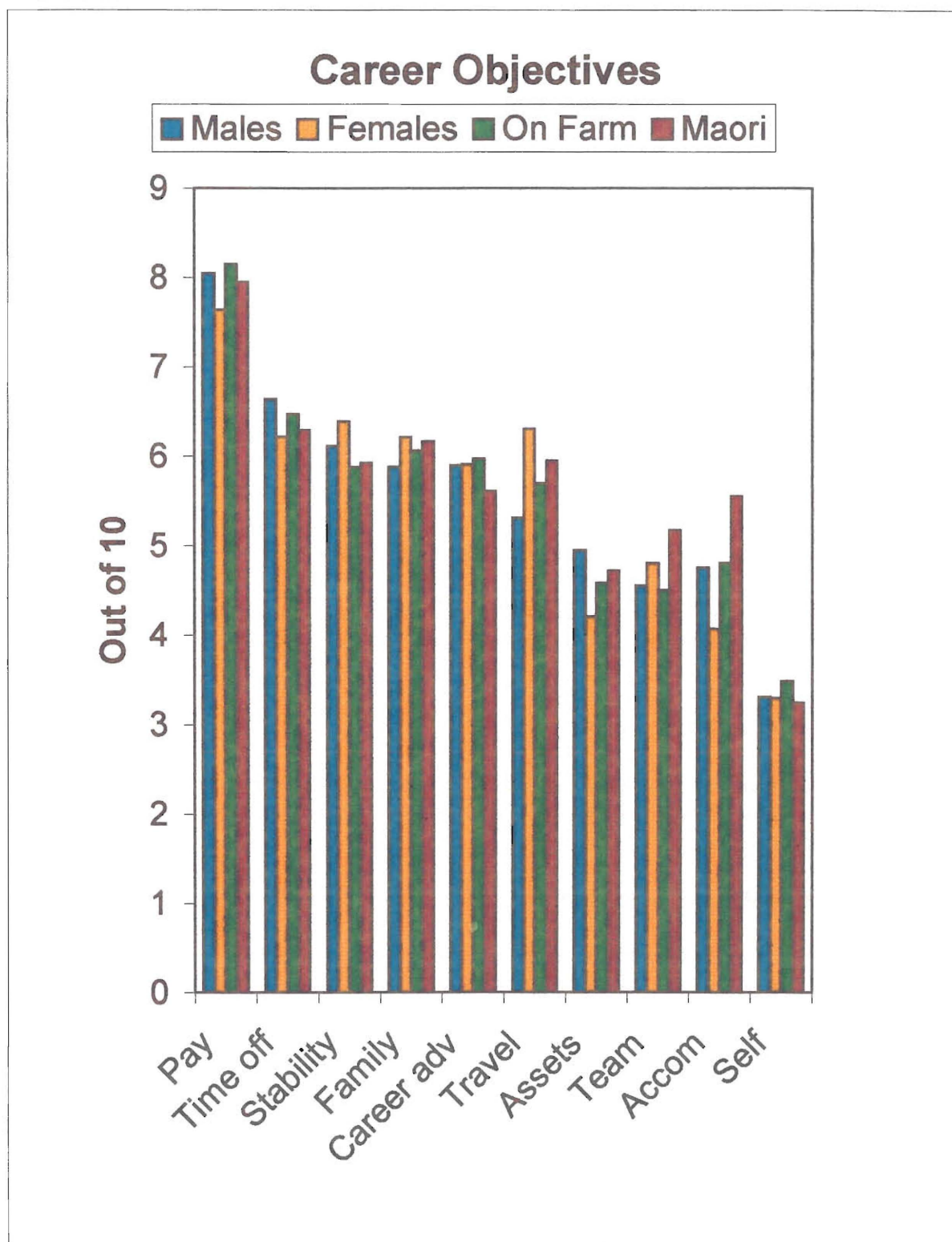
**Females** were the only group to rate teamwork above accommodation. Travel came much higher on the list for girls, who gave the lowest rating for pay and time off.

**On farm** students rated pay the highest and were the least worried about working by themselves.

**Maori** students had family and travel higher on the scale than average. More important to Maori students over the group quite noticeably were being part of a team and having accommodation provided.

The Table on Page 19 shows the trends for each of the groups.

