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(The future of work is not what you think it is)

Written by:

Izak van Heerden NSch '23

February 2025

A NUFFIELD FARMING SCHOLARSHIPS REPORT

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Date of report: February 2025

*"Leading positive change in agriculture.
Inspiring passion and potential in people."*

Title	Agrileadership for tomorrow's world. (The future of work is not what you think it is)
Scholar	Izak van Heerden
Sponsor	NFU (National Farmers Union) East Sussex
Objectives of Study Tour	<ul style="list-style-type: none"> • Examine best practices and programmes in leadership and management development (LMD) to be tailored to UK agriculture. • Explore global leadership under varying economic systems to identify transferable practices for agricultural. • Explore motivations of leaders to invest time in their own and staff's leadership development s • Identify essential leadership traits for resilience in an increasingly volatile agricultural landscape.
Countries Visited	Argentina, Brazil, Canada, Chile, England, Netherlands, Scotland, Wales, South Africa.
Messages	<ul style="list-style-type: none"> • Leadership and management development (LMD) in Agriculture varies greatly by country but the entrepreneurship and Leadership drive does not directly correlate to the prominence of agricultural in said country. LMD support varies widely, influencing how effectively leaders operate in agriculture. However, the ability to adapt under pressure remains the most crucial factor for success. • A critical need to create a continuous LMD pipeline: LMD must start earlier and occur at all levels, not just for- and at- senior positions. • Sustaining local leadership in crises: Long-term leadership habits are essential to maintain stability during challenging times. • Balanced leadership focus is key: Effective leadership requires strength in self-leadership, people management, and business acumen. Leading Self; Leading People; Leading Business.

EXECUTIVE SUMMARY

Despite playing a crucial role in the success of any farming businesses, the value of leadership in agriculture is often overlooked. Whilst farmers are naturally resourceful, the impact of strong leadership and good people management skills is often overlooked or undervalued. Improving the development of these skills can change fortunes and drive a business forward. As the agricultural world evolves rapidly and external pressures grow, farms increasingly depend on networks of people, making personal and people leadership essential for a sustainable sector. Even though my study set-out to find exemplar leadership development programmes and great management structures, I came to the realisation that although these are important and can support our industry, it is the people- authentic leaders at all levels- that makes the difference. This report explores AgriLeadership in the UK, Canada, Europe, Latin America, and South Africa.

In Canada, despite cooperative models and supported government programmes, leadership development is still challenging, especially in promoting diversity at senior levels. It shows how the reliance on external support can reduce the urgency for cultivating adaptable, resilient leaders who can thrive independently.

In the Netherlands, the farmers' protests whilst visiting revealed how easily commonplace leadership can be sidelined in times of crises. Stressful periods often eclipse the importance of in-business leadership, making it crucial to build strong, proactive leadership habits during stable times to weather challenging times.

Latin America offered some insightful examples. With minimal government support and true market exposure, farming leaders in Brazil, Chile, and Argentina rely on entrepreneurship and resilience. "Survival of the fittest" mentality cultivates natural, innovative leadership at all levels throughout businesses. These leaders take full responsibility for their businesses, enterprise and communities, fostering authentic, innovative leadership deeply connected to personal values and the well-being of their people.

Across all regions, the key takeaway is that effective leadership must be authentic. Authentic leaders inspire trust and loyalty, building deeper connections with their teams and promoting long-term success.

Humility is also essential; true leaders empower others and foster collective efforts. With the tight returns in farming, every small contribution from the whole team is required to ensure a sustainable, profitable business. This is only possible where inclusive leaders build strong, resilient teams by giving everyone space to grow. This concept is wholly captured by the philosophy of "Ubuntu" from the isiXhosa people, meaning "I am, only, because we are." It reflects leadership as a collective effort, emphasising compassion, collaboration, and shared responsibility, with a focus on uplifting the collective rather than obtaining individual power.

In conclusion, effective agricultural leadership is rooted in authenticity and humility. Whether in well-supported systems like Canada or entrepreneurial regions like Latin America, successful leaders inspire and empower others.

Leadership is about fostering positive change, collaboration, and growth, not just maximising the profit for your business.

"You don't need a title to be a leader!"

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Nuffield Farming Scholars are available to speak to NFU Branches, agricultural discussion groups and similar organisations.

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CHAPTER 1: INTRODUCTION

Raised on an extensive beef and sheep farm in Mzansi's (South Africa's) Eastern Cape, agriculture runs in my veins, with a heritage dating back ten generations to Dutch ancestors who settled in the region. Growing up in this unassuming, experientially rich, but unforgiving, farming landscape had a grounding effect yet ignited a curiosity of what lies beyond the next hill. Happily boarding from the age of six and through Agricultural Secondary School I then spent five blissful years reading Agriculture at Stellenbosch University, after which my passion for travel ultimately led me to the UK, (now two decades ago!), and it wasn't long before I found myself working on farm and then in agriculture once more, a career that's been varied and rewarding.

Over the years, I've had a mixture of roles; sorting rotten potatoes in Essex, milking and managing dairy herds across Sussex, (the county that took me in as its own), and teaching agriculture at Plumpton College and the University of Brighton.

Currently, I lead the AgriLeader programme at the Agriculture and Horticulture Development Board (AHDB), the UK's levy body. I first joined the AHDB as an Extension Officer, focusing on the technical aspects of dairy farming and financial benchmarking, but soon realised that the common denominator – good and thorny- was always people, and their management. The rest as they say... is ongoing work, helping farmers to better Lead Themselves, Lead their People, and Lead their Businesses.

My curiosity as to what makes agricultural leaders effective prompted me to apply for a Nuffield Scholarship. Through this scholarship, I explored the pivotal moments that shape leaders (in and out of agriculture) and the forces that inspire them to continually improve their own- and the leadership of those around them.

A few of the unexpected highlights of my travels- Carnival in Sao Paulo; hiking through sub-tropical rainforests, seeing a flock of wild hummingbirds and an armadillo on the Pampas, but the crazy ride that is Nuffield is typified by the sudden, unexpected opportunity to facilitate the Contemporary Scholars Conference (CSC) in Brazil. The experience culminated with a gala dinner in the presidential palace of Mato Grosso do Sul, a powerful reminder of the doors Nuffield slams open, and to seize the opportunities and joy that life bestows.



Figure 1: Facilitating the Nuffield International Contemporary Scholars Conference in Campo Grande, Mato Grosso do Sul, Brazil was a highlight, and example of the doors Nuffield slams open



For a shy farm kid from the nondescript town of Sterkstroom/Lethutu (literally meaning Ash-heap), my journey has been a remarkable one, and I thank every person I've met along the journey, in life and Nuffield for the times we shared, good and bad, and of course Nuffield for this "never-again" opportunity.



CHAPTER 2: BACKGROUND TO MY STUDY SUBJECT

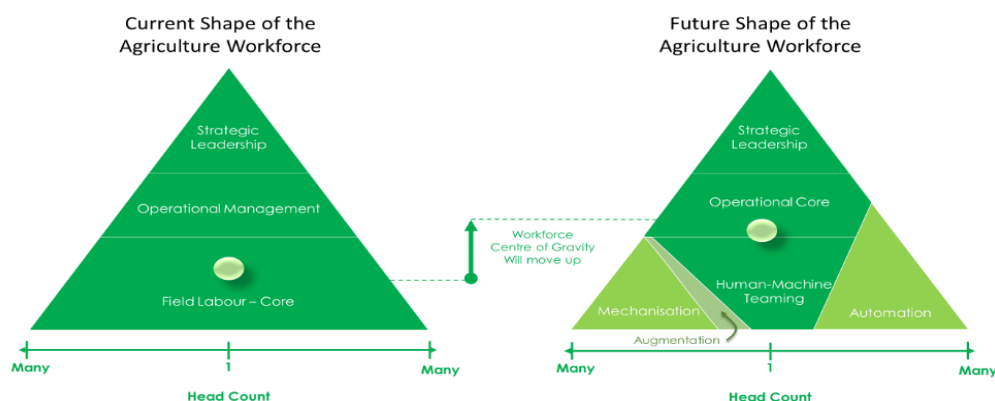
The value of leadership within the agricultural sector is critical, yet it remains underexplored and often underestimated. Despite being the backbone of rural economies and sustainable food production, the agricultural sector has not systematically fostered leadership and management development.

The 2020 AgriLeader “Bridging the Gap” report from AHDB on Leadership and Management Development (LMD) opportunities found that only 0.37% of farming businesses invested in any formal LMD across England, Scotland, and Wales, emphasising the lack of structured pathways to develop leaders across all levels. The report’s insights underscored just how limited and fragmented leadership training and professional growth opportunities are within UK agriculture.

