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ISN 75508

**Management Training
and
Economics Education
in the
Czech and Slovak Federal Republic**

**Office of International Agriculture Programs
Iowa State University**

**Submitted to:
U.S. Agency for International Development**

**Second Quarterly Report
for the period
November 1, 1991 - December 31, 1991**

**Management Training and Economics Education
in the
Czech and Slovak Federal Republic**

**Office of International Agriculture Programs
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Submitted to:
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for the period
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(Note: This report covers only a two month period to put the project on a standard, calendar quarter reporting basis.)

I. EXECUTIVE SUMMARY

During the period covered by this report, project activities focused on:

- The pilot workshops, conducted November 18 (Nitra), 20 (Brno), and 22 (Prague), 1991
- Preparations for the series of eight regular workshops at each site, to start in January 1992
- Continuing production of the television program series, "The Market Economy: A Doorway to Opportunity"

These activities proceeded successfully, subject only to pressures caused by time and fiscal limits and the difficulties inherent in working in the region.

The one-day pilot workshops tested logistical and recruitment systems, workshop content and methodology, and evaluation techniques. While all performed well, the experience provided important feedback for ongoing program refinement. Specifically, project personnel will give particular

attention to the challenging tasks of targeting program content for relevance to CSFR audiences and overcoming the communications barriers presented by language, culture, and the lack of a common frame of economic reference. (N.B. These have been priorities from the beginning of the project's implementation.)

At ISU and in the CSFR, preparations were underway for the beginning of the regular workshops in January, including materials preparation and translation, recruitment, scheduling, and logistics. Production and negotiations on the television component also proceeded as planned and project personnel continued efforts to implement fiscal and accounting procedures for in-country project support.

II. BACKGROUND

The purpose of this report is to describe project activities in November and December and to update the information contained in the first quarterly report. Readers who are unfamiliar with the project should refer to the first quarterly report. (Copies are available from the project staff if needed.)

Conditions in Czechoslovakia did not change substantially during the project reporting period. Political, economic, social, and institutional developments continue. Progress is difficult on all fronts, slower than expected, and is characterized by severe fiscal restraints and uncertainty about the future. Inflation, however, has been largely brought under control. The tension between the Czechs and Slovaks has also increased, leaving little chance for a resolution of the federal question prior to the June, 1992 elections.

On November 6, 1991, the federal parliament passed a screening law that precludes former party officials and those with ties to the former secret police from occupying high positions in the government and other institutions. The law has triggered "the hunt" which is the subject of much controversy and discussion, pitting President Havel and many of the most prominent former dissidents against Finance Minister Klaus and a probable majority of the people. (Havel et al. oppose the law; Klaus, the right, and much popular opinion are in favor.) The implementation of this law is wreaking havoc with most major institutions in the CSFR.

The lack of institutional stability, continuing uncertainty, and lack of resources all impede project implementation and the development of strong and dynamic institution-building relationships.

In addition, some of the consequences of these trends do have other direct impacts on our, and other, projects. The universities cannot count on any given level of future financial support from the government. Universities, then, face great difficulties in demonstrating a solid commitment to projects,

even for in-kind support. This uncertainty has also contributed to a lack of goals and priority setting by CSFR institutions in general. Finally, these conditions and the lack of job security prevent some faculty from enthusiastically embracing collaboration with ISU.

Thus, while the project has successfully met its program goals to date, we have done so under quite adverse circumstances.

III. ACTIVITIES DURING THE PERIOD: NOVEMBER AND DECEMBER, 1991

A. The Pilot Workshops

Pilot workshops were conducted at all three sites, as follows: November 18th in Nitra, the 20th in Brno, and the 22nd in Prague. In each instance the workshop lasted a full day and was conducted on the campus of the University of Agriculture.

The ISU team traveling to the CSFR to conduct the pilot workshops and for other activities consisted of:

Dr. Harold R. Crawford, Project Director (introduced the workshops, led television negotiations, and conducted administrative business for the project)

Jim Chrisinger, Project Manager (moderated and evaluated the workshops and participated in television negotiations and administrative business for the project)

Mary M. de Baca, Television Manager (presented the television segment and accompanying evaluation at the workshops and participated in television negotiations and administrative business for the project)

Dr. Dennis Starleaf, Professor of Economics and Chair, Economics Department (at the workshops presented the session entitled "Overview of American Agriculture," participated in discussions, and helped lead the evaluation by the participants)

Dr. Robert Jolly, Professor of Economics (at the workshops presented the session entitled "Farm Management," participated in discussions, and helped lead the evaluation by the participants)

Dr. August Ralston, Professor of Finance (at the workshops presented the session entitled "The Business Plan," participated in discussions, and helped lead the evaluation by the participants)

Dr. John Wong, Professor of Marketing (at the workshops presented the session entitled "Marketing in a Market Economy," participated in discussions, and helped lead the evaluation by the participants)

1. Logistics

The project's in-country personnel did an excellent job in coordinating the logistics for the pilot workshops (Ryan Hudson, the in-country coordinator, and the university coordinators, Dr. Peter Fandel (Nitra), Dr. Petr Prochazka (Brno), and Maria Curdova (Prague). In general, facilities and systems worked quite well. Occasional minor problems with sound systems were handled.

The simultaneous interpretation, a key and difficult link in the workshop delivery, also worked fairly well. As anticipated, the language and experience barriers were considerable and some interpreters were better than others. Providing simultaneous interpretation for English-language video is particularly difficult, though the challenge was successfully met in this case by providing the interpreters with a Czech language script for the program.

Workshop materials (booklets) were successfully prepared, translated, reproduced, assembled, and distributed to the workshop participants. Continuing efforts to ensure quality translations is a project priority.

2. Recruitment

The pilot workshop audiences were an invited mix of practitioners, faculty, and government representatives. Official rosters of participants are attached as Appendix A. The written evaluation also documented the diversity of the participants, showing substantial numbers for each of the three major groups (See Appendix E, Part I, Question 1). Students at the universities also attended part or all of the workshops as their time permitted.

Project staff counted participants (not all of whom appeared on the official rosters) during the pilot workshops as follows:

(Note that numbers varied because some participants had responsibilities which required them to either arrive late or leave early. This was in part due to the "higher level" of those invited to participate in the pilot workshops.)

Nitra: From 22 to 29, plus a very substantial number of students.

Brno: From 17 to 41, plus many students.

Prague: From 33 to 41, plus a few students. (Students were not specifically invited in Prague, but will be for the regular workshops.)

Plans had called for 30 participants at each site, for a total of 90. As seen above, a total of 111 attended the pilot workshops.

3. Workshop content and methodology

With minor variations and ongoing adjustments by the workshop team as the week progressed, the pilot workshop daily schedule was as follows:

8:00 - 8:30	Registration
8:30 - 9:00	Welcome, introduction and opening remarks
9:00 - 9:50	"Overview of American Agriculture" presentation
9:50 - 10:20	Video showing: preview segment from "Free to Choose," the first program in "The Market Economy: A Doorway to Opportunity," the ISU video series under production and evaluation
10:20 - 10:30	Break
10:30 - 11:30	"Farm Management" presentation
11:30 - 12:30	Break-out discussion exercise on the farm management case example
12:30 - 1:15	Lunch
1:15 - 1:45	Reports from the break-out groups and discussion
1:45 - 2:35	"The Business Plan" presentation
2:35 - 3:25	"Marketing in a Market Economy" presentation
3:25 - 4:00	Workshop evaluation (written)
4:00 - 4:30	Panel discussion

The ISU faculty presented their material in an informal manner typical of U.S. extension programs. The subject matter presented was basic, but intended to challenge the audience. One of the goals was to try to test the limits of the audience and in doing so learn more about how to appropriately target workshop material. Questions were encouraged and taken but more time was needed, especially in Nitra.

A copy of the break-out discussion exercise is included as Appendix B. It built on an example developed in the "Farm Management" presentation and elicited a good range of answers and discussion. The exercise proved to be an excellent tool in breaking down barriers among the audience and building rapport between the audience and workshop presenters.

Each of the invited participants received a booklet containing hard copy of the overheads used by the presenters. These overheads, 82 pages, had been translated into either Czech or Slovak. University

faculty and other trainers were encouraged to retain and use these materials in their own activities. A copy of the booklet is included as Appendix C.

4. Evaluation

Two written evaluations were conducted at the pilot workshop: one for the television segment and one for the workshop as a whole. Copies of both instruments (English versions) are attached as Appendix D. The written workshop evaluation was validated through the use of a small group exercise in Nitra (see Appendix E).

The results of the written evaluations (for the workshop in general and for the television segment) were very positive, and encouraging for the remainder of the project's first year programming. Comments indicated that overall quality in the television segment was good but that we will need to slow the pace of information and ideas and provide more explanation.

The average of the ratings on a 1-5 Likert Scale for eight questions about the four lectures are as follows:

Nitra	3.87
Brno	3.83
Prague	4.11

Nitra's overall score may have been lowered by interpretation and translation shortcomings and the lack of time for questions and answers. Audiovisual problems in Brno may have affected ratings there. Overall, however, the ratings and comments were quite good.

Question and answer sessions and an end-of-the-day panel discussion also generated important feedback for the project. A representative sample of questions follow:

- How do U.S. farm subsidies work?
- What is the share of production attributable to small farms in the U.S.?
- What is the role of the U.S. government in the farm economy?
- How do the wages of farm and non-farm workers compare?
- Please explain the "free market."

Evaluation, comments, and suggestions were also solicited from in-country personnel, the partner institutions, and the pilot workshop team.

The summary of the written pilot workshop evaluations is found in Appendix E. See Appendix F for a summary of the evaluations for the television segment.

Summary Findings:

1. **Presenters must diligently limit the amount of material and carefully target it for relevance to CSFR audiences. This is a difficult and subtle task. We must:**
 - **present principles and fundamentals, e.g. price discovery and the role of prices, risk management and the constructive role of risk, decisionmaking, the role of information, and the primacy of the customer;**
 - **use concrete and practical examples, but strive to keep them as pure as possible, i.e. not connected to specific U.S. institutions or historical developments; and**
 - **illustrate the incentives, values, mentality, and attitudes that make a market economy work, including those that limit behavior destructive to the common good.**

We must use our U.S. experience, but make it relevant to CSFR audiences by reducing it to the essence. The essence, however, cannot be presented in the abstract, but in a context which is recognizable and understandable by the audience. See Appendix G for guidance developed.

2. **The barriers to good communication and learning presented by language, culture, and over 40 years of development isolated from the mainstream of the West are proving formidable. Great sensitivity and attention must be given to aiding translation of materials, working with interpreters, and carefully explaining terms and concepts. See Appendix H for guidance developed to assist presenters in working with simultaneous interpretation.**

Actions Taken:

1. **Project staff are working closely with the regular workshop teams on the development of their materials, schedules, break-out session exercises, and methodology. A series of meetings and deadlines for each team is proving to be an effective framework.**
2. **Again, project staff have redoubled efforts at ISU to sensitize and acclimate workshop presenters to the communications pitfalls. We do see progress. In the CSFR, efforts have focused on guaranteeing that there are always two interpreters to trade off during the workshops. During the pilot, at both Nitra and Brno**

there had been only one interpreter. Regular workshop presenters will also be meeting with the interpreters prior to the workshop to discuss the material, answer questions, and agree on the best practices. Engaging good interpreters and maintaining continuity by having the same interpreters work consistently with the workshop series should also improve the quality of information received. Finally, more time will be allocated for questions and answers and discussion.

B. Preparation for Regular Workshops

The drafting of materials (overheads and handouts) for the first two regular workshops were basically completed during the reporting period. These materials were sent to in-country personnel for translation. A more detailed schedule for the conduct of Workshop #1 (Farm Management) was finalized, and several meetings were held to further progress or planning for the first two workshops.

In the CSFR, project personnel were extremely busy with recruitment, materials translation, and logistics. The project's ambitious timeframe and the holidays put pressure on Workshop 1 and 2 preparation. A smoother routine is anticipated for the remainder of the workshops.

The evaluation instrument for the regular workshops was completed and is enclosed (English version) as Appendix I.

C. Television Component

During the November trip, project leaders met with several representatives of Czechoslovak and Slovak Television, presenting the finished twelve-minute segment from "Free to Choose," exploring broadcast options and structural questions, and discussing contract terms and procedures. The completed segment received universal approval and praise. Its overall program quality, production values, and technical accomplishment all exceeded expectations. One representative of the federal channel (F-1) said the series "can be very effective in our broadcasting and for our agriculture." The only criticism was similar to that heard from the pilot workshop participants, a need to avoid presenting too many new ideas too rapidly and to provide more background explanations.

Incorporating this input, production work continued at ISU as projected in the first quarterly report.

Project Director Dr. Harold Crawford and Mary de Baca also worked closely with USIA WORLDNET and USIS Prague staff in preparing a Worldnet satellite program for broadcast to the CSFR and the region in early January, 1992. (Due to reorganizational problems in Czechoslovak Television, this broadcast was postponed.)

A more detailed report on the television component is found in Appendix F, attached.

D. Administrative and Other Activities

Administration of the project continued during the reporting period under the structure outlined in the first quarterly report.

One element of the legal and institutional environment described in "Background," above, is that regulations which tightly bound and subordinated the universities to the Ministry of Education under the old regime have not been changed. This subordination now hinders the project's administration in that fiscal transfers for project purposes can be diverted by the Ministry. Projects undertaken by the universities and foreign partners are thus forced to resort to untried mechanisms and to operate in "gray areas."

Project personnel continued to struggle with the difficulties inherent in payment mechanisms and equipment purchases. Bids were developed for the equipment for the Czech and Slovak universities, but final ordering was not completed and is now anticipated in January 1992.

Preliminary discussions were also held with the CSFR partners and among ISU project leaders regarding Year Two. Input was also solicited from in-country personnel.

Dr. Gerald Klonglan continued his liaison activities for the project in Washington, D.C. during the reporting period. A summary of those activities can be found in Appendix J, attached.

Finally, on December 17 and 18, project personnel (Jim Chrisinger, Dr. Peter Fandel, and Maria Curdova) met in Prague with the AID evaluation team (Dr. Leslie Koltai and Claudine Wolas). We described our project and progress and answered questions. (In response to the team's request, we completed their "Survey of Project Directors" form and returned it prior to the January 15 deadline.)

IV. YEAR TWO

Simultaneously with this report, the project staff is submitting a proposal for Year Two activities. Reading the two documents together will provide the greatest understanding of current project intentions and overall development.

V. SUMMARY FINANCIAL REPORT

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APPENDICES:

- Appendix A:** Participant Rosters from the Three Pilot Workshops
- Appendix B:** Break-Out Discussion Exercise
- Appendix C:** Pilot Workshop Booklet
- Appendix D:** Evaluation instruments (2) from the pilot workshops
- Appendix E:** Summary of Evaluation, Pilot Workshop
- Appendix F:** Television Component Quarterly Report and Summary of Evaluation of the Television Segment
- Appendix G:** Memorandum Re: Preparation of Materials
- Appendix H:** Memorandum Re: Working with Interpreters
- Appendix I:** Evaluation Instrument for the Regular Workshops
- Appendix J:** Coordination of ISU Project with Other Organizations

Appendix A

Participant Rosters from the Three Pilot Workshops

LIST OF PARTICIPANTS OF MILDI WORKSHOP
SEZNAM ÚČASTNÍKŮ PILOTNÍHO KURSU PORADANĚHO VE SPOLUPRÁCI S IOWA STATE UNIVERSITY

PRAGA.22.11.1991

TITUL	JMENO	PŘÍJMENÍ	ORGANIZACE	ULICE	PSC	MÍSTO	FUNKCE
ING.	JANA	ANDRŮVÁ	ZD Oldřich		569 82	Borová u Poličky	předseda ZD
ING.	LUDĚK	BARTOŠ	VÚV Uhřetěves		100 00	Praha 10 Uhřetěves	
ING.	ANA	BRABENČOVÁ	VŠZ Praha		165 21	Praha 6 - Suchbát	odb. asistent
ING.	STANISLAVA	GROBOVÁ	VŠCHT	Technická 5	100 00	Praha 6	odborný asiste.
ING.	PETR	HRNČEK	VŠZ Praha		165 21	Praha 6 - Suchbát	
ING.	PAVEL	HORÁK	VŠZ Praha		165 21	Praha 6 - Suchbát	
ING.	HELENA	HOSČUKOVÁ	Agrobanka s.r.o.	Ve Smečkách 33	110 00	Praha 1	ekonom
ING.	MILAN	JANOUŠEK	VŠZ Praha		165 21	Praha 6 - Suchbát	
		JENŤELÍK	soukr.podnikatel	Ohnišťany 83	503 54	Ohnišťany	soukrom.
ING.	VÁCLAV	KALA	Institut agr.ekonom.	Botanická 69a	666 01	Brno 5	
ING.	VLADIMÍR	KLATOVSKEJ	VÚV Uhřetěves		100 00	Praha 10 Uhřetěves	
ING.	VLADIMÍR	KOBA	Inst.výchovy MZe	Třanovského 11	160 00	Praha 6-Řepy	nám.ředitel
ING.	LUBOMÍR	KROUTIL	Agroinvestment	Evropská 178	160 67	Praha 6	VOB

DOC. DR.	ANTONÍN	KULHÁNEK	Kon.banka-centrála	PB 839	117 07 Praha 1	
ING.	VÁCLAV	LOMNIČKA		Čistá 13	270 34 Čistá	THP
ING.	IVAN	NIKŠÁTKO	Institut Agroconsul	Hrusova 30	149 00 Praha 4	
ING.	JAROMÍR	HRÁZEK	Jihl. pekárna s.p.		370 53 České Budějovice	ved. ÚDĚLŮV
ING.	STELLA	NEDELOVÁ	Institut agr. ekonom.	Botanická 68a	656 01 Brno 5	ved. ředit. týmu
DOC.	ZDĚNKA	PECHAČOVÁ	VŠZ Praha		165 21 Praha 6 - Suchbát	ved. kat. psych.
ING.	JARMILO	PETEROVÁ	VŠZ Praha		165 21 Praha 6 - Suchbát	odb. asist. KZE
ING.	ZOSLAVLAV	PLETICHOVÁ	VŠZ Praha		165 21 Praha 6 - Suchbát	odb. asist.
DOC.	MARIEVÁ	POURNOVÁ	VŠZ Praha		165 21 Praha 6 - Suchbát	docent
ING.	JAROSLAV	PRAŽAN	Čes. instit. agr. ekon.	Botanická 68a	656 01 Brno	
ING.	ZDĚNEK	PÁNEK	NO NZp ČR Kolin	Dukel. hradiš 583	280 00 Kolin	vedoucí
ING.	PAVEL	PÍCHA	soukr.	Pohnostevá 1726	192 00 Praha 3	
PHDB.	JAROSLAVA	PÍCHOVÁ	NZe ČR	Tešnov 17	117 05 Praha 1	VORS
ING.	JAROSLAV	SRIDL	VŠZ Praha		165 21 Praha 6 - Suchbát	ved. katedry
ING.	LUDOK	SEHRÁD	Vys. ústav zem. tech.			
ING.	BONUMIL	STOJAR	Čes. inst. agr. ekonom.	Botanická 68a	656 01 Brno	ved. odboru
DOC.	MIROSLAV	SVATOŠ	VŠZ Praha		165 21 Praha 6 - Suchbát	ved. kat. KZE
ING.	NOJMÍR	VACEK	VÚŽv Uhřetěves		100 00 Praha 10 Uhřetěves	
ING.	KAREL	VOHRADNÍK	Osava SSS Chrudim	Palackého 892	537 01 Chrudim	ekonom
PROF.	PAVEL	VOKATÝ	VŠZ Praha		165 21 Praha 6 - Suchbát	ved. kat. práva
	PAVEL	ZDĚNEK	VÚŽv Uhřetěves		100 00 Praha 10 Uhřetěves	
ING.	JIRÍ	ZÁKRZES	PNB	N. kpt. Jaroslava 1000	170 32 Praha 7	
ING.	PETR	ŠARŇ	soukromník			
ING.	JOSEF	ŠPLICHAL	soukr. zemědělec	Kěbely 70	281 05 Vitice	soukr. zemědělec
ING.	JAROSLAV	ŠULC	Státek Vysoká u Ml.	Dukelská 2541	276 01 Mělník	

10 Women

28 Men

38 Total

Pilot p. Brno

Seznam účastníků pilotního semináře - TSP/ VŠZ Brno
20.11.1991

1. Vysoká škola zemědělská Brno, Zemědělská 1, 613 00 Brno, CSFR:
Doc. ing. Jiří Janča, CSc., dean - accounting
Doc. ing. Jiří Erbes, CSc., oper. research
Ing. Aleš Ševčík, CSc., econ. theories
Doc. ing. Z. Pošvář, CSc., market. and mgmt
Doc. ing. ě. Raševský, CSc., oper. res.
Prof. ing. K. Vinohradský, CSc., economics
Prof. dr. A. Burian, CSc., sociology and law
Doc. ing. F. Svoboda, CSc., market. and mgmt
Prof. ing. K. Novák, CSc., market. and mgmt

2. Private farmers:
Otakar Kubiček, 679 23 Lomnice u Tišnova
Ing. K. Netík, Tuhkovičská 72B, 723 26 Luhačovice

3. Collective/ state farms:
Ing. P. Galábek, Státní statek Rýmařov, 795 11 Rýmařov
Ing. P. Pruhwirth, ZD Horka, 594 54 Křovice
Ing. Zdeněk Koubek, Státní statek, 691 23 Pohořelice
Ing. R. Krátký, ZD Hodonice, 671 25 Hodonice
Ing. E. Maňtalář, ZD Hrotovice, 675 55 Hrotovice
Ing. V. Olbrecht, CSc., ZD Kyjov, 697 01 Kyjov
Ing. P. Ptáček, ZD Zdounky, 768 02 Zdounky
Ing. M. Hozsivalová, Státní statek Rýžoviště, 793 53 Rýžoviště
Ing. J. Suchar, CSc., ZD Ivanovice na Hané, 683 23 Ivanovice n.H.
Ing. L. Vachutka, ZD Dubicko, 789 72 Dubicko
Ing. P. Vojáček, CSc., Státní statek Kroměříž, 767 01 Kroměříž

4. Agricultural regional administration:
Ing. M. Chládek, regionální odbor MZeČR, Kotlářská 1, 602 00 Brno
Ing. E. Výmla, regionální odbor MZe ČR, Plučárka 1, 695 24 Hodonín

5. Banking:

Ing. J. Hynšt, A_grobanka Brno, Iádká 27, 602 00 Brno

6. Processing industries:

Ing. P. Knoflíček, Drůběžářské závody, Tovární 1, 691 06 Vel.
Favlovice

J. Kuba, Mlýnský průmysl, Dobrovského 516, 697 01 Kyjov

7. Agrarunion:

Ing. V. Hlaváček, Agrární komora Břeclav, 691 01 Břeclav

2 women

27 men

29 Total

Iowa State University
USAID
University of Agriculture in Nitra
MANAGEMENT TRAINING AND ECONOMIC EDUCATION

Pilot Workshop Participants

Nitra, November 18, 1991

A. Academic/University of Agriculture in Nitra

1. Doc. Ing. Ladislav KABÁT, CSc. - rector/operations research
(Sun/Mon)
2. Prof. Ing. Jozef VIŠŇOVSKÝ, CSc. - dean/farm mngmnt, (Sun/Mon)
3. Prof. Ing. Imrich FOGAŠ, CSc. - vice-dean/ag. economics, (Sun)
4. Doc. Ing. Milan BELICA, CSc. - vice-dean/finance, (Sun)
5. Ing. Oto ŠIMKO, CSc. - vice-dean/ag. economics, (Sun)
6. Doc. Ing. Vladimír GOZORA, CSc. - farm management, (Sun)
7. Prof. Ing. František VALÁŠEK, DrSc. - operations management,
(Mon)
8. Doc. Ing. Emil IVANIČ, CSc. - personal management, (Mon)
9. Ing. Anton KRETTNER, CSc. - farm management, (Mon)
10. Ing. Jozef DVONČ, CSc. - agricultural marketing, (Sun/Mon)
11. Doc. Ing. Ján MURGAŠ, CSc. - planning, (Mon)
12. Doc. Ing. František KUZMA, CSc. - ag. economics, (Sun/Mon)
13. Ing. Zlata SOJKOVÁ, CSc. - statistics, (Mon)
14. Doc. Ing. Žofia HACHEROVÁ, CSc. - accounting, (Mon)
15. Ing. Juraj NOCIAR - regional development, (Sun/Mon)

B. Private Farmers

1. Ing. Milan Karlubík - Nova 24, 917 04 Trnava
2. Ing. Oravec - PVOD Kocurice, 921 01 Piešťany, ul. Družby 77
Tel. 0838/92258, 26063

C. Collective / State Farms

1. Ing. Jozef Vadovič - chairman, RD Dolná Krupá, (collective
farm), 915 65 Dolná Krupá,
Tel. 0805/95134, 95124, 95151
2. Ing. Peter Brezovský - economist, ŠPP VŠP Nitra, (University
farm) Obrancov mieru 10, 949 01 Nitra
Tel. 087/25786

D. Farm Supply and Processing Industries

1. Ing. Mária Hósková - director, PNZ Nitra (state elevator)
Sládkovičova 11, 949 34 Nitra,
Tel. 087/41 75 90, 41 07 50
2. Ing. Ladislav Murko - deputy director, MILEX Nitra (dairy processing) závod Nitra 950 22,
Tel. 087/41 07 57
3. Ing. Julius Hečko - PNZ Nitra, Sládkovičova 11, 943 34 Nitra,
Tel. 087/41 07 50

E. Ministry of Agriculture (Republic/Regional)

1. Ing. Juraj Stehlo - director, Výskumný ústav ekonomiky poľnohospodárstva a potravinárstva - filiálka v Nitre, (Agriculture and Food Industry Research Institute - Branch Nitra)
Cesta pod Zlatým brehom, Tel. 087/41 21 80
2. Ing. Ján Fukas - director, Regionálna pozemková a informačná služba Nitra (Regional Land and Information Servis), Štefánikova 88, 949 95 Nitra,
Tel. 087/254 77
3. Ing. Eleonóra Babiaková - director, Pozemkový úrad (Land Office) Nitra, Tel. 087/291 27
4. Ing. Ivan Prachár - Prognostický ústav SAV, (Institut of forecasting), Malinovekého 56, 811 05 Bratislava

F. Bankers/Credit

1. Ing. Peter Letko - director, Slovak Agr. Bank, Nitra branch,
Výstavná 4, 950 45 Nitra, Tel. 087/33625,
Fax. 087/339 71

G. Village/Town Government

1. Ing. Jozef Lanák - officer, Okresný úrad Nitra, (district government), Štefánikova, Tel. 087/22111

4	Women	24	men	28	Total
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Appendix B

Break-Out Discussion Exercise

Questions for Break-Out Session

A farmer has received a proposal from a processor to feed pigs. The farmer would provide the labor and facilities. The processor would supply the feeder pigs, the feed and the veterinary services. The offer of the processor is to pay \$5.00 to the farmer for each pig that is finished.

