

Information Transfer and Extension of Knowledge: Agrium in North America

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Product, Technology, Information and Change

Learn by making sense of information – integration and learn from experience

Awareness of how people learn – education, demographics, culture

Build upon existing knowledge - complex ideas broken into pieces, essential ideas

Learning occurs in different ways – how audience may learn best, and varied pathways to learning and information delivery

**We are not all good teachers; we are not all good learners
– we must be able to adapt**

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Extension Delivery and Learning Opportunities

- Positive Experiences
- Reinforcement
- Practice/practical implementation
- What is the benefit to me, how will this help me
- Active learning opportunities

- Move from teacher/student to teacher/student groups to student/student learning

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Organize Learning Environments

- Presentation (existing knowledge)
- Bridge to new knowledge/behavioural change
- Benefits
- Discussion to barriers and objections
- Implementation - practicality
- Implement field examples
- In-field discussions



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What Has Been Successful?

- Providing varied learning opportunities
 - Retailer hosted farm training sessions
 - Industry with Government and University
 - In-field training sessions to re-enforce message
 - Field demonstrations of technology
 - Off-site visits to other production areas
 - Farmer led teachings of experiences
- Good teachers have practical experience and personal knowledge



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What Has Been Successful?

- Teaching and extension that is relative to the farmer, and partnership (industry, government and university)
 - Culture, education level, benefit/value of adoption
 - Create motivation for change, engagement in the process of learning and implementation
 - Create opportunity to challenge and encourage creativeness in technology use
 - Create opportunity for farmer to transfer his knowledge to other farmers



What Has Been Successful?

- Examination of what was not successful is as important as examination of success
- Must provide opportunity for farmer to be involved in measure of success...too often we assume we are successful, without really knowing if we are (think we are more important than we are)



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What Has Been Successful?

- Understand that markets and end use is more important than just new products and technology
- Local on-farm examples, and district to district and village to village examples and visits
- Identifying influential farmers and having them help deliver your message (farmer professor)
- “Gan Bei” Bottom-up approach: how do we fit with what farmer needs/is best for farmer



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What Has Been Successful?

- Farmer meetings
- Off-season training and in-season re-enforcement
- Field visits
- Demonstration sites
- Research sites
- Field training schools
- Multi-disciplinary approach



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What Has Been Successful?

- Farmer meetings and field days
- Poster Boards (more pictures, less text)
- Fact sheets (medium)
- Field cards (short)
- Crop manuals (long)
- Local advertisement: radio, text, e-mail, cellular telephone, direct to farmer mail, farm publications
- Direct access to information providers



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What Has Been Successful?

- Continuous messaging and support
- Evaluation of progress and opportunity to adapt and change
- Opportunity to participate in how message is delivered and how learning can take place
- Partnerships in enterprise reduce risk:
 - Why should I do this and what is benefit
 - Whom else is doing this and what can I learn
 - How can I do better than what the teacher says

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What Has Been Learned?

- We have no success unless the farmer has success
- If the farmer does not enjoy success, reach his social, economic and sustainability goals – then our business also cannot
- If the farmer does not do well – then we do not do well



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