According to Adams in “*The Relevance of Leader Personality in Relation to Farm Business Performance*”, (report by Promar on behalf of DairyCo) dairy farmers with higher emotional intelligence (EQ) were up to five times more profitable (per cow) than those with lower EQ, highlighting the significant financial impact of strong leadership. Effective farm management relies on self-awareness, emotional regulation, and social awareness to drive performance, build relationships, and create momentum—skills that can be developed through Leadership and Management Development (LMD). All skills that is teachable.

When adding onto this the changing demographics of society, and as such in the workplace and changing workforce dynamics (see graphs below) and anticipating how this change will impact available skills and expectations it soon highlights just how big the need is, and just how vulnerable this weak “pipeline” or “conveyor belt” of future leaders leaves the industry. The need for future-proofing farming businesses with people to lead our industry at all levels is more critical than ever.

Workplace change



Source: The State of Leader Development in New Zealand’s Food and Fibre Sector.

Chris Parsons, 2022 | Adapted from the model presented by Emma Boase at the Horticulture NZ Conference 2021

Figure 2: Change in Workplace Dynamics



Workforce demographic change



Figure 3: Workforce Demographic Change

This sparked my interest to investigate: What are other countries doing in terms of leadership development in agriculture? Are there models that excel in leadership training? Have any countries established particularly effective programmes to prepare agricultural leaders for today's rapid and turbulent changes?

My study into agricultural leadership took me across the UK, Canada, Europe, and Latin America, examining these regions' distinct approaches and identifying effective leadership practices that the UK might adopt. Each of these regions represents a unique set of circumstances and challenges for agricultural leaders, which makes them valuable for comparative study.

Ultimately, my study set out to find LMD programmes but also L&M models and practices from these diverse regions that could inform a more structured approach to leadership development within UK agriculture. However, I concluded that although these are important and can support the industry, identifying and building these skills and attributes are just as critical—and yet they weren't a core module in any of the programmes I saw.

In an industry that increasingly relies on collaborative networks of people, effective leadership is essential—not just to sustain individual businesses but to foster the resilience, innovation, and community ties that ensure a sustainable future for agriculture.



This report is intended to show that **“you don’t need a title to be a leader”** in agriculture; leadership in this sense is about effecting positive change, supporting collaborative growth, and empowering those around you to succeed at whichever level you are in an organisation.



CHAPTER 3: MY STUDY TOUR

My study trip across nine countries provided invaluable insights into agricultural leadership, farming systems, but perhaps above all—people. Each country offered a distinct approach to leadership, shaped by its cultural, economic, and political landscape.

I began in **Canada**, where cooperative business models and government-supported leadership programmes underscored the strengths of collective efforts. However, challenges remain, particularly in fostering diversity at senior levels and ensuring leaders develop adaptability and resilience beyond government-backed structures. This raised questions about how external support influences long-term leadership autonomy.

In **the Netherlands**, witnessing leadership in times of unrest provided a unique perspective. The recent farmer protests highlighted how crises can test leadership, reinforcing the importance of proactive leadership habits in stable times to prepare for unexpected challenges. Even in a well-regulated, structured environment resilience and strategic thinking are crucial.

Back in the **UK**, discussions with farmers and LMD providers across England, Scotland, and Wales sharpened my focus on domestic challenges. These ranged from sustaining family farms to innovative leadership in the fisheries industry, revealing both gaps in formal leadership development and the resilience of grassroots leadership.

A reminder in **South Africa** brought an unexpected yet profound insight, which, I believe, without my Nuffield journey would not have crystallised. A personal tragedy meant my planned visits were upheaved, but it reinforced a core truth—to thrive, we all require **Ubuntu**: empathy and humility.

My family, fractured by a 20-year feud, had begun to reconcile, and returning to my hometown after nearly two decades, I looked forward to this closure; my mother was overjoyed for her children's peace. But three days before Christmas, as I prepared for the final leg of my journey, I received the call—my mother had passed that morning. Despite my grief and anger, I was reminded of something I had forgotten from when I was growing up amongst the isiXhosa people: **Ubuntu**—a deep sense of shared humanity. Nelson Mandela embodied it, uniting a broken nation through forgiveness. Perhaps if my family had embraced it sooner, we might still be farming together.

In **Chile**, farmers demonstrated remarkable adaptability, navigating climate challenges with creativity and resilience. In **Argentina**, despite extreme political and economic instability, an entrepreneurial spirit thrived. With little external support, farmers took full responsibility for their businesses and communities, fostering an organic leadership style rooted in self-reliance and authenticity. This model of adaptive leadership, driven by necessity rather than structure, stood out as a powerful contrast to more formalised systems.



Finally, **Brazil** was a whirlwind of cultural and professional experiences. With an unrelenting “can-do” attitude and an economy that never truly shuts down, the spirit of innovation and problem-solving was palpable. If this mindset could be bottled, it could solve many of our domestic challenges.

This journey spanned structured leadership systems, grassroots resilience, and personal growth. From the frameworks of Canada to the adaptability of South America and the reflections at home, it reinforced that leadership is as much about people and values as it is about programmes, strategies, and systems.



Figure 4: The first family reunion after two decades—proof that reconciliation is possible. A powerful reminder of Ubuntu: empathy, humility, and the strength of shared humanity.



CHAPTER 4: BEST PRACTICE LEADERSHIP & MANAGEMENT DEVELOPMENT PROGRAMMES

LMD delivery is the area in which I work, so naturally, I was keen to explore the programmes and opportunities available in other parts of the world to identify best practices. Initially, my goal was to gather insights and adopt strategies that could enhance leadership within agriculture. However, as my journey progressed, I came to understand that while best practices are invaluable, they are profoundly shaped by the geopolitical climate, financial realities, and the mindset of farmers and agricultural professionals within each country. These factors play a significant role in determining what works in one context versus another. That said, here are a few key take-home messages I've gathered from various parts of the world, highlighting the diversity and ingenuity in agricultural leadership development globally.

4.1 Case Studies

4.1.1 Advanced Agricultural Leadership Programme (AALP)

AALP, run by the Rural Ontario Institute (ROI), is an intensive executive leadership programme aimed at cultivating leaders who can positively impact Ontario's agriculture and rural communities. I interviewed Gabe Ferguson, the Leadership Programme's Director, and had the privilege of attending the programme's final two days and graduation ceremony. AALP participants are drawn from diverse sector backgrounds including livestock, horticulture, grain production, agri-business, and finance, but also diverse cultural, gender, and socio-economic backgrounds.

The programme spans two years, combining seminars, webinars, study tours, and group projects that cover a broad spectrum of leadership competencies, including conflict management, communication skills, and global trade relations. Highlights include a North American study tour, an international study tour, and modules addressing diversity, equity, and inclusion.

The **Advanced Agricultural Leadership Program (AALP)** is an experiential executive leadership program for those who want to shape the future of the agriculture and food industry and make a positive difference in rural communities across Ontario.





One of the programme's strengths is its ability to foster connections across a wide network and bring together participants from varied industries, enabling the exchange of diverse perspectives. However, AALP faces challenges in accessibility, primarily due to its high cost and the significant time commitment required. Many participants fundraise to cover the expenses, which can deter potential candidates and limit participation.



Figure 5: Author with The Honourable Robert Black, Senator – Ontario, Chair of Agriculture and Forestry Committee. Previously Executive Director of The Centre for Rural Leadership (now Rural Ontario Institute) overseeing AALP. Rob is a big advocate in parliament for LMD in Agriculture, and admirer of the Nuffield Programme.

Key Strengths:

- Thorough and multifaceted curriculum addressing both technical and soft leadership skills.
- Exposure to international and national contexts, fostering a global perspective.
- Diversity of participant backgrounds encourages collaboration and innovation.

Challenges:

- High programme cost and intensive time requirements limit accessibility.
- Recruitment difficulties due to financial and logistical barriers.

Takeaway for the UK:

UK farming could adopt a similar comprehensive curriculum, leveraging diverse participant backgrounds for richer learning experiences. However, strategies to reduce costs or increase subsidies would be crucial to ensure accessibility and broader participation.