1. Should the farmer accept the contract?
2. What are the risks taken by the farmer and how can they be controlled?
3. Why would the processor prefer to offer such a contract, instead of buying pigs at market price.

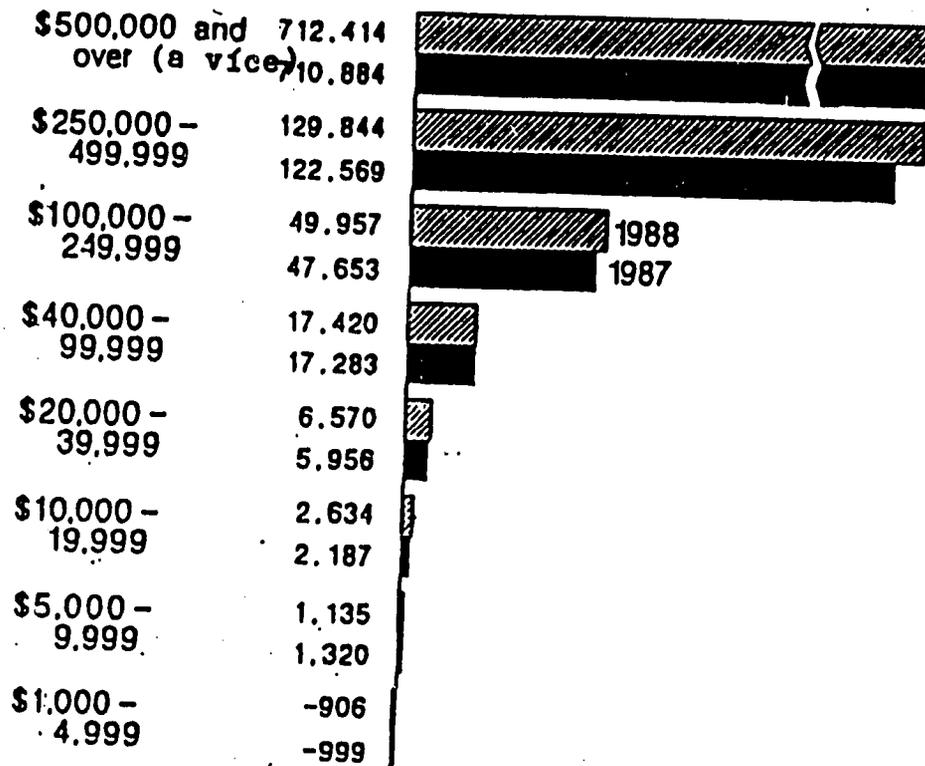
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Appendix C

Pilot Workshop Booklet

Average net farm income by sales class
PRŮMĚRNÝ ČISTÝ VÝNOS FARMY PODLE VELIKOSTNÍCH KATEGORIÍ

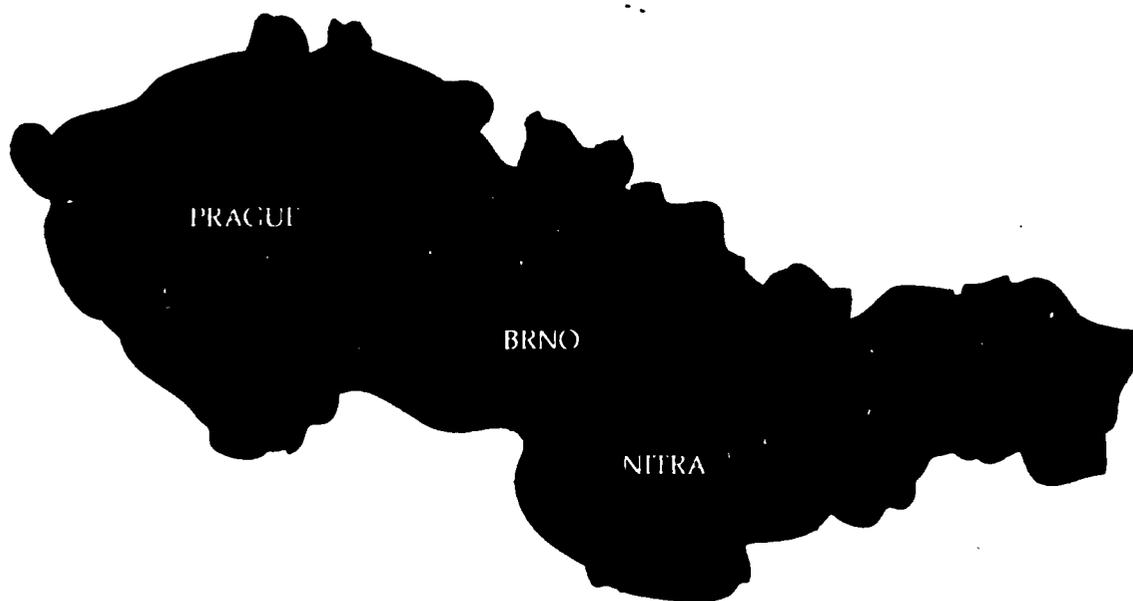
Dollars



Net income before adjustment for inventory change.

Management Training & Economic Education

for
The Czech and Slovak Federal Republic



I O W A S T A T E
U N I V E R S I T Y

PILOTNÍ SEMINÁŘ

VŠP NITRA	—	18. 11. 1991
VŠZ BRNO	—	20. 11. 1991
VŠZ PRAHA	—	22. 11. 1991

Farm Population POČTY OBYVATEL ŽIJÍCÍCH NA FARMÁCH

About 4.8 million people, or 2 percent of the Nation's total population, lived on farms in 1988. The farm population is about 5 years older (median age) than the rest of the U.S. population. The total number of farms and the farm population seem to have stabilized in the late 1980's.

- V roce 1988 žilo na farmách zhruba 4,8 mil. lidí, tj. 2 % z celkové populace USA.
- Zemědělská populace je v průměru asi o 5 let starší než zbytek populace USA.
- Celkový počet farem a zemědělská populace se zřejmě stabilizovaly koncem 80. let.

Chart 1
Farm population

Zemědělská populace
Million persons Mil.osob

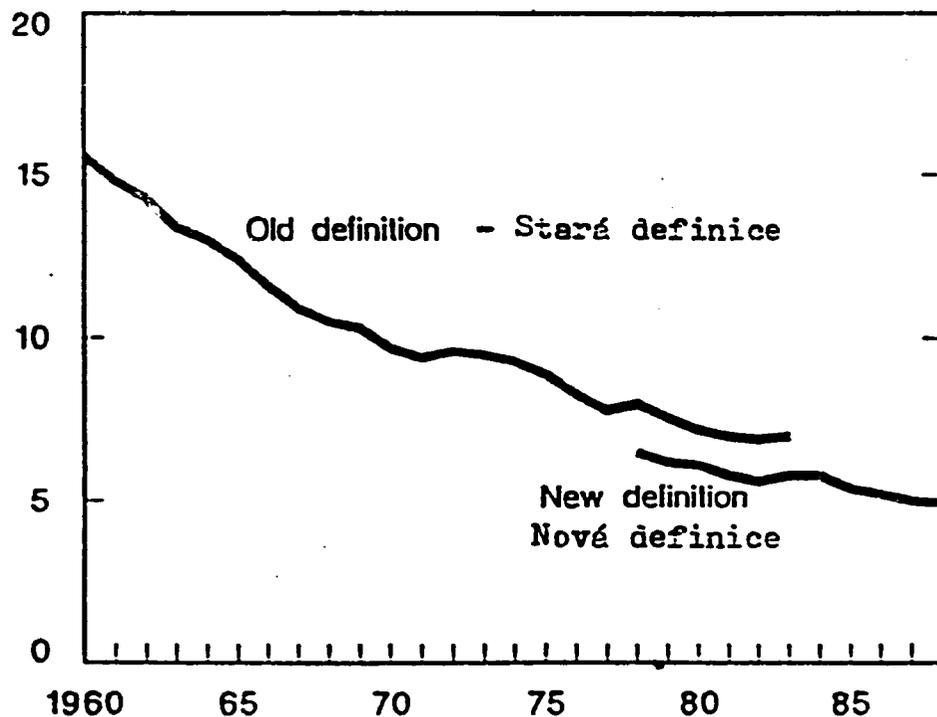
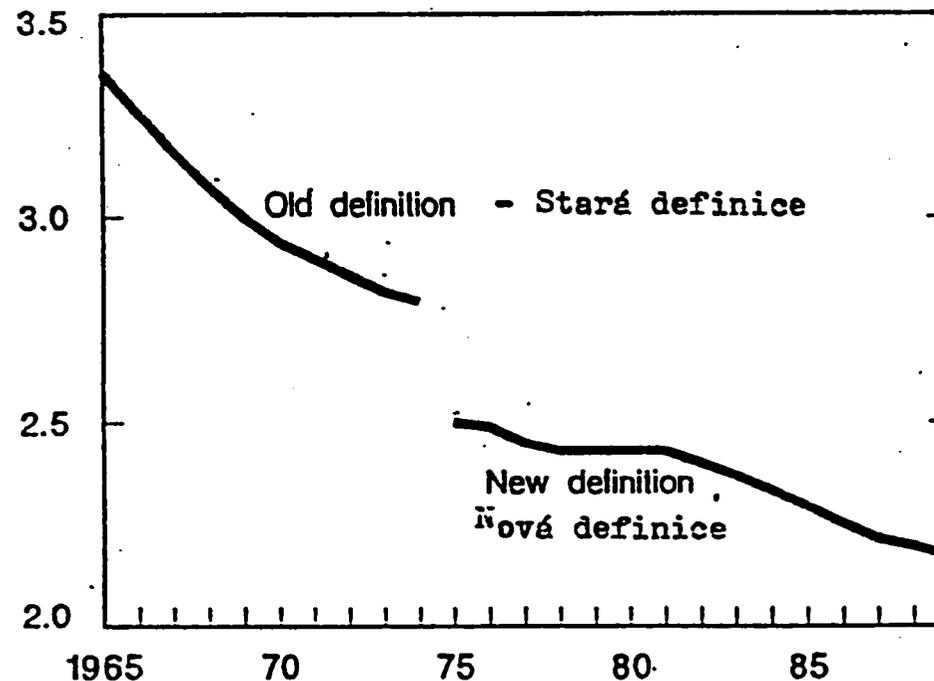


Chart 2
Number of farms

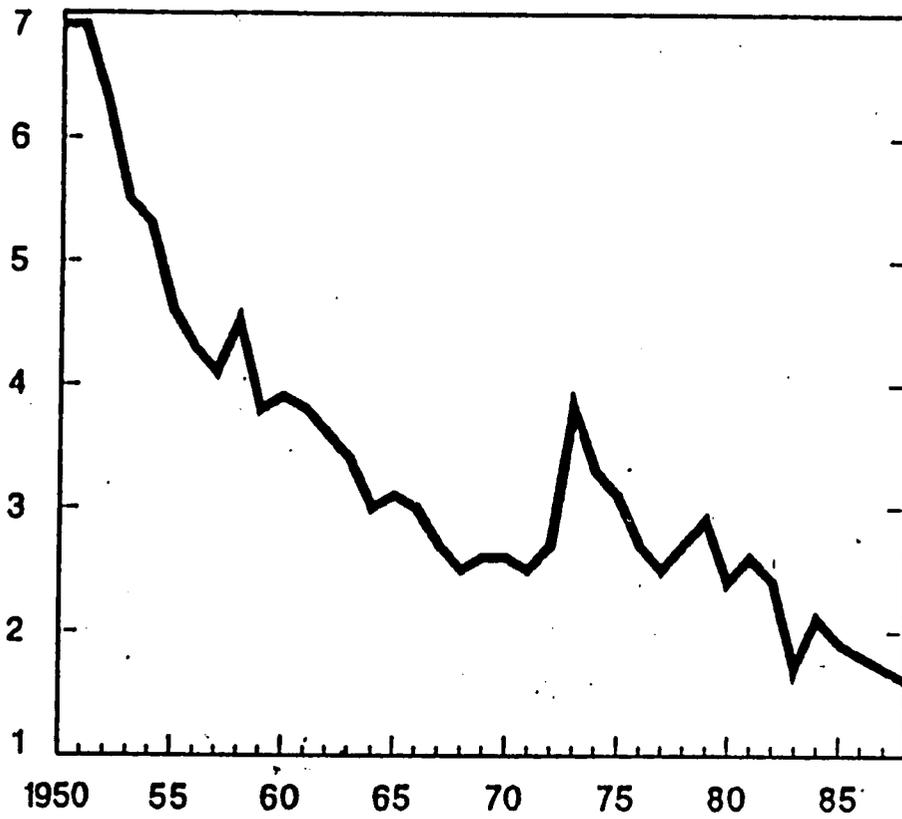
Počet farem
Million



Podíl hrubého produktu vytvořeného na farmách
z celkového národního produktu

**Gross farm product share of gross
national product**

Percent



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HRUBÝ NÁRODNÍ PRODUKT USA PODLE ODVĚTVÍ NÁRODNÍHO HOSPODÁŘSTVÍ (1988)

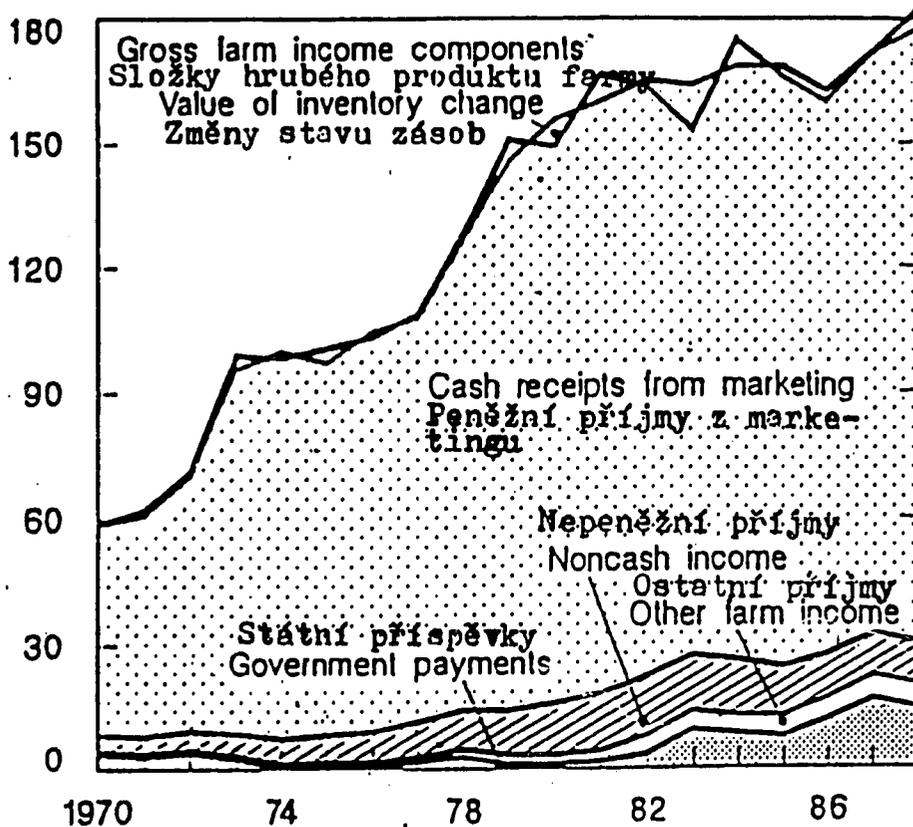
**Gross National Product of the United States
by Industry During 1988**

	<u>billions of \$s</u>	<u>% of total</u>
Agriculture, Forestry and Fisheries (zemědělství, lesnictví, rybnářství)	\$99.8	2.0%
Mining (důlní průmysl)	80.4	1.6
Construction (stavebnictví)	232.6	4.8
Manufacturing (výroba)	948.6	19.5
Durable (zboží dlouhodobé spotřeby)	530.3	
Nondurable (zboží krátkodobé spotřeby)	418.3	
Transportation and Public Utilities (doprava a veřejné služby)	414.4	8.5
Wholesale and Retail Trade (velkoobchod a maloobchod)	780.8	16.0
Finance, Insurance and Real Estate (finance, pojišťovnictví a obchod nemovitostmi)	830.3	17.0
Services (služby obyvatelstvu)	872.5	17.9
Government and Government Enterprises (státní správa a státní podniky)	570.6	11.7
Net Earnings Abroad (čisté zahraniční příjmy)	33.3	0.7
Gross National Product (hrubý národní produkt)	\$4,873.7	100%

Components of gross farm income

STRUKTURA HRUBÉHO VÝNOSU FARMY

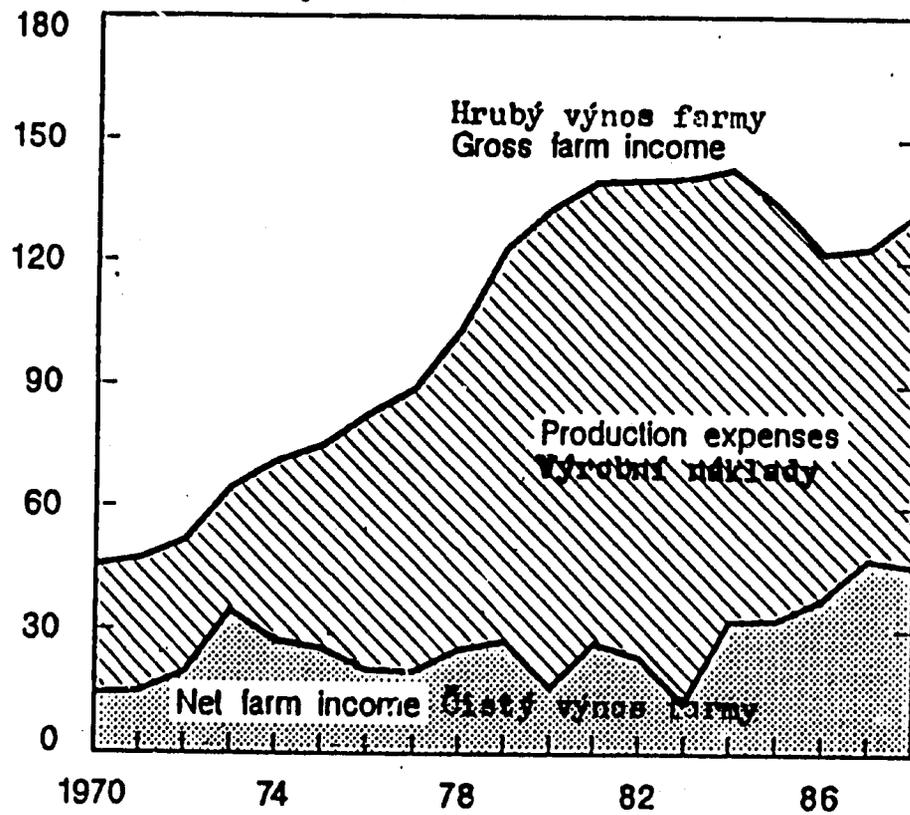
\$ billion (miliardy USD)



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Net farm income
HRUBÝ A ČISTÝ VÝNOS FARMY

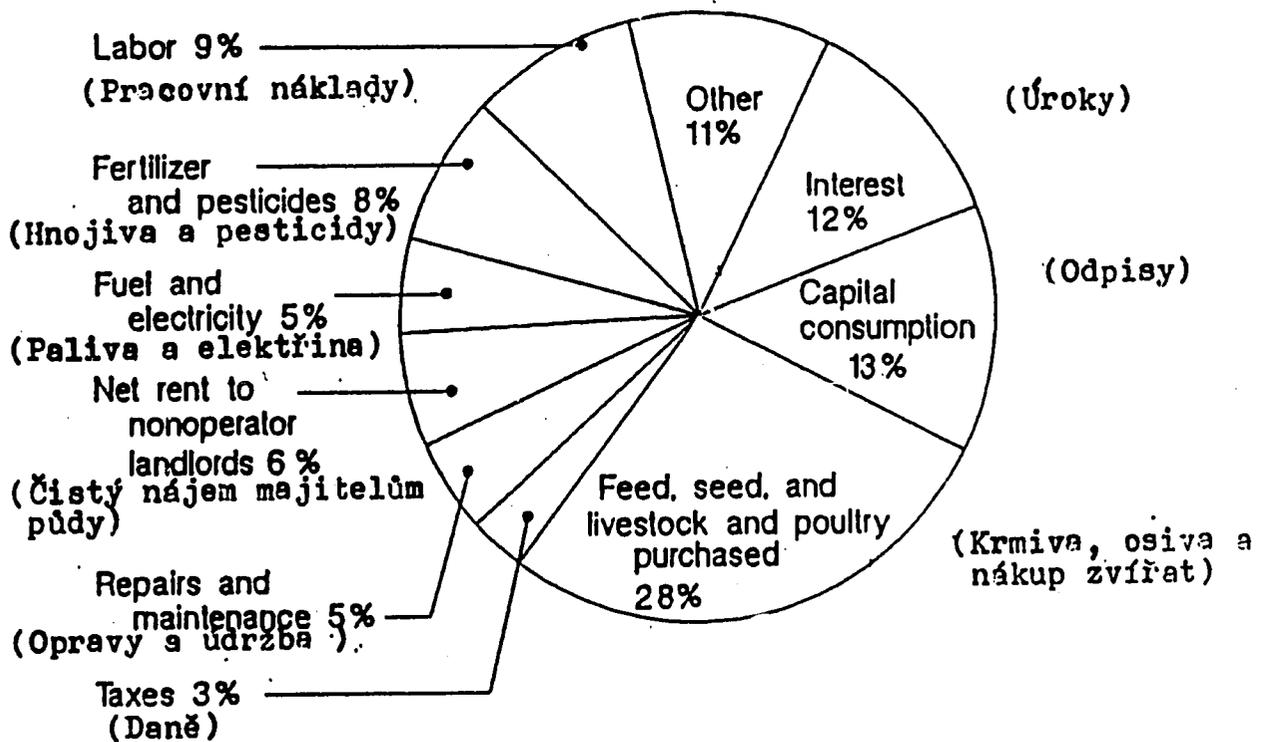
\$ billion (miliardy USD)