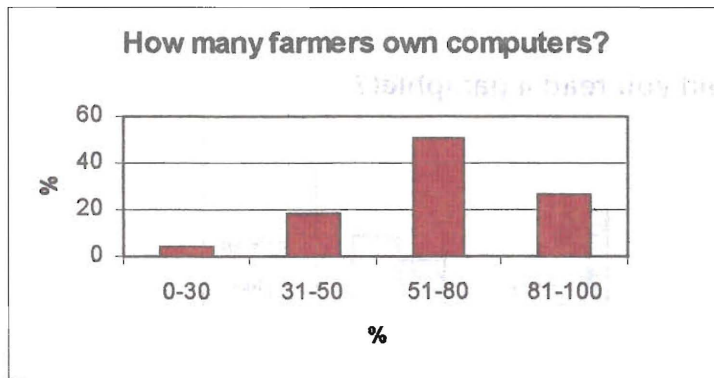
Table 19



## **FARMERS AS BUSINESS PEOPLE:**

Q. What percentage of farmers own computers?

Table 20

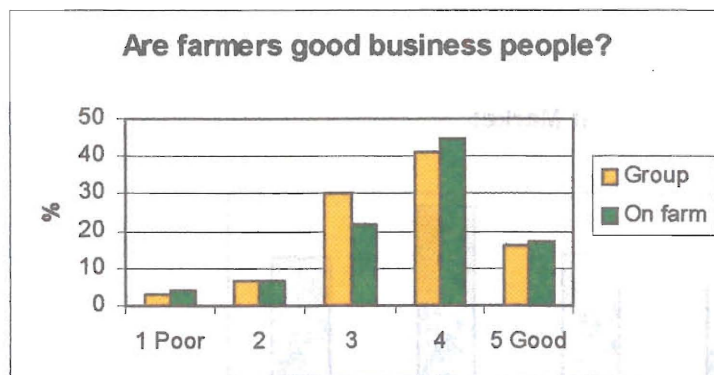


I wasn't exactly sure myself when I asked this question, but when I asked about the research that has been done, I am being told that about 60 percent of farmers use computers in some way in their business.

The intent of asking this question was that I know information technology is big on the agenda of young people and I wanted to know how they saw the dairy farming industry fit into this.

Q. On a scale of 1-5, how do you rate farmers as business people?  
(1 being poor-5 being good)

Table 21



In the above table, I am comparing the whole group with the students who live on farms. It looks as though the on-farm students rate farmers more highly as business people but as several tables before have shown, the differences are not great.

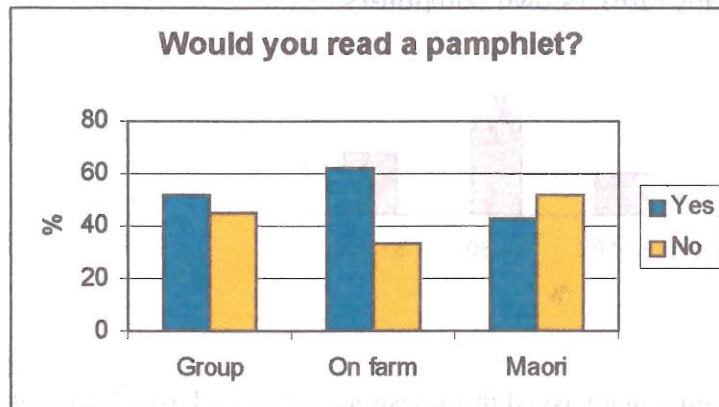
I was pleased that the perception of farmers as business people is positive because young people watch TV and most television ads work contrary to this.