4.1.2 Gay Lea Foods Leadership Development.

Gay Lea Co-Operative, a major Canadian dairy processor, has established a robust suite of leadership development initiatives for its members, employees, and board. Initiated and directed by Quintin Fox, he has developed multiple programmes focusing on a range of topics including governance, communication, strategic thinking, and financial management. From a further interview with Michael Barrett, Gay Lea’s previous CEO it was clear why and how these exemplar programmes had the space to blossom- Michael has a passion for people and it gave Quintin the agency to crack on. The programmes cater to all levels within the co-op, including young aspiring leaders, seasoned directors, and employees.



Gay Lea Foods Knowledge Hub

In 2016, Gay Lea Foods entered the digital learning age by launching its online learning platform – the Knowledge Hub. Transferring much of the knowledge, information and resources from its successful LiG Foundation Program, 9-hour long training courses have been developed for members, delegates and directors. Using gamification, knowledge checks, interactive storyboards, case studies and videos, the courses provide the learner with skills and knowledge in several areas including:

COURSE TITLE	LEARNING OBJECTIVES / CONTENT
Course 1: Gay Lea Foods Co-operative Membership	Describe the Gay Lea Foods membership and governance structure Share the history of Gay Lea Foods Co-operative Relate to the purpose and relevance of Gay Lea Foods Co-operative Promote the benefits of membership of Gay Lea Foods Co-operative Describe the different types of membership and the return on investment members can receive
Course 2: Co-operative Board Governance	Describe the role, responsibilities, and purpose of management, delegates, directors, and the Board Appreciate the features of the board’s governance role Articulate the role of the Board, delegate body, and Board Committees of Gay Lea Foods Co-operative
Course 3: Dairy Co-ops in Canada and Globally	Describe the origins and growth of the co-operative model in agriculture, particularly in the dairy sector Describe the size, scale, and impact of dairy co-operatives in Canada and around the world Articulate the benefits of farmer co-operation and the co-operative model and values to provide competitive advantages for dairy producers
Course 4: Gay Lea Foods: People, Plants, Processes	Describe the overall organizational structure of Gay Lea Foods and key departments and sites. Identify the different roles and responsibilities at Gay Lea Foods in order to value the scope and complexity of Gay Lea Food’s processes and operations. Summarize where and how we transform cow and goat milk into delicious, award winning dairy products.
Course 5: Direct: Strategy and Risk	Determine how mission, vision and values drives and underpins strategy Define the typical roles of Board and management in developing strategy as well as identifying and evaluating risks Review an environmental scan for Dombridge Dairy Farmers ¹ to assist with the strategic planning process Conduct an analysis of Strengths, Weaknesses, Opportunities and Threats of Dombridge Dairy Farmers Classify a board’s and management’s appetite for risk and undertake a risk mapping exercise for Dombridge Dairy Farmers

Figure 6: Gay Lea’s Food Knowledge Hub. Five of the eleven online courses. Others include Control Financial Governance; Effective Communications; Strategic Communications; Leading under Pressure; and Risk Governance.



Gay Lea key programmes include:

1. Leadership in Governance (LiG) Program – Offering foundational and advanced training for directors and delegates, emphasizing effective governance and communication.
2. Co-operative Leadership Program (CLP) and Young Producers Forum – Both designed to cultivate future leaders from the membership base, particularly young farmers.
3. The Academy – Employee-focused leadership development fostering workplace innovation and leadership readiness.
4. Knowledge Hub – An online platform providing continuous learning opportunities tailored to cooperative members.



MODULE/DATE	FACULTY	LEARNING OBJECTIVES / CONTENT
Module One: The Roles and Responsibilities of Delegates, Directors and the Board (April 2009)	Brown Governance Inc	Roles and Responsibilities of Directors, Delegates and Management Directorship in a Changing World Legal and Constitutional Responsibilities Working Together – Delegates, Board and Management The 4 C's of Great Directors and Delegates
Module Two: Communication Skills (September 2009)	Donna Balkan, CCA Tracy Lamb, Mopani Communications Inc	The role of the board, delegates, members and management in communications Board and Delegate Information Needs and Packages Communication Techniques for Meetings, Presentations and Public Disclosures Emotional Intelligence and Behavioural Aspects of Communication
Module Three: Dairy Co-ops in the Wider Co-op Movement in Canada and Globally (November 2009)	Jack Wilkinson, The Co-operators Paul Fox, Dairy Farmers of Britain Jay Waldvogel, Dairy Farmers of America	The Co-operative Principles: Applying them to Governance Agriculture and Dairy Co-ops in the Canadian and International Co-operative Contexts Learning from International Co-operative Perspectives: UK, Europe and US Assessment of governance structures in supply managed vs free market conditions and the strengths and weaknesses of the co-op structures
Module Four: Financial Governance Level I (January 2011)	David Brown, Brown Governance Inc	Roles of the Board and Audit and Finance Committee relative to Financial Statements Building a culture of oversight (financial) Principles for Financial Accountability (GAAP) What are Financial Literacy and Materiality Understanding Financial Statements, Performance Measurement and Reporting
Module Five: Financial Governance Level II (March 2011)	David Brown, Brown Governance Inc Keith Rissling, K.A. Rissling & Associates	Financial Decision-Making using Structured Financial Analysis, Budgets and Forecasts, and Other Financial Tools Capital: Investment Decision-Making, Working Capital Management and Sources of Financing Risk Oversight and Internal Control Mergers & Acquisitions
Module Six: Strategic Business Direction (September 2010)	Paul Hanna, The Co-operators	The Strategic Leadership Cycle Strategic Thinking Versus Strategic Planning Developing Strategic Options and Scenario Planning From Planning to Implementation
Module Seven: Improving Board Effectiveness (November 2010)	Richard Leblanc, York University Debra Brown, Brown Governance	Board Level Leadership – What Does it Take? Compensation of the Board, Delegates and the CEO Succession Planning, Recruiting and Selecting the Board, Delegates and the CEO Board and CEO Evaluation Meeting Management and Board Functioning

Figure 7: Gay Lea's Foundation Program: First 7 of 28 Modules



Key Strengths:

- Comprehensive support from the cooperative ensures alignment with organizational goals.
- Wide variety of programmes accommodates different levels and leadership pathways.
- Strong focus on governance ensures a well-informed and capable leadership team.

Challenges:

- Scaling such a model will be difficult without dedicated funding and organisational buy-in.

Takeaway for the UK:

The UK could benefit from more processor, supermarket or cooperative-led leadership approach that integrates governance training with hands-on opportunities for future leaders. Online learning platforms could also offer scalable solutions to support remote participants.

4.1.3 I4nature

I4Nature is CEO Xander Beks leadership initiatives focus on empowering individuals and organizations to embrace sustainability and innovation in the agricultural sector.



Figure 8 & 9: I4Nature Mission - Empowering future leaders to tackle climate challenges through sustainability, innovation, and advocacy. *Plant Your Future.*



I4Nature offering includes four distinct programmes:

1. **The Harvest of Tomorrow:** This programme prepares participants to lead transformative changes in the agriculture and food systems, emphasizing tools for managing complex transitions and fostering innovation.
2. **Climate Smart Agriculture Youth Network EUHub:** Designed for young leaders across Europe, this initiative addresses climate challenges in food production through collaborative networks.
3. **Talenthub:** A regional hub connecting young people to opportunities that align with their talents, fostering community-driven solutions in agriculture, healthcare, and culture.
4. **What's Your Nature:** A six-month immersive programme that develops inner leadership skills through experiential learning inspired by indigenous wisdom and nature.

Key Strengths:

- Focus on sustainability and innovation aligns with contemporary agricultural challenges.
- Diverse programme formats encourage participation across different demographics.
- Emphasis on personal and professional development fosters holistic growth.

Takeaway for the UK:

Integrating more elements of sustainability-focused leadership programmes, leveraging experiential learning and community hubs to cultivate innovation and future-ready skills among young agricultural leaders.



Figure 10: Author and Xander Beks from I4Nature in the Netherlands recording an episode for his Food 2 Lead the Future podcast.



4.2 Conclusion: What Makes Good Leadership and Management Development (LMD) Programmes?

The case studies highlight several key elements of effective LMD programmes:

1. **Diversity and Inclusivity:** Successful programmes like AALP and Gay Lea involve participants from varied backgrounds, fostering collaboration and innovation.
2. **Comprehensive Structure:** Programmes should combine theory, practice, and reflection, as seen in AALP's seminars and I4Nature's systemic approach.
3. **Organisational Support:** The full backing of organisations, as demonstrated by Gay Lea, ensures sustainable funding and integration into core operations.
4. **Accessibility:** Addressing barriers such as cost and time commitment is critical for inclusivity, as seen in AALP's struggles with recruitment.
5. **Local Relevance and Global Perspective:** Effective programmes, like those at I4Nature, balance addressing local challenges with fostering global connections and perspectives.