Components of farm production expenses

STRUKTURA VÝROBNÍCH NÁKLADŮ FARMY

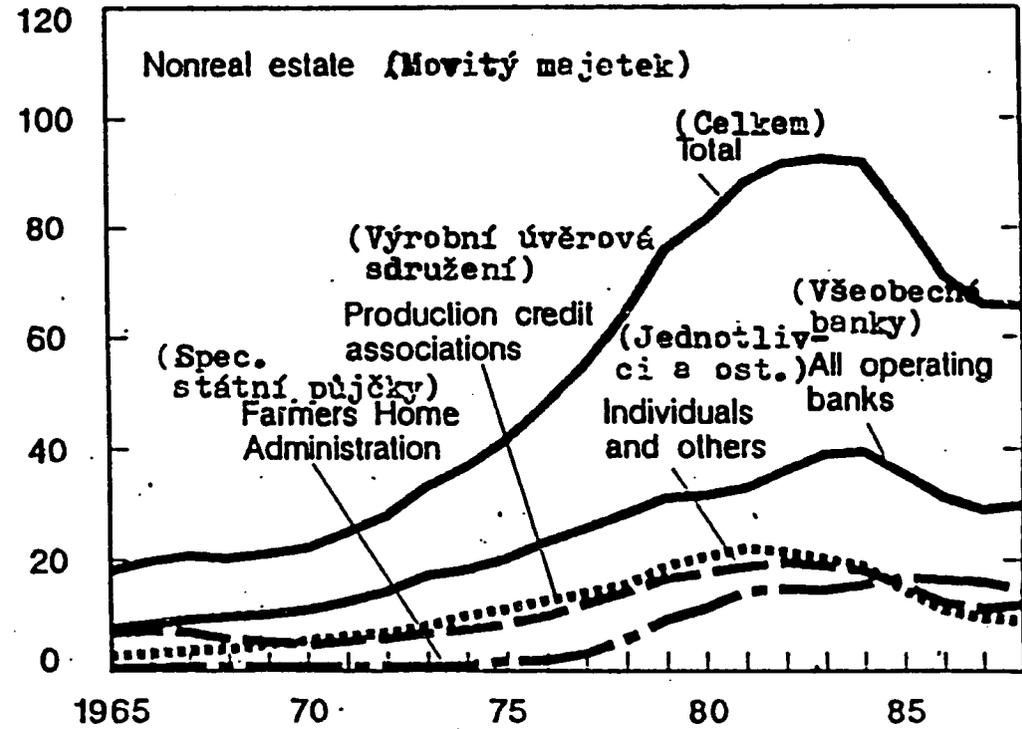
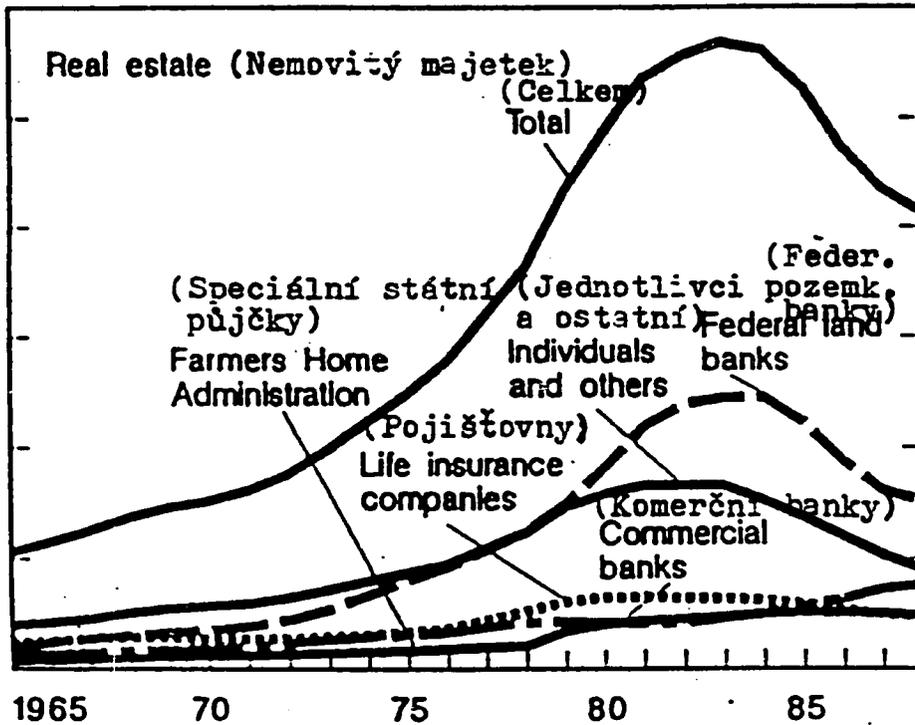
(Ostatní)



1988 data. Includes operator farm dwellings. Other expenses include machine hire and customwork; marketing, storage, and transportation and miscellaneous.

Who holds the farm debt

PŮJČKY NA MOVITÝ A NEMOVITÝ MAJETEK (rozdělení podle zdrojů)
 \$ billion (miliardy USD)

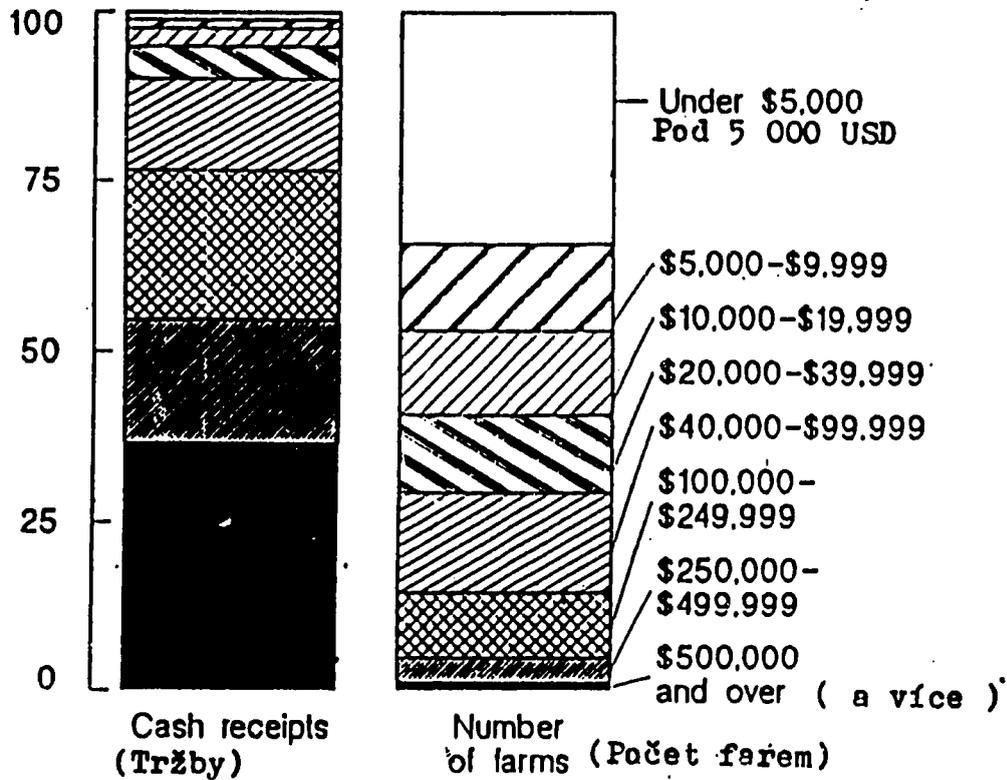


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Cash receipts and farms by sales class

ROZDĚLENÍ FAREM PODLE OBJEMU TRŽEB

% in sales class Kategorie - procentické zastoupení



1988 data. Cash receipts from farm marketings include net CCC loans.

Index of Inputs into U.S. Farming

(1977 = 100)

INDEXY VSTUPŮ DO ZEMĚDĚLSKÉ PRVOVÝROBY USA

ROK	PRACOVNÍ SÍLY	PŮDA	ZEMĚDĚLSKÁ MECHANIKA TECHNIKA	CHEMIKÁLIE	VSTUPY CELKEM
<u>Year</u>	<u>Farm Labor</u>	<u>Farm Land</u>	<u>Power and Machinery</u>	<u>Agricultural Chemicals</u>	<u>Total Inputs</u>
1947	297	106	54	15	104
1952	237	108	81	23	105
1957	196	105	83	27	100
1962	163	104	80	38	98
1967	128	104	85	66	98
1972	110	102	86	86	97
1977	100	100	100	100	100
1982	93	102	92	118	99
1985	85	97	80	115	92
1986	80	96	77	109	89
1987	78	95	73	111	89
1988	75	94	72	111	87
1989	76	93	73	122	88

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Indexes of U.S. Farm Output and Productivity
(1977=100)

INDEXY VÝSTUPŮ A PRODUKTIVITY ZEMĚDĚLSKÉ PRVOVÝROBY USA

VÝSTUPY CELKEM
Farm Output

ROSTL. VÝR.
na 1 ha

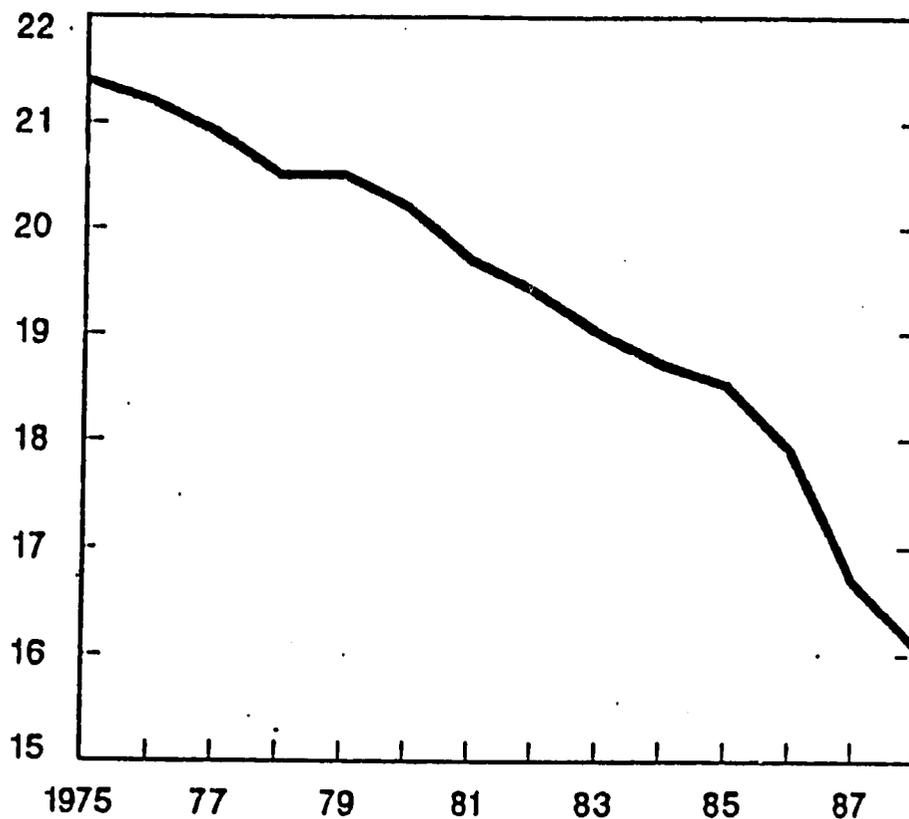
ROK	PLODINY	HOSP. ZVÍŘATA	CELKEM	NA JEDN. VSTUPŮ	NA 1 HOD. PRÁCE	ROSTL. VÝR. na 1 ha
Year	Crop Output	Livestock Output	Total Output	Per Unit of Total Input	Per Hour of Farm Work	Crop Production Per Hectare
1947	56	65	58	55	18	57
1952	62	74	66	62	26	62
1957	62	78	67	67	33	65
1962	71	86	77	78	46	81
1967	77	94	83	85	64	86
1972	87	101	91	94	83	99
1977	100	100	100	100	100	100
1982	117	107	116	117	125	116
1985	118	110	118	128	139	120
1986	109	110	111	124	139	116
1987	108	113	110	124	142	123
1988	92	116	102	118	134	107
1989	107	116	114	128	148	119

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PODÍL OBYVATELSTVA ČINNÉHO VE VÝROBĚ POTRAVIN
A TĚXTILNÍCH SUROVIN NA CELKOVÉM EKONOMICKY ČINNÉM OBYVATELSTVU

**Food and fiber system employment as a
percentage of total civilian employment**

Percent (%)



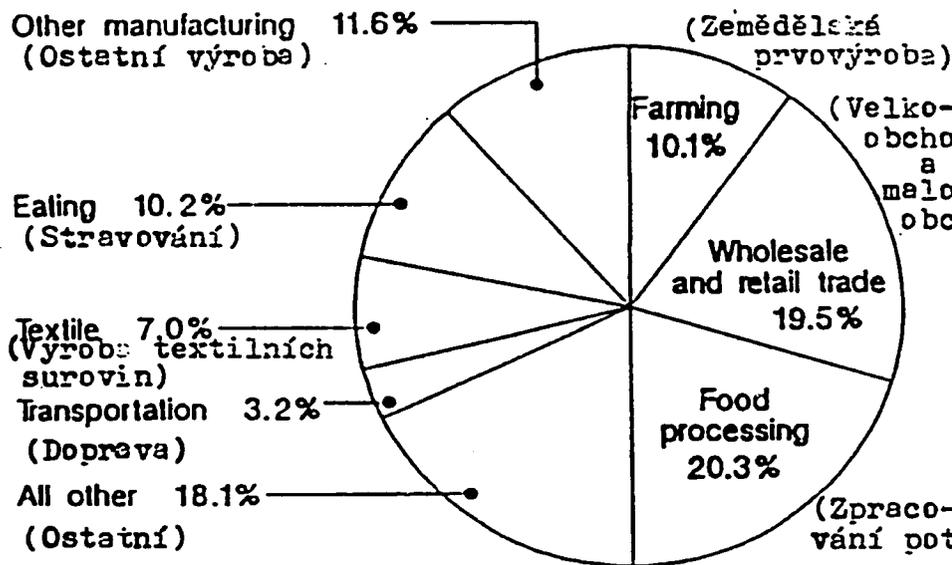
Food and Fiber System ODVĚTVÍ VÝROBY A ZPRACOVÁNÍ POTRAVIN A TEXTILNÍCH SUROVIN

The food and fiber system employed 19.6 million workers in 1988, 16.1 percent of the civilian workforce. But only 9 percent of those workers are in farming, which accounts for just over 10 percent of total output of the U.S. food and fiber sector.

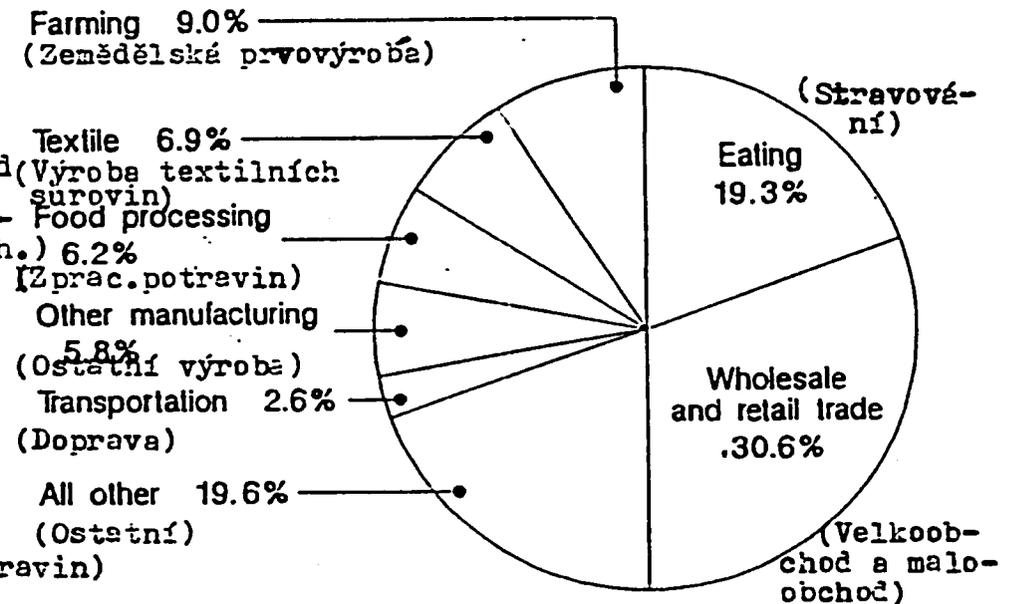
Toto odvětví zaměstnávalo v roce 1988 celkem 19,6 mil. pracovníků, tj. 16,1 % všech pracovních sil. Na farmách však pracuje pouze 9 % osob z tohoto počtu; tyto pracovníci vytvářejí o něco více než 10 % z celkových výstupů odvětví výroby potravin a textilních surovin.

Celkové výstupy odvětví výroby a zpracování potravin a textilních surovin
Total output by sectors of the food and fiber system

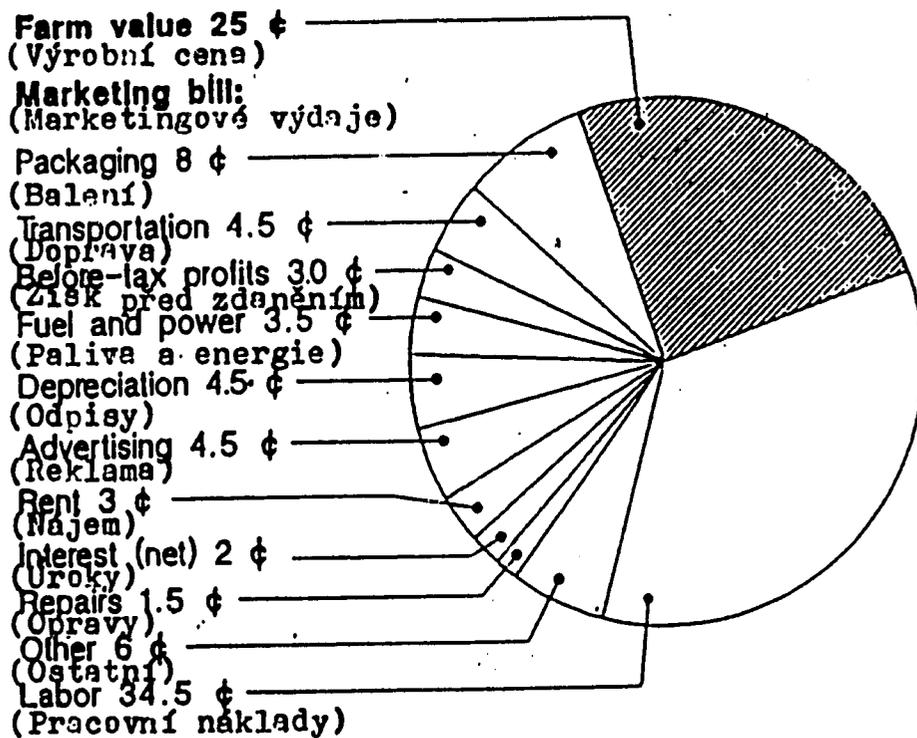
% of \$ output (% finančního objemu výstupů)



Struktura zaměstnanosti v odvětví výroby a zpracování potravin a textilních surovin
Distribution of food and fiber system employment



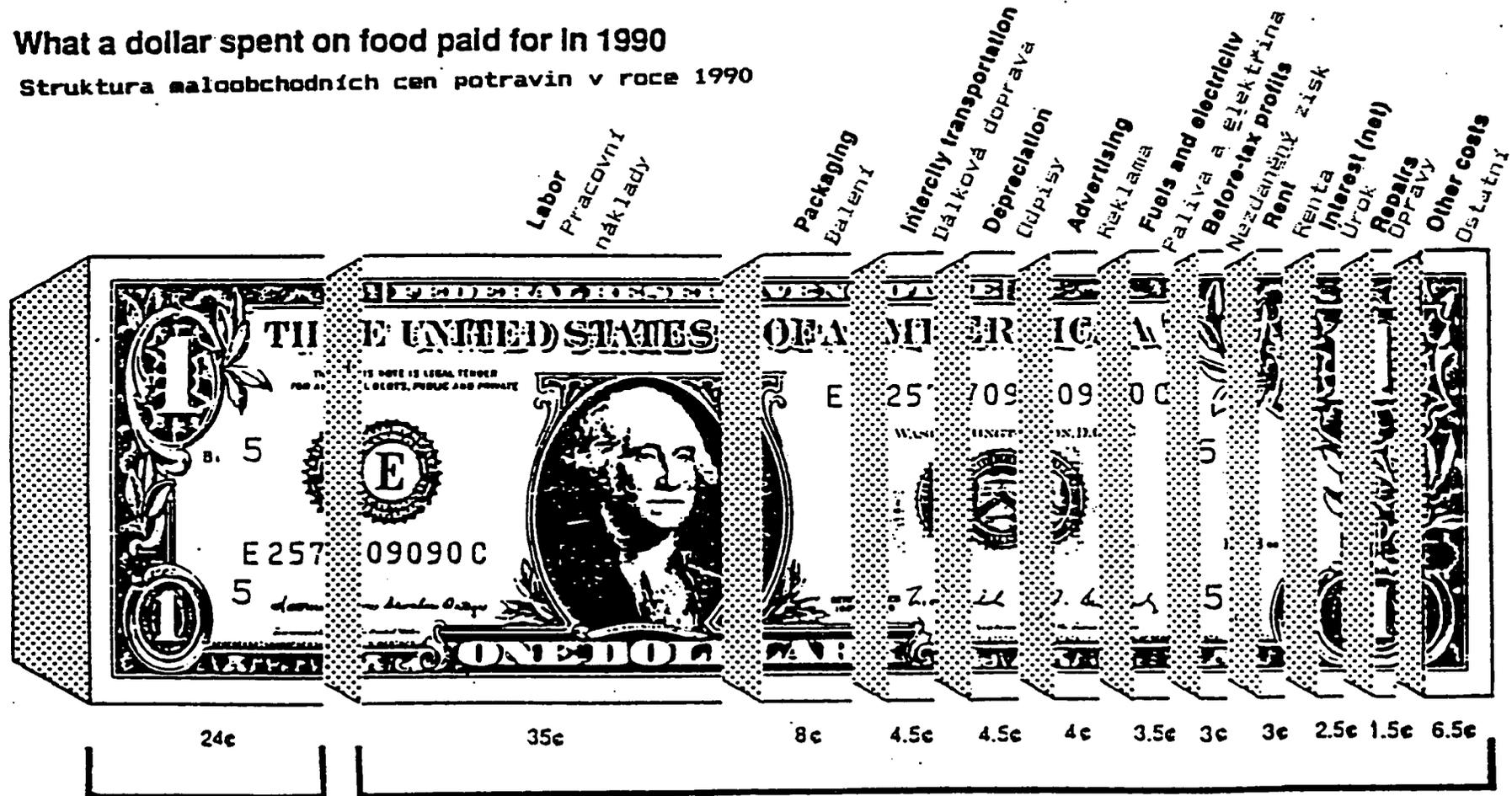
What a dollar spent on food paid for in 1988
STRUKTURA CENY POTRAVINÁŘSKÉHO VÝROBKU (1988)



Other costs include property taxes and insurance, accounting and professional services, promotion, bad debts, and miscellaneous items.

