

Quality Of Life: Tools And Systems For A Healthy Farming Partnership

Facilitator: Atina Diffley, Organic Farming Works LLC, atina@organicfarmingworks.com

Goals & Roles — Communication – Decision Making — Time Management

1. **Share The Same Vision:** For a partnership to be successful, all parties involved must agree on and work toward the same goals and direction for the farm.

Create a clear, agreed-on comprehensive plan [*that meets the needs of all partners.*](#)

2. **Define Business Roles:** A successful partnership has clear areas of responsibility and autonomy that capitalizes on the strengths and skills of each partner, and allows for other influencing factors.

Define and Develop Roles, and Decision-Responsibilities in a way [*that meets the needs of all partners.*](#)

3. **Information sharing systems:** A strong team is based on clear understanding of expectations and work to be done and a system for **effective time management**.

Develop information passing and time management [*that meet the needs of your farm and people.*](#)

4. **Good communication skills are a key component of creating a healthy partnership.** A strong business partnership is built on an open communicating relationship. Develop communication skills and ground rules. Meet on a regular basis to share grievances, review roles, and provide constructive criticism.

Develop communication skills and ground rules.

1. Listen To Understand
2. Speak To Be Understood
3. Observation – Feelings – Needs – Requests
4. Healthy Anger

5. **Ongoing Process:** Annual review, reevaluation and planning are critical. Your business needs a process to identify and adapt to changes in the market, your lives, the climate, and reevaluate with new information.

Agenda

1. Self Introduction

- First Name
- Something about you we wouldn't know unless you told us.
- Why are you here?

2. Class Commitment

- Confidential
- Private

3. Workshop Introduction

4. Listen to Understand—Attention Out

5. Taking care of the “Me” in “We,” Understanding Our Personal Needs

6. Speak to be Understood:

- Ladder of Inference
- Non-Violent Communication Process: Observation – Feelings – Needs – Requests
- Healthy Anger / Verbal Abuse
- Effective Communication Checklist

7. Share The Same Vision: Holistic Goal Creation

8. Defining Roles and Responsibilities, Information Sharing

9. Time Management

10. Decision Making: Weakest Link, Strategy Screens and More

10. Wrap-up:

- Action/Strategy Plan
- Discussion, and Questions
- Take Away

Listen to Understand – Active, Effective Listening

Effective listening can:

- **Helps you understand what the other person is expressing, and helps the speaker feel understood,** which can help build a stronger, deeper connection between you.
- **Creates an environment where people feel safe** to express ideas, opinions, and feelings, or plan and problem solve in creative ways.
- **Relieves negative emotions.** When emotions are running high, if the speaker feels that he or she has been truly heard, it can allow for real understanding or problem solving to begin, and relax control.

1. Pay Attention

Give the speaker your undivided attention.

- Look at the speaker directly.
- "Listen" to the speaker's body language. What do you think they are feeling?
- Put aside distracting thoughts, or being distracted by environmental factors, such as side conversations.
- Don't mentally prepare a rebuttal.

2. Show That You're Listening

Use words, plus body language and gestures to convey your attention and acknowledge the message. Non-verbal communication "speaks" loudly. You can:

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like "yes," "uh huh," "tell me more," "thanks for telling me."
- Allow time for silence and emotions as the speaker needs.

3. Defer Judgment

The listener's goal is to understand the speaker's perspective, not evaluate, fix or change it. Often, being listened to is just what a person needs to come up with his or her own solution or to back off of a rigid position.

- Suspend judgment. Let go of being "right."
- Focus on the problem, not the person.
- Don't give advice.
- Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

4. Reflect and Clarify For Accurate & Deep Understanding

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. You'll need to check in that your understanding is accurate. You can also help the speaker deepen their understanding of the subject. Some ways to do this include:

- **Restate:** Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
- **Clarify:** Ask for more information when you don't understand, "What do you mean when you say ___."
- **Emotional Labeling:** "I'm sensing that you are feeling frustrated...worried..." Allow space for him or her to reflect if you accurately understood the emotion.

- **Validate:** Acknowledge the feelings, issues, and problems. "I appreciate your willingness to talk about such a difficult issue."
- **Deeper:** Ask questions that help the speaker work through the issue or for you to understand deeper. "Can you tell me more about _____." What ideas do you have for this? What does this mean to you?

5. Boundaries

It's important to be clear about things that will affect your ability to listen and be open and sincere. You can:

- Set reasonable time limits.
- Ask for an opportunity to be equally listened to.
- Ask for a pause and remove distractions that you are challenged to ignore.
- Let the other person know if there are things you aren't willing to talk about.
- Let the speaker know if it's not a good time for you or you don't have listening capacity at the moment. Ask to schedule the conversation at a later date.
- If the speaker is verbally abusive or blaming, ask them to change the way they are speaking to you and let them know you aren't willing to continue the conversation if they continue.

Deal with your emotions. If you find yourself responding emotionally, you might try one of these:

- **Remind Yourself:**
 - **What others feel, say, and do is about them.**
 - **What we feel, say, and do is about ourselves.**
- Allow the emotion. Sometimes they pass as we understand the speaker's message better.
- Say what you are feeling and ask for more information: "I may not be understanding, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"
- Ask for a pause in the conversation to self-reflect on what you are feeling.

My Story	Their Story	Third Party Story
Aware of: <ul style="list-style-type: none"> • My intentions • Other's impact on me 	Unaware of <ul style="list-style-type: none"> • Other's intentions • Impact on others 	We have different understandings. I want to understand your perspective and feelings. I would also like to share mine, and then work to come to solution.

