Duty/Task:
H-3 Scout for pests (e.g. deer, mice, diseases)

	STEPS (Required to Perform the Task)		PERFORMANCE STANDARDS (Observable & Measurable Criteria)		TOOLS, EQUIPMENT, SUPPLIES & MATERIALS (Needed)		REQUIRED KNOWLEDGE AND SKILLS (Math, Science, & Language)		SAFETY (Concerns)		WORKER BEHAVIORS (Important to Worker Success)		DECISIONS (Identify Decisions that Must be Made by the Worker)		CUES (Identify the Data Needed for Making Correct Decisions)		ERRORS (Indicate What May Result if Incorrect Decisions are Made)
1	Observe general crop growth and health	1	Crops observed for plant and produce quality, structural weaknesses, pest pressures, nutrient deficiencies, and environmental stresses	1	Paper, pen, computer, light meter, digital camera, insect traps; nitrate meter; measuring devices; hand lens; hats; sunscreen	1	Soil and plant fertility knowledge; diagnostic skills; computer skills; time management skills; communication skills; knowledge of entomology; knowledge of plant pathology; observational skills; knowledge of plant physiology	1	Personal	1	Organized; timely; accurate; observant; self-motivated; safety minded	1	What crop alerts are currently active? Has anything visibly changed since the last observation?	1	Length of time since last observation; schedules; measurements; photos; crop visual conditions; samples; crop alert received	1	Poor crop growth and quality; death; dissatisfied customers; loss of revenue; increased pests in current and following crops
2	Observe crop for specific pest activity	2	Correctly sampled crops to observe for evidence of specific diseases, e.g. number of lesions from fungi, bacteria or viruses, spotted or wilted leaves; correctly sampled crops to observe for evidence of specific insects, e.g. number and kind of insects, spotted of wilted leaves, egg masses, larvae, feeding injuries; correctly sampled crops observed for specific wildlife, e.g. burrowing, feeding on plants; scat; tracks	2	Paper, pen, computer, light meter, digital camera, insect traps; nitrate meter; measuring devices; hand lens; hats; sunscreen; light traps; sticky traps, nets; heliothis traps; lures	2	Soil and plant fertility knowledge; diagnostic skills; computer skills; time management skills; communication skills; knowledge of entomology; knowledge of plant pathology; observational skills; knowledge of plant physiology	2	Personal	2	Organized; timely; accurate; observant; self-motivated; detail oriented; scientific minded; problem solver	2	Have I checked all parts of the crops, e.g. under leaves, in the canopy, roots, stem? Have I checked all parts of the crop for signs of deficiencies or pests? Do I need to take samples? How should I collect samples? Should I document with a photo?	2	Length of time since last observation; schedules; measurements; photos; crop visual conditions; samples; crop alert received	2	Poor crop growth and quality; death; dissatisfied customers; loss of revenue; increased pests in current and following crops
3	Identify specific pests causing damage	3	Determined fungus, bacteria, or virus causing damage; determined all specific insects causing damage e.g. feeders, crawlers, flyers, suckers; determined all specific wildlife causing damage e.g. deer, rodents, birds	3	Cameras, sampling equipment, identification guides, computer and internet access	3	Soil and plant fertility knowledge; diagnostic skills; computer skills; time management skills; communication skills; knowledge of entomology; knowledge of plant pathology; observational skills; knowledge of plant physiology	3	Personal	3	Organized; timely; accurate; observant; self-motivated; safety minded; resourceful; problem solver	3	Am I sure I have done sampling correctly? What references will assist with identification? Do I have all the evidence I need for identification? Do samples needs to be sent to a lab for identification or further testing?	3	Guides; plant observations and samples	3	Poor crop growth and quality; death; dissatisfied customers; loss of revenue; increased pests in current and following crops
4	Document pest activity	4	All observations documented according to standard operating practices for the business; scouting manuals, logs and journals used which include dates and who observed; photos used to document observations	4	Paper, pen, computer; journals, logs	4	Communication skills; language skills; analytical skills; organizational skills	4	Personal	4	Organized; timely; accurate; observant; self-motivated	4	What should I monitor on a routine basis? Why? Who do I need to share the documentation with? How do I know I have made a complete entry? Where do I keep the documentation? Should I include or refer to photos? How can this	4	Length of time since last observation; schedules; measurements; photos; crop visual conditions; samples; crop alert; population counts	4	Poor crop growth and quality; death; dissatisfied customers; loss of revenue; increased pests in current and following crops

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Specific Relevant References:

Expert Workers:
Brad Bergefurd
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