Recommendation for the UK:

To develop effective LMD programmes, a coordinated effort by all the organisations and unions in UK agricultural industry should prioritise inclusivity, sustainability, and accessibility while integrating diverse learning formats and emphasising governance and innovation. A hybrid approach combining mentoring support, experiential learning, and technological platforms could ensure widespread impact.



CHAPTER 5: A SUMMARY OVERVIEW OF CHOSEN LMD REPORTS

5.1 Introduction

This chapter reviews four reports that provide valuable insights into leadership development: Claire Toogood's exploration of leadership for non-agricultural entrants, Chris Parsons and Dr Ellen Joan Nelson's (nee Ford) investigation into New Zealand's Food and Fibre sector, and the AHDB's "Bridging the Gap" report. Each report combines evidence-based findings with practical recommendations and interviews with the authors, whose expertise enriches the analysis. The findings illustrate best practices and lessons that UK agriculture can adopt to build a resilient and adaptable sector capable of thriving in an unpredictable world. The shocking statistic that only 0.37% of farming business invest in LMD for them or their staff from AHDB's "Bridging the Gap" report initially inspired my journey into exploring leadership development, and its foundational insights kickstarted this journey.

5.1.1 Effective leadership, management and development of people working in agriculture and agri-food: supporting new entrants from non-agricultural backgrounds. Claire Toogood on behalf of The Farmers Club Charitable Trust (Agricultural Educator Awards 2021)

Claire Toogood's research for The Farmers Club Charitable Trust examines the experiences of new entrants from non-agricultural backgrounds working in agriculture and agri-food. The report identifies best practices for leadership, management, and employee development to enhance workforce sustainability.

Key findings highlight that individualised management significantly improves employee performance, particularly when tailored to a new entrant's knowledge and experience. Supportive workplace environments foster engagement and professional growth. Informal communication, mentoring, and structured learning opportunities, such as work shadowing, are critical for effective integration. Formal processes, like multi-day inductions, also contribute positively.

Challenges include limited leadership training in the sector, a prevalence of "accidental managers," and perceptions of exclusion based on demographic or non-agricultural backgrounds. Recommendations emphasize enhancing leadership skills, dispelling myths about agriculture, and fostering inclusivity to expand the talent pool and improve retention.

The research incorporates teaching resources and case studies, broadening its impact by addressing workforce diversity and inclusion. The findings align with broader concerns about labour shortages and the need for improved management practices to ensure future food security and sector resilience.



Figure 11: Effective leadership, management and development of people working in agriculture and agri-food: supporting new entrants from non-agricultural backgrounds. Author Claire Toogood.

Interview Summary with Claire Toogood

In an interview, Claire Toogood elaborated on the report's themes, emphasizing the need for agriculture to adapt to a diversifying workforce. She highlighted those new entrants face barriers rooted in stereotypes and a lack of tailored support. According to Toogood, effective managers must engage in transformational leadership, providing personalised guidance and fostering psychological safety.

Toogood underscored the importance of informal learning and mentoring, advocating for its prioritisation alongside formal training programmes. She pointed out that leadership development in agriculture is underfunded but critical for addressing labour shortages and improving sector sustainability. Her insights reiterate that diversity and inclusion are not just ethical imperatives but business necessities for agricultural resilience.



5.1.2 The State of Leader Development in New Zealand's Food and Fibre Sector. Chris Parsons MNZM, DSD and Dr Ellen Joan Nelson (nee Ford) on behalf of The Food and Fibre Centre of Vocational Excellence.

The research report by Mr. Parsons, and Dr. Nelson examines the current state of leadership development in New Zealand's Food and Fibre sector. This sector encompasses primary production industries, processing industries, and services from producer to consumer.

The findings highlight that while several leadership programmes exist and are well-regarded, most staff do not access them. Existing pathways are often fragmented, with leadership being a minor focus in many professional development offerings. The report identifies the need for professionalisation, enhanced collaboration, and talent mobility to address systemic challenges in a volatile, uncertain, complex, and ambiguous (VUCA) world.

Key findings emphasise the importance of:

1. **Accessibility** – Leadership training must be inclusive and beneficial to all individuals, not just those with formal titles.
2. **Stepping-stones** – Leadership must be developed at every level: self, team, operational, strategic, and governance.
3. **Pathways** – Clear, linked pathways for leadership development are essential.
4. **Qualifications** – Programmes should create and benchmark value through relevant qualifications.
5. **Cohorts** – High-trust networks and mentorship enhance leadership growth.

The report synthesises six leadership principles for the sector:

1. **Leadership is a privilege** – Leadership is a profound responsibility with exponential impacts on others.
2. **Groundedness** – Leaders should embody humility, competence, and a purposeful connection to Taiao (the natural world).
3. **Relationships** – Leadership is fundamentally about fostering strong, authentic relationships.
4. **Teamwork** – Leaders unite diverse individuals under a shared purpose to build cohesive teams.
5. **Accountability** – Leadership demands trust, moral courage, and the ability to delegate effectively.
6. **Unleashing potential** – The best leaders enable others to thrive and succeed.

The report concludes that current leadership development is disjointed and recommends creating a unified framework, supported by insights from interviews and focus groups, culminating in a sector-specific leadership handbook.



Figure 12: The State of Leader Development in New Zealand's Food and Fibre Sector. Authors Chris Parsons MNZM, DSD and Dr Ellen Joan Nelson

Summary of Interview with Chris Parsons

In a compelling interview, Chris Parsons shared his reflections on the leadership challenges and opportunities in New Zealand's Food and Fibre sector. Drawing on his extensive expertise, Chris emphasized the sector's need for accessible, inclusive leadership training that spans all levels of professional growth—from self-awareness to governance.

Chris underscored the pressing need to professionalise the sector by fostering collaboration both within and beyond industry boundaries. He spoke of the necessity of preparing leaders to navigate VUCA challenges, where volatility, uncertainty, complexity, and ambiguity define the global landscape. He also highlighted the importance of integrating international, customer, and macro perspectives into leadership strategies.

Discussing the six leadership principles, Chris highlighted their importance in shaping a thriving leadership culture. He reflected on leadership as a privilege and emphasised the value of “groundedness”, relationship-building, and teamwork. Accountability and the ability to unleash the potential in others were also focal points in his vision for effective leadership.

Chris recognised systemic issues like high turnover, talent shortages, and succession planning gaps but expressed optimism about ongoing initiatives. He praised the sector's recognition of mentorship, networks, and cohorts as transformative tools for leader development.

Looking ahead, Chris expressed confidence in the development of the leadership handbook, which will consolidate sector-specific insights and strategies to equip leaders for sustained success. His reflections resonate strongly with the report's findings and offer a hopeful outlook for advancing leadership in New Zealand's Food and Fibre sector.



5.1.2 Summary: Learning and Capability Development: The Power of People on Australian Dairy Farms 2021 Compiled by Dairy Australia

Compiled by Dairy Australia, this report highlights the critical role of workforce development in achieving a sustainable and profitable Australian dairy industry. As part of Dairy Australia's strategic priority to attract and develop great people for dairy, the report examines the current state of workforce skills, learning needs, and perceptions of training across the sector.

Key outcomes include increasing awareness of dairy as a viable career, enhancing capability development and career pathways, and supporting farm businesses in fundamental workforce management. Challenges such as the evolving complexity of farming, climate events, and COVID-19 have underscored the need for an adaptable, skilled, and agile workforce.

The report is based on insights from 401 dairy farmers nationally, focusing on three core areas: learning needs (e.g., sustainability, leadership, digital technologies), learning styles, and attitudes toward digital skills. While most farmers recognized the importance of critical skills, gaps were identified in areas such as communication and digital capabilities. Farmers showed a preference for self-directed learning, with many viewing training as a shared responsibility between themselves and their staff.

Dairy Australia's Learning and Capability Development Plan provides a strategic blueprint to address these gaps, fostering a workforce prepared for the challenges of modern dairy farming while driving sector-wide innovation and resilience.

5.1.3 Summary: AHDB AgriLeader 2030: “Bridging the gap” report. A review of Leadership and Management Development (Report prepared by Neil Adams – MD Promar International, Dr Niall O’Leary, Research Fellow at Munster Technological University, and Izak van Heerden AHDB).

The AHDB AgriLeader 2030 report, prepared by Promar International and partners, critically examines the current state and future needs of LMD in UK agriculture. It evaluates available research, current LMD offerings, barriers to engagement, and provides guidance for improving LMD to address challenges up to 2030.