IN CLASS

- 2 minutes each. I'll call time.
- **Listener:** Notice when you feel the demand to pull the attention back to yourself. Continue to listen.
- **Speaker:** Notice when your listener is challenged giving attention. Keep talking. Notice how it makes you feel.

DISCUSSION

- *Who was dominant?*
- *What do you do well?*
- *Was there something that was challenging for you?*
- *When do you think close listening is needed? When is it not?*



4. Taking Care Of The “Me” in “We”

Each of us has Personal Needs, beyond the basic needs of food and shelter, that must be met to be ourselves and at our best. For us to thrive and have healthy relationships, it is critical to meet these needs through positive activities and behaviors. When we don't meet them through positive ways, we unconsciously find a way to meet them—often through behaviors that are ineffective or conflict with living a fulfilling life and having healthy relationships.

You can think of Personal Needs as essential emotions we are creating through our behaviors and actions. By better understanding our Personal Needs and ourselves we can choose positive ways to meet them.

Personal Needs are:

- Critical for us to thrive and create healthy relationships
- Neither good nor bad
- Can be met in positive or negative ways

A Few Examples Of Personal Needs (source NVC)

- Control
- Power

AUTONOMY

- Choice
- Freedom
- Independence
- Space
- Spontaneity

CONNECTION

- Acceptance
- Affection
- Appreciation
- Approval
- Belonging
- Cooperation
- Communication
- Closeness
- Community
- Companionship
- Compassion
- Consideration
- Consistency
- Empathy
- Inclusion
- Intimacy
- Love
- Mutuality
- Nurturing
- Respect/Self-Respect

- Safety
- Security
- Stability
- Support
- To Know And Be Known
- To See And Be Seen
- To Understand And Be Understood
- Trust
- Warmth

INTEGRITY

- Authenticity
- Creativity
- Integrity
- Presence
- Self-Worth

PLAY

- Joy
- Humor

PEACE

- Beauty
- Communion
- Ease
- Equality
- Harmony
- Inspiration
- Order

MEANING

- Accomplishment
- Adventure
- Awareness
- Challenge
- Clarity
- Competence
- Consciousness
- Contribution
- Creativity
- Discovery
- Efficacy
- Effectiveness
- Growth
- Hope
- Influence
- Intellectual Stimulation
- Intensity
- Learning
- Purpose
- Self-Expression
- Stimulation
- To Matter

SPIRITUAL

- Beauty
- Harmony
- Inspiration
- Peace
- Order
- Simplicity

4.1 Identify and Plan For Your Personal Needs

4.1 Activities/Outcomes Worksheet provided in handout

Identify activities and outcomes that are presently meeting your Personal Needs. Write down:

- Things in your life that bring you the most enjoyment, pleasure, happiness
- Times in your life you have felt most successful
- Times in your life you have felt least successful
- Things you do repeatedly that you wish would change but they don't
- Behaviors you repeat that do not create the results that you want

Examples: bungee jumping, baking, financial security, over-eating, managing harvest, writing, open and honest communication, feeding people, procrastinating, over-achieving, yelling, video games.

4.2 What Personal Needs Are These Activities/Outcomes Meeting?

Identify Your Personal Needs: In the Personal Needs Column, list the possible personal needs the activity/outcome meets.

- Include Personal Needs that may have a negative connotation for you.
- Any activity may meet multiple needs.

Examples of Activities/Outcomes and Associated Personal Needs

Positive Ways to Meet Your Needs: In order to thrive it is important to meet your Personal Needs in positive ways that enhance your enjoyment of life and the quality of your relationships.

Activity/Outcome

New Challenges
Personal Growth Practices
Open and Honest Communication
Equipment Maintenance
Mountain Climbing
Managing Harvest
Sales and Marketing
Playing Basketball

Possible Personal Needs

Accomplishment, Importance, Power
Self-Esteem, Connection, Discovery
Attention, Connection, Discovery
Accomplishment, Self-sufficiency, Competence
Challenge, Power, Freedom
Accomplishment, Challenge, Contribution, Independence
Intellectual Stimulation, Challenge
Connection, Independence, Competence

Negative Ways to Meet Your Needs: Identifying the negative or unhealthy behaviors, activities, and outcomes which you presently use to meet your needs can help you learn what your Personal Needs are, and make plans to meet them through positive behaviors in the future.

Activity/Outcome

Raging
Over-Achieving
Playing Video Games Excessively
Procrastinating
Withdrawal

Possible Personal Needs

Power, Importance, Drama
Attention, Approval, Recognition
Privacy, Excitement, Power
Control, Freedom, Attention
Privacy, Security, Autonomy

4.3 Select The 4 Personal Needs That Are The Most Important To You

- Circle the needs that appear repeatedly.
- Which of the needs bring you the deepest sense of completeness?
- Consider those that you have an aversion to. Could they be needs that you are presently meeting through negative behaviors or words that have negative connotations to you? If they are showing up as unhealthy patterns, they may be the most important to plan for and your most important Personal Needs, which will drive you to meet them.
- Separate needs from wants, wishes, or things others think you should have.
- Think of times you feel bored, anxious, irritated. Is there an unmet need causing you to feel that way.

Discussion: Discuss your 4 primary Personal Needs. Don't try to "fix" each other. Listen to Understand.

4.4 Create A Plan: Positive Activities/Behaviors To Meet Your Needs

Identifying and planning for Personal Needs goes to the most important of our needs and creates a plan to meet them through positive behaviors and activities.

Meeting these needs also creates the base for a healthy relationship. Understanding our own and our partner's needs help us to shift our attention to the needs rather than on our positions or opinions or blame or other judgments. When we think this way, we can continue to have a dialogue as long as the subject of the dialogue is our own and each other's feelings and needs. When the needs of people are deeply understood, new strategies almost always appear. (Paraphrased from the New York Center for Non-Violent Communication.)