What a dollar spent on food paid for in 1990

Struktura maloobchodních cen potravin v roce 1990



Farm value
Výrobní cena

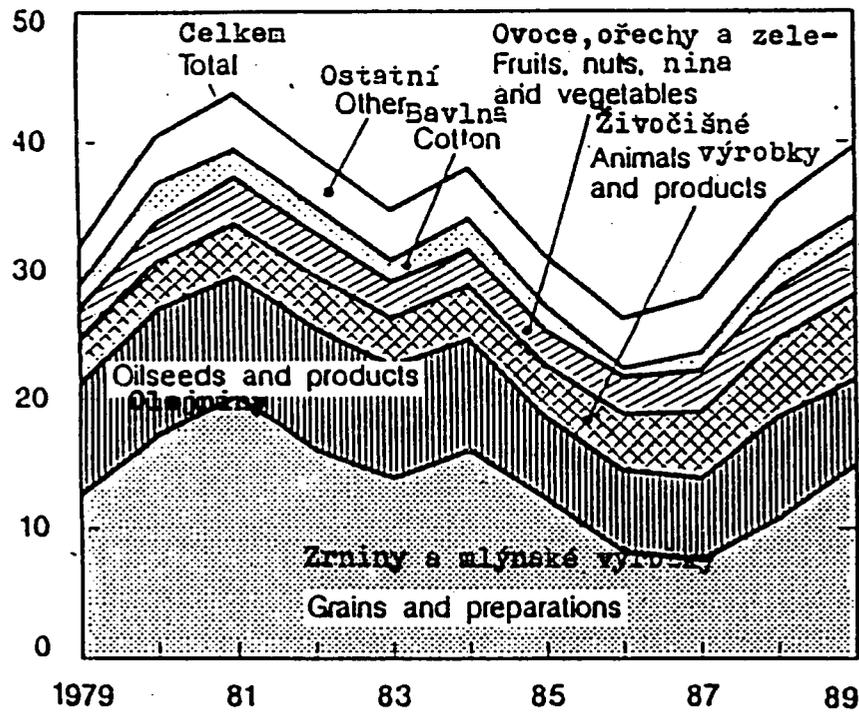
Marketing bill
Marketingové výdaje

25

VÝVOJ STRUKTURY EXPORTU ZEMĚDĚLSKÝCH KOMODIT USA PODLE OBJEMU A HODNOTY

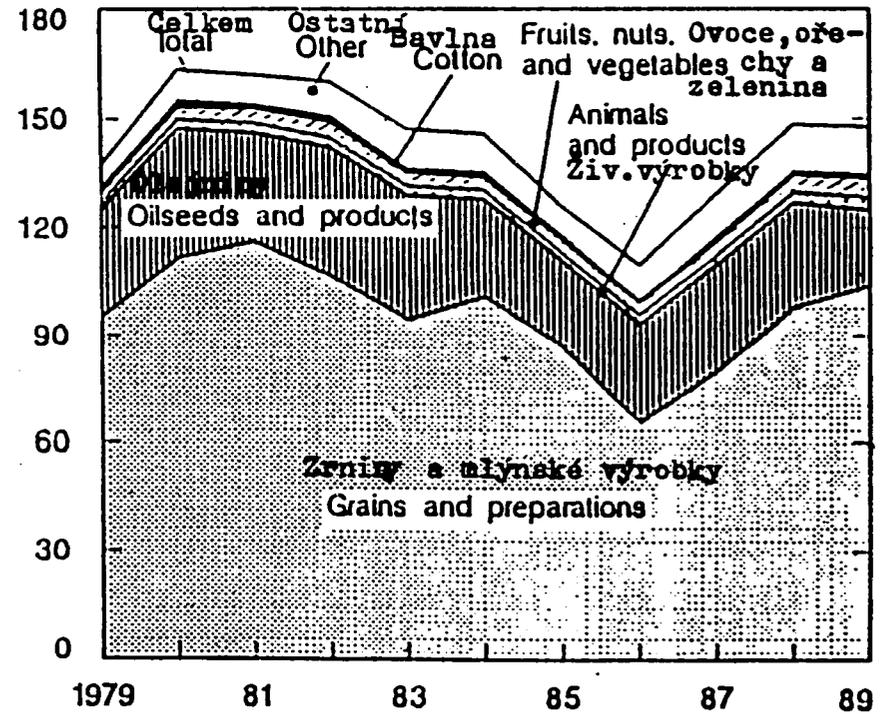
Value of U.S. agricultural exports by commodity

\$ billion (miliard USD)



Volume of U.S. agricultural exports by commodity

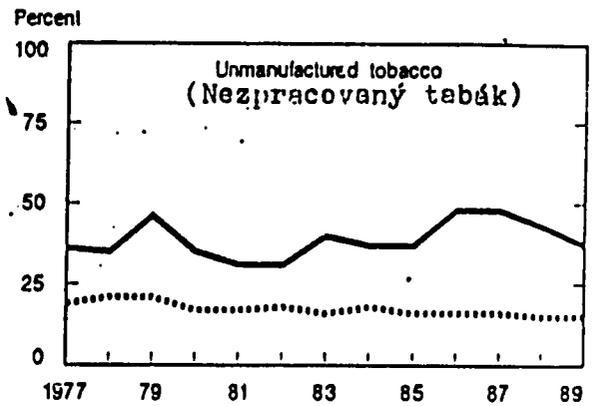
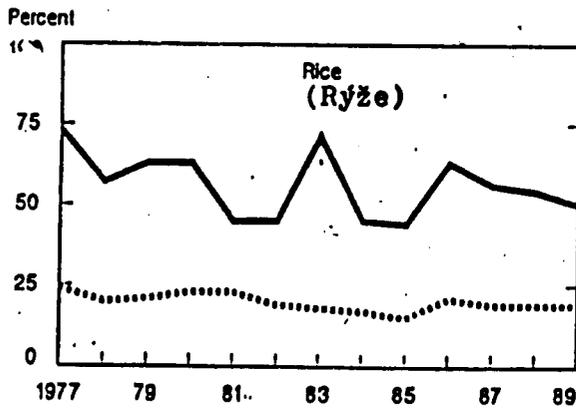
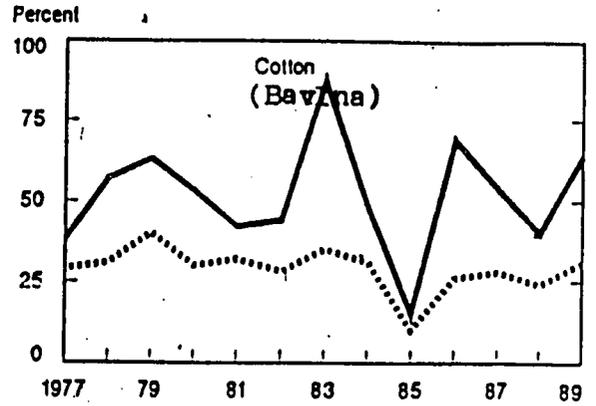
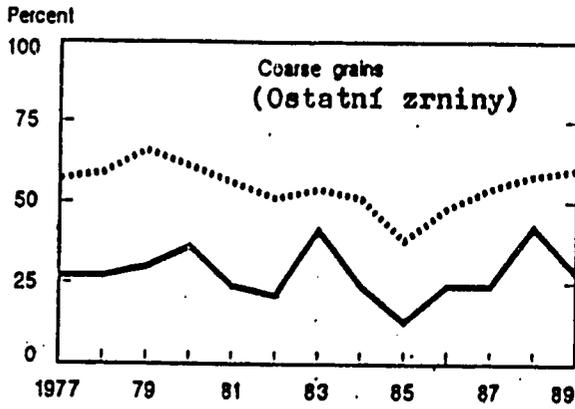
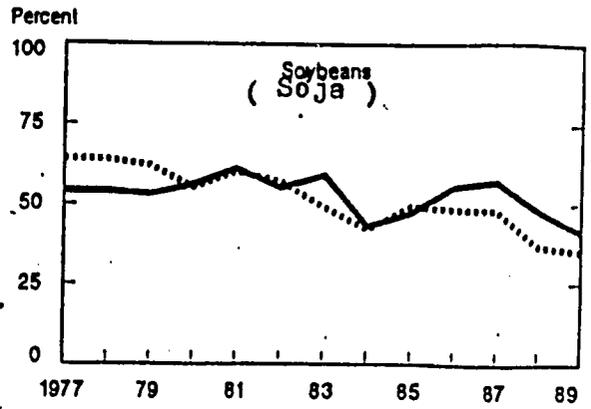
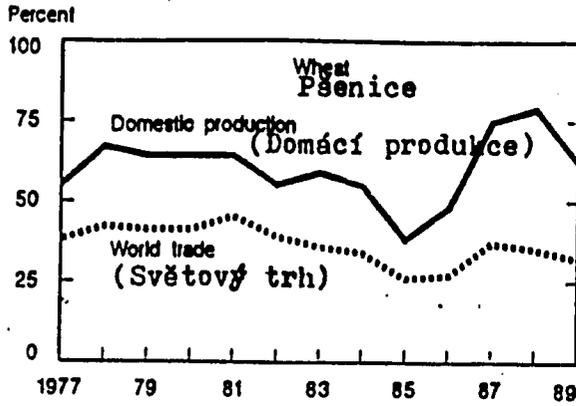
Million metric tons (milionů tun)



50.

PODÍL EXPORTU ZEMĚDĚLSKÝCH KOMODIT NA DOMÁČÍ PRODUKCI A NA SVĚTOVÉM TRHU

U.S. exports: Share of domestic production and world trade

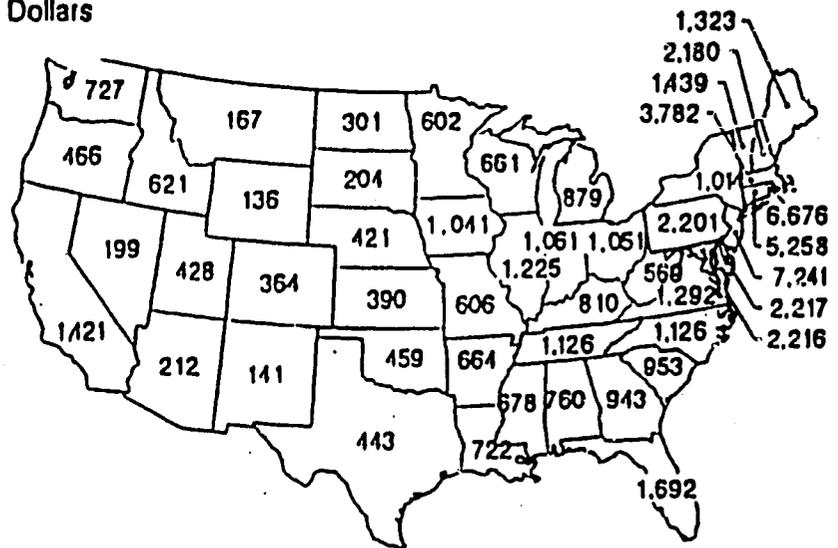


Crop years used for share of domestic production.

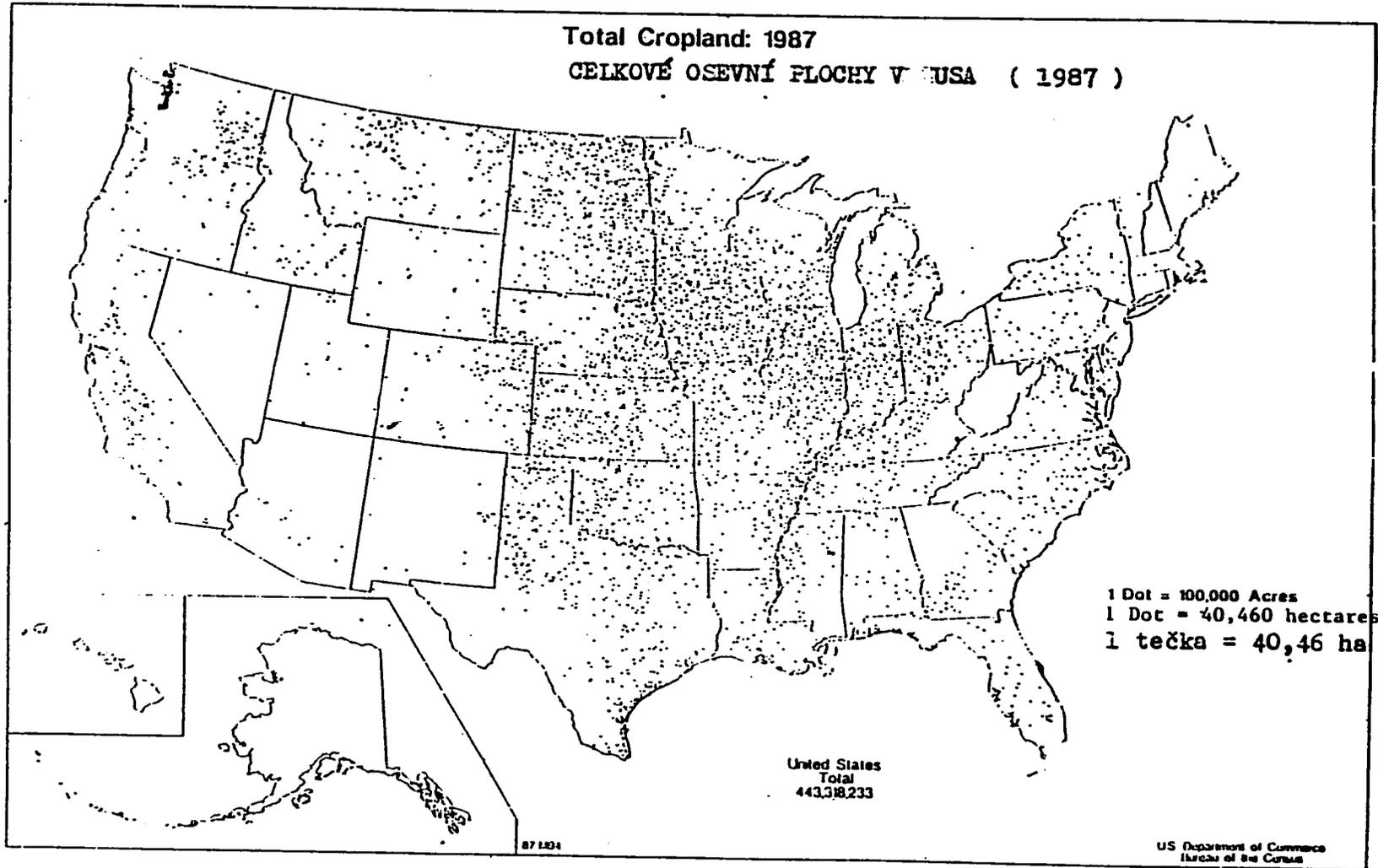
Land values per .4046 hectare

HODNOTA 1 AKRU PŮDY (0,4046 ha) V JEDNOTLIVÝCH STÁTECH
USA

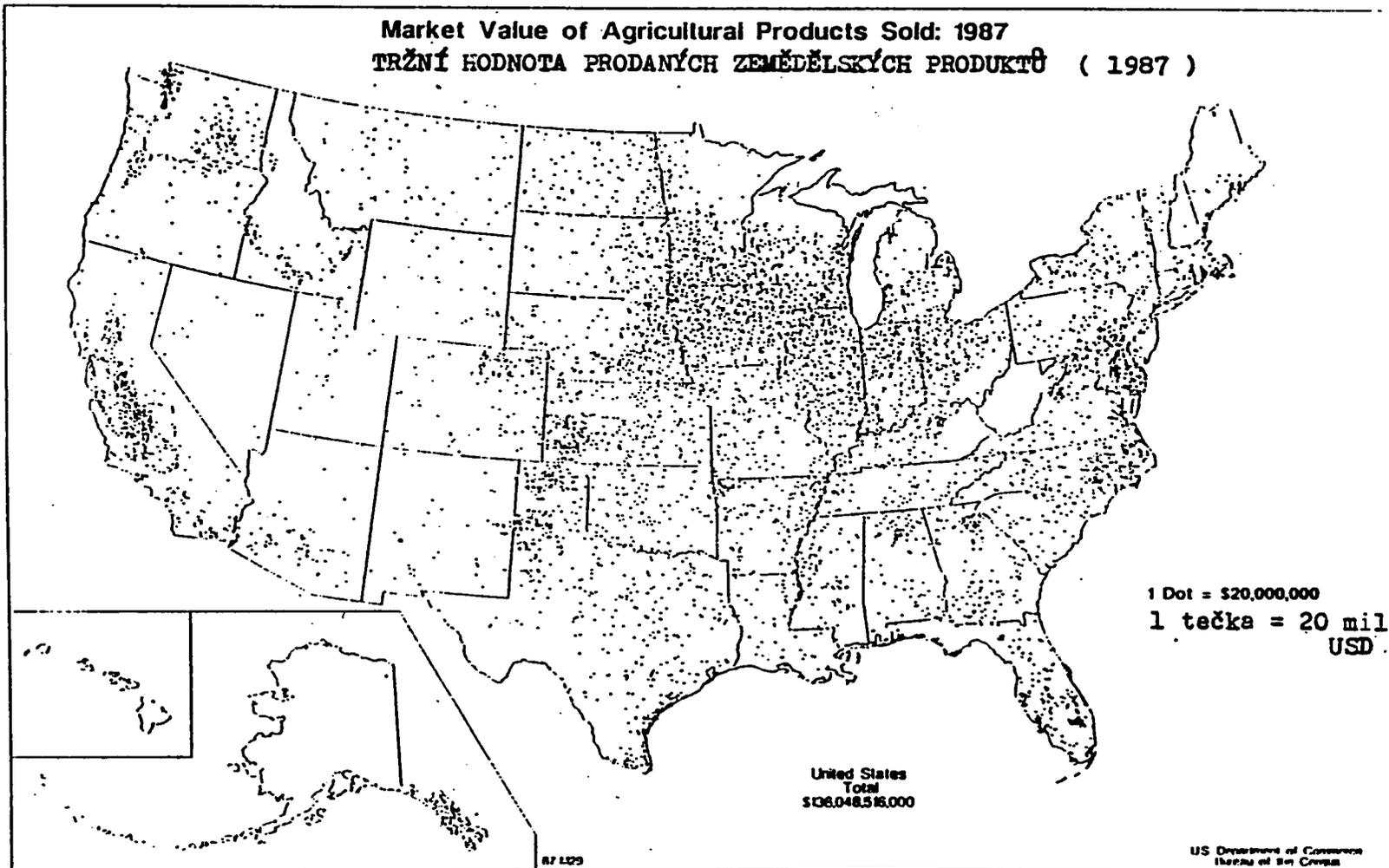
Dollars



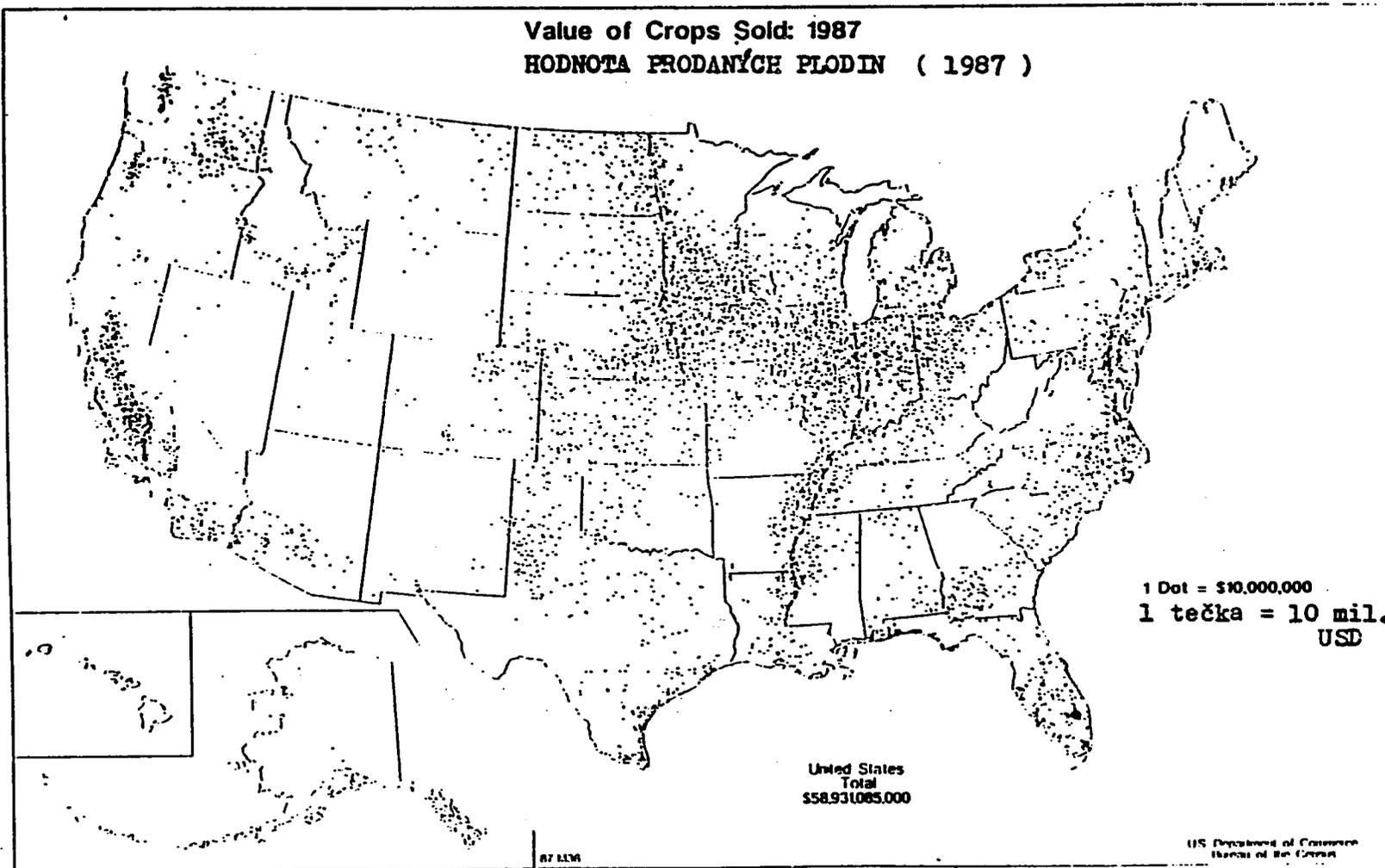
1989 data. 48-Sale average. 597.