Key Findings:

Research and Evidence Gaps: Despite limited research, six key competencies for LMD were identified; leadership, detail consciousness, decision-making, strategic clarity, growth mindset, and an entrepreneurial focus. These traits are linked to improved farm performance and resilience. However, the lack of robust empirical evidence in agriculture and other sectors remains a barrier.



Current LMD Offerings: Farmer engagement with LMD is minimal, with **only 0.37%** participating annually. Current programmes often lack alignment with evidence-based competencies and focus heavily on traditional learning methods.

The mindsets & traits required to be a successful leader in the future



Priorities	Leading Self		Leading People		Leading Business	
Traits of effective farm leaders	Growth Mindset	Resilience	Inspirational Leadership	Decision Making	Entrepreneurial and Profit focused mindset	Detail Consciousness
Desirable Behaviours	<ul style="list-style-type: none"> Embrace change Persist in face of setbacks See effort as the path to mastery Love to learn 	<ul style="list-style-type: none"> Socially adaptive Fearless Recognise power is in your hands Prioritises & delegates Recharge your battery 	<ul style="list-style-type: none"> Inspire a shared vision (for family & workers) Be trustworthy Embrace diversity Empathy Gives and receives feedback 	<ul style="list-style-type: none"> Strategically aligned Evaluate risk and reward Distinguish between facts and opinions Decide without perfect information 	<ul style="list-style-type: none"> Ignite your passion Cultivate your curiosity Convert problems into solutions Risk taking but will never run out of cash 	<ul style="list-style-type: none"> Critical questioner Improves standards and routines Builds better Habits Uncovers blindspots

Source Promar International in AgriLeader Bridging the Gap report

Figure 13: Highlights the key competencies to develop and the positive behavioural outcomes that should result from targeted development activities.

Barriers and Enablers: Farmer participation is influenced by relevance, convenience, and social acceptability. Integrating LMD into career norms and tailoring content to real-world farming scenarios are critical to increasing engagement.

Future Needs and Megatrends: Farmers must prepare for technological advancements, environmental changes, shifting consumer preferences, population growth, and market dynamics. LMD should emphasize sustainability, productivity, and adaptability to these trends.

Recommendations and Implementation

The report advocates for targeted LMD that focuses on critical leadership traits and addresses broader megatrends. Recommendations include increasing digital learning, enhancing collaboration between stakeholders, and leveraging government and private sector support. Improved evaluation methods, such as the Kirkpatrick Model, are essential for assessing programme impact.

Conclusion

The report emphasises the urgent need for enhanced research and investment to establish LMD's effectiveness. Without robust evidence and increased funding, achieving transformational change in UK agriculture remains challenging. The report underscores the importance of a strategic, collaborative approach to bridge gaps in leadership and management capability, ensuring the sector's long-term resilience and competitiveness.



5.2 Key Takeaways for LMD in UK Agriculture

The reviewed reports collectively highlight that robust leadership development (LMD) is essential for the future of UK agriculture. A clear theme is the critical need for a more structured, evidence-based approach to developing leadership capabilities across the sector. The reports reveal significant gaps in current LMD offerings and limited farmer engagement, with only 0.37% of farming businesses participating in formal training annually. Bridging this gap requires tailored, accessible, and relevant programmes that align with the evolving needs of the agricultural workforce and prepare leaders to navigate complex challenges such as climate change, labour shortages, and technological advancements.

Developing leadership capabilities across all levels of the workforce—from new entrants to seasoned managers—is crucial for fostering resilience and adaptability. Claire Toogood’s work emphasises individualised management, mentoring, and inclusion to integrate diverse talent into agriculture. Meanwhile, the New Zealand Food and Fibre sector’s emphasis on clear leadership pathways, qualifications, and high-trust networks offers actionable models for professionalising UK agriculture. Similarly, Australia’s approach underscores the value of workforce agility and digital skill development to meet sector demands. The AHDB’s findings reaffirm these needs and highlight the importance of embedding leadership development as a cultural norm within UK agriculture.

Looking ahead, UK agriculture must prioritize investments in leadership training, targeting key competencies such as decision-making, strategic clarity, and a growth mindset. Collaboration among government bodies, private entities, and education providers is essential to create impactful programmes and ensure broad accessibility. Integrating LMD into the fabric of farming culture—much like the recommendations from New Zealand and Australia—can position UK agriculture to thrive in an increasingly uncertain global environment. The sector’s future competitiveness and sustainability hinge on its ability to cultivate forward-thinking, inclusive, and skilled leadership at all levels.



CHAPTER 6: WHAT MAKES GOOD LEADERS, GOOD

Of course, there are countless attributes that contribute to a good leader being good, but this is a somewhat subjective take on what I've learned from my travels and personal experiences across diverse contexts.

6.1 Authenticity.

Authenticity is a cornerstone of effective leadership—it means being genuine and leading in a way that aligns with one's true values and character. My travels in Brazil reinforced this principle in two contrasting yet equally successful farming businesses.

At Terra Viva, they have taken the principles of Lean Management and put a big Brazilian heart at the centre of it—a truly people-focused approach. This is a large, well-structured business with a clear Mission vision: "Plant a Better Life", supported by strong guiding principles—Economic, Environmental, Social, and above all Human. Their management system is outstanding—with structured reviews at all levels, including daily, weekly, monthly, quarterly, and annual check-ins of technical, management and human aspects. They even conduct peer-to-peer and 360° reviews up to the CEO level, ensuring accountability and a strong culture of development. It's an efficient, high performing business that thrives on structure, clarity and realising people's potential!

"As the world becomes more bewildering, it is increasingly urgent that we treat each other as humans, always striving for the best for everyone."

Klaas Schoenmaker- Terra Viva

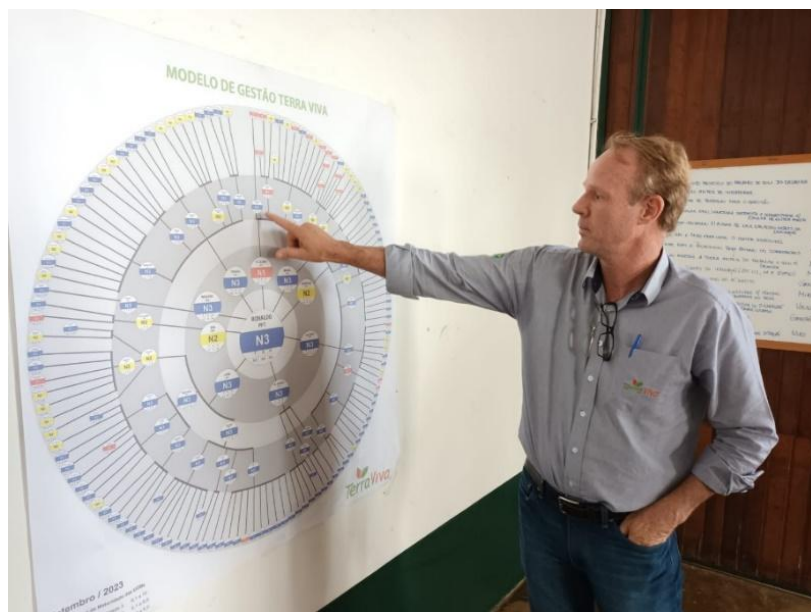


Figure 14: Klaas Schoenmaker CEO at Terra Viva explaining their structure and review system



In contrast, at Bernhard Kiep's Fazenda Cachoeira, near Itaberá, São Paulo, there seem to be very easy "lean structure" allowing for individual entrepreneurship, yet it still works, Led by Itamar de Paula under the guidance of Bernhard, both unconventional but deeply authentic leaders, this farm fosters incredible staff loyalty—many workers have been there for decades.

Both approaches succeed because they are genuine. Leadership doesn't come from a manual; it comes from authenticity—when leaders are true to themselves, they build trust, inspire commitment, and create cultures where people want to stay.



Figure 15: Itamar de Paulo, Fazenda Cachoeira, the humblest of leaders in a team meeting.

6.2 People Remember How You Make Them Feel

Leaders who prioritise making others feel valued leave lasting impacts. Nick Wheeler of Charles Tyrwhitt demonstrates this by going out of his way to personally thank employees praised in customer feedback, boosting morale and enhancing team cohesion. His actions not only uplift individuals but also improve business outcomes. People remember how leaders make them feel, and positive interactions foster loyalty and motivation. For leaders, ensuring team members feel respected and appreciated is a powerful driver of both individual and organisational success.