Needs also represent our values, wants, desires, and preferences for a happier and/or more meaningful experience as a human. Although we have different needs in differing amounts at different times, they are universal in all of us.

Create a Plan to meet the Personal Needs of all the partners.

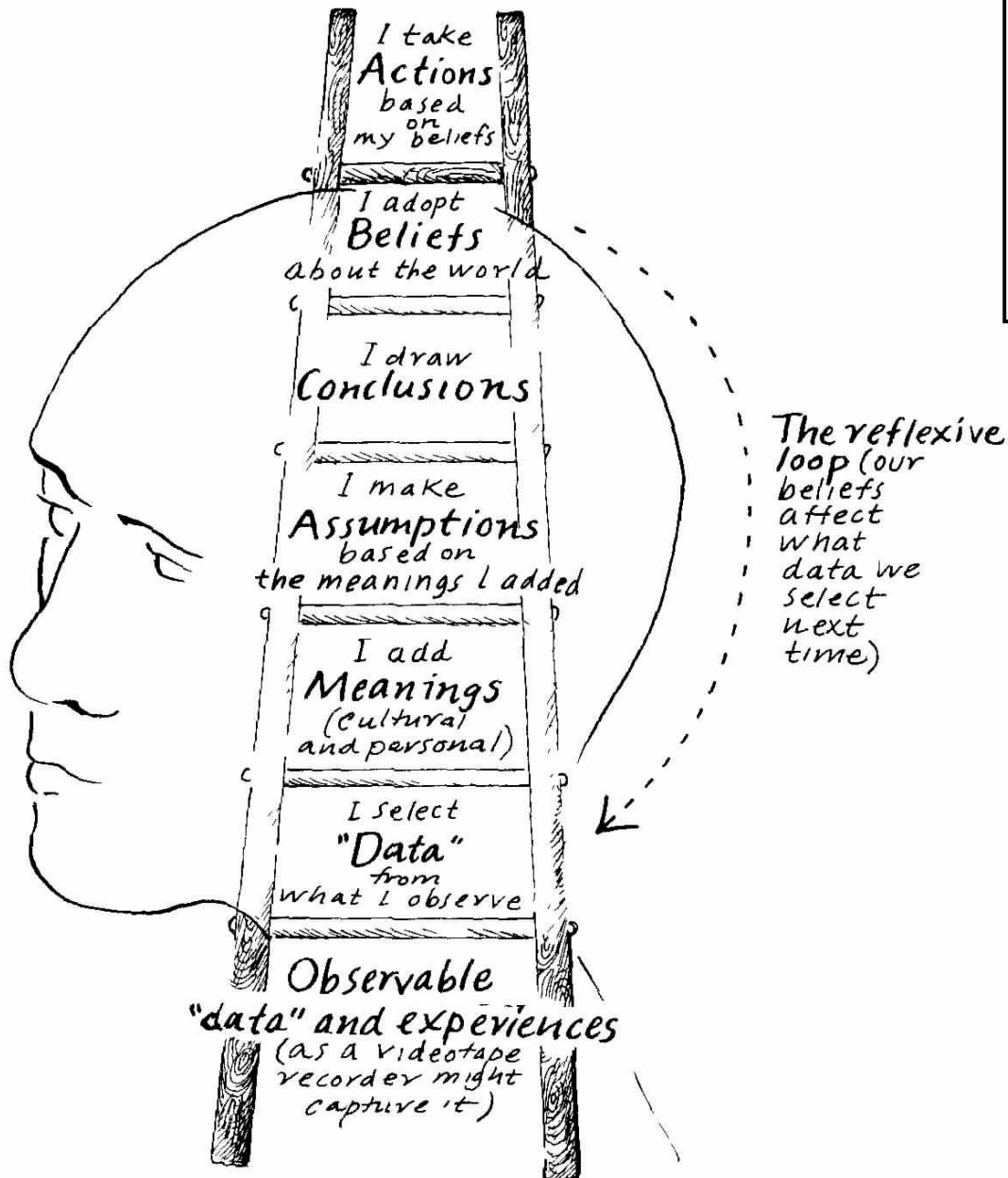
- Needs can be met through the farm's work and activities.
 - Needs can be met by designating time to meet needs away from the farm. (Generally, less likely to be successful.)
 - Needs can be met seasonally, ex. meeting a need fully in the off-season, and partially during the busy-season.
 - The way to meet a need can change according to the seasons or annually.
1. Next to each need, brainstorm a list of activities/outcomes/behaviors that could meet your Personal Need in a positive way;
 - a. Include things you do every day as well as seasonal, or occasional activities.
 - b. Include new activities
 - c. Include ways that your farm work and business can meet your needs, including new roles.
 - d. Include ways that other people can help you meet your Personal Needs.
 2. Select which activities / behaviors you would like to incorporate into your life.
 3. Work with partners towards consensus on a plan, schedule, and the support necessary to meet all partners' needs. Use calendars to schedule and commit.

Ladder Of Inference

The Ladder of Inference describes the thinking process that we often go through, usually without realizing it, to get from a fact to a decision or action. The thinking stages can be seen as rungs on a ladder.

Human beings have a natural adaptive mechanism to filter out information based upon past experiences, and in so doing we create a self-reinforcing worldview – about people or about situations – that limits our ability to see what is happening in the present and draw new inferences or conclusions.

A ladder of inference short-circuits our ability to listen, to process new information, to be adaptive in our worldview.



Discussion:

- Share a time that you climbed the ladder to a false or unfair belief and action.

