Why Individual Pig Care?

Individual Pig Care. It’s The Right Thing To Do.™

We are not the best at finding pigs that need care

Asset

Liability

NPB’s View of the Situation:

2007 Critical Issues (in order of importance)
1.) The way the industry can positively impact customer’s and consumer’s perception of pork.
2.) The trust and image of the industry and its products.
3.) The development of human capital.
4.) The profitability and competitive advantage for US pork.
5.) The safeguard and expansion of international markets.

Message Map

Taking steps

What makes a good caretaker?

• Dedication – Walking Pens 1st
• Care – It is alive, not a widget.
• Observation – See each pig not group
• Reacting Quickly – Timing is critical
  – Treat early
  – Pull as necessary if “A’s” were not found

Daily walk-throughs should include three levels

• Barn level
• Pen level
• Pig level

Barn Level

• Temperature
• Humidity
• Odors
• Pit levels
• Bulk bins

Pen Level

• Feed and water delivery
• Water & water delivery
• Flooring & gating
• Pig behavior
• Stools
Pig Level

- Careful but quick head to tail, top to bottom observation of each pig individually
  - 1 second per pig (20 minutes / 1200 head barn)
  - Compare each to the ideal
- Seeing every pig every day is the only way to find "A" pigs!

“A” Pig

“B” Pig

“C” Pig

#1 Treating Pigs

- What to look for:
  - Heads

#2 Treating Pigs

- What to look for:
  - Body fill
  - Tissue Hydration

#3 Treating Pigs

- What to look for:
  - Posture
  - Depression

Key Success Factors

- Seeing every pig, every day is top priority
  - Nose to tail, heads, posture, hydration & gut fill
- Use your time wisely
  - Be prepared to chore the barn
  - Spend time with “asset pigs” versus “liability pigs”
- Understanding treatment expectations
  - A versus B versus C
- How many pigs do we expect people to treat?
  - Nursery: 30%
  - Early finish: 10%
- Always explain “WHY”

Changing a Behavior Takes Steps

1. Educators must be knowledgeable of all procedures of system
2. Educators have trust of caretakers and have mutual objectives
3. Caretakers must take action; leaders must support it
4. To instill a behavioral change, repetition is key
5. Improvement must be a result of the grower’s changed behavior
6. Change must be sustained after educator leaves
Effect of Training, Financial Incentive, and Attitudes on Treatment Frequency and Mortality Rate of Growing Pigs

Pilot data
University of Minnesota, 2008

Suggestive of Mortality Effect

Pilot data
University of Minnesota, 2008

Early Husbandry Education Impact

Early Treat = Late Performance

Dr. Stanley Curtis, U of I AnSc; Welfare Panel Discussion Responsible Pork Symposium, Indianapolis, Indiana

“We must get to the point were we are completely comfortable allowing any one off the street at any time inside our barns... Are we ready for that level of transparency?”