Figure 16: Author with Nick Wheeler, founder of Charles Tyrwhitt – a truly inspiring interview.

6.3 Ubuntu: Humanity to All

Ubuntu, a philosophy rooted in my African heritage and the isiXhosa culture I grew up among, emphasizes interconnectedness and mutual upliftment. It reflects the idea that "I am because we are"—our potential is realised through the collective well-being of others. Nelson Mandela exemplified this principle, leading with forgiveness and unity despite profound hardships. For today's leaders, embodying Ubuntu means fostering inclusive communities and empowering others to achieve their best. Leadership rooted in humanity builds resilient, thriving organizations where collective success becomes the foundation for individual achievement.



Figure 17: UBUNTU: I am, what I am, because of who we all are.



CHAPTER 7: WHAT MOTIVATES LEADERS TO INVEST IN THEIR OWN AND THEIR TEAM'S LEADERSHIP DEVELOPMENT?

Understanding what drives effective leaders to invest in leadership development—both for themselves and their teams—requires delving into their perspectives and experiences. Some thoughts from various interviews give some insight into this difficult question and demonstrate that this commitment is not just instinctive but deeply rooted in strategic and philosophical motivations.

7.1 Building Resilience and Adaptability

Fellow Nuffield Scholar Chris Manley highlighted the importance of building resilience in leadership, especially in facing challenges such as Brexit and the COVID-19 pandemic. Farming and military leaders he interviewed invest in this area to prepare themselves and their teams to adapt to unforeseen circumstances, ensuring their organisations can thrive in volatile and uncertain environments.

7.2 Sustaining Long-Term Success

Geert van der Veen, founder of Heerenboeren, emphasised a systems thinking. His approach reflects a commitment to long-term success, and grounded in nature, where investing in leadership ensures not just immediate gains but also the ability to foster enduring practices that benefit future generations. For leaders like Geert, leadership development secures the organisation's continuity and vision.



Figure 18: Author at Heerenboeren's tranquil, nature- based HQ



7.3 Empowering Teams and Enhancing Accountability

Simon Wallace of Leitíssimo demonstrates the value of transparency and engaged delegation. By investing in leadership development, he fosters a culture where team members feel empowered and accountable, driving innovation and ensuring that every individual contributes meaningfully to the business's goals.



Figure 19: Author with Simon and Jocilon, one of the many young managers he empowers to run their own units in this multisite business including processing factory, laboratory and distribution and Simon, founder of Leitíssimo.

"When you have a good idea, move your head, then move your heart."

Simon Wallace of Leitíssimo

7.4 Creating Alignment and Shared Purpose

John Van Tryp of Quattro Ventures (spanning 10,000 hectares and cultivating a diverse range of 20 crops) underscores the importance of aligning individual and organisational objectives, especially in a business as complex as theirs. Investing in leadership helps create shared purpose and cohesion, ensuring that everyone is working collaboratively toward a unified vision. This focus on alignment strengthens both performance and morale.

7.5 Necessity and well-being

Paul Harris from Real Success, (a people development company specific to UK agriculture) highlights the importance of holistic well-being and adaptability in leadership. He emphasizes that meaningful change often happens when discomfort drives action, with mindset and focus on areas of influence being key. He highlights the **SKAA formula**—(Skills + Knowledge + Attitude) x Alignment = Performance Potential—illustrating the critical role of alignment in building a strong culture. According to Harris, someone with high skills and knowledge but low alignment contributes less to a business than someone with fewer skills but a strong attitude and alignment. This reinforces the idea that success is not just



about capability but about being aligned with the values and direction of the organisation

7.1 Summary

These insights reinforce a simple truth: leadership development is not just about performance—it is about resilience, shared success, and preparing for an uncertain future. Beyond strategy and structure, leadership is about well-being—of individuals, teams, and entire industries. Those who prioritise mindset shifts, and personal growth don't just elevate themselves; they uplift those around them.

Technical skills alone are not enough. Long-term impact comes from alignment, adaptability, and attitude. **Leadership is not a title but a responsibility**—a commitment to continuous learning, empowering others, and strengthening businesses, communities, and industries for the future. Those who invest in leadership today are shaping the future of agriculture, proving that true leadership is not about individual power but about driving collective success.



Figure 20: An honour to meet John N. Landers OBE, known as “The Father of Zero Tillage”, a truly inspirational leader (and honorary Nuffield Scholar). His work exemplifies how effective leadership drives positive change and builds resilience in our industry.



CHAPTER 8: DISCUSSION

The agricultural sector faces significant challenges that underscore the importance of effective leadership. Leadership in agriculture is often undervalued, yet it is critical for building resilience, adaptability, and innovation across farming enterprises. Insights from global case studies and interviews highlight key drivers and dynamics shaping leadership development.

Across regions, one consistent finding is the value of **authentic leadership**. Leaders who remain true to their values and demonstrate humility inspire trust and loyalty, fostering cohesive teams and sustainable growth. This principle, epitomised by the philosophy of *Ubuntu*, emphasizes shared responsibility and collective success over individual power.

Resilience emerges as a recurring theme, particularly in contexts with significant external pressures, such as Brexit in the UK or political instability in some of Latin America. Leaders who cultivate proactive habits during stable times are better equipped to navigate crises, as seen in the Netherlands.

Empowering teams through transparency and delegation is another critical aspect. Leaders like Simon Wallace of Leitíssimo show how sharing accountability fosters innovation and builds a strong, adaptable workforce. Such practices highlight the need for inclusive environments where individuals at all levels feel valued and responsible.

Leadership development programmes often reveal the tension between structured systems and entrepreneurial self-reliance. Canada's cooperative models show how outside support can help businesses grow, but it can also reduce the need for them to adapt on their own. Conversely, the minimally supported farming environments of Latin America have fostered naturally innovative leaders who take full responsibility for their businesses and communities.

The findings also illustrate gaps in leadership development across regions, particularly in accessibility and inclusivity. With only 0.37% of UK farms investing in leadership training, there is a pressing need to embed leadership as a cultural norm in agriculture. Whether through structured programmes or organic mentorship, leadership development must champion sustainability, innovation, and well-being.

Ultimately, effective leadership in agriculture is about driving positive change and creating cohesive, future-ready teams capable of thriving in an increasingly complex global environment.



CHAPTER 9: RECOMMENDATIONS

The following presents actionable recommendations to embed leadership as a core aspect of agricultural practices, make development opportunities accessible, and prepare leaders for future challenges while reflecting the realities of farming.

1. Foster Authentic Leadership across the industry:

LMD programmes should encourage leaders to embrace their values and lead with humility to inspire trust and loyalty. Authentic leadership not only builds strong relationships but also fosters commitment and morale, creating teams that are deeply connected to shared goals.

2. Build Resilience:

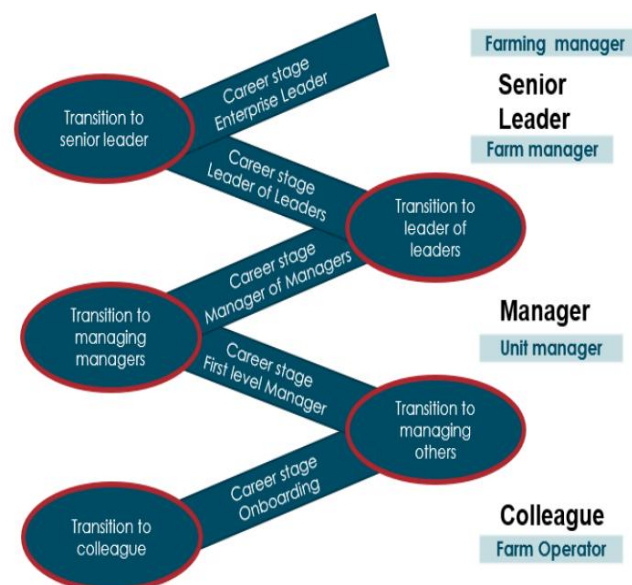
Make resilience training a core component of leadership development. Equip leaders with the tools and mindset needed to navigate crises and uncertainty, ensuring their teams can thrive amidst challenges.

3. Empower Teams:

Establish frameworks that promote transparency, shared accountability, and collaborative decision-making. Empowering teams fosters innovation, ownership, and adaptability at all organisational levels.

4. Enhance Accessibility to LMD:

Develop inclusive, affordable easily accessible pathways for leadership training, - **a pipeline for leadership** including online modules, bite-sized content, and localised workshops. Ensure leadership development is accessible to a diverse range of participants, regardless of their scale of operation.