Non Violent Communication Process

How You Can Use the NVC Process

Clearly expressing
how **I am**
without blaming
or criticizing

Empathically receiving
how **you are**
without hearing
blame or criticism

OBSERVATIONS

1. What I observe (*see, hear, remember, imagine, free from my evaluations*) that does or does not contribute to my well-being:
“When I (see, hear) . . . ”

1. What you observe (*see, hear, remember, imagine, free from your evaluations*) that does or does not contribute to your well-being:
“When you see/hear . . . ”
(Sometimes unspoken when offering empathy)

FEELINGS

2. How I feel (*emotion or sensation rather than thought*) in relation to what I observe:
“I feel . . . ”

2. How you feel (*emotion or sensation rather than thought*) in relation to what you observe:
“You feel . . . ”

NEEDS

3. What I need or value (*rather than a preference, or a specific action*) that causes my feelings:
“. . . because I need/value . . . ”

3. What you need or value (*rather than a preference, or a specific action*) that causes your feelings:
“. . . because you need/value . . . ”

Clearly requesting that
which would enrich **my**
life without demanding

Empathically receiving that
which would enrich **your** life
without hearing any demand

REQUESTS

4. The concrete actions I would like taken:
“Would you be willing to . . . ?”

4. The concrete actions you would like taken:
“Would you like . . . ?”
(Sometimes unspoken when offering empathy)



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I – Statements

- Are about ourselves.
- Require us to take responsibility for what we're feeling and our own needs.
- Protect others from our blame, guilt, and judgment.
- Defuse rather than fuel arguments—reduce defensiveness.
- Allow exploration, creativity, and change in response to a situation.

Example #1

You: "You never clean up the kitchen after yourself. You are such a slob."

I: "I feel frustrated when the counters are full of dirty dishes. It affects my willingness to cook."

Example #2

You: "You don't care about my time. You always come to our meetings late."

I: "I feel angry when you come to our meetings later than we agreed on. I have a lot going on. I need to manage my time effectively."

Example #3

You: "Lay off. I'm not stupid."

I: "I feel inferior when you remind me how to start this tractor every time I use it. I've been doing this for several years now and I know how to start it and how to deal with it if it doesn't start. Is there something more that you want to be sure I know or do?"

Even complements can be better as an I-statement

Example #4

You: "You are a great artist."

I - "I love the way this small dark area offsets the larger bright areas in the painting!"

Disguised You-Statements

"I feel that you are not doing your share of the childcare."

"I feel like you never discuss important decisions with me."

NVC Process: Observation – Feeling – Need – Request

You: "You didn't finish the financial report on time!"

I: "The financial report isn't done. I'm feeling overwhelmed and frustrated because I have an appointment with our accountant tomorrow that I'll have to reschedule if I don't have the financial report. Would you be willing to focus on it right now and finish it in the next hour, so I can review it before bed and keep the appointment tomorrow?"

When we make a request we have to be willing to hear no, and keep working it out.

"I feel frustrated when we talk about being equal partners and then you make big decisions without me. I have a need to be included. I want us both to have input. Would you be willing to work on a decision making plan with me?"

“I feel angry, when I am taking care of the kids and you are out in the field. I have a need for equality between us. Would you be willing to share the childcare and farm work more equally.”

Be specific about what you are requesting. Say what you do want, not what you don’t want.

Example: Would you be willing to work less? vs, Would you be willing to spend more time playing with me?

You: “You don’t know how to handle the equipment safely. I don’t want you to drive anymore.”

I: “I’ve observed safety issues when you operate equipment such as wearing a loose scarf around the PTO shaft and starting tractors from the ground. I feel anxious. It’s a security and safety need for me. I need to minimize the chance of anyone getting hurt here. Would you be willing to spend an hour in the shop with me going over basic equipment safety and adopt safe practices?”