## **PAMPHLETS – WORTH IT OR NOT?**

Q. If a pamphlet was produced showing Dairying to shine above other careers, would you consider reading it?

Table 22

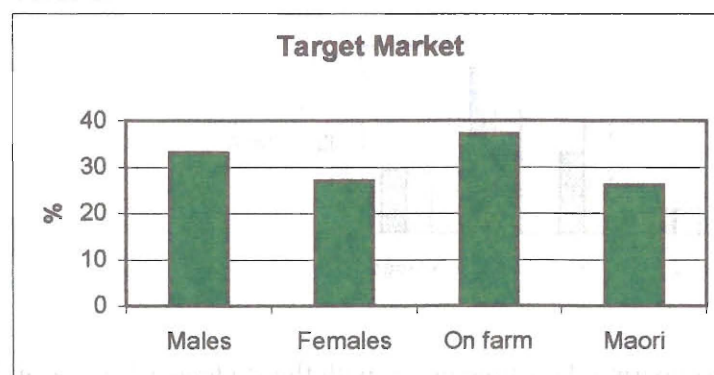


With 52% of the group saying they would read a pamphlet, I believe there is some positive opportunities there. Things were even more positive among the students who live on farm with 62% saying they would read a pamphlet but a bit less encouraging with the Maori students at only 43%. However 43% is still 45 students out of a small sample of 104 Maori students.

### **Who are the target market?**

This table analyses the percentage of students by group who would read a pamphlet and say they have not yet made a career decision.

Table 23



Males	138	(33%)	On farm students	62	(37%)
Females	113	(27%)	Maori	27	(26%)

The average of the group (30%) are waiting for someone to make an impression!

## **CONCLUSIONS**

This is a Taranaki only sample and may produce variations if reproduced in other regions.

I have drawn a number of conclusions from the group of 845 secondary school students:

### **How much information are students receiving?**

- 66% of students say they have not seen a pamphlet

### **What are the potential barriers to entry of the Dairy Industry?**

- The work was rated as hard – expansion on what hard means would be an advantage
- The social life is rated average to poor by 76% of students

### **What unhelpful perceptions do these students have?**

- 42% think they have less than a 50% chance of employment in the dairy industry – noting that in some cases this may have been because they don't want one
- The level of education perceived as entry to the dairy industry is 3 years secondary according to 63% of students

### **What helpful perceptions do these students have?**

- The pay is believed to compare well with other careers and does not appear a barrier to entry
- Most students think that over 50% of farmers own computers which is accurate
- The majority of students see farmers as good business people
- 69% of students believe it does not cost more to live in rural areas
- 61% think there are as many opportunities for females as there are for males

### **What do students desire in a career?**

- 64% want weekends off, 33% would accept a mix of weekend or weekday but only 3% are prepared to have weekdays off
- 90% think land ownership is or maybe important to a dairy industry career
- The main career objective is pay and the least liked is working by themselves
- Females were much more likely to want to travel
- Maori placed more importance on being part of a team and having accommodation provided

### **What do employers need to know about employing school leavers?**

- 30% have considered a career in the dairy industry
- 3% say they have chosen a career in the dairy industry
- 93% enjoy outdoor life
- Accommodation is seen by 75% as a big advantage but only after other career objectives have been met

### **Who are our target market?**

- 52% have not made a career decision
- 52% of students said they would read a pamphlet
- The target group for our industry are 30% who have not yet made a career decision but who said they would read a pamphlet. Below I have broken this down into the percentages of subgroups to show that males and on-farm students are at a higher percentage than average.
  - Males 33%
  - Females 27%
  - On farm students 37%
  - Maori 26%

## **RECOMMENDATIONS**

### **Getting Information to Students**

- Find ways of packaging information to meet the target market. We must be much more proactive in working with Careers Advisors as they are the key to getting the message across.
- We have an obligation to let students know that there are opportunities. We can no longer sit back and wait until the other industries have cherry-picked our students.

### **Breaking down the barriers.**

- Find out what is perceived as hard work and promote rostering new entrants so they have a variety of tasks to do – some of which will be hard and some times of year are harder than others.
- Promote some exciting social events going on in rural areas – the Young Farmers clubs may be helpful here

### **Create some incentives!**

- The pay does not appear to be a barrier and the idea of having accommodation provided is seen as a bonus. Let's package the contracts so they look much more attractive than the alternatives. Rural areas are cheaper to live in also – and you don't need as many designer clothes to wear to work every day.
- Farmers are perceived as good business people – let's send some strong messages to the advertising people to portray us the way we really are!
- Outdoor life is a favourite which can be promoted as a healthy way of living.

### **Find ways of meeting students' objectives.**

- Give them plenty of weekend time off. At that age being with your mates is very important. Neither do they want to work by themselves very often.
- Show them the alternatives to asset ownership other than having to own their own farm so they get some choices of career incentives.