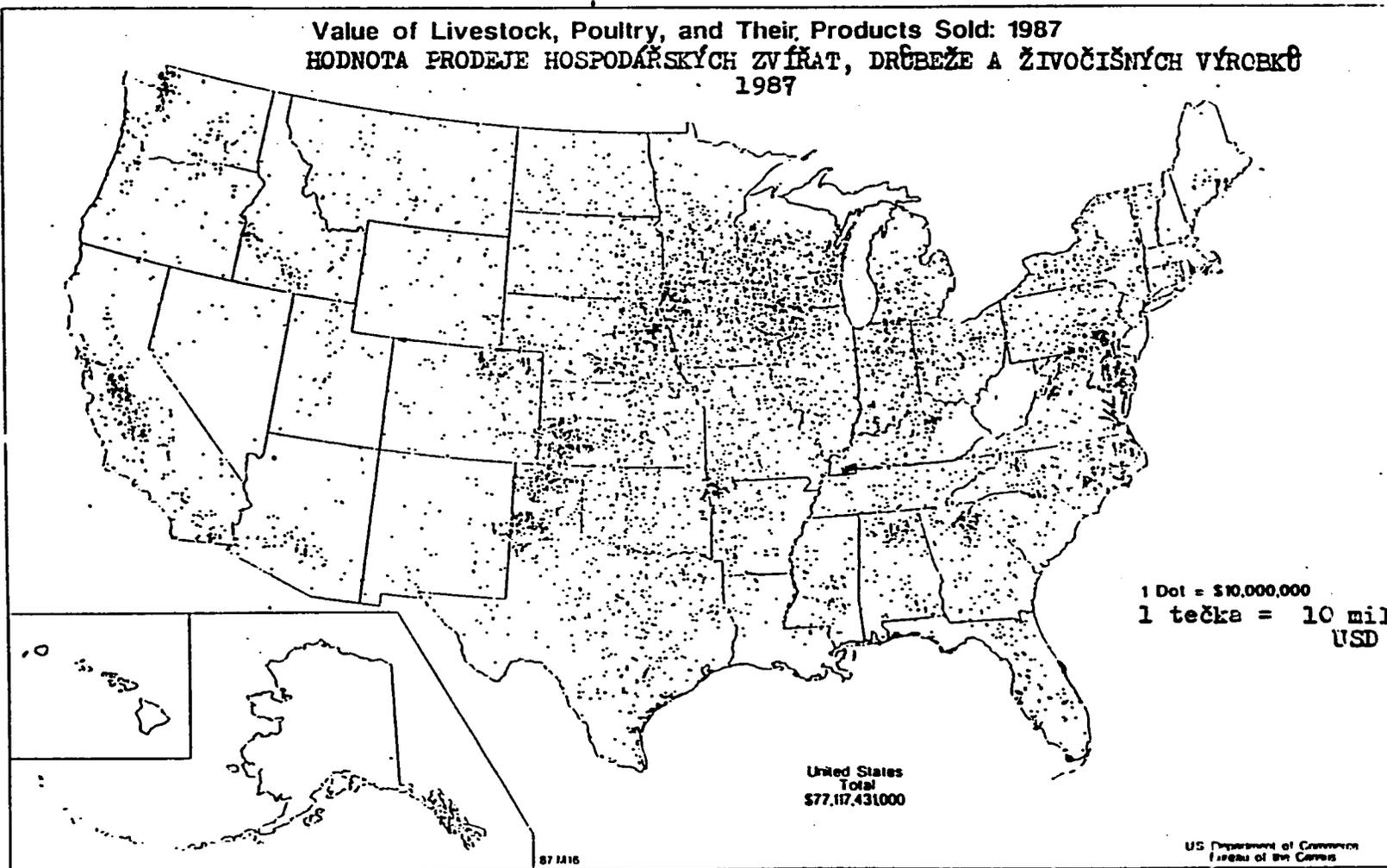
44



13



44



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Politika vlády USA, ktorá priamo ovplyvňuje ceny poľnohospodárskych produktov a príjmy farmárov	
Komodita	Charakter programu
Hovädzi dobytok a tečiatá	Dovozné obmedzenia
Mlieko	Podpora cien prostredníctvom štátnych nákupov Dovozné kvóty
Kŕmneobilniny	Podpora cien prostredníctvom štátnych nákupov Štátom garantovaná minimálna efektívna cena Obmedzenie osevných plôch
Sója	Štátom garantovaná minimálna efektívna cena
Ošpané	Príležitostné štátne nákupy ak je cena nezvyčajne nízka
Pšenica	Podpora cien prostredníctvom štátnych nákupov Štátom garantovaná minimálna efektívna cena Obmedzenie osevných plôch
Hydina a vajcia	Príležitostné štátne nákupy ak je cena nezvyčajne nízka
Zelenina	Dovozné obmedzenia Riadenie ponuky
Bavlna	Štátom garantovaná minimálna efektívna cena Obmedzenie osevných plôch
Tabak	Štátom garantovaná minimálna efektívna cena Riadenie osevných plôch
Ryža	Štátom garantovaná minimálna efektívna cena Obmedzenie osevných plôch
Cukrová repa a trstina	Štátom garantovaná minimálna efektívna cena Dovozné kvóty
Podzemnica olejná	Podpora cien prostredníctvom štátnych nákupov Obmedzenie osevných plôch Dovozné kvóty

U.S. Government Policies that Directly Affect Farm Product Prices and Farm Incomes	
Commodity	Nature of Policy Program
Beef Cattle and Pigs	Some import restrictions
Dairy	Price supports through government purchases Import quotas
Feed Grains	Price supports through government purchases Government guarantees minimum effective price Planting restrictions
Soybeans	Government guarantees minimum effective price
Hogs	Occasional government purchases when price is unusually low
Wheat	Price supports through government purchases Government guarantees minimum effective price Planting restrictions
Poultry and Eggs	Occasional government purchases when price is unusually low
Vegetables	Some input restrictions Some supply control
Fruits and Nuts	Some import restrictions Some supply control
Cotton	Government guarantees minimum effective price Planting restrictions
Tobacco	Government guarantees minimum effective price Planting controls
Rice	Government guarantees minimum effective price Planting restrictions
Sugar Beets and Cane	Government guarantees minimum effective price Import quotas
Peanuts	Price supports through government purchases Planting restrictions Import quotas

Hlavní nákupy poľnohospodárskych produktov v USA	
Komodita	Nákupca
Hovädzie mäso	Baliarne (Mäsozavody)
Mlieko	Podniky pre spracovanie mlieka
Krmne obilie	Veľkoobchod s obilím (silá) vrátane družstevných síl
Sója	Veľkoobchod vrátane družstiev
Ošpané	Baliarne
Pšenica	Veľkoobchod s obilím, vrátane družstiev
Hydina	Baliarne
Vajcia	Spracovateľské podniky a distribútori
Zelenina, ovocie, orechy	Spracovateľské podniky, konzervárne a distribútori
Bavlna	Veľkoobchod s bavlnou, vrátane družstiev
Tabak	Veľkoobchod a spracovatelia
Ryža	Spracovatelia ryže
Cukrová repa a trstina	Veľkoobchod a spracovatelia, družstvá
Podzemnica olejná	Veľkoobchod a spracovatelia, družstvá

Major Buyers of U.S. Farm Products	
Commodity	Buyer
Beef	Packing Plants (Slaughter Plants)
Dairy	Dairy Processing Plants
Feed Grains	Grain Merchants (Elevators) including Coops
Soybeans	Grain Merchants including Coops
Hogs	Packing Plants
Wheat	Grain Merchants including Coops
Poultry	Packing Plants
Eggs	Processors and Distributors
Vegetables, Fruits and Nuts	Processors, Canners and Distributors
Cotton	Cotton Merchants including Coops
Tobacco	Merchants and Processors
Rice	Rice Mills
Sugar Beets and Cane	Merchants and Processors, Coops
Peanuts	Merchants and Processors, Coops

VLÁDNÍ OPATŘENÍ PŘÍMO OVLIVŇUJÍCÍ CENY ZEMĚDĚLSKÝCH PRODUKTŮ

KOMODITA	TYP VLÁDNÍHO OPATŘENÍ
Hovězí a telecí maso	Některá dovozová omezení
Mléčné výrobky	Cenové dotace prostřednictvím vládních nákupů Dovozní kvóty
Krmné obilí	Cenové dotace prostřednictvím vládních nákupů Vládní záruky minimálních cen Vládní regulace osevních ploch
Sója	Vládní záruky minimálních cen
Jatečná prasata	Občasné vládní nákupy při neobvykle nízkých cenách
Pšenice	Cenové dotace prostřednictvím vládních nákupů Vládní záruky minimálních cen Regulace osevních ploch
Drůbež a vejce	Občasné vládní nákupy při neobvykle nízkých cenách
Zelenina	Některá dovozová omezení Určitá kontrola nabídky
Ovoce a ořechy	Některá dovozová omezení Určitá kontrola nabídky
Bavlna	Vládní záruky minimálních cen Regulace osevních ploch
Tabák	Vládní záruky minimálních cen Regulace osevních ploch
Rýže	Vládní záruky minimálních cen Regulace osevních ploch
Cukrovka a cukrová třtina	Vládní záruky minimálních cen Dovozové kvóty
Podzemnice olejná	Cenové dotace prostřednictvím vládních nákupů Regulace osevních ploch Dovozové kvóty

5.

HLAVNÍ TYFY KUPUJÍCÍCH - TRH ZEMĚDĚLSKÝCH PRODUKTŮ

KOMODITA	KUPUJÍCÍ
HOVĚZÍ MASO	JATKY, BOURÁRNY MASA
MLÉKO	MLÉKÁRENSKÝ PRŮMYSL
KRMÉNE OBILÍ	OBCHODNÍCI OBILÍM, SILA (včetně družstev)
SÓJA	OBCHODNÍCI OBILÍM (včetně družstev)
JATEČNÁ PRASATA	BOURÁRNY A BALÍRNY MASA
PŠENICE	OBCHODNÍCI OBILÍM (včetně družstev)
DRŮBEŽ	ZPRACOVATELSKÝ PRŮMYSL
VEJCE	ZPRACOVATELSKÝ PRŮMYSL, DISTRIBUTOŘI
ZELENINA, OVOCE A OŘECHY	ZPRACOVATELSKÝ PRŮMYSL, KONZERVÁRNY, DISTRIBUTOŘI
BAVLNA	OBCHODNÍCI BAVLNOU (včetně družstev)
TABÁK	OBCHODNÍCI TABÁKEM, TABÁKOVÝ PRŮMYSL
RÝŽE	RÝŽOVÉ MLÝNY
CUKROVKA A CUKROVÁ TŘTINA	ZPRACOVATELSKÝ PRŮMYSL, DRUŽSTVA
PODZEMNICE OLEJNÁ	ZPRACOVATELSKÝ PRŮMYSL, DRUŽSTVA

19.

Farm Management in a Market Economy

A. Overview

1. Functions of Management

2. Decision Making

- process of decision making
- cost concepts used in decision making
- price expectations
- risk assessment and management

3. Discussion Questions

B. Functions of Management

1. Planning

- strategic
- tactical

2. Implementation

3. Control

C. Areas of Management

1. Production

2. Marketing

3. Finance

Řízení zemědělských podniků podmínkách tržní ekonomiky.

A. Přehled

1. Funkce řízení

2. Rozhodování

- proces rozhodování
- faktor nákladů v rozhodování
- očekávané ceny
- odhad rizika

Otázky do diskuse

B. Funkce řízení

1. Plánování

- strategické
- taktické

2. Realizace

3. Kontrola

C. Oblasti řízení

1. Výroba

2. Marketing

3. Finance

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D. Steps in Decision Making

1. Define Goals
2. Identify Alternatives
3. Obtain Information on Alternatives
4. Analyze Contribution of Alternatives to Goals
5. Make a Decision and Take Action
6. Accept Responsibility for the Decisions
7. Evaluate the Outcome

E. Cost Concepts for Decision Making

1. Variable Cost
 - changes with the level of production
 - can be avoided by not producing
2. Fixed Cost
 - does not change with the level of production
 - must pay even if nothing is produced
3. Cash Cost
 - requires a direct outlay of funds
4. Non-cash Cost
 - accounting charge for use of fixed resources
5. Opportunity Cost
 - cost determined by use of a resource in its next-best alternative

D. Etapy rozhodování

1. Definování cílů a kritérií
2. Identifikace alternativ
3. Získávání informací o jednotlivých alternativách
4. Analýza vhodnosti alternativ pro splnění cílů.
5. Vlastní rozhodnutí a jeho realizace
6. Převzetí odpovědnosti za rozhodnutí
7. Vyhodnocení výsledku rozhodnutí

E. Klasifikace nákladů

1. Variabilní náklady
 - se mění v závislosti na úrovni produkce
 - lze se jim vyhnout neuskutečněním výroby
2. Fixní náklady
 - nemění se v závislosti na úrovni výroby
 - musí být vynaloženy i v případě, že se nic nevyrábí
3. Peněžní náklady
 - Vyžadují přímé vynaložení fondů
4. Nepeněžní /oportunitní/ náklady
 - účetní náklady vznikající použitím fixních zdrojů
5. Oportunitní náklady
 - náklady určené nepoužitím nejlepší alternativy
 - využití zdrojů

6. Examples of Costs

	Variable	Fixed
Cash	Fertilizer Fuel	Interest on Debt Property Taxes
Non-Cash/ Opportunity	Corn Used in Livestock Feeding	Depreciation Operator Labor

F. Problem Setting

- A 200 ha. Iowa grain farm that produces corn and soybeans. Net farm income for 1990 was \$37,000. Future income prospects for cash grain farms are not good.
- Married couple in their mid 40's with 3 children ages 10, 12, 14
- Wife is an elementary school teacher who earns \$20,000 a year
- For the past 10 years, the husband drove a truck part-time during the winter. However, this past year he lost his job due to economic downturn. He had earned about \$8,000 a year.
- Farm carries a high debt load and is experiencing cash flow problems. Interest payment on land debt is \$50,000 per year. Family living costs are \$20,000 per year.
- A hog finishing facility is located on the farm. It has not been used in over 10 years, but is usable without major repairs. It has a capacity of 500 head.
- The family is considering finishing feeder pigs to provide additional income. They have come to you for advice. How would you help them analyze their options?

6. Příklady nákladů

	Variabilní	Fixní
Peněžní	Hnojiva Fosforové hmoty	Úroky z půjček Daně z majetku
Nepeněžní/ oportunitní	Krmiva Pracovní náklady	Odpisy Pracovní náklady vlastníka

F. Formulace problému

- Předpokládáme farmu s výměrou 200 ha zaměřenou na pěstování kukuřice na zrno a sóju. Čistý výnos farmy v roce 1990 byl 37000 USD. Perspektiva farem zaměřených na tržní obilniny není dobrá.
- Předpokládáme manželský pár čtyřicátníků se třemi dětmi ve věku 10, 12 a 14 roků
- Žena je učitelkou na prvním stupni základní školy a vydělává 20.000 USD ročně.
- V průběhu minulých let pracoval muž v zimním období jako šofér, vydělával asi 8 000 USD.
- Farma je zatížena vysokým úvěrem a má finanční problémy. Úroky za úvěr činí 50 000 ročně. Životní náklady rodiny jsou 20 000 USD ročně.
- Součástí farmy jsou kapacity pro výrobu prasat. Tyto kapacity nebyly využívány po více jak 10 let, jsou však použitelné bez větších oprav. Jejich kapacita je 500 ks.
- Rodina zvažuje možnosti výkrmu prasat jako dodatečného zdroje příjmu. Předpokládáme, že se k Vám přišli poradit. Jak byste jim pomohli analyzovat jejich možnosti?

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G. Feed Requirements to Finish a 20 kg Feeder Pig

	Market Weight (kg)		
	100	110	120
Corn (kg)	233.6	274.4	316.6
Supplement (kg)	55.8	64.0	72.6
Total (kg)	289.4	338.4	389.2
Gain (kg)	80.0	90.0	100.0
Feed Conversion (feed/gain)	3.62	3.76	3.89
Days on Feed	133	143	153
Rate of Gain (kg/day)	0.60	0.63	0.66

H. Initial Price Expectations

Feeder Pigs (\$/head)	50.00
Slaughter Hogs (\$/kg)	1.00
Corn (\$/mt)	85.00
Supplement (\$/mt)	350.00
Interest (%)	10.5

G. Požadavky na krmiva při výkrmu prasat zastavovaných v živé hmotnosti 20 kg.

	Jatečná hmotnost kg		
	100	110	120
Kukuřice /kg/	233,3	274,4	316,6
Krmný doplněk /kg/	55,3	64,0	72,6
Celkem /kg/	289,4	338,4	389,2
Přirůstek /kg/	80,0	90,0	100,0
Konverze krmiva /krmivo,přirůstek/	3,62	3,76	3,89
Doba výkrmu /dnů/	133	143	153
Denní přirůstek /kg/dny/	0,60	0,63	0,66

H. Původně očekávané ceny

Odstávce /UDS/kg/	50,00
Jatečné prase /UDS/kg/	1,00
Kukuřice /UDS/t/	85,00
Krmný doplněk /UDS/t/	350,00
Úroky /%/	10,5

Gm

I. Enterprise Budget

Finishing Feeder Pigs ; One Pig
20 kg to 110 kg

Feeder Cost		\$50.00
Feed Cost		
Corn	274.4 kg x \$0.085	23.32
Supplement	64.0 kg x \$0.35	22.40
Total Feed Cost		\$45.72
Veterinary, Medical		1.50
Utilities, Repairs		2.00
Marketing, Miscellaneous		2.15
Interest (for 143 days)		4.15
Total Variable Costs		\$105.52
Labor		4.50
.75 hours x \$6.00/hour		
Fixed Costs		
Machinery, Facilities		6.50
Total Costs		\$116.52

J. Risk Analysis

At the time the decision is made, which of these key variables are

	<u>Certain</u>	<u>Uncertain</u>
1. Market Price	_____	_____
2. Feeder Price	_____	_____
3. Corn Price	_____	_____
4. Feed Requirements	_____	_____
5. Days on Feed	_____	_____
6. Death Loss	_____	_____

I. Rozpočet podniku

Náklady na výkon 1 prasete

20 kg - 110 kg

Cena odstávkové		50,00 UDS
Náklady krmiva		
Kukuřice	274,4 x 0,085 UDS	23,32
Krmný doplněk	64,0 x 0,35 UDS	22,40
Celkové náklady na krmiva		45,72 UDS
Veterinární a lékařská péče		1,50 UDS
Údržba, opravy		2,00 UDS
Marketing, různé		2,15 UDS
Úroky / za 143 dnů/		4,15 UDS
Celkové variabilní náklady		105,52 UDS
Pracovní náklady		
0,75 h x 6,00/h		4,50
Fixní náklady		
Stroje a zařízení		6,50
Celkové náklady		116,52 UDS

J. Analýza rizika

Ktělá z uvedených klíčových proměnných je v okamžiku rozhodování

	<u>Jistá</u>	<u>Nejistá</u>
1. Tržní cena	_____	_____
2. Cena odstávky	_____	_____
3. Cena kukuřice	_____	_____
4. Potřeba krmiv	_____	_____
5. Krmné dny	_____	_____
6. Úhyn	_____	_____

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K. Forming Price Expectations for Slaughter Hogs

1. Problem: What prices are likely to occur four months from now? (March, 1992)

2. Considerations:

- expected pork supplies
- prices of substitutes
- consumer income
- seasonal demand factors
- marketing margins for processors

3. Information:

- current prices
- current inventories
- farrowing intentions
- public forecasts, expert opinion
- previous experience

4. Forecast (example):

	\$/kg
Pessimistic	0.75
Most Likely	1.00
Optimistic	1.10

K. Formulace očekávané ceny jatečných prasat

1. Problém : Jaká bude pravděpodobná cena za čtyři měsíce ?

/ V březnu 1992/

2. Východiška :

- očekávaná nabídka vepřového masa
- ceny substitučních výrobků
- úroveň příjmů spotřebitele
- faktory sezónní poptávky
- cenové rozpětí zpracovatelů

3. Informace :

- běžné ceny
- současné ceny
- plánovaná produkce selat
- dřívější zkušenost

4. Odhad / příklad

	UDS/kg
Pesimistický	0,75
Nejpravděpodobnější	1,00
Optimistický	1,10

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L. Break-even Analysis

Price Needed to Cover Variable Costs (\$/kg)

$$\frac{\$105.52}{110 \text{ kg}} - \$0.96$$

Price Needed to Cover Total Costs (\$/kg)

$$\frac{\$116.52}{110 \text{ kg}} - \$1.06$$

M. Maximum Bid Price Analysis for a 20 kg Feeder Pig

1. Expected Revenue			
110 kg. x \$1.00 kg			110.00
2. Costs (excluding the feeder pig)			
Variable		53.47	
Fixed		11.00	
3. Revenue Available for Feeder Purchase and Interest		56.53	
Variable Costs Only		45.53	
Total Costs			
Bid Price			54.41
Variable Costs	-	$\frac{56.53}{1.039}$	
(1+r)			
Total Costs	-	$\frac{45.53}{1.039}$	43.82
(1+r)			

$$r = .105 (143/365) = .039$$

N. Sensitivity Table Analysis

Market Price Needed to Cover Total Costs (\$/kg)

Price of Corn (\$/mt)	Price of Feeders (\$/head)		
	40	50	60
95	0.99	1.09	1.18
85	0.96	1.06	1.15
75	0.94	1.03	1.13

L. Kritický bod rentability

$$\frac{\text{Cena potřebná na krytí variabilních nákladů /USD/kg/}}{110 \text{ kg}} = 0,96 \text{ USD}$$

105,52 UDS

$$\frac{\text{Cena potřebná na krytí celkových nákladů / USD/kg/}}{110 \text{ kg}} = 1,06 \text{ USD}$$

116,52 USD

M. Analýza maximální nabídkové ceny na odtávče /20 kg/

1. Očekávaný výnos			
110 kg x 1,00 USD/kg			110,00 USD
2. Náklady /bez ceny odtávčete/			
Variabilní		53,47 USD	
Fixní		11,00 USD	
3. Výnos použitelný na nákup odtávčete a splátku úroků			
Pouze variabilní náklady		56,53 USD	
Celkové náklady		45,53 USD	
Nabídková cena			
Variabilní náklady	=	$\frac{56,53}{1,039}$	= 54,41 USD
(1+r)		1,039	
Celkové náklady	=	$\frac{45,53}{1,039}$	= 43,82 USD
(1+r)		1,039	
r = 0,105 (143/365) = 0,039			

N. Analýza citlivosti

Tržní cena potřebná na pokrytí celkových nákladů / USD/kg/

Cena kukuřice/USD/t/	Cena odtávčete /USD/kg/		
	40	50	60
95	0,99	1,09	1,18
85	0,96	1,06	1,15
75	0,94	1,03	1,13

PLANNING

* STRATEGIC

* BUSINESS

* OPERATING

PLÁNOVÁNÍ

* STRATEGICKÉ

* PODNIKATELSKÉ

* OPERATIVNÍ

BUSINESS PLAN

* A WRITTEN DOCUMENT

* status of company

* future plans

* one to five-year
outlook

PODNIKATELSKÝ PLÁN je:

* PSANÝM DOKUMENTEM
obsahuje:

* současný stav podniku

* záměry

* roční až pětiletý výhled

• PREPARE A BUSINESS PLAN WHEN

- * Startup Venture
- * Seeking Additional Financing
- * New Activities Within an Existing Company

PODNIKATELSKÝ PLÁN SE ZPRACOVÁVÁ

když:

- * začínáme podnikat
- * hledáme dodatečné finanční prostředky
- * rozbíháme nové aktivity v rámci stávajícího podniku

CONTENT OF A BUSINESS PLAN

- overview of the company
- markets, competition and selling
- operation and products
- management
- financial needs and forecasting

OBSAH PODNIKATELSKÉHO PLÁNU

- popis podniku
- trhy, konkurence a prodej
- výrobní činnosti a výrobky
- řízení
- finanční potřeby a progózy

QUALITY OF BUSINESS PLAN *

* GOOD

- * evidence of customer acceptance
- * evidence of focus
- * appreciation of investor needs
- * proprietary position

KVALITA PODNIKATELSKÉHO PLÁNU

* DOBRÝ PLÁN

- * doložený zájem zákazníka
- * dukazy o správnosti podnikatelského záměru
- * zhodnocení investičních - potřeb
- * majetkové poměry

* BAD

- * infatuation with the product
- * projections which deviate from industry norms
- * unrealistic growth projections
- * modification of product for each customer

* ŠPATNÝ PLÁN

- * přecenění kvality výrobku
- * záměry odchyloující se od průmyslových norem
- * nereálné projekce růstu
- * modifikace výrobku pro každého zákazníka

EXAMPLE:

using a specialty fertilizer
producer

- * produces fertilizers applied
in the apple industry
- * company is operating at full
capacity in 1991

PŘÍKLAD:

podnik vyrábějící speciální
strojená hnojiva

- vyrábí hnojiva pro pěstování
jabloní
- v roce 1991 provoz na plný výkon

INCOME STATEMENT, 1991

Sales	USD	7,500
Cost of goods sold		6,000
Administrative expenses		780
<hr/>		
Earnings before interest and taxes	USD	720
Interest expense		120
<hr/>		
Earnings before taxes		600
Taxes [40 %]		240
<hr/>		
Net income	USD	360
<hr/>		
Dividends [30 % payout]		108
Addition to retained earnings USD		252

VÝSLEDOVKA 1991

Objem prodeje	USD	7 500
Výrobní náklady prodaných výrobků		6 000
Administrativní náklady		780
<hr/>		
HV [zisk] před zdaněním a splacením úroku		720
Splátka úroku		120
HV [zisk] před zdaněním		600
Daně [40 %]		240
<hr/>		
Čistý zisk		360
Dividendy [30 % z č.zisku]		108
Přírustek nerozděleného zisku		252

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BALANCE SHEET, 1991

Balance Sheet

Cash	\$ 300	Accounts Payable	\$ 200
Receivables	500	Accruals	100
Inventory	1,000	Notes Payable	250
Current Assets	\$ 1,800	Current Liabilities	\$ 550
Net Fixed Assets	4,000	Long-term Debt	2,400
		Total Debt	2,950
		Common Stock	2,000
		Retained Earnings	850
Total Assets	<u>\$ 5,800</u>	Total Claims	<u>\$5,800</u>

ROZVAHA 1991

Hotovost	USD 300	Závazky	USD 200
Pohledávky	500	PPřiděl. závazk	100
Zásoby	1000	Splatné směnky	250
Běžná aktiva	USD 1800	Krátkodobá pasiva	USD 550
Čistá stálá aktiva	4000	Dlouhodobé závazky	2400
		Dluhy, závazky	
		celkem	2950
		Kmenové jmění (kapitál)	2000
		Nerozdělený zisk	850
Aktiva celkem	USD 5800	Pasiva celkem (zdroje)	5800

IMPORTANT DATA

- SALES WERE \$ 7.5 MILLION IN 1991
- A 20 % SALES INCREASE IS FORECASTED FOR 1992
- COMPANY INTENDS TO NOT INCREASE ITS DOLLAR AMOUNT OF DIVIDENDS, THUS REDUCING ITS PAYOUT RATIO

DŮLEŽITÉ ÚDAJE

- * Objem prodeje v roce 1991 byl 7,5 mil.USD
- * V roce 1992 se předpokládá zvýšení prodeje o 20 %
- * Podnik zamýšlí nezvyšovat výplatu dividend, čímž se sníží poměr dividend k zisku

FIRST CRITICAL QUESTION

• WHY IS AN ACCURATE SALES FORECAST ESSENTIAL TO AN ACCURATE FINANCIAL FORECAST ?