Vocabulary of Emotions

	Happiness	Caring	Depression	Inadequateness	Fear	Confusion	Hurt	Anger	Loneliness	Remorse
Strong	Delighted Ebullient Ecstatic Elated Energetic Enthusiastic Euphoric Excited Exhilarated Overjoyed Thrilled Tickled pink Turned on Vibrant Zippy	Adoring Ardent Cherishing Compassion Crazy about Devoted Doting Fervent Idolizing Infatuated Passionate Wild about Worshipful Zealous	Alienated Barren Beaten Bleak Bleeding Dejected Depressed Desolate Despondent Dismal Empty Gloomy Grieved Grim Hopeless In Woeful Worrie	Blemished Blotched Broken Crippled Damaged False Feeble Finished Flawed Helpless Impotent Inferior Invalid Powerless Useless Washed Whipped Worthless	Alarmed Appalled Desperate Distressed Frightened Horrorified Intimidated Panicky Paralyzed Petrified Shocked Shook up Terrified Terror- Wrecked	Baffled Befuddled Chaotic Confounded Confused Dizzy Flustered Rattled Reeling Shocked Shook up Speechless Startled Stumped Stunned Taken-aback Thrown Thunderstruck Trapped	Abused Aching Anguished Crushed Degraded Destroyed Devastated Discarded Disgraced Forsaken Humiliated Mocked Punished Rejected Ridiculed Ruined Scorned Stabbed Tortured	Affronted Belligerent Bitter Burned up Enraged Fuming Furious Heated Incensed Infuriated Intense Outraged Provoked Seething Storming Truculent Vengeful Vindictive Wild	Abandoned Black Cutoff Deserted Destroyed Empty Forsaken Isolated Marooned Neglected Ostracized Outcast Rejected Shunned	Abashed Debased Degraded Delinquent Depraved Disgraced Evil Exposed Humiliated Judged Mortified Shamed Sinful Wicked Wrong
Medium	Aglow Buoyant Cheerful Elevated Gleeful Happy In high spirits Jovial Light-hearted Lively Merry Riding high Sparkling Up	Admiring Affectionate Attached Fond Fond of Huggy Kind Kind- Loving Partial Soft on Sympathetic Tender Trusting Warm-	Awful Blue Crestfallen Demoralized Devalued Discouraged Dispirited Distressed Downcast Downhearted Fed up Lost Melancholy Miserable Regretful Rotten Sorrowful Tearful Upset Weepy	Ailing Defeated Deficient Dopey Feeble Helpless Impaired Imperfect Incapable Incompetent Incomplete Ineffective Inept Insignificant Lacking Lame Overwhelmed Small Substandard Unimportant	Afraid Apprehensive Awkward Defensive Fearful Fidgety Fretful Jumpy Nervous Scared Shaky Skittish Spineless Taut Threatened Troubled Wired	Adrift Ambivalent Bewildered Puzzled Blurred Disconcerted Disordered Disorganized Disquieted Disturbed Foggy Frustrated Misled Mistaken Misunderstood Mixed up Perplexed Troubled	Annoyed Belittled Cheapened Criticized Damaged Depreciated Devalued Discredited Distressed Disturbed Injured Maligned Marred Miffed Mistreated Resentful Troubled Used Wounded	Aggravated Annoyed Antagonistic Crabby Cranky Exasperated Fuming Grouchy Hostile Ill-tempered Indignant Irate Irritated Offended Ratty Resentful Sore Spiteful Testy Ticked off	Alienated Alone Apart Cheerless Companionless Dejected Despondent Estranged Excluded Left out Leftover Lonely Oppressed Uncherished	Apologetic Ashamed Contrite Culpable Demeaned Downhearted Flustered Guilty Penitent Regretful Remorseful Repentant Shamefaced Sorrowful Sorry
Light	Contented Cool Fine Genial Glad Gratified Keen Pleasant Pleased Satisfied Serene Sunny	Appreciative Attentive Considerate Friendly Interested Kind Like Respecting Thoughtful Tolerant Warm Yielding	Blah Disappointed Down Funk Glum Low Moody Morose Somber Subdued Uncomfortable Unhappy	Dry Incomplete Meager Puny Tenuous Tiny Uncertain Unconvincing Unsure Weak Wishful	Anxious Careful Cautious Cautious Goose-bumpy Shy Tense Timid Uneasy Unsure Watchful Worried	Distracted Uncertain Uncomfortable Undecided Unsettled Unsure	Let down Minimized Neglected Put away Put down Rueful Tender Touched Unhappy	Bugged Chagrined Dismayed Galled Grim Impatient Irrked Petulant Resentful Sullen Uptight	Blue Detached Discouraged Distant Insulated Melancholy Remote Separate Withdrawn	Bashful Blushing Chagrined Chastened Crestfallen Embarrassed Hesitant Humble Meek Regretful Reluctant Sheepish

5.2 Using “I” Statements In An Effective Communication

Develop effective communication with farm partners, family members, employees and others.

1. **Define Purpose For Yourself Before Starting the Conversation:** Check in with yourself beforehand that your purpose strengthens the relationship and honors yourself and the other before beginning.
2. **Check In With The Other Person:** Make sure it’s a good time for the other person to talk and that they are willing to listen to what you have to say. Let them know how much time it will take and schedule a different time if the present isn’t good. Allow the other person to “No,” to the discussion.
3. **Use “I” Statements:** What you see, feel, think etc. And why.
4. **Share Purpose:** i.e. You want to understand them better, you want to ensure the farm safety, you want to clear the air
5. **Determine Next Step(s):** Ask for what you want, let them know what you will do, or let them know what you want them to do.

Example: Your partner is working 24/7 and you are concerned about the impact this has on the family.

1. **Define Purpose For Yourself Before Starting the Conversation:** To let them know their behavior is affecting the family.
2. **Check In With The Other Person:** I’d like to talk with you. I expect it will take about 10 minutes. Would now be a good time? (If not schedule a time to talk later.)
3. **Use “I” Statements:** I’ve noticed that you have a lot on your plate with the farm and that you are working really hard. I appreciate that you care about the farm and our family and that you are working so hard to provide for us financially and create a viable farm operation. I’m frustrated because your working so much has impacted our family time. I think its negatively impacting the kids and our relationship. I understand that there are times you will have to work too much as part of getting the farm going.
4. **Share Purpose:** I’m bringing this up because I want our farm to be a positive life for all of us.
5. **Determine Next Step(s):** I want to take a look at how we can manage the workload differently, and prioritize to allow family time as part of our day. I would you to prepare of list of the commitments and deadlines you are working toward so that we can review it together and adjust it. I’d also like you to make future commitments carefully and ensure that they will allow us to have family time.

Tom Drummond, North Seattle Community College

<http://www.sba.pdx.edu/faculty/mblake/448/FeelingsList.pdf5.2>

WHAT IS VERBAL ABUSE

Verbal abuse creates emotional pain and mental anguish. Verbal abuse is described as a negative defining statement told to the person or about the person. Generally, verbal abuse defines people telling them what they are, what they think, their motives, and so forth. Usually one person is blaming, accusing, criticizing, taking statements out of context, degrading, trivializing, undermining, threatening, humiliating, question the other's sanity, and even name calling or withholding any response thus defining the target as non-existent. If the abuser doesn't immediately apologize and rarely indulges in a defining statement, the relationship may be a verbally abusive one.

Most people targeted by verbal abuse defend or explain why what they've just heard is not true. They explain themselves because they believe the perpetrator is rational and can hear them and the relationship will then get better. Then they usually hear more verbal abuse such as, "You're too sensitive." They usually don't realize that they have just been defined, and, therefore, verbally abused again.