### **Aim at our target market.**

- There are 30% of students in Taranaki schools who have not made a career decision and said they would read a pamphlet. Let's find out some more about ways to encourage them to join the dairy industry. **Ready, aim, fire!**

### **We have an obligation to be good employers!**

- All of the above will only be of value if the dairy industry continues to follow a path of good employment. We can't afford to let a few bad employers jeopardize this valuable resource to us all.

## **ACKNOWLEDGEMENTS**

I would like to thank the following people who helped make this report possible.

### **Organisers and fellow participants at Kellogg Rural Leadership Course:**

Thanks for accepting me into the course, and guidance and encouragement throughout the year.

### **Tony Kuriger:**

Thanks for your help with building the database and entering the data. Without your help close by things would have been much more difficult for me at times.

### **Careers Advisors at the participating schools:**

Francis Douglas Memorial College	Carol Land
Hawera High School	Jan Cook
Inglewood High School	Jan Crofskey
New Plymouth Boys High School	Murray Watts
New Plymouth Girls High School	John Mills
Opunake High School	Heather Roberts
Sacred Heart Girls College	Mary Mustchin
Spotswood College	Brian Allen
Waitara High School	Dawn Hodgkinson

Thankyou for helping with the distribution and collection of the data.

Thanks for making the contacts so that I could survey the students at your schools.

### **Bill Barwood – Education Co-ordinator at Dexcel:**

Thanks for your interest and help with the draft of this project. Thanks for organizing the team meeting at Newstead to get some more brain-power around the analysis.

### **Brian Nicholson – Northern Regional Manager of Agriculture ITO**

### **John Fegan – Fegan & Co Rural Training and Recruitment**

### **Aaron Campbell – Agricultural Tutor at Piarere Agricultural School**

Thanks for taking the time to meet at Newstead with Bill and myself. Your input was very valuable. I learned some new perspectives from which to analyse the data.

### **Louis, Craig, Rachel and Tony, my family and Lesley, our relief milker:**

Thanks for all the extra things you have done to allow me time to complete the Kellogg Course and this project. Thanks for your support.

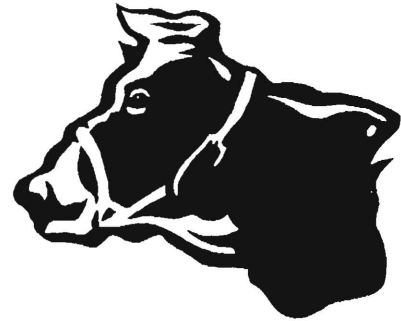
## **APPENDICES**

**A: Survey Form**

**B: Letter to Careers Advisors**

**C: Time and method form for Careers Advisors**

# Dairy Career Survey



School \_\_\_\_\_

Class \_\_\_\_\_

Age \_\_\_\_\_

Male/Female \_\_\_\_\_

Are you a: ☐ NZ European

☐ Maori

☐ Other nationality , please give details \_\_\_\_\_

*Please circle Yes or No in answer to the following questions.*

Do you live on a dairy farm? Y / N

If no, have you ever lived or stayed on a farm? Y / N

Do you enjoy outdoor life? Y / N

Have you ever considered a career in the dairy industry? Y / N

Have you ever seen any pamphlets or information on Dairy Farming as a career? Y / N

If yes can you remember where you saw them and if possible who they were produced by?

Details \_\_\_\_\_

Have you made a career decision? Y / N If yes please give details \_\_\_\_\_

*Please tick the boxes that most closely represent your opinion.*

How high do you believe your chances are of getting employment in your chosen career?

☐ Less than 50%

☐ 50% to 80%

☐ 80% to 100%

How high do you believe your chances would be of employment in the Dairy Industry?

☐ Less than 50%

☐ 50% to 80%

☐ 80% to 100%

What is your belief of the level of education needed for a successful career in the dairy industry?

☐ 3 years secondary school

☐ Bursary

☐ University Education

*Please circle your answers to the following questions:*

On a scale of 1-5 how hard to you think working in the dairy industry might be?

1      2      3      4      5      *(1 being easy— 5 being hard)*

Again on a scale of 1-5, how good would your social life be if you lived on dairy farm?

1      2      3      4      5      *(1 being poor—5 being good)*

How do you thing pay in dairy farming compares to other careers?

Worse      Similar      Better

When you have time off, how important is it to you that it be at the weekend?