* If Sales Forecast Is Too Low, the Company Will Not Have Sufficient Assets in Place to Meet Customers' Needs

- Orders Will Back-Up
- Delivery Times Will Lengthen
- Customer Dissatisfaction Will Increase
- Market Share Will Be Lost

PRVNI KRITICKA OTAZKA

* Proč má přesná prognóza tržeb zásadní význam pro přesnou finanční prognózu ?

* Jestliže bude prognóza prodeje příliš nízká, podnik nebude mít k dispozici dostatek aktiv pro uspokojení potřeb zákazníků

+ Objednávky se budou hromadit

+ Dodací lhůty se budou prodlužovat

+ Bude vzniknout nespokojenost zákazníků

+ Podíl na trhu bude klesat

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*** If Sales Forecast Is Too High,**

- **Excess Plant, Equipment, and Inventories**
- **Low Inventory Turnover Ratios**
- **High Carrying Costs**

• IN EITHER CASE, RETURN ON EQUITY (ROE) WILL BE LOWERED, WHICH WILL LOWER THE VALUE OF COMMON STOCK OR NET WORTH

*** Jestliže bude prognóza příliš vysoká dojde k :**

- přebytku kapacit, vybavení a zásob
- nízké obrátkovosti zásob
- vysokým skladovacími náklady

*** V KAŽDÉM PŘÍPADĚ BUDE SNIŽENA RENTABILITA ZDROJŮ, COŽ PŮVEDE KE SNIŽENÍ HODNOTY KMENOVÝCH AKCIÍ (ZÁKLADNÍHO KAPITÁLU) NEBO ČISTÉHO JMĚNÍ**

MAKING THE SALES FORECAST

•STARTING POINT IS THE HISTORICAL SALES TREND

•ALSO ANALYZE:

*Economic Trends

*Business Activity of Customers
"The Apple Growers"

*Introduction of New Products
By Company

*Actions Taken by Competitors

*Advertising Campaigns,
Promotional Discounts, and
Credit Policy

TVORBA PROGNOZY PRODEJE

* Výchozím bodem je skutečný trend prodeje

- a dále rozbor :

* ekonomických trendů

* podnikatelské aktivity zákazníků (pěstitelů jablek)

* zavádění nových výrobků podnikem

* činnost konkurence

* reklamních kampaní, reklamních slevňovacích akcí a úvěrové politiky

SECOND CRITICAL QUESTION

- **WHAT ADDITIONAL EXTERNAL FUNDS WILL BE NEEDED ?**
- **BECAUSE THE COMPANY IS OPERATING AT FULL CAPACITY, ANY SALES INCREASE MUST BE SUPPORTED BY ADDITIONS TO FIXED ASSETS**

DRUHÁ KRITICKÁ OTÁZKA

- * **Jaké dodatečné externí zdroje budou zapotřebí ?**

Vzhledem k tomu, že podnik pracuje na plný výkon, musí být jakékoli zvýšení objemu prodeje podpořeno zvýšením stálých aktiv

1/2

***Prepare the Company's 1992 Pro Forma Income Statement, Using the Percentage of Sales Forecasting Method**

**1992 Pro Forma Income Statement
(Thousands of Dollars)**

	1991 (1)	1992 Projection (Col.1 x 1.2)
Sales	\$7,500	\$9,000
Cost of Goods Sold (80% of Sales)	6,000	7,200
Administrative Expenses	780	936
Earnings Before Interest & Taxes	\$ 720	\$ 864
Interest Expense	120	120
Earnings Before Taxes	\$ 600	\$ 744
Taxes (40 %)	240	298
Net Income	\$ 360	\$ 446
Dividends (30 % Payout)	\$ 108	\$ 108
Addition to Retained Earnings	\$ 252	\$ 338

Příprava předběžného výkazu o hospodaření podniku (výsledovky) pro rok 1992 při použití metody prognózování procentického zvýšení objemu prodeje

**Předběžný výkaz o hospodaření podniku (výsledovka)
(1992, v tisících USD)**

	1991 (1)	1992 Výhled (= 1.1 x 1.2)
Objem prodeje USD	7500	9000
Výrobní náklady prod. výrobků (80% obj. prodeje)	6000	7200
Administrativní náklady	780	936
Zisk před splátkou úroků	720	864
Platby úroků	120	120
Zisk před zdaněním USD	600	744
Daně (40%)	240	298
Čistý zisk USD	360	446
Dividendy (30% z čistého příjmu)	108	108
Přírůstek nerozděleného zisku USD	252	338

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IMPORTANT POINTS

- **Forecasted Sales**
= \$7,500(1.2) = \$9,000
- **The Cost of Goods Sold and Administrative Expenses Are Expected to Remain at Their Current Percentages of Sales. These Accounts Can Be Forecasted By Multiplying the 1991 Value By 1.2 Forecast**
- **Interest and Dividend Payments Will Be a Function of the Financing Requirements. For Now, As a First Approximation, They Are Held at Their 1991 Levels.**

VÝZNAMNÉ ÚDAJE

* předpokládaný objem prodeje (tržeb)
 $7500 \times (1,2) = 9000 \text{ USD}$

Předpokládá se, že výrobní náklady prodaných výrobků a administrativní náklady zůstanou na současné procentické úrovni ve vztahu k objemu prodeje. Tyto položky lze odhadnout vynáso-
bením hodnoty z roku 1991 koeficientem 1,2.

Platby úroků a vyplácení dividend budou funkcí finančních požadavků. Nyní, jako první aproximace, jsou zachovány na úrovni roku 1991.

***Prepare the Company's 1992 Pro Forma Balance Sheet, Using the Percentage of Sales Forecasting Method**

**1992 Pro Forma Balance Sheet
(Thousands of Dollars)**

	1991 (1)	1992 Projection (Col.1 x 1.2)
Cash	\$ 300	\$ 360
Receivables	500	600
Inventory	1,000	1,200
Current Assets	<u>\$1,800</u>	<u>\$2,160</u>
Net Fixed Assets	4,000	4,800
Total Assets	<u>\$5,800</u>	<u>\$6,960</u>
Accounts Payable	\$ 200	\$ 240
Accruals	100	120
Notes Payable	250	250
Current Liabilities	<u>\$ 550</u>	<u>\$ 610</u>
Long-Term Debt	2,400	2,400
Total Debt	<u>\$2,950</u>	<u>\$3,010</u>
Common Stock	2,000	2,000
Retained Earnings	850	1,188
Total Claims	<u>\$5,800</u>	<u>\$6,198</u>

Připrava předběžného výkazu o hospodaření podniku (výsledovky) pro rok 1992 při použité metody prognózování procentického zvýšení objemu prodeje

**Předběžný výkaz o hospodaření podniku (výsledovka)
(1992, v tisících USD)**

	1991 (1)	1992 Výhled (s. 1 x 1,2)
Zůstatek hotovosti na účtu	USD 300	USD 360
Pohledávky	500	600
Zásoby	1000	1200
Běžná aktiva	1800	2160
Zůstatková cena základ. prostředků	4000	4800
Aktiva celkem	<u>5800</u>	<u>6960</u>
Závazky	200	240
Stálá pasiva	100	120
Obligace	250	250
Krátkodobá pasiva	550	610
Dlouhodobá pasiva	2400	2400
Celková pasiva	<u>2950</u>	<u>3010</u>
Kmenové jmění	2000	2000
Nerozdělený zisk	250	1188
Pasiva celkem	<u>5800</u>	<u>6198</u>

THE ANALYSIS

• IN THE PERCENTAGE OF SALES METHOD, SOME EXPENDITURES AND BALANCE SHEET ITEMS ARE INCREASED BY THE SAME PERCENTAGE

• BECAUSE AT FULL CAPACITY, NET FIXED ASSETS ARE INCREASED BY THE SAME PERCENTAGE-20 %

• NET FIXED ASSETS:
\$4,000 --> \$4,800

ANALÝZA

- * při použití metody prognózování procentického zvýšení prodeje jsou některé výdaje a položky rozvahy zvýšeny o stejné procento
- * při plné kapacitě jsou čistá stálá aktiva zvýšena o stejné procento (20%)
- * čistá stálá aktiva : 4000 -- 4800 USD

•ALSO;

*Cash	\$300	-->	\$360
*Receivables	\$500	-->	\$600
*Inventory	\$1,000	-->	\$1,200
*Accounts Payable	\$200	-->	\$240
*Accruals	\$100	-->	\$120

*** zvyšují se tedy i další položky**

- zůstatek na hotovosti	300 -- 360 USD
- pohledávky	500 -- 600
- zásoby	1000 -- 1200
- závazky	200 -- 240
- stálá pasiva	100 -- 120

VŠECHNY NEBO NĚKTERÉ Z NÁSLEDUJÍCÍCH
POLOŽEK SE ZMĚNĚ

* Obligace USD 250

* Dlouhodobé závazky USD 1000

* Provozní kapitál USD 2000

• ALL OR SOME OF THE
FOLLOWING WILL CHANGE

*Notes Payable \$250

*Long-Term Debt \$1,000

*Common Stock \$2,000

1/2

**•FORECAST OF ACCUMULATED
RETAINED EARNINGS**

*1991 Balance	\$850
-1992 Earnings	\$446
-Less: Dividends	<u>108</u>
-Add to Ret.Earnings	<u>\$338</u>
*1992 Balance	\$1,188

**PROGNÓZA ÚROVNĚ AKUMULOVANÉHO
NEROZDĚLENÉHO ZISKU**

* 1991 počáteční zůstatek	USD 850
- 1992 důchody	USD 446
- minus dividendy	<u>108</u>
- plus přírůstek nerozdě- leného zisku	<u>USD 338</u>
* 1992 Konečný zůstatek	USD 1188

•EXTERNAL FUNDING REQUIREMENT

*From the 1992 Pro Forma
Balance Sheet

Total Assets	\$6,960
Less: Total Claims	<u>\$6,198</u>
Funds Needed	\$ 762

* POŽADAVKY KLADENÉ NA FINANCOVÁNÍ
Z VNĚJŠÍCH ZDROJŮ

* Z předběžné rozvahy roku 1992

Celková aktiva	USD 6960
Minus: Celkové zdroje	<u>USD 6198</u>

Potřebné zdroje USD 762

•FUND SOURCES

*A Possibility

°Notes Payable
 $\$ 250 + 62 = \$ 312$

°Long-Term Debt
 $\$2,400 + 200 = \$ 2,600$

°Common Stock
 $\$2,000 + \underline{500} = \$ 2,500$

FUNDS ADDED \$762

ZROJE FINANČNÍCH PROSTŘEDKŮ

* Možnosti

* splatné směnky (vydané obligace)
 $\text{USD } 250 + 62 = \text{USD } 312$

* dlouhodobé splatné dluhy
 $\text{USD } 2400 + 200 = \text{USD } 2600$

* kmenové jmění
 $\text{USD } 2000 + \underline{500} = \text{USD } 2500$

DODATEČNÉ
ZDROJE

USD 762

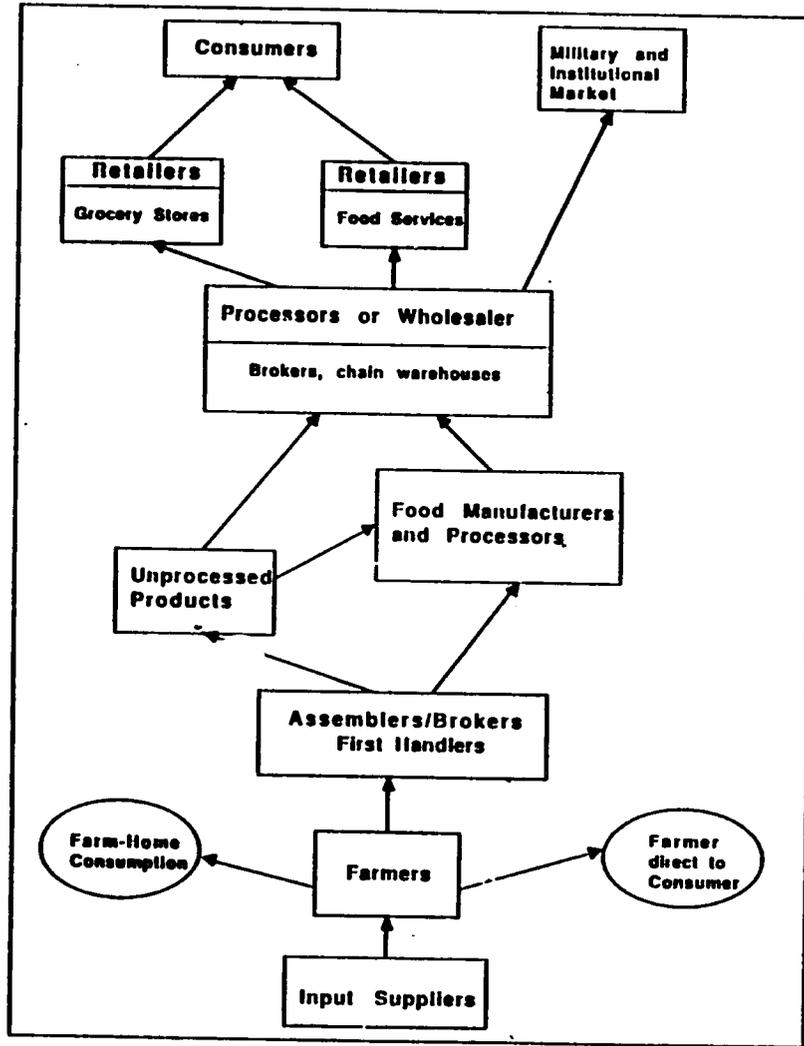
DEFINITION OF AGRICULTURAL MARKETING

The performance of all business activities involved in the flow of food and agricultural products and services from the producers to consumers. All participants, including those providing input resources to farm operations comprise the agricultural marketing system.

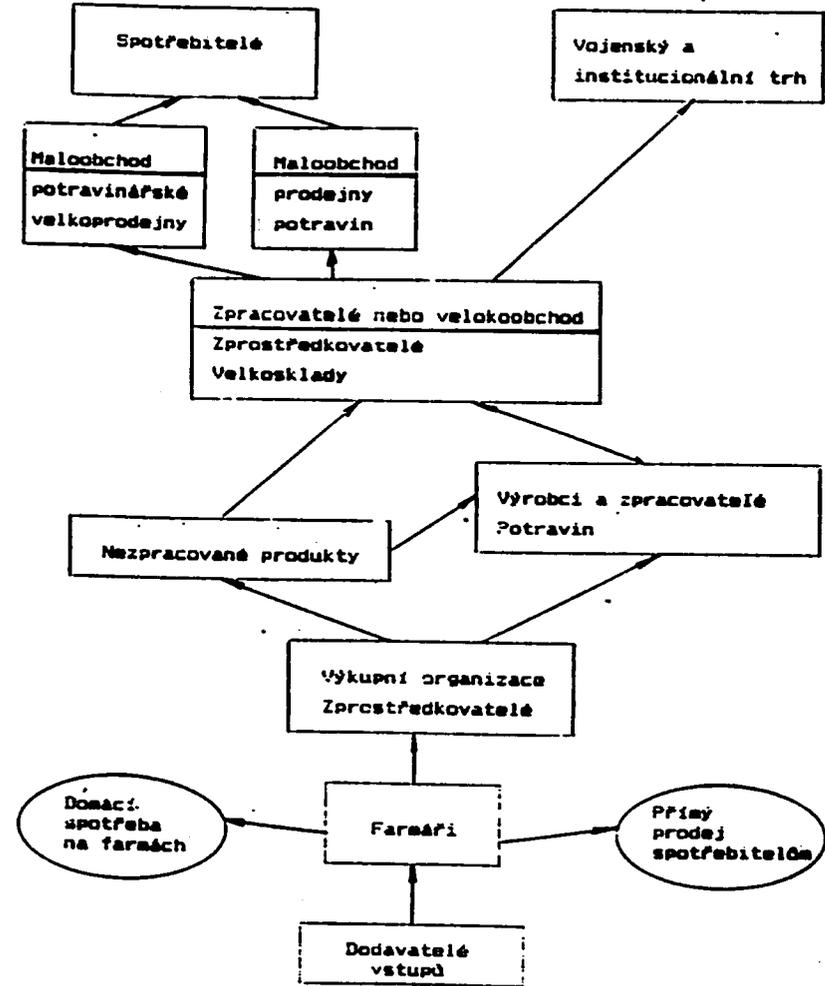
DEFINICE : ZEMĚDĚLSKÉHO MARKETINGU

Zemědělský marketing zahrnuje činnost všech podniků zajišťujících tok potravin a zemědělských produktů a služeb od výrobců ke spotřebitelům. Všichni účastníci tohoto procesu, včetně těch, kteří poskytují vstupy do zemědělství, tvoří systém zemědělského marketingu.

THE AGRICULTURAL MARKETING SYSTEM



ZEMĚDĚLSKÝ MARKETINGOVÝ SYSTÉM



AGRICULTURAL ACTIVITIES OR FUNCTIONS

- 1. EXCHANGE (Buying/Selling)**
 - a. Markets (Prices)
 - b. Contracts
 - c. Integration

- 2. PHYSICAL**
 - a. Processing
 - b. Storage
 - c. Transportation

- 3. FACILITATING**
 - a. Financing
 - b. Grading
 - c. Risk Bearing
 - d. Market Information

ZEMĚDĚLSKÉ ČINNOSTI NEBO FUNKCE

- 1. SMĚNA (nákup, prodej)**
 - a) Trhy (Ceny)
 - b) Kontrakty (Ceny)
 - c) Integrace

- 2. FYZICKÉ ČINNOSTI**
 - a) Zpracování
 - b) Skladování
 - c) Doprava

- 3. PODPŮRNÉ ČINNOSTI**
 - a) Financování
 - b) Hodnocení kvality
 - c) Podstupování rizika
 - d) Tržní informace

AGRICULTURAL MARKETING SYSTEM

Key participants of Interest Groups

- 1. Consumers**
- 2. Producers**
- 3. Middlemen**
- 4. Regulators (eg. Government)**
- 5. Evaluators (eg. Economists, politicians, special interest groups)**

ZEMĚDĚLSKÝ MARKETINGOVÝ SYSTÉM

Hlavní představitelé zájmových skupin

- 1. Spotřebitelé**
- 2. Výrobci**
- 3. Zprostředkovatelé**
- 4. Řídící (regulační) orgány, (např. vláda)**
- 5. Hodnotící skupiny (např. ekonomové- politici
zájmová sdružení)**

A MARKET

All of the people, institutions, and facilities involved in the buying and selling, trading, or exchange of a commodity or product.

The precise definition of the commodity, form, location of exchange, and time of exchange determine the specific scope or meaning of a particular market.

TRH

Množina všech lidí, institucí a zařízení účastnících se nákupu, prodeje nebo směny komodit nebo výrobků.

Přesná definice komodity, formy, místa směny a doby směny určuje specifický rozsah nebo význam určitého trhu.

Examples of Different Markets

- **Tonight's Local Fed Pig Auction Market**
- **Today's No. 2 Yellow Cash Corn Market in Chicago**
- **Today's U.S. Beef Market**
- **Tomorrow's World Soybean Market**

PŘÍKLADY TRHU

- * **Pravidelné večerní místní aukce jatečných prasat**
- * **Každodenní trh prvotřídní krmné kukurice v Chicagu**
- * **Každodenní trh hovězího masa v USA**
- * **Budoucí světový trh sóje**

PRODUCER ISSUES

- Marketing concerns
- Doing less than "Better" job of marketing
- Annual price ranges for commodities
corn, soybeans, hogs, cattle
- Annual price range summary
- Impact of better marketing
- Ability to influence price
- Pricing alternatives

CHARAKTERISTIKY VÝROBCE

- * Marketingové zájmy
- * "Nedostatečné" marketingové úsilí
- * Roční cenové rozpětí u komodit :
kukuřice, sója, jatečná prasata, skot
- * Roční přehled cenového rozpětí
- * Vliv dokonalejšího marketingu
- * Schopnost ovlivňovat ceny
- * Alternativy tvorby cen

Farmer Marketing Concerns

1. Production level
2. Production volatility
3. Number of buyers (competition)
4. Marketing alternatives
number of alternatives and associated costs
5. Trade issues (barriers, product dumping)
6. Government involvement (too much, too little)
7. Market information
8. Transportation and other inputs (cost, availability)
9. Consumer demands (responding to, enhancing)

MARKETINGOVÉ ZÁJMY FARMÁŘE

1. Objem výroby
2. Kolísání výroby
3. Počet kupujících (konkurence)
4. Marketingové alternativy
počet alternativ a přidružené náklady
5. Obchodní omezení (bariéry, dumping)
6. Státní intervence (příliš velké, příliš malé)
7. Informace o trhu
8. Doprava a další vstupy (náklady, dostupnost)
9. Požadavky spotřebitelů (odezva, zvyšování poptávky)

FARMERS' ABILITY TO INFLUENCE PRICE

1. Traditional View

Individually, farmers are price takers. This is probably true for a given buyer at a given point in time.

2. Producer marketing decisions that influence the price they receive:

- a. where to sell
- b. when to sell
- c. how to sell

SCHOPNOST FARMÁŘE OVLIVŇOVAT CENY

1. TRADIČNÍ POHLED

Farmáři jako jedinci jsou příjemci cen.

Platí to pravděpodobně pro daného kupujícího v daném okamžiku

2. Marketingová rozhodnutí výrobce, která ovlivňují dosaženou cenu :

- a. kde prodávat
- b. kdy prodávat
- c. jak prodávat

Direct Marketing

A sale directly to the buyer from the producer

Examples:

Producer to packing plant

Producer to packer buying station

Producer to consumer

PŘÍMÝ MARKETING

Přímý prodej výrobků kupujícími

Příklady:

Výrobce	—————>	balírna
Výrobce	—————>	nákupní organizace
Výrobce	—————>	spotřebitel

Terminal Marketing

The sale through major central markets, exchanges, or public stockyards

Examples:

- Livestock consigned to and sold by commission firms, on behalf of the producers
- "Twin " Markets - continued reliance on low volume markets for price information

TERMINÁLNÍ MARKETING

Prodej prostřednictvím velkých centrálních trhů, burz nebo veřejných skladů.