HOW TO END VERBAL ABUSE

- 1. Identify and admit that verbal abuse is occurring.** The first step to ending verbal abuse is realizing that it is abuse and that it needs to stop. Verbal abuse comes in many different forms, ranging from name-calling, provoking, degrading, controlling and/or condescending language. Trust your feelings about the abuse. Many verbal abusers create self-doubt in the victim, having you question whether or not you are actually being abused. If you are feeling unsafe, sad or hurt by anything your partner is saying to you, and these things happen on a consistent basis, you are being verbally abused.
- 2. Recognize that the verbal abuse is not true.** Whatever the abuser may be saying has no basis in reality and is only a manifestation of the abuser's own insecurities and lack of anger management.
- 3. Speak up.** When verbal abuse is happening, the victim needs to recognize the abuse and say that it is happening. It can be effective to speak with a quiet voice so the abuser must stop to hear you.
- 4. Set boundaries.** If the verbal abuser is unable to stop, then the victim needs to stop the conversation. Walking away, hanging up the phone, or not responding are examples of ending the conversation. Two-way communication cannot occur if the verbal abuse continues.
- 5. Communicate with the verbal abuser only after the abuse has stopped and both parties are calm.** The verbal abuser must recognize that she is in fact abusing the victim. The victim should communicate how the abuse makes him feel.
- 6. Identify triggers.** Only the abuser can "fix" abusive behaviors. Most people verbally abuse others when they feel insecure, threatened or angry. The abuser needs to articulate his verbal abuse triggers and make learn to avoid verbally abusing the victim in the future. The abuser may need to walk away or not communicate at all when they experience a verbal abuse trigger.
- 7. If the verbal abuser cannot change, the victim may be forced to stop communicating** with the abuser altogether, whether it is a significant other, family member, friend or co-worker. No one can force a verbal abuser to stop. They must want to change. If it does not change, the victim must end the abuse even if it means ending the relationship.

Verbal Abuse handout compiled by Atina Diffley with support from:

http://www.ehow.com/how_8175766_end-verbal-abuse.html and <http://stoprelationshipabuse.org/>

Difference Between Healthy Anger and Unhealthy Anger

Being passive, in the end, is no “nicer” than being aggressive.

Healthy Anger	Unhealthy Anger / Rage
Is a Feeling	Is a Reaction
Provides energy	Drains energy
Doesn't hurt anyone	Hurts everyone involved
Clears the air	Clouds communication
Increases understanding	Adds to confusion
Helps communications	Increases conflicts and misunderstandings
Increase intimacy and peace of mind	Creates distance between people and causes discord
Heals	Damages
Is contained, controlled until directed at proper time, place, and person.	Is pervasive, out of control, and misdirected.
Concerns the present	Concerns the past
Rights injustices and wrongs	Is an injustice and wrongs people further.
Is about “me”	Is about “you”

Effective Communication Self-Assessment

The following exercise will help you understand how effectively you communicate and provide ideas on areas for improvement. It can also be useful to understand the communication skills of other people, or to facilitate a conversation and set ground rules with others.

Use the rating system to determine how often you engage in each of the activities outlined below.

1. Never 2. Seldom 3. Sometimes 4. Often 5. Always

1. _____ I start difficult conversations by clearly defining my purpose.
2. _____ When I have a question or concern about another's intent or action, I think about the situation and check in with them before making assumptions and getting angry.
3. _____ I listen without judgment and make an effort to understand when others are talking.
4. _____ I pay attention to non-verbal cues, my own and others.
5. _____ I deal with "little issues" before they become "big issues."
6. _____ I avoid inciting and accusing words ("but," "never," "always")
7. _____ I express appreciation.
8. _____ I am aware that conflicts often result from differences in communication styles. I look beyond the style of communication to the substance of what is being communicated.
9. _____ I ask for help.
10. _____ I give clear instructions to others.
11. _____ I apologize after doing something wrong.
12. _____ I use need-based I-statements and express how I feel.
13. _____ I try to understand how others are feeling.
14. _____ I stay focused on the true importance of the conversation.
15. _____ I address the problem rather than blame the person.
16. _____ I create an environment where everyone feels safe to express ideas, opinions, and feelings, and plan and problem-solve in creative ways.
17. _____ I share my perspective and feelings and ask others to share theirs, then work to come to solutions.
18. _____ I work to understand myself, including what's really troubling me, and what I really need.
19. _____ I work to understand and empathize with what is really troubling other people.
20. _____ When I am stressed in conversation, I recognize it, and take a moment to calm down or postpone the conversation before continuing.

6. Defining Roles and Responsibilities

6.1. Brainstorm Attributes Of Partners.

Write a list of each of partner's strengths, weaknesses, personal traits, interests, and Personal Needs. Work independently without discussion.

- a. There are no right and wrong answers.
- b. Strengths can be weaknesses and vice versa.

Consider:

- **Knowledge-Based Skills:** Acquired from education and experience (e.g., computer skills, languages, training and technical ability).
- **Transferable Skills:** Your portable skills that you take from job to job (e.g., communication and people skills, analytical problem solving and planning skills)
- **Personal Traits:** Your unique qualities (e.g., dependable, flexible, friendly, hard working, expressive, formal, punctual and being a team player).
- **Personal Needs:** Identified this morning.
- **Interests:** What are you passionate about? What do you love doing? What makes you alive?