Source: Charan²⁶ The Leadership Pipeline

Figure 21: The Leadership Pipeline – AHDB’s AgriLeader *Bridging the Gap* report, adapted from Charan, R., Drotter, S., & Noel (2011). encourage Accessibility by developing affordable, inclusive leadership training through online modules, bite-sized content, and local workshops, ensuring access for all farm sizes.



5. **Focus on Holistic Well-Being:**
Include emotional, financial, and professional well-being in leadership programmes. A holistic approach ensures leaders, and their teams remain motivated and resilient, even during demanding times.
6. **Agriculture's Culture have Leadership and its value embedded:**
Make leadership development an integral part of agricultural practices. Promote mentorship, experiential learning, and collaboration as everyday tools for building strong leadership skills.
7. **Simplify and Normalise LMD:**
Create a single-entry point for leadership resources and make participation less intimidating. Highlight relatable case studies and everyday leadership actions to show that leadership is accessible to all, not just large-scale farms.
8. **Target Future Generations:**
Engage young farmers with tailored programmes that are practical, engaging, and relevant. Build momentum with this group through targeted content and supportive networks.
9. **Industry wide effort to Allocate Resources:**
Collaborate to dedicate resources to creating engaging, sector-specific content and develop a strategic plan to integrate LMD across all farming activities. This could create impact and get industry-wide adoption.

.....above all, remember,

“You don't need a title to be a leader...”

Mark Sanborn



CHAPTER 10: AFTER MY STUDY TOUR

My Nuffield journey has given me a fresh appreciation for what we do in the UK. Seeing leadership and management development (LMD) from a global perspective has reinforced that there's no single 'right' way—but that collaboration is key to making a real impact.

I haven't made a radical career shift or launched a new venture, but this experience has strengthened my drive to foster collaboration across the industry. Within AHDB, I pitched a new idea to the CEO and senior leadership team, leading to cross-departmental work on rethinking how we engage with Levy Payers. We're now exploring how to embed the AgriLeader approach more widely integrating social sciences, targeted profiling, and behavioural change models to drive mindset shifts rather than just more knowledge exchange.

This mission extends beyond AHDB. The AgriLeader Forum and programme are growing, and I'm looking forward to working with other organisations to strengthen collaboration in LMD across the industry.

Beyond this, I've taken on new leadership roles. I'm involved in the planning and facilitation of the 2026 Nuffield CSC in **Japan**, a very exciting challenge and opportunity I have no doubt will shape my future.

I am extremely proud to be a Founding Board Member of **Unstoppable World**; a start-up founded by a fellow Nuffield Scholar to foster resilience and empower individuals to thrive. Through Resilience Tours, sponsorships, and global collaborations, we tackle challenges in leadership, mental health, and sustainable growth - incorporating people from all parts of various food production systems with plans for global expansion.

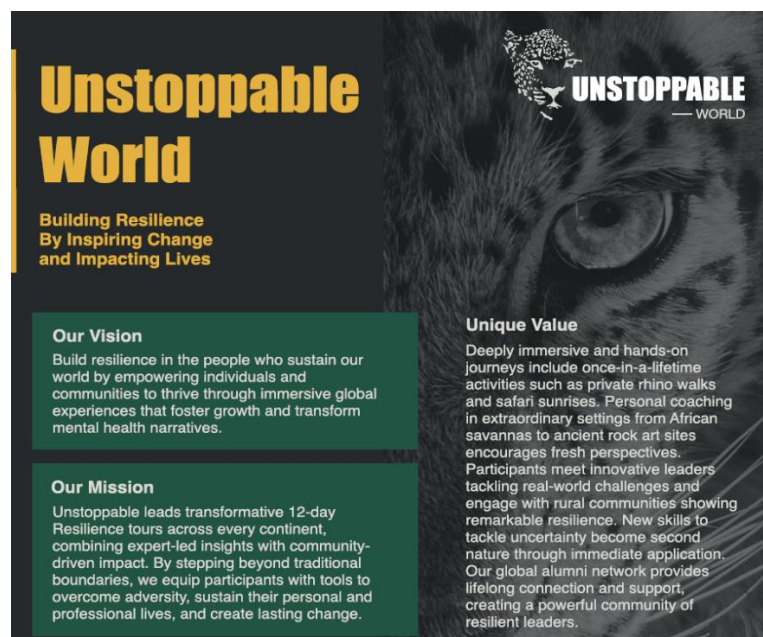


Figure 22: Unstoppable World's Vision and Mission - A Nuffield Scholar-led start-up focused on resilience, leadership, and impacting lives through global collaborations.



CHAPTER 11: ACKNOWLEDGEMENT AND THANKS

I would be guaranteed to miss people out if I tried to mention everyone by name that has made this journey SO special, so a very big, heartfelt, indebted, thank you to each and every person who hosted me; who shared their homes, food, families and offices; everyone who gave me their time, insights, and experiences - thank you. The generosity and openness of those I met along the way have been truly humbling, and I will forever be grateful for your hospitality, wisdom, and willingness to engage in honest conversations.

Firstly, **Nuffield Farming Scholarships Trust**—thank you for the doors you have slammed wide open and for this never-again opportunity. It has been a privilege to be part of this network, and I am deeply grateful for the support, the challenge, and the experiences that have shaped me along the way.

A huge thank you to **NFU East Sussex**, my main sponsor, for your belief in me and your support. **AHDB**, my employer, thank you for giving me the time and space to take on this journey. Additional thanks to the **East Sussex Farmers Benevolent Fund, the Worshipful Company of Farmers, and Real Success** for their further financial support in making this possible.

To my cohort of **'23 Nuffield Scholars**—what a ride! The friendships and connections made through this experience have been one of its greatest rewards.

Also, a specific mention to **Sally Thompson**, for seeing something in me I didn't see in myself and giving me the incredible opportunity to facilitate the **CSC in Brazil**—who knows where that will lead!

A special mention to my mentor, **Diana Spellman**, for her guidance through a tricky time, and to **Jon Parry**, whose advice and support have been invaluable. **Tom Rawson**, for never stop telling me to apply for a Nuffield, (and for your friendship), I am grateful.

Mark Campbell, for keeping the AgriLeader ship steady - it was reassuring to know the programme was left in such safe hands.

And finally, to **Wriggly and Oskar**, for their long-suffering patience while I've been off chasing this adventure – a very big thank you!

To all of you—thank you.



APPENDICES:

Appendix 1. Advanced Agriculture Leadership Programme Ontario Canada

1.1 AALP Curriculum Overview



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DRAFT Class 20 Curriculum Overview (September 2023 to March 2025*)

