# OJT Training Module Cover Sheet

**Title:** 025 How to effectively communicate and maintain professionalism with sometimes angry or uncooperative landowners and the general public when attempting to gain access to private property.

**Type:** □ Skill  X Knowledge

**Performance Objective:** Trainee will be able to:
- Understand possible reasons for lack of landowner cooperation.
- Explain the benefits of soil survey information using simple communication techniques to influence the landowner’s decision regarding access.

**Target Proficiency:**
- □ Awareness  □ Understanding  □ Perform w/ Supervision
- X Apply Independently □ Proficiency, can teach others

**Trainer Preparation:**
- Trainer should be familiar with the assigned reading/review material in the lesson plan that follows.
- Be familiar with Form AD-1026 (HELC & WC Certification).
- Be familiar with local trespass laws.

**Special Requirements:**
Initiate an external learning request with a SF-182 in Aglearn for this activity. Instructions and a template are located on the training webpages for OJT modules.

**Prerequisite Modules:**
None

*Recommended* preparation includes Interpersonal Communication training series in AgLearn.

**Notes:**
Additional preparation/development may include:
- 025 How to present soil survey program benefits to landowners to gain access permission in your soil survey area.

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The Five Step OJT Cycle for **Declarative** Training (Knowledge)

- **Cycle Step 1**: Trainer/Trainee establish shared mental model
- **Cycle Step 2**: Trainee reviews materials provided
- **Cycle Step 3**: Trainer and Trainee discuss information
- **Cycle Step 4**: Trainer observes Trainee perform task provided as feedback
- **Cycle Step 5**: Trainer/Trainee debrief
**Title:** 025 **How to effectively communicate and maintain professionalism with sometimes angry or uncooperative landowners and the general public when attempting to gain access to private property.**

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<tr>
<th>WHAT</th>
<th>WHY, WHEN, WHERE, HOW, SAFETY, QUALITY</th>
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<tbody>
<tr>
<td>Cycle step 1</td>
<td>Trainer and trainee review objectives of module.</td>
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Review any significant state legislation specific to your state.  
Access via the internet and review NSSH608.03 guidance on limited and denied access areas for guidance on ways to obtain access and ways of handling denied access.  
If available, review local brochures or job aids developed for publicizing and using soil.  
| Cycle step 3 | Trainer asks trainee to: |
| 1. Name several reasons a landowner might deny access and/or become angry regarding access. | Discuss examples given and expand upon them if necessary. Examples might include general dislike of government, lack of understanding for how the survey is used in Farm Bill programs, earlier argument that day with a family member, or simply inconvenient time for the landowner. Emphasize that the anger/lack of cooperation should not be taken personally. |
| 2. Name why soil surveys are conducted and what types of information can be developed from these inventories. | Discuss the enabling legislation for conducting soil surveys in the context of beneficial information use.  
Discuss any locally developed brochures or publicity for soil surveys.  
Discuss how soil survey information is used in Farm Bill programs and overall conservation planning.  
Discuss the appendix of form AD-1026 (use 2006 or newer date) to show that at least agricultural landowners sign an |
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<th>3. Identify behaviors that can be modeled to communicate in difficult situations as well as identify safety issues.</th>
<th>Together, review ideas from the book, “151 Quick Ideas To Improve Your People Skills”, particularly ideas 29, 114, 129 and 134. Discuss the need to leave if asked to do so or if the employee’s safety is at risk – and the legal consequences of not leaving.</th>
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<td>4. Identify local supporters of the soil survey who could help in talking to the landowner or help introduce to a landowner.</td>
<td>Ask the trainee to name some of the community leaders that are supportive of soil survey. Have the trainee talk to one of them, maybe a Soil &amp; Water Conservation District board member, about known uncooperative landowners and how they have worked with these landowners. Have the trainee ask if the board member will talk to the uncooperative landowner concerning access.</td>
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<td>Cycle step 4</td>
<td>Have the trainee contact some landowners for permission to access the land. The trainee should incorporate into the conversation an explanation to the landowner of what the soil survey is about and the benefits of the information. Encourage the trainee to keep the conversation factual and related to how the soil survey is used for Farm Bill programs.</td>
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<td>Cycle step 5</td>
<td>Trainer can debrief trainee and address any concerns.</td>
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## OJT Module Lesson Measurement of Learning

**Title:** 025 How to effectively communicate and maintain professionalism with sometimes angry or uncooperative landowners and the general public when attempting to gain access to private property.

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<td>Trainee’s learning is measured.</td>
<td>Have the trainee complete the attached quiz below to reinforce the concepts in this module.</td>
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<td>Apply knowledge gained to field work.</td>
<td>The trainee successfully influences landowners to grant access to property for soil survey activities. The trainee also knows where to obtain local assistance in working with uncooperative landowners.</td>
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### SF-182

Trainee and/or supervisor access Aglearn to verify completion of the module via its SF-182.
Quiz

1. True or False? The enabling authorization for a federal soil survey program dates back to the 1860’s when the USDA was established.

2. True or False? Landowners who sign the AD-1026 (HELC & WC Certification form) automatically grant permission for USDA personnel to access land enrolled in Farm Bill programs.

3. True or False? When situations become heated, sometimes all people need is a little space, a little time to cool off.

4. True or False? When communicating with an uncooperative landowner, take what they have to say personally because after all, they are talking to you.

5. Which of the following items might explain why a landowner would not grant permission to access land?
   A) Misunderstands what the soil survey is or how it is used.
   B) Recently argued with a family member just before you arrived.
   C) Doesn’t believe in being helpful or cooperative.
   D) All of the above.

6. According to the National Soil Survey Handbook, what techniques and resources may be used to include land in a soil survey when the landowner has denied access?
   A) Use old soil survey maps, geology and topographic maps, and remote sensing materials to fill in the denied access area.
   B) Map surrounding lands and project soil lines across the area of denied access.
   C) Enlist the aid of community leaders, district cooperators and supervisors to obtain permission to map.
   D) All of the above.