Příklady :

- * Dobytek nakupovaný a prodáváný komisionářskou firmou zastupující výrobce
- * "Podvojně" trhy - stálé získávání cenových informací na maloobjemových trzích

Auction Marketing

Selling through auction (eg. sale barns) to buyers who bid against one another

Type of Auction:

1. **English** - ascending bids with the last (highest) bidder purchasing.
2. **Dutch** - ascending bids with the first bidder (highest) purchasing.
3. **Electronic** - bringing buyers and sellers together electronically (telephone, teletype, satellite, TV, computer, fax) "Teleauction".
4. **Sealed Bid** - "private" bids by buyers (or sellers).
5. **Simultaneous Bid** - simultaneous public, open outcry offers to buy (by buyers) and to sell (by sellers).

AUKČNÍ MARKETING

Prodej prostřednictvím aukcí (např. v aukčních halách) kupujícími, kteří spolu soupeří.

Typy aukcí :

1. **Anglická** - postupné zvyšování ceny (přihazování) ukončeno poslední (nejvyšší) nabídkou
2. **Holandská** - postupné snižování ceny ukončeno při první (nejvyšší) nabídce
3. **Elektronická** - propojení kupujících a prodávajících telekomunikačními prostředky (telefon, dálkopis, satelit, televize, počítač, fax) "TELEAUKCE"
4. **"Tajné dražení"** - ceny jsou nabízeny v zalepených obálkách, platí nejvyšší nabídka
5. **Simultánní dražení** - současné veřejné onlašování nabídek prodávajícím i kupujícím

CONSUMER ISSUES

- * Food wants or concerns
- * Distribution of food expenditures
- * Causes of increase in the marketing bill
- * Farmers' share
- * Farm value and marketing bill
- * Converting production into consumption
- * Income spent on food

ZÁJMY SPOTŘEBITELŮ

- * Nároky na potraviny
- * Struktura výdajů na nákup potravin
- * Příčiny růstu marketingových výdajů
- * Farmářův podíl
- * Výrobní cena a marketingové výdaje
- * Přeměna produkce ve spotřebu
- * Výdaje za potraviny

WHAT CONSUMERS WANT

•Low price

Availability

•Product characteristics

- A. Taste
- B. Nutrition
- C. Appearance
- D. Safety
- E. Variety
- F. Convenience

POŽADAVKY SPOTŘEBITELŮ

- * Nízké ceny výrobků
- * Dostupnost výrobků
- * Vlastnosti výrobků
 - A. Chuťové vlastnosti
 - B. Výživná hodnota
 - C. Vzhled
 - D. Nezávadnost
 - E. Pestrost
 - F. Výhodnost

Causes of Increase In Marketing Bill

- Increase in quantity of services performed
- Increase in cost of services performed
- Increase in quality of services performed

PŘÍČINY RŮSTU MARKETINGOVÝCH VÝDAJŮ

- * Rozšíření poskytovaných služeb
- * Zvýšení nákladů na poskytované služby
- * Zvýšení kvality poskytovaných služeb

Farmers' Share of Consumer Food Expenditures

Podíl výrobní ceny na maloobchodní ceně

Year R o k	Percent %
1960-64	33
1965-69	34
1970-75	34
1975-79	32
1980	31
1983	27
1985	25
1986	25
1987	24
1988	24
1989	24
1990	24

**AMERIČTÍ SPOTŘEBITELÉ PODLE
VÝDAJŮ ZA POTRAVINY V PROCENTECH
DISPONSIBILNÍHO OSOBNÍHO PŘÍJMU .**

ROK	%
Year	Percentage
1930	24
1940	22
1950	23
1960	20
1970	17
1980	16
1988	12

HIGHLIGHTS

AGRICULTURAL MARKETING

•Agricultural marketing is complex; involving the performance of many activities by multiple interest groups with various concerns and goals.

•Prices that are discovered or determined in numerous ways play a major role in coordinating marketing activities and balancing production with consumption.

•Effective markets generally require decentralized decision makers, freedom of choice, economic incentives, and competition.

ZÁVĚRY

Zemědělský marketing je komplex zahrnující výsledky mnoha činností mnoha zájmových skupin s různými zájmy a cíly.

Ceny, které jsou stanoveny nebo určeny mnoha způsoby, hrají hlavní roli při koordinaci marketingových činností a vyrovnávání výroby se spotřebou.

Efektivní trhy obecně předpokládají :

- * decentralizaci rozhodovacích procesů
- * svobodu volby
- * ekonomickou iniciativu
- * konkurenci

Farm Management in a Market Economy

A. Overview

1. Functions of Management
2. Decision Making^o
 - process of decision making
 - cost concepts used in decision making
 - price expectations
 - risk assessment and management
3. Discussion Questions

B. Functions of Management

1. Planning
 - strategic
 - tactical
2. Implementation
3. Control

C. Areas of Management

1. Production
2. Marketing
3. Finance

Řízení zemědělských podniků podmínkách tržní ekonomiky.

A. Přehled

1. Funkce řízení
2. Rozhodování
 - proces rozhodování
 - faktor nákladů v rozhodování
 - očekávané ceny
 - odhad rizika
3. Otázky do diskuse

B. Funkce řízení

1. Plánování
 - strategické
 - taktické
2. Realizace
3. Kontrola

C. Oblasti řízení

1. Výroba
2. Marketing
3. Finance

D. Steps in Decision Making

1. Define Goals
2. Identify Alternatives
3. Obtain Information on Alternatives
4. Analyze Contribution of Alternatives to Goals
5. Make a Decision and Take Action
6. Accept Responsibility for the Decisions
7. Evaluate the Outcome

E. Cost Concepts for Decision Making

1. Variable Cost
 - changes with the level of production
 - can be avoided by not producing
2. Fixed Cost
 - does not change with the level of production
 - must pay even if nothing is produced
3. Cash Cost
 - requires a direct outlay of funds
4. Non-cash Cost
 - accounting charge for use of fixed resources
5. Opportunity Cost
 - cost determined by use of a resource in its next-best alternative

D. Etapy rozhodování

1. Definování cílů a kritérií
2. Identifikace alternativ
3. Získávání informací o jednotlivých alternativách
4. Analýza vhodnosti alternativ pro splnění cílů.
5. Vlastní rozhodnutí a jeho realizace
6. Převzetí odpovědnosti za rozhodnutí
7. Vyhodnocení výsledku rozhodnutí

E. Klasifikace nákladů

1. Variabilní náklady
 - se mění v závislosti na úrovni produkce
 - lze se jim vyhnout neuskutečněním výroby
2. Fixní náklady
 - nemění se v závislosti na úrovni výroby
 - musí být vynaloženy i v případě, že se nic nevyrábí
3. Peněžní náklady
 - Vyžadují přímé vynaložení fondů
4. Nepeněžní /oportunitní/ náklady
 - účetní náklady vznikající používáním finančních zdrojů
5. Oportunitní náklady
 - náklady určené nepoužitím nejlepší alternativy využití zdrojů

6. Examples of Costs

	Variable	Fixed
Cash	Fertilizer Fuel	Interest on Debt Property Taxes
Non-Cash/ Opportunity	Corn Used in Livestock Feeding	Depreciation Operator Labor

F. Problem Setting

- A 200 ha. Iowa grain farm that produces corn and soybeans. Net farm income for 1990 was \$37,000. Future income prospects for cash grain farms are not good.
- Married couple in their mid 40's with 3 children ages 10, 12, 14
- Wife is an elementary school teacher who earns \$20,000 a year
- For the past 10 years, the husband drove a truck part-time during the winter. However, this past year he lost his job due to economic downturn. He had earned about \$8,000 a year.
- Farm carries a high debt load and is experiencing cash flow problems. Interest payment on land debt is \$50,000 per year. Family living costs are \$20,000 per year.
- A hog finishing facility is located on the farm. It has not been used in over 10 years, but is usable without major repairs. It has a capacity of 500 head.
- The family is considering finishing feeder pigs to provide additional income. They have come to you for advice. How would you help them analyze their options?

6. Příklady nákladů

	Variabilní	Fixní
Peněžní	Hnojiva Pohonné hmoty	Úroky z půjček Daně z majetku
Nepeněžní/ opportunity	Krmiva Pracovní náklady	Odpisy Pracovní náklady vlastníka

F. Formulace problému

- Předpokládáme farmu s výměrou 200 ha zaměřenou na pěstování kukuřice na zrno a sóju. Čistý výnos farmy v roce 1990 byl 37000 USD. Perspektiva farem zaměřených na tržní obilniny není dobrá.
- Předpokládáme manželský pár čtyřicátník se třemi dětmi ve věku 10, 12 a 14 roků
- Žena je učitelkou na prvním stupni základní školy a vydělává 20.000 USD ročně.
- V průběhu minulých let pracoval muž v zimním období jako šofér vydělával asi 8 000 USD.
- Farma je zatížena vysokým úvěrem a má finanční problémy. Úrok za úvěr činí 50 000 ročně. Životní náklady rodiny jsou 20 000 USD ročně.
- Součástí farmy jsou kapacity pro výrobu prasat. Tyto kapacity nebyly využívány po více jak 10 let, jsou však použitelné bez větších oprav. Jejich kapacita je 500 ks.
- Rodina zvažuje možnost výkrmu prasat jako dodatečného zdroje příjmu. Předpokládáme, že se k Vám přišli poradit. Jak byste jim pomohli analyzovat jejich možnosti?

G. Feed Requirements to Finish a 20 kg Feeder Pig

	Market Weight (kg)		
	100	110	120
Corn (kg)	233.6	274.4	316.6
Supplement (kg)	55.8	64.0	72.6
Total (kg)	289.4	338.4	389.2
Gain (kg)	80.0	90.0	100.0
Feed Conversion (feed/gain)	3.62	3.76	3.89
Days on Feed	133	143	153
Rate of Gain (kg/day)	0.60	0.63	0.66

H. Initial Price Expectations

Feeder Pigs (\$/head)	50.00
Slaughter Hogs (\$/kg)	1.00
Corn (\$/mt)	85.00
Supplement (\$/mt)	350.00
Interest (%)	10.5

G. Požadavky na krmiva při výkrmu prasat zastavovaných v žive hmotnosti 20 kg.

	Jatečná hmotnost kg		
	< 100	110	120
Kukuřice /kg/	233.3	274.4	316.6
Krmný doplněk /kg/	55.8	64.0	72.6
Celkem /kg/	289.4	338.4	389.2
Přirůstek /kg/	80.0	90.0	100.0
Konverze krmiva /krmivo, přirůstek/	3.62	3.76	3.89
Doba výkrmu /dnů/	133	143	153
Denní přirůstek /kg/dny/	0.60	0.63	0.66

H. Původně očekávané ceny

Odstávkce /UDS/ks/	50.00
Jatečné prase /UDS/ks/	1.00
Kukuřice /UDS/t/	85.00
Krmný doplněk /UDS/t/	350.00
Úroky /%/	10.5

I. Enterprise Budget

Finishing Fender Pigs ; One Pig
20 kg to 110 kg

Feeder Cost		\$50.00
Feed Cost		
Corn	274.4 kg x \$0.085	23.32
Supplement	64.0 kg x \$0.35	22.40
Total Feed Cost		\$45.72
Veterinary, Medical		1.50
Utilities, Repairs		2.00
Marketing, Miscellaneous		2.15
Interest (for 143 days)		<u>4.15</u>
Total Variable Costs		\$105.52
Labor		4.50
.75 hours x \$6.00/hour		
Fixed Costs		
Machinery, Facilities		<u>6.50</u>
Total Costs		\$116.52

J. Risk Analysis

At the time the decision is made, which of these key variables are

	<u>Certain</u>	<u>Uncertain</u>
1. Market Price	_____	_____
2. Feeder Price	_____	_____
3. Corn Price	_____	_____
4. Feed Requirements	_____	_____
5. Days on Feed	_____	_____
6. Death Loss	_____	_____

I. Rozpočet podniku

Náklady na vykrm 1 prasete

20 kg - 110 kg

Cena odstávcete		50.00 UDS
Náklady krmiva		
Kukuřice	274.4 x 0.085 UDS	23.32
Krmný doplněk	64.0 x 0.35 UDS	22.40
Celkové náklady na krmiva		45.72 UDS
Veterinární a lékařská péče		1.50 UDS
Údržba, opravy		2.00 UDS
Marketing, různé		2.15 UDS
Úroky / za 143 dnů/		<u>4.15 UDS</u>
Celkové variabilní náklady		105.52 UDS
Pracovní náklady		
0.75 h x 6.00/h		4.50
Fixní náklady		
Stroje a zařízení		<u>6.50</u>
Celkové náklady		116.52 UDS

J. Analýza rizika

Která z uvedených klíčových proměnných je v okamžiku rozhodování

	<u>Jistá</u>	<u>Nejistá</u>
1. Tržní cena	_____	_____
2. Cena odstávce	_____	_____
3. Cena kukuřice	_____	_____
4. Potřeba krmiv	_____	_____
5. Krmné dny	_____	_____
6. Úhyn	_____	_____

K. Forming Price Expectations for Slaughter Hogs

1. Problem: What prices are likely to occur four months from now? (March, 1992)

2. Considerations:

- expected pork supplies
- prices of substitutes
- consumer income
- seasonal demand factors
- marketing margins for processors

3. Information:

- current prices
- current inventories
- farrowing intentions
- public forecasts, expert opinion
- previous experience

4. Forecast (example):

	\$/kg
Pessimistic	0.75
Most Likely	1.00
Optimistic	1.10

K. Formulace očekávané ceny jatečných prasat

1. Problém : Jaká bude pravděpodobná cena za čtyři měsíce ?
/ V březnu 1992/

2. Východiska :

- očekávaná nabídka vepřového masa
- ceny substitučních výrobků
- úroveň příjmů spotřebitele
- faktory sezónní poptávky
- cenové rozpětí zpracovatelů

3. Informace :

- běžné ceny
- současné ceny
- plánovaná produkce masa
- dřívější zkušenosti

4. Odhad / příklad

	USD/kg
Pesimistický	0,75
Nejpravděpodobnější	1,00
Optimistický	1,10

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L. Break-even Analysis

Price Needed to Cover Variable Costs (\$/kg)

$$\frac{\$105.52}{110 \text{ kg}} - \$0.96$$

Price Needed to Cover Total Costs (\$/kg)

$$\frac{\$116.52}{110 \text{ kg}} - \$1.06$$

M. Maximum Bid Price Analysis for a 20 kg Feeder Pig

1. Expected Revenue		110.00
110 kg. x \$1.00/kg		
2. Costs (excluding the feeder pig)		
Variable	53.47	
Fixed	11.00	
3. Revenue Available for Feeder Purchase and Interest	56.53	
Variable Costs Only	45.53	
Total Costs		
Bid Price		54.41
Variable Costs	56.53	
(1+r)	1.039	
Total Costs	45.53	43.82
(1+r)	1.039	

$$r = .105 (143/365) = .039$$

N. Sensitivity Table Analysis

Market Price Needed to Cover Total Costs (\$/kg)

Price of Corn (\$/mt)	Price of Feeders (\$/head)		
	40	50	60
95	0.99	1.09	1.18
85	0.96	1.06	1.15
75	0.94	1.03	1.13

L. Kritický bod rentability

$$\frac{\text{Cena potřebná na krytí variabilních nákladů / USD/kg/}}{110 \text{ kg}} = 0,96 \text{ USD}$$

105,52 UDS

$$\frac{\text{Cena potřebná na krytí celkových nákladů / USD/kg/}}{110 \text{ kg}} = 1,06 \text{ USD}$$

116,52 UDS

M. Analýza maximální nabídkové ceny na odstávče /20 kg/

1. Očekávaný výnos		110,00 USD
110 kg x 1,00 USD/kg		
2. Náklady /bez ceny odstávčete/		
Variabilní	53,47 USD	
Fixní	11,00 USD	
3. Výnos použitelný na nákup odstávčete a splátku úroků	56,53 USD	
Pouze variabilní náklady	45,53 USD	
Celkové náklady		
Nabídková cena		54,41 USD
Variabilní náklady	56,53	
(1+r)	1,039	
Celkové náklady	45,53	43,82 USD
(1+r)	1,039	
r = 0,105 (143/365) = 0,039		

N. Analýza citlivosti

Tržní cena potřebná na pokrytí celkových nákladů / USD/kg/

Cena kukuřice/USD/t/	Cena odstávčete /USD/kg/		
	40	50	60
95	0.99	1.09	1.18
85	0.96	1.06	1.15
75	0.94	1.03	1.13

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Appendix D

Evaluation Instruments from the Pilot Workshops

How useful was the lecture on farm management?

- | | | | |
|--------------------------------|---|--------------------------------|------------------------------------|
| <input type="checkbox"/> _____ | Relevance of topic to your needs | <input type="checkbox"/> _____ | Translation of lectures |
| <input type="checkbox"/> _____ | Format and teaching methods | <input type="checkbox"/> _____ | Audiovisual presentations |
| <input type="checkbox"/> _____ | Instructor's examples | <input type="checkbox"/> _____ | Printed material handed out |
| <input type="checkbox"/> _____ | Question and response periods | <input type="checkbox"/> _____ | Information presented |

How useful was the lecture on business plans?

- | | | | |
|--------------------------------|---|--------------------------------|------------------------------------|
| <input type="checkbox"/> _____ | Relevance of topic to your needs | <input type="checkbox"/> _____ | Translation of lectures |
| <input type="checkbox"/> _____ | Format and teaching methods | <input type="checkbox"/> _____ | Audiovisual presentations |
| <input type="checkbox"/> _____ | Instructor's examples | <input type="checkbox"/> _____ | Printed material handed out |
| <input type="checkbox"/> _____ | Question and response periods | <input type="checkbox"/> _____ | Information presented |

How useful was the lecture on marketing in a market economy?

- | | | | |
|--------------------------------|---|--------------------------------|------------------------------------|
| <input type="checkbox"/> _____ | Relevance of topic to your needs | <input type="checkbox"/> _____ | Translation of lectures |
| <input type="checkbox"/> _____ | Format and teaching methods | <input type="checkbox"/> _____ | Audiovisual presentations |
| <input type="checkbox"/> _____ | Instructor's examples | <input type="checkbox"/> _____ | Printed material handed out |
| <input type="checkbox"/> _____ | Question and response periods | <input type="checkbox"/> _____ | Information presented |

When responding to the following statements, please circle the number that fits your response.

How useful was the breakout session to you?

- | | | | | |
|-------------------|----------|------------------------|----------|--------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not useful | | Somewhat useful | | Very Useful |

How helpful was the discussion question in providing insight into management in a market economy?

- | | | | | |
|--------------------|----------|-------------------------|----------|---------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not helpful | | Somewhat helpful | | Very helpful |

In what ways were you able to contribute to the discussion?

Your personal comments about the effectiveness of the workshop:

**Evaluation
Pilot Television Component**

**Management Training/Economics Education Project
Iowa State University - CSFR**

Situation

You have just observed a pilot segment (15 minutes) for a series of six television programs that will be televised throughout the Czech and Slovak Federal Republic for public awareness between March and June, 1992. We are interested in your reactions to this pilot program in order to be sure that the program will meet the needs and interests of the viewers. Thank you for your response to each of the questions.

Part I. Objective Response (check one)

Evaluation Questions	Evaluation Rating			
	Excellent	Good	Fair	Poor
1. How well did you like this pilot segment of film?				
2. How do rate what you learned about Iowa's market economy from the film?				
3. How do you rate your desire to see all six films if they are similar to this one?				
4. How does this film compare to other agriculture films that you see on Czech/Slovak TV?				
5. How do you rate the language as being clear and meaningful?				
6. How do you rate the balance between the use of narration and the use of family interviews in the film?				
7. How well does this tape illustrate an Iowa farm family making decisions?				
8. What is the probability of the TV audience wanting to see the whole series of six television programs?				
9. How do you rate television, such as this program, as a way to raise awareness of the people of CSFR on ideas and concepts of a market economy?				
10. How do you rate the way in which the following concepts were illustrated?				
a. Decision making				
b. Opportunities for choice				
c. Financial planning				
d. Shared responsibility				
e. Family operation				
f. Market orientation				
g. Risk taking				

Part II. Subjective Response

Please write a concise statement about each of the four criteria as they relate to public awareness television programs for the CSFR.

A. Quality of the film.

B. Subject matter content.

C. Audience appeal of the program.

D. Overall impression for Czech/Slovak Public Television.

Appendix E

Summary of Evaluation Pilot Workshop

Please note that not all workshop participants completed evaluation forms. Others did so, but did not answer all questions. Hence, the numbers on the evaluation summary do not equal the total number of participants.

Pilot Workshop Evaluation Summary

Part I.

1. Type of professional responsibility you have.

	<u>Nitra</u>	<u>Brno</u>	<u>Prague</u>
Agribusiness manager	4	4	6
Government official	5	1	9
University personnel	8	4	7
Private farmer	1	-	3
Other	1 head, Econ. Dept. 1 research	1 student 1 head, inst.	1 education 2 research 1 marketing

2. Was this your first experience participating in an internationally presented workshop?

	<u>Nitra</u>	<u>Brno</u>	<u>Prague</u>
Yes (Ano)	8	7	13
No (Ne)	12	4	15

3. In your future, do you plan to participate in other international workshops?

	<u>Nitra</u>	<u>Brno</u>	<u>Prague</u>
Yes (Ano)	20	8	26
No (Ne)	-	2	3

4. At what level were you able to understand the information?

	<u>Nitra</u>	<u>Brno</u>	<u>Prague</u>
All information in full detail	8	5	16
The information, but not in detail	11	6	13
The information in general	-	-	-

5. Do you feel that the translation enabled you to fully understand what the presenter was trying to deliver?

	<u>Nitra</u>	<u>Brno</u>	<u>Prague</u>
Yes (Ano)	12	9	23
No (Ne)	8	2	2

6. What was the level of translation?

	<u>Nitra</u>	<u>Brno</u>	<u>Prague</u>
Excellent	1	1	3
Very good	5	8	17
Good	11	2	2
Not very good	3	-	1
Poor	-	-	-

Part II.

Overall rating of all questions for the four lectures by the participants.

Nitra = 3.8663 (n=20)

Brno = 3.8333 (n=11)

Prague = 4.1091 (n=29)

Participants were asked to rate each of the four lectures on a "1-5 Likert" scale.

1. How useful was the lecture on orientation and structure of U.S. agriculture?

	<u>Nitra</u>	<u>Brno</u>	<u>Prague</u>
Relevance of topic to your needs	3.889	4.000	3.667*
Format and teaching methods	4.316	3.900	4.222
Instructor's examples	4.000	3.889	3.963
Question and response periods	2.737	3.600	4.192*
Translation of lectures	3.526*	4.300	4.150
Audiovisual presentations	4.158	3.700*	4.370
Printed material handed out	4.421	4.100	4.481
Information presented	3.579	3.700	4.013

2. How useful was the lecture on farm management?

	<u>Nitra</u>	<u>Brno</u>	<u>Prague</u>
Relevance of topic to your needs	3.842	4.364	3.786*
Format and teaching methods	4.211	4.182	4.143
Instructor's examples	4.000	4.182	3.840
Question and response periods	2.789	3.636	4.143*
Translation of lectures	3.474*	4.000	4.222
Audiovisual presentations	4.316	3.636*	4.222
Printed material handed out	4.474	4.091	4.407
Information presented	3.579	3.909	4.071

3. How useful was the lecture on business plans?

	<u>Nitra</u>	<u>Brno</u>	<u>Prague</u>
Relevance of topic to your needs	4.211	4.273	4.308
Format and teaching methods	4.158	3.727	3.846
Instructor's examples	4.105	3.818	4.080
Question and response periods	2.842*	3.455	4.077*
Translation of lectures	3.421*	3.909	3.960
Audiovisual presentations	4.263	3.545*	4.400
Printed material handed out	4.316	4.091	4.308
Information presented	3.684*	3.818	4.040

4. How useful was the lecture on marketing in a market economy?

	<u>Nitra</u>	<u>Brno</u>	<u>Prague</u>
Relevance of topic to your needs	4.368	4.364	4.320
Format and teaching methods	4.211	3.182*	4.000
Instructor's examples	3.947	3.100*	3.708
Question and response periods	2.944*	4.000	4.292*
Translation of lectures	3.421*	3.727	4.174
Audiovisual presentations	4.211	3.364*	4.190
Printed material handed out	4.421	3.727	4.083
Information presented	3.842	3.364*	3.708

Summation of all four lectures to the same eight questions.