Prefer Weekends      Prefer Weekday      Either would be OK

Do you believe that it costs more to live in Rural areas?

Yes      No

How much advantage do you believe it would be to have accommodation provided with your job?

Big Advantage      Small Advantage      No Advantage

Do you believe that there are as many opportunities for females as there are for males in the Dairy industry?

Yes      No

How important would it be to own your own farm as a result of you choosing dairy farming as a career?

Very important      Maybe important      Not important

Rate the following from 1 to 10 on how important they are to you when choosing a career.

- |   |  |
|---|--|
| <input type="checkbox"/> Good Pay                     | <input type="checkbox"/> Family Life               |
| <input type="checkbox"/> Good time off                | <input type="checkbox"/> Working as part of a team |
| <input type="checkbox"/> Accommodation Provided       | <input type="checkbox"/> Working by yourself       |
| <input type="checkbox"/> Career Advancement           | <input type="checkbox"/> Stability of Employment   |
| <input type="checkbox"/> Asset Building opportunities | <input type="checkbox"/> Opportunities to travel   |

What percentage of farmers to you think own computers?

0% to 30%      31%-50%      51%-80%      81%-100%

On a scale of 1-5 how do you rate farmers as business people?

1      2      3      4      5      *(1 being poor—5 being good)*

If a pamphlet was produced showing Dairying to shine above other careers, would you consider reading it?

Yes      No

*Thank you for taking the time to fill in the survey.*

This survey has been designed by Barbara Kuriger for her Kellogg Rural Leadership project 2001.



«FirstName»  
«CompanyName»  
«Address»  
«City»

«Dear»

My name is Barbara Kuriger, I am a Dairy Farmer and a mother. I was chosen this year for the Kellogg Rural Leadership Program at Lincoln University. Each year 24 people are chosen to attend the February course after which we are asked to do a project to be presented back to the group later this year.

We appear to have a shortage of quality applicants for positions in the Dairy Industry while the country's unemployed do not appear to be getting any less. There are some wonderful opportunities in our industry but I'm not sure whether many secondary students are aware that these opportunities exist.

For my project, I have decided to survey secondary school students to find out what their perceptions of our industry are. As a result of the findings, I hope to produce a pamphlet which will show the very positive benefits which can be achieved by choosing Dairy Farming as a career. I hope to work with others in the industry to bring such a pamphlet back to your schools.

The reason I am writing to you, as the Careers Advisor of your school, is that I need your help to undertake the survey. I enclose a copy of the survey so that you are familiar with it's content. I would like to spend half an hour in your school with your senior students sometime in the next term to present the survey and have them complete it.

Can you please fill out the enclosed form and return it to me as soon as possible so that I can begin to co-ordinate a visit with you.

I hope that you will be able to help me with this survey as I feel the findings will be very important to our industry and the future employment of many of your students.

Yours faithfully,

Barbara Kuriger,  
5218 Main Road,  
R.D. 31,  
OPUNAKE.  
Phone/Fax (06) 763 8514  
Mobile (025) 954513  
E-mail: kurigerfarms@xtra.co.nz

*Dear Careers Advisors,*

*Could you please complete the following form and return to me by 10 May 2001.*

SCHOOL: «CompanyName»

NAME OF CAREERS ADVISOR:

WE ARE HAPPY FOR YOU TO VISIT OUR SCHOOL WITH YOUR SURVEY:

YES / NO

IF YOU ARE HAPPY FOR THE VISIT TO GO AHEAD CAN YOU PLEASE  
PROVIDE ME WITH THE FOLLOWING DETAILS:

NUMBER OF SENIOR STUDENTS: \_\_\_\_\_

BEST DAY (OR DAYS) OF THE WEEK TO VISIT: \_\_\_\_\_  
(Maybe an assembly day?)

MORNING OR AFTERNOON: \_\_\_\_\_

CONTACT PHONE NUMBER: \_\_\_\_\_

CONTACT FAX NUMBER: \_\_\_\_\_

BEST TIME TO PHONE: \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_

YOUR SUGGESTIONS ON THE MOST PRACTICAL WAY TO GET THE SURVEY  
COMPLETED BY THE STUDENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Thank you for your response. I wish to do this survey in a manner which is most  
convenient for your school. A stamped, addressed envelope is included for the return of  
this form.*

*Barbara Kuriger.*