More Ideas:	Independent	Mechanical	Confident
Analytical	Decisive	Attention to Detail	Writing
Creative thinking	Determined	Time management	Charismatic
Thorough	Domineering	Curious	Clear-headed
Disciplined	Expressive	Delegation	Experienced
Perfectionist	Good communicator	Frugal	Has training
Supportive	Motivates Others	Good with numbers	Calm
Patient	Talks too much	Consistent	Organized
Diplomatic	Intense	Focused	Methodical
Procrastination	Dreamer	Futuristic	Physical
Assertive	Careful	Researcher	

Discussion: Share Your Lists To Deepen Understanding.

Discuss with your partner the areas where you agree and don't agree. Discuss the reasons for your opinion using "I-Statements" and "Listening to Understand." Pass the attention fairly. Do not make demands of change from each other. Just discuss.

6.2 Create a List of “Major Areas of Responsibilities”

1. Create a list of the “Major Areas of Decision-Making Responsibilities and Roles and Production Steps” in your operation. Consider all areas of your farming operation from winter planning, and purchasing of supplies, through field work, planting, delegation of tasks, marketing, etc. that are necessary for your production success.
 - a. **IF** you and your farm partner also have a family together or a personal relationship, include roles and responsibilities that need to be filled for your farm and personal relationship to function well (i.e. taking care of the house or kids are roles and responsibilities that should be figured into the plan).
 - b. **IF** your partnership or work plan includes others—hired service providers, decision making employees, family members, or even a landlord that has roles and responsibilities that are part of your farm—include roles and responsibilities that need to be filled by them for your partnership and farm to function well.
2. Working with the list, group together items that are of a similar category.
3. After sorting look at the list again and add anything you may have missed.

Create a list *specific* to your farming operation. Here are examples of things that might be on your list.

- Labor Management
- Crop and Cultivar Planning
- Marketing and Sales
- General Office
- Writing and Correspondence
- Finances and Bookkeeping
- Fertility and Soil Management
- Field Preparation
- House Cleaning
- Equipment Acquisition, Care, and Use
- Planting
- Plant Care and Culture
- Weed Management
- Pest and Disease Management
- Greenhouse Management
- Irrigation
- Harvest
- Post-Harvest
- Building/Infrastructure Maintenance
- Cooking
- Dishes
- Delivery
- Annual Farm Planning Manager
- Livestock Feeding
- Breeding
- Ordering of Livestock Supplies
- Woodlot Management
- Family Togetherness
- Grass Management
- Construction
- Child Care
- Communication Coordinator
- Record Keeping Coordinator
- Food Safety Manager
- Public Relations

6.3 Assign Responsibility

Each working alone, without discussion, designate who you think should take lead responsibility for each area—based on skills, time, family needs, interest, “Personal Needs”, or any other criteria. Some areas can be shared.

Discussion: Share lists and discuss until you reach consensus.

Additional Tips and Suggestions

- Reevaluate roles as needed, at least once annually.
 - Remember to seek input on decision making for all “big decisions.”
 - When in doubt, talk it out.
-

6.4 Information Sharing

Look at each area of responsibility and identify what information needs to be shared with the partner so that they have the information they will need to do their work well.

- Records: Develop record keeping that passes information between decision makers.
- Use maps.
- Communication: Develop a plan for regular meetings.

Daily

Stay on the same page. Be sure that all information needed for everyone to work efficiently in their areas of responsibility has been exchanged. Consider a short morning meeting to supplement written lists.

Weekly

During the growing season weekly meetings are useful for laying out the week’s work and adjusting for the seasonal changes.

- Is a farm tour together needed as part of the weekly process?
- Check in on how things are going, provide support.
- Prioritize tasks

Annually

- Long term planning
- Large acquisition decisions
- Review holistic goals
- Re-assess roles and responsibilities

Time Management & The Eisenhower Box

On a farm there is always more to do than time to do it. Time management skills and systems are crucial for prioritizing daily, weekly, and monthly tasks, delegation decisions, annual planning, economic viability, meeting market demands, and accomplishing a healthy personal life.

Put simply, effective time management is a fundamental and crucial component of farm and personal success.

A first step to effective time management is to categorize the tasks to be done based on how urgent and how important they truly are.

1. Time management is a work in process.
2. Time management is critical for creating the lives we want to live.

Urgent Actions: Things that you feel you need to react to now or very soon.

Important Actions: Things that contribute to your long-term mission, values, and goals.

Some things are urgent and important, such as a broken fence and cows out. They can pull us away from the important work at hand. Imagine you have to stop planting to deal with the cows. Then it rains, and you didn't have the planting finished. Like a line of dominos, other areas of farm work and our personal lives fall.

Other things may feel urgent but might not be important—such as the phone ringing—and distract us from tasks that are important.

The Eisenhower Box is a useful tool to for taking action and organizing your time. The format breaks tasks into 1 of 4 categories based on urgency and importance. Separating these is simple enough to do once. Doing it continually can be challenging. The box provides a framework to do it consistently. Consistency is key to success.

The Eisenhower Box

	URGENT	NOT URGENT
IMPORTANT	1. DO Do it now.	2. DECIDE Schedule a time to do it.
NOT IMPORTANT	3. DELEGATE Who can do it for you?	4. DELETE Eliminate it.

There are many ways to use the Eisenhower box. It can be used for planning on a daily, weekly, monthly, or annual basis, or record keeping and analysis. A few ways to consider are:

- **Make your work plans and to-do-lists in it.** Doing so will hold you to prioritizing tasks effectively. It will also develop prioritization habits and analysis skills. Keep blank copies where you do your daily planning: at your desk, on your clipboard, etc. A template is provided in your worksheet handout.
- **Record and analyze.** As you go through the busy season, capture farm activities in the category that you want them to happen in the future. For example, if you find yourself writing a CSA newsletter at midnight the night before distribution in the heat of harvest, you might note in the Important and Not Urgent box that next year you will create CSA newsletters in January, and only finalize them with a bit of current news during the busy season. After recording activities for a period of time, you will be able to create an annual work plan. It can be close to impossible to make system changes on a farm during the busy season. It's important to capture what needs improvement so you can attend to it later when you have time. Without recording, things are often forgotten and the same inefficient process is repeated again, year after year.
- **Analyze the Delete box.** Items that fall into the not important & not urgent box may just be old habits to be gotten rid of, however they might be serving a personal need that is not readily apparent. Is there a reason you do these things? Do they provide down time? Connection, or some other personal need? You may be better served recognizing the personal need and finding a more effective way to meet it.