	<u>Nitra</u>	<u>Brno</u>	<u>Prague</u>
Relevance of topic to your needs	4.0800	4.256*	3.9808
Format and teaching methods	4.2237	3.744*	4.3269
Instructor's examples	4.0132	3.756*	4.3000
Question and response periods	2.8270*	3.674	4.130*
Translation of lectures	3.4605	3.977	4.173
Audiovisual presentations	4.2368	3.558*	3.9010
Printed material handed out	4.4079	4.094	4.0566
Information presented	3.6711	3.698	4.009*

* Areas of difference for further review

Appendix E

Pilot Workshop Evaluation Comments

Handwritten comments on Pilot Workshop evaluation forms (Appendix C)

Results of 3-person exercise in Nitra

STRENGTHS

Good quality of printed materials (twice)
Good level of lectures (on market economy) (three times)
Practical aspects -- examples and applications (twice)
Topical subjects and specialized topics (twice)
Exposure to world trends in agriculture
Possibility to make decisions (twice)
Possibility to get a lot of information in a short time and information on market economics and U.S. agriculture (three times)
Good methods and organization.
Close contact and informal relationships with participants (twice)
Use of video - good audio/visual presentations (twice)

WEAKNESSES

Terms (twice)
-- discordance between market and central economic terms
-- need glossary
Not enough time for discussion (five times)
Adjust level of lectures for the participants
-- material can't be applied to CSFR at present
Not enough time and too many problems in a short time (three times)
Closer contact
More definite problems
Inadequate equipment for interpretation

SUGGESTIONS

Better translation of market terminology (twice)
More time for discussion (five times)
-- for "cleaning up problems"
Adjust the courses to the participants and to the conditions of country (twice)
More specialization - more factual information (twice)
More work in groups
Maintain good quality of printed materials
-- hand out a week before course (twice)
More topics, i.e. accounting
Give practical information for farmers, e.g., marketing

Appendix E

**More time/less material
More definite problems
Lecture for beginning business men/women**

NITRA

- **In the first lecture on the structure of credits, it would be interesting to add the information on the proportion of credit on the property.**
- **Add to first lecture: for how many people can one Iowa farm produce food. In graphs, better to use percentages than dollars -- easier to compare. In lectures 2-4, better to leave out general information and have more time for factual information in the form of case studies. Better to choose more difficult examples.**
- **Very good. If possible, I'll attend others.**
- **Shortage of time. Better to have closer contact with lecturer -- more discussion.**
- **Difficult to pay attention during the translation. Better to discuss immediately after lectures. Not enough time for this.**
- **Need better equipment for listening.**
- **I have no remarks because this is the first course I attended.**
- **Good opportunity to get to know something about American businesses and think about our conditions of the market and the impact of the former socialist influence on production.**
- **Bad translation of some terms -- especially in business plans.**
- **Need more time for questions and answers. Better translation of terms.**
- **A lot of information and not enough time for discussion.**
- **Not enough time for questions and answers and discussion. Lecturers were very good. Use more audio/visual presentations, including film.**

Appendix E

BRNO

- **Marketing lecture too general.**
There were no definite examples.
Suggestions: in enterprises of 100, 200, 300, and 700 workers, include motivation and management.
Not enough time for evaluation.
- **Last two lectures too general.**
Lectures too fast.
- **Better to have specialized lectures or definite subjects and explain in greater detail.**

PRAGUE

- **Too fast.**
Some terms we didn't know (opportunity cost).
More time for small groups and smaller groups.
- **Excellent. More time for discussion.**
- **Need more detail.**
Explain necessity for cooperation with the food industry.
Explain the significance of market information.
Lectures should be more informative.
Every advice is a great help for Czechoslovakia now.
- **Solving examples is a very good method of teaching, but need more attention to the evaluation of this example.**
Discuss in more detail all possibilities for solving the example, including the opinion of the lecturer.
- **Suggest more practical examples and the concrete procedures which are used on the farm every day.**
- **All lectures were well prepared, but should be in more detail.**
Explain terms (especially on business plans).
Want factual information and the possibility of applications to our conditions.

Appendix E

- **Suggest dividing into two parts:**
 - for students, general basic information and basic examples
 - for specialists, practical view; information not in books**This is very important for our agriculture.**
- **Some terms in "business plan", not interpreted well.**
Don't do changes in information during lecture. It's not easy to follow the lecturer and write information at the same time.
- **Leave up the graphs or tables on the screen for a longer time.**

Appendix F

Television Component Quarterly Report and Summary of Evaluation of the Television Segment

APPENDIX F

"Management Training and Economics Education"

Quarterly Report
Television Component
Mary M. de Baca
1-15-92

Part I. Pilot Test

The pilot segment of the television program was well received at the three workshop sites in Czechoslovakia in November 1991. The participants were fascinated by the film segment and many commented favorably on the video. The script translation to Czech had been prepared at ISU. Majka Curdova and Ryan Hudson previewed the film with the translation and felt confident the translation was appropriate. However, to simultaneously interpret a video at the pilot workshop was no small task. The first six films will be dubbed in Czech and Slovak. Most gratifying was the positive feedback from the ISU workshop team. Each of them readily identified market concepts from his own area of study.

As talks continued with Czech and Slovak television stations, it became evident that the intent of the grant, "to provide management training and economics education," and the interest of the television stations were not one and the same. Our purpose, even in the public awareness films, is to let people know about a market economy. How do people live in a market economy? What satisfactions and problems arise because of the market economy? How does a particular family make a living, acquire goods and services, and feel in a market economy?

The interest of television stations is to provide good viewing. At prime time the viewers want to be entertained, or at least not "educated." At hours other than 7:00 to 10:00 p.m., the stations seem interested in providing viewers with more educationally oriented material.

The goal of the six public awareness films under this grant, is to provide education. Prime time viewing is not the objective of the television component, thus the continuing negotiations with the television stations is to air programs at times when there are many viewers.

The workshop participants gave a very positive response on the potential use of the programs on public television. The summary of responses from the pilot workshop's evaluation is attached. These evaluations have implications for developing the film series.

A logo has been designed to show "The Market Economy: A Doorway to Opportunity." This title tends to convey that there are openings for new opportunities as the CSFR makes the transition to a market driven, rather than a command driven, economy. Opportunities can be inferred by seeing how real families live in such an economic environment. Understanding more about the forces that drive a market economy can be absorbed through viewing real families living and working in such an economic system.

Our purpose is to increase public awareness of how a market economy works. Our vehicle is the portrayal of real families, Iowa families, who make production and consumption decisions in a market economy.

Part II. Television Production Progress

To date, production has been concentrated on the six general audience programs. Each program will follow a similar format:

- I. Opening
 - Logo of series
 - Globe--Eastern Europe/USA--Czech/Iowa--Iowa
 - Title of series: "The Market Economy - A Doorway to Opportunity"
 - Series explanation
- II. Introduction
 - Montage of Iowa farm family with key decision, choice, or management process involved in program's topic.
 - Host raises questions keyed on the program topic.
 - Host introduces topic and how it will be illustrated in this program.
- III. Focus on Iowa farm family and supporting entities
 - Focus on one or more family members, their activity and involvement.
 - Follow family member(s) to supporting entity, interview with support persons.
- IV. Pinpointing the underlying concepts
 - Host pinpoints concepts illustrated in the program and ties past/present programs together.
- V. Preview of coming programs
 - Host introduces (video flashes) family and content to be featured in the next program.
- VI. Closing
 - Montage of program, key quotes or scenes.
 - Closing logo with credits.

Program 1.

Title: "Free to Choose"

In a market economy "employment" takes on many forms. There are different risks and opportunities with different choices of employment. Individuals are free to make choices, as illustrated by a farm family decision. The market integrates all kinds of choices. The quality of life of individuals and families is closely tied with occupation, employment and other choices. The agriculture sector can be used to illustrate the many facets of a market economy.

Program 2

Title: "Acquiring and Allocating Resources"

Land, labor and capital are the resources of agriculture. How is land priced; how does one acquire land or capital; how does credit work; what legal aspects are involved in owning, renting, leasing, borrowing? What is the labor structure, cost, and return? Information concerning alternatives, prices, and procedures comes from a variety of sources.

Program 3

Title: "To market to market"

Producers need a market for their product or services. Demand for products helps to determine price. Primary and secondary markets offer alternative marketing possibilities for producers. Price expectations influence choices of what and how much to produce. Risks can be minimized in several ways. Markets fail causing dramatic losses; markets are subject to regulations. Information systems are vital to increasing profit and minimizing risk in the market.

Program 4

Title: "From Field to Plate"

Demand for food and fiber comes from consumers or from producers for inputs. Products sold in the market are inspected, processed, packaged, and distributed to meet demand. Market research and advertising identify and influence demand. Employment, income, and consumer credit affect consumption. Economic and other constraints prevent movement in this chain.

Program 5

Title: "For the common good"

Within a society, producers and consumers share common concerns: education, housing, urbanization, conservation, environment. Families in a market economy have interchanges with the economic, political, socio-cultural and technological systems.

Program 6

Title: "A voice"

How does one individual, one family have a voice in a market economy, and in a democracy? How do commodity organizations, interest groups, and individuals influence policy and law? How do bills become law? What is the role of government at the local, state, and federal level? How are voters, taxpayers, citizens informed concerning these issues?

Appendix G

Memorandum Regarding Preparation of Materials

MEMORANDUM

DATE: January 14, 1992
TO: Workshop Team Members
FROM: Jim Chrisinger

RE: Preparation of Materials

Regarding your materials for translation, reproduction, and distribution:

1. Do not try to include too much. Each team should have no more than about 100 pages of overheads, handcut, and discussion material. That number works out to about 10 pages per presentation. It is enough.

Along these lines, try to keep your materials and presentations straightforward and simple. Our goal is to describe and explain fundamentals, to show how a market economy works and why, especially why. We use the U.S. as our example because it is what we know, but our goal is to explain how a market economy works using the U.S. as an example, not to explain how the U.S. economy works. Your materials should illustrate the basic economic and management principles and relationships in a market economy.

While we want to be basic, we do not want to be too abstract. Audiences want something they can use. Examples and concrete illustrations are a must.

However, material with considerable detail tends to obscure the main points, hence our suggestion to keep things simple and direct. For example, case studies and examples should be as "pure" as possible. They should go directly to the basic questions and avoid items that the audience can misinterpret or contrast to their situation.

Also, avoid too much data. For example, in presenting a time series, only present as many years as needed to make your point, or, if appropriate, only use sample years from the time series.

Obviously, precisely targeting materials for these audiences is not an easy task. Please consult with me, your college coordinator, and others on the project as you prepare.

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2. Watch out for technical terms and items too rooted in our own history or experience. While we are teaching from the U.S. perspective, we should do so in a way that is meaningful to our CSFR audiences. Put all measurements in metric terms, e.g. hectares instead of acres, metric tons instead of bushels, metric tons per hectare instead of bushels per acre, kilometers instead of miles, kilograms instead of pounds, etc. You may use dollars; do not try to convert your data into Czechoslovak crowns. Other examples include:

"futures differentials" (OK to use technical terms, but you will need to explain to your audience. Be sure you want to. Also, when you put a term like this in your materials for translation, it would be good to also include some explanation to help the translators.)

"founding fathers" (avoid too much specific history, or sexism)

"CCC invent." (avoid getting into specific details of U.S. programs or institutions, like the CCC. We need to talk about fundamentals, principles, why our system works the way it does. Also, do not abbreviate.)

"weighted cost of capital" and "equity charge for capital" (need to explain for the translator)

3. Another difficulty arises when a given term is used in different ways. For example, "labor" in the U.S. farm context sometimes refers to hired labor and sometimes includes the labor of the farmer/owner. When you pull charts and graphs from disparate sources, this difficulty may be common. When you need to use the same term in different ways, note this for your audience and explain.

4. Also, watch out for language-dependent terms or phrases, for example:

"R&D," "Mil. Bu.," "Planted A., (Mil.)," "Bu./A.," (need to spell out; also, do not use acres or bushels)

"the 4 Ps" or "the 4-Cs of Credit Analysis" (you can use the items but know that when translated they all will not begin with the same letter)

"rule of thumb" (may need to explain)

(the above examples are taken from materials for Workshops 1, 2, and 3)

5. **Glossaries.** The first two groups sent so much in the way of glossary entries that as a result, there will be no glossary in the materials. Team 3 has done a good job on this and I hope a glossary will be part of the booklet for Workshop 3. Do not just photocopy a glossary out of the back of a book. We need to limit the glossaries to no more than five pages per workshop. Also, team members should coordinate their glossaries so no term appears twice, with the attendant risk of inconsistent definitions.

6. Be sure to label materials so that it is clear which ones are to become overheads and which not. All overheads will also appear in the booklet. Also be sure to include your break-out examples and questions in your materials.

7. Each team's materials should be numbered in sequence as a whole. Especially through an interpreter, you will have a difficult time getting the audience to look at pages out of sequence. We need a simple, direct way for you to be able to direct attention to a given page in the booklet.

8. Be sure your photocopies of graphs, charts, and tables are good ones. In these cases, the coordinators will often superimpose Czech/Slovak labels and make an overhead. If the quality is poor on their original, the language version overhead will be of poor quality as well.

cc: **Harold Crawford**
Mary de Baca
Gerry Klonglan
Bob Jolly
Augie Ralston
Jack Whitmer
Denise Bjelland
Ryan Hudson
University Coordinators

doc:workshop.mem

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Appendix H

Memorandum Regarding Working with Interpreters

MEMORANDUM

DATE: January 13, 1992
TO: Workshop Team Members
FROM: Jim Chrisinger

RE: Working with Interpreters

Some of you have worked through interpreters (simultaneous or consecutive), and some of you have not. Interpretation is more than just putting your words into another language. What you are saying may not quite exist in Czech or Slovak or may not have the same connotation, or even denotation. And there are other problems....

Following are tips for successful communication across the language barrier:

1. **Make sure your pace is reasonable.** You may need to speak a bit more slowly than your habit. Try it out on the interpreters prior to the opening of the workshop. Also, go over your material and particularly the technical terms with the interpreters beforehand. If you go too fast (likely at the end of your presentation if you have too much material) the interpreter will have to just start skipping whole blocks. (This would also mean that you would not leave time for questions.)
2. **Speak in complete sentences.** Czech and Slovak are not grammatically constructed like English. In English our sentences tend to be: subject-verb-object. In Czech and Slovak, you put the most important word (the part of the sentence you want to emphasize) at the end. Therefore, the interpreter is assisted by knowing your complete thought.
3. **Avoid idioms and slang.** You cannot be sure that the interpreter will understand. And, even if the interpreter can figure it out, that process will take time and the interpreter will often lose other words during that time.
4. **Avoid analogies which will be unfamiliar, e.g. baseball, U.S. politics, etc.** Again, either the interpreter will not understand, or will not be able to instantaneously put them into Czech or Slovak equivalents.

5. Humor usually does not work well. To use it, you need to know what your audience thinks is funny, which is not necessarily what you or U.S. audiences think is funny.

6. Remember there is a time lag. When you are pointing to one item on your overhead, and then move to another, remember that your audience may only then be hearing about the first point. Go slowly when trying to connect your "pointing" with your verbal delivery.

7. Become familiar with the listening equipment and be ready to listen over your headset when someone asks a question. You can then hear the English on your headset. But you need to be ready before the person starts to ask the question.

8. During any extended discussion or Q&A period, you may want to switch to consecutive interpretation. Consult Ryan, the local coordinator, and the interpreter ahead of time about this eventuality. By the time you get to the CSFR, they may have had enough experience to definitively recommend a certain method.

9. Be sure you meet with the interpreters ahead of time to answer all your (and their) questions.

Even with the best of efforts, not more than about 80% will get through. But 80% is better than what you get if conditions are not optimum. On your return, please be prepared to report on this aspect of your experience. Thank you.

cc: Harold Crawford
Mary de Baca
Gerry Klonglan
Bob Jolly
Augie Ralston
Jack Whitmer
Denise Bjelland
Ryan Hudson
University Coordinators

doc:workshop.mem

Appendix I

Evaluation Instrument for the Regular Workshops

Today's Date

WORKSHOP EVALUATION

Part I. Directions: It is important for us to know your perceptions and attitudes about these workshops. Your evaluations will be used to make changes in future workshops and hopefully, make them more relevant to future participants. Please complete the following:

1. What is the major professional responsibility you hold in your present position?

- Agribusiness manager Government official University personnel
 Personnel at State or cooperative farm Private farmer
 Personnel at research institution Other

What is your specific job title? _____

2. How many years have you held your current position? ____ Years

3. What is your age? ____ Years old.

4. What is your gender? ____ Male ____ Female

5. What is the highest level of education you have attained?

- Less than a secondary education.
 Completed a secondary education.
 B.S./B.A. Degree
 Graduate Studies

6. Was this your first experience participating in an internationally presented workshop? ____ Yes ____ No

7. In the future, would you like to participate in other I.S.U. related international workshops? ____ Yes ____ No

8. To what extent were you able to understand the information presented in the workshop?

- I completely understood the information in full detail.
- I understood most, but not all of the information presented.
- I partially understood the information presented, in general.
- I did not understand the information presented.

9. How would you rate the quality of language translation for the workshop?

Excellent Very Good Good Not Very Good Poor

Part II.

Please respond to each of the following items regarding your perception of its usefulness. If you think that the seminar was very useful in addressing a statement, circle the number "5" after the statement. For example if you feel the workshop was not useful in addressing the statement, circle "1". (You may use any number between 1 and 5 to indicate your true feelings of each statement). Please respond to all statements.

When responding to the statements, please use the following scale:

1	2	3	4	5
Not useful	Of little use	Somewhat useful	Useful	Very Useful

How useful was the workshop to you in your efforts to understand a market economy?

Relevance of topic to your needs	1	2	3	4	5
Relevance to the country's needs	1	2	3	4	5
Translation of lectures	1	2	3	4	5
Format and teaching methods	1	2	3	4	5
Audiovisual presentations	1	2	3	4	5
Instructor's examples	1	2	3	4	5
Printed material handed out	1	2	3	4	5
Question and response periods	1	2	3	4	5
Information presented	1	2	3	4	5
Case study activities	1	2	3	4	5

Part III

Please rate the following statements using the scale below.

1	2	3	4	5
Inadequate	Less than adequate	Adequate	More than adequate	Outstanding

How would you rate:

- | | | | | | |
|---|---|---|---|---|---|
| 1. The organization of the workshop? | 1 | 2 | 3 | 4 | 5 |
| 2. The explanation of the purpose of the workshop? | 1 | 2 | 3 | 4 | 5 |
| 3. The amount of time planned to cover material? | 1 | 2 | 3 | 4 | 5 |
| 4. Your satisfaction with the daily schedule (frequency and number of breaks, class starting and ending times, leisure time)? | 1 | 2 | 3 | 4 | 5 |
| 5. The time allowed for your participation in the activities? | 1 | 2 | 3 | 4 | 5 |

Please provide your overall rating of the workshop. (Circle one)

1. Poor
2. Below average
3. Average
4. Above Average
5. Excellent

Part IV

Please provide us with some of your personal comments about the workshop and/or its value:

Things I've learned during this workshop are:

Actions I plan to take because of what I have learned are:

Benefits of the workshop I'll share with friends and fellow associates are

Appendix J

Coordination of ISU Project with Other Organizations

COORDINATION OF ISU PROJECT WITH OTHER ORGANIZATIONS

Dr. Klónglan, Project Co-Director, continued on a one-half time Intergovernmental Personnel Act appointment with USDA/CSRS during this quarter. His one-half time Iowa State appointment was spent linking to other agriculture programs in Czechoslovakia and Eastern Europe. Of special interest was the sharing of information and plans to operational link programs being developed by ISU (workshops and television) and programs of other organizations.

1. USDA Office of International Cooperation and Development

a. Food Industries Division-

Several meetings with Maria Nemeth-ek, both before and after her three week trip to Czechoslovakia, to study the food import/export potential with the U.S.

ISU and FID are sharing information about ISU 1992 workshops and potential FID workshops in the Fall of 1992. ISU workshop teams will promote the FID training program and ISU faculty may participate in the FID training sessions.

b. Cochrane Program

Cochrane Program Director, Gary Laidag, facilitated the interaction between Dr. Klónglan and several Czech and Slovak visitors to the U.S. Some discussions occurred as C/S personnel arrived in the U.S. Some occurred prior to their return to the CSRF. And some occurred at both the beginning and the end of their U.S. visit. Some were able to visit Iowa State as part of their U.S. program.

2. USDA Foreign Agriculture Service

Dr. Klónglan had several meetings with staff in the East European and Soviet Secretariat. (Tom Pomeroy, Doug Freeman, Patti Kieffer, and others.) Of special value was the exchange of ISU needs assessment team conclusions and the FAS assessment team on Banking and Finance (Agriculture) in Czechoslovakia which was led by Doug Freeman (22 September - 5 October, 1991). Reports and materials in the FAS' newly established East European/CIS Library was also valuable. The creation of a periodic travel itinerary for USDA staff to East Europe and the former Soviet Union should also be a valuable resource to keep up on the fast moving activities in those parts of the world.

3. USDA Federal Extension Service

Dr. Klónglan was a member of the Extension International Marketing Initiative Team. Many individual and group meetings shared insights on how to introduce market concepts in East Europe (especially comparing Extension's major program in Poland, and emerging programs in other East European and former Soviet Union Republics with ISU project plans. Key Extension Staff involved were A.J. Dye, Dixon Hubbard, David Holder, and Vivan Jennings. Had interaction with several other extension staff.

4. USDA Economic Research Service

There were several interactions with ERS staff (Nancy Cochrane and Ed Young) working with CSFR ministries to develop a Situation and Outlook Report capability. Dr. Klónglan gave a lecture on November 21 to the 12 CSFR staff who came to ERS in November explaining ISU's project and how the S/O information is important information for decision makers in U.S. agriculture.

5. USDA Cooperative State Research Service

Dr. Klónglan gave a CSRS seminar on Agriculture in Czechoslovakia on December 2. Major focus was on the role CSRS might play in developing the science and education institutions in the CSFR.

6. USDA Joint Council on Food and Agricultural Sciences' National Committee on International Science and Education (NCISE)

The USDA Joint Council created the NCISE in January, 1991. It held its first meeting September 16, 1991. In December, Dr. Klónglan prepared a brief information piece for the co-chairs of the NCISE (Federal Co-Chair Harry Mussman and Non-federal Co-Chair Ray Miller) about Agriculture Science and Education activities in Eastern Europe. The committee will meet in February to discuss ways to keep on top of the many agricultural related activities in Eastern Europe and the CIS, how to coordinate and how to share information in a timely fashion.

7. USDA Agriculture Library

Visits were made to the USDA Agriculture Library in Beltsville, Maryland to obtain the first publications focusing on the CSFR and other East Europe countries.

8. USIA

Continued interaction with East European office. Of special value was the information generated by USIA's research office from their study of CSFR citizens.

9. USAID

Dr. Klónglan spent a half day briefing Paul Randolph, USAID Desk Officer for Czechoslovakia, and Marie Mamlouk, USAID East Europe Area office, on Iowa State's Project and conditions in the CSFR. (Both had just begun their jobs and were to be travelling to the CSFR soon.)

10. NASULGC

Dr. Klónglan attended all the international program sessions of the National Association of State Universities and Land Grant Universities, Nov. 10-12. Of special value were sessions focusing on East Europe and the Soviet Union.

11. Agriculture Cooperative Development International

Oriented a new ACDI staff member who will be working in Moravia, CSFR. Also discussed the Agriculture Roundtable Program ACDI plans to carry out in Czechoslovakia in early 1992.

- 12.** Interacted briefly with several other organizations and agencies, as well as several U.S. individuals who had experience in the CSFR.