	URGENT	NOT URGENT
IMPORTANT	<p>1. DO Do it now & Plan to move it. These are tasks that must be done right away or there could be a negative consequence. Prioritize actions that are in this category. However, plan ahead to keep Box 1 as empty as possible. Doing so will minimize emergencies that disrupt your life and work.</p> <ol style="list-style-type: none"> 1. On a daily basis, be sure you identify what should be in this box and that it gets done. 2. Look at what is falling into this box and ask if advance planning could move any of these to Box 2 or 3 or even better 4. <p>Task: We have to stop planting, go fix the fence, and round up the cows. NOW! New Strategy: Calendar-schedule fence maintenance during less busy times to move the task to Box 2 and minimize the likelihood of fencing being a Box 1 emergency in the future.</p>	<p>2. DECIDE Schedule a time to do it. For maximum efficiency, it is best if the majority of your time is spent on important tasks before they become urgent. Consider what is presently happening in other boxes. Plan ahead to move them to box 2.</p> <p>1. Calendar schedule important tasks at non-urgent times.</p> <ul style="list-style-type: none"> - Long term business strategizing - Fence maintenance - Order supplies - Hire staff - Meet with buyers - Write articles - Respond to emails and phone calls at a planned time <p>2. Designate and protect time for your personal needs.</p> <ul style="list-style-type: none"> - Exercising - Time with family and friends
NOT IMPORTANT	<p>3. DELEGATE Who can do it for you? This box challenges us to:</p> <ol style="list-style-type: none"> 1. Address the feeling of urgency, and 2. Helps us delegate tasks to others. <p><u>1. Some things create the feeling of urgency,</u> but actually aren't urgent and aren't important. Sometimes they need to be moved to a different box or delegated.</p> <p>Task: The phone ringing <u>feels</u> urgent but most of the calls are not important. Should I answer it or use other strategies such as:</p> <ul style="list-style-type: none"> - Schedule important calls in box 2. - Have voice mail manage incoming calls. - Set up a special ring for family, buyers, and other important calls to reach me. <p><u>2. DELEGATE: Is it important that YOU</u> do this task? Is there a better use of your time? Who can do it for you?</p> <p>Task: I am the fastest corn picker, but I can't pick all 300 cartons. My time is best spent inspecting the field, and managing the corn harvest crew than trying to pick a lot myself.</p> <p>Task: If I rebuild this carburetor it will take me 3 hours. Bill will do it for \$50. I need it NOW, can't schedule it for winter, and right now lost productivity is worth more than \$50.</p>	<p>4. DELETE Eliminate it. The Eisenhower box is particularly useful because it pushes us to question whether an action is necessary. The fastest way to get it done may be to eliminate the action entirely. There may be tasks or behaviors that:</p> <p><u>1. Could be eliminated with a different system.</u></p> <ul style="list-style-type: none"> - Task: Scraping and repainting the worktables in the packing shed. Eliminate: Replace them with stainless steel. - Task: Hand writing labels. Eliminate: Link the invoice to a label printer. <p><u>2. Are mindless habits or done to avoid other tasks.</u></p> <ul style="list-style-type: none"> - Doing grammar checks on unfinished writing. Then deleting the text in the content-edit. - Checking Social Media—if it's important, move it to 2 - Looking at photos to avoid writing the newsletter. - Overeating to have an excuse to take a break. <p>Keep in mind you may be doing these things to serve a personal need. Ask <i>why do I do these things?</i> Are they a waste of time or do they meet a personal need such as introspection time, connection or other? Ideally, we'll recognize the need and plan a more effective way to meet it. Ex: Am I grammar checking to get distance from the work? Would I be better served going for a short walk to clear my head?</p>

Information Sharing/Planning Example

Week of June 11, 2008				
Weather: Hot and dry and sunny all week				
PLANTING				
TARGET	CROP	FIELD	ACERAGE	JOBS TO DO WHEN FREE TIME
June 11	Broccoli	E37	.5	Clean-up scrap
June 11	Cabbage	S4	10,000 @ 18"	Straighten rebar, count
June 14	Cauliflower	N13	.3	
June 14	P. Broccoli	E21	.1	
June 15	Watermelon	W24		
June 15	Tomatoes	N5		FIELD PREP
June 15	Peppers	E10		Lay watermelon plastic – E1
IRRIGATION				
CROP	FIELD	PRIORITY	METHOD	CREW TASKS
Broccoli	E20	2 ND	Overhead	String tomatoes E-29
Tomatoes	N2	1 st	Drip	
EQUIPMENT Prep/Fix				
Delivery Trucks				
CULTIVATION				
CROP	FIELD	PRIORITY	Notes	INFRASTRUCTURE
Carrots	S3	1 st	Clumps	Tsunami Storage
OFFICE				
Write pay checks				
Hire Driver				
SPRAY				
CROP	FIELD	PEST	PRIORITY	NOTES
Cabbage		Loopers	ASAP!	
PURCHASE				
Di-pel				
150 tomato stakes – AD				
GREENHOUSE				
FOOD SAFETY				
Scout broccoli field E39				

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