Seminar	Zoom	Date	Location	Theme
-	-	Up to 2 days	Home	Getting Ready Collect information from your network to prepare for a journey in leadership development.
	A	Aug. 15, 2023 Tues Morning	Zoom meeting	What to Expect Participant introductions. Who is ROI? Preparing for seminar one.
1		Sep. 6,7,8,9, 2023 Wed/Thu/Fri/Sat	Niagara-on-the-lake Vineland	Leadership – Theory & Application Define the leadership challenge. Develop tools to improve analytical and emotional intelligence. Learn foundational behaviours for self-awareness and interpersonal attentiveness.
	B	Oct. 3, 2023 Tues Morning	Zoom meeting	Connect, Review, Practice, Explore Issues Reinforce the seminar topics, discuss application, and share viewpoints. Plan winter networking event.
2		Nov. 26,27,28,29,2023 Sun/Mon/Tue/Wed	Sarnia	Effective Dialogue and Creating Team Synergy The roles of verification, trust, integrity, authenticity, humility, open-mindedness, and inspiration in leadership. Establishing behaviours for performance, coaching and team development.
	C	Dec. 5, 6, 2023 Tuesday Morning Wednesday Morning	Global Zoom Networking	Connect with other ag-sector leadership programs globally Share viewpoints around issues of leadership Guest speaker topics – World Soils Day and Canadian diplomacy
3		Jan.17,18,19,20, 2024 Wed/Thu/Fri/Sat (Partners to attend)	Toronto	Personalities, Diversity, Equity and Inclusion Deepen self-awareness and awareness of others' personality style. Welcome and encourage multiple perspectives. Awareness of Self and Others Discover how we act and why. Explore methods of creating positive and productive relationships and teams.
North American Study Tour		Feb. 23 – Mar. 2, 2024 Contingency tour if necessary is Mar. 1 – 9, 2024	Study Travel (7 to 10 days in length)	Understanding Canadian/American Relations Increase Cultural intelligence. Observe varying approaches to agriculture, trade, policy development, rural development, resource and social policies (Destination: Washington DC/Florida)
4		Aug. 11,12,13,14 2024 Sun/Mon/Tue/Wed	Thunder Bay	Situational Analysis, Problem-solving style, Debating Delve into negotiation, conflict management and situational analysis. Awareness of adaptive and innovative problem solving
5		Sep.11,12,13, 2024 Wed/Thu/Fri	London	Communication – Media, written and verbal, Problem Solving Practice key messages, simulation interviews, debating and issues analysis projects. Articulate the current issues in the areas of agri-food systems and rural communities including related policy aspects
	D	Oct. 22, 2024 Tuesday Morning	Zoom conference	Connect, Review, Practice, Explore Issues Reinforce the seminar topics, discuss application, and share viewpoints. Prepare for Parliament Hill networking & reception.
6		Nov. 17,18,19,20,2024 Sun/Mon/Tue/Wed	Ottawa	Federal Government; Globalization & Trade; Competing Commitments Learn about Canadian & American government - people, policies, and programs. Discuss new and emerging realities of globalization and trade. Learn Problem solving style
	E	Dec. 10, 2024 Tuesday Morning	Zoom Conference	Connect, Review, Practice, Explore Issues Reinforce the seminar topics, discuss application, and share viewpoints. Recap study tour. Plan Stewart Gala.
International Study Tour		Feb. 14 – 28, 2025 Contingency tour if necessary is Feb. 21 – Mar. 7, 2025	Study Travel (8 to 14 days in length)	Intercultural Communication and Cultural Intelligence Strengthen Global awareness including political, economic and social comparisons between our own society and others, unconscious bias, behaviour adaption, empathy, and diversity. (Destination: TBD)
	F	Mar 4, 2025 Tuesday Morning	Zoom Conference	Prepare for Final seminar and Stewart Gala
7		Mar. 27, 28, 29, 2025 *Thurs. evening is Stewart Gala, Fri/Sat Seminar & Graduation (Partners to attend)	Elora Guelph	A Look Ahead Graduation: How will you use the knowledge and skills you have acquired through your experience in AALP? Participants will be involved in the organization and delivery of this seminar.
Fundraising Event		Jul. 2024 - Feb. 2025	Guelph or other location	Giving Back The graduating Class hosts an event (e.g. Dream Auction, Summer Gala) to raise funds for the incoming Class. Fundraising is an obligation.



***NOTES:** Curriculum incorporates the Global Leadership Competency Framework – Ann L. Gordon, 2021

- Slight modifications may be made on dates, locations and themes as necessary.
- All attempts will be made to have seminars in-person except for those originally scheduled for virtual; however these may be modified to virtual or changed to an alternate date subject to the ability to provide participant safety for in-person events and study tours.
- Participants' life partner or business associate are invited and encouraged to participate in Seminars #3 & #7.
- Some seminars may include a professional development opportunity for all AALP Alumni.
- Participants are expected to make their own way to seminar locations and to the Ontario start of study tours.

Learning Opportunities:

A. Seminars: skills workshops, technology tours, knowledge/motivational lectures

Seven seminars will include a mix of group work, leadership skills development workshops, visits to farms/organizations/industry/services, lectures by knowledge experts and organizing networking events.

B. Webinars: Interactive and self-directed distance learning modules

Seven 2.5 hour webinars will occur outside of seminars. These will build on seminar material and help to reinforce application of skills. These webinars may be used in part to share key events/projects amongst participants, organize fund raising activities, plan tour logistics and other items as the Class decides, if time permits.

The program also involves participation in various web-based and/ or email assignments for seminar & study tour preparation and follow-up, discussion forums, conversations, project and activity planning with classmates, ROI office and curriculum team.

C. Projects: Issues analysis

This self-directed team project will provide participants with the opportunity to sharpen your analytical, problem solving, research, critical thinking, communications and planning skills while working on a project of importance to you and your AALP class members and to the agricultural, agri-food and rural community in Ontario.

D. Study Tour: North American and International

Two study tours are scheduled into the program. Cultural intelligence and global perspectives on trade and policy with respect to social, economic and environmental issues is gained.

E. AALP network: A lifetime of quality leadership opportunities

Your investment pays back dividends both while in the program and for the rest of your life.

These opportunities include:

- Over 500 AALP alumni provide connections across rural Ontario and in every ag sector and service across the full value chain. This has helped many AALP graduates make life decisions.
- Invitations to attend and participate in a variety of educational leadership opportunities and professional development sessions including the International Leadership Alumni Conference - ILAC.
- Invitations to social functions in association with AALP fund and friend raising activities and seminars.
- The use of the AALP Logo on your business cards and social media.
- Participation in a variety of current class activities such as the AALP Curriculum, Engagement and Recruitment advisory teams, Dream Auction/Gala, Stewart Gala and the Rural Ontario Institute Board of Directors.
- Periodical professional leadership updates by email.

An OAC Alumni Membership and More.....

Advanced Agricultural Leadership Program graduates are presented with a University of Guelph certificate from the Office of Open Learning and a Rural Ontario Institute Award of Achievement.

***AALP is a TERRIFIC investment
for you, your business and your community!***

Advanced Agricultural Leadership Program (AALP)

Rural Ontario Institute

7382 Wellington Road 30, RR#5, Guelph, Ontario N1H 6J2

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1.2. Global Leadership competency framework – researched by past AALP director Ann Gordon



GLOBAL LEADERSHIP COMPETENCY FRAMEWORK

Update to the 2006 Intercultural Leadership Skills Framework

ABSTRACT

Achieving leadership excellence is a journey. Knowing your destination provides the goal and having the tools to get there is critical. This framework provides that destination – a goal and an ideal set of skills, abilities, characteristics and behaviors that leaders need to operate most effectively in our global context today.

The Leadership Skills Framework was first published in 2006 by Ann Gordon, (MSc. University of Guelph and Nuffield Scholar). The 2019 update was inspired by a decade of experience working with leaders engaged in international and rural development. This 2021 refresh builds in new insights and advancing research.

It provides the Advanced Agricultural Leadership Program (AALP) and other industry leaders with:

An Ideal Path to Leadership Excellence

© Ann L. Gordon – November 2, 2021



GLOBAL LEADERSHIP COMPETENCY FRAMEWORK
<p><u>Adaptation and Innovation</u></p> <p>Enjoy & manage ongoing challenges ~ Show curiosity & creativity ~ Be interested in life-long learning & social interactions ~ Work independently/be self-reliant ~ Observe patterns of change & adjust to these shifts ~ Be improvement oriented ~ Display self-efficacy, functioning well in stressful or unexpected situations ~ Maintain balance between adaptation & own cultural identity ~ Be self-sacrificial, resilient, dedicated, flexible, a critical thinker & a risk-taker ~ Adapt to work in a new/different environment ~ Be open-minded & receptive to new ideas ~ Act with courage ~ Possess a sense of humor.</p>
<p><u>Cultural Intelligence (CQ)</u></p> <p>Understand cultural dimensions & the relationship of history, values, religion, culture, & gender norms to people, their societal systems & leadership expectations ~ Observe mindfully ~ Conceptualize & interpret situations ~ Recognize own assumptions & unconscious bias ~ Adapt behavior to act appropriately & successfully ~ Show respect & unpretentiousness ~ Demonstrate integrity, high moral & ethical standards ~ Possess realistic views specific to an ethnicity or host country/culture ~ Understand power dynamics.</p>
<p><u>Relationship Building Skills</u></p> <p>Be aware of & sensitive to others' perceptions and concerns ~ Foster cooperation & collaboration ~ Strengthen others by recognizing contributions & encouraging capability ~ Manage conflict & difficult personalities ~ Be supportive ~ Mentor & coach ~ Possess strong oral & written communication ability, facilitation skills, creative problem solving capacity, solid negotiation & social skills ~ Be a team integrator ~ Inspire trust ~ Earn respect ~ Know when to lead and when to follow ~ Show dignity, humanity, authenticity & humility ~ Be honest, sincere & fair.</p>
<p><u>Analytical and Emotional Intelligence (IQ & EQ)</u></p> <p>Know own values & beliefs & operate with a clear personal code of ethics ~ Be mindful of own motivations/expectations of life in or working with another country/culture or ethnic group ~ Possess solid cognitive ability ~ Maintain positive & enthusiastic attitude ~ Exercise good judgement ~ Be able to manage ambiguity ~ Show drive & set high level of performance ~ Be open to constructive criticism ~ Accept consequences ~ Exercise self-care, management & understand own limits ~ Learn from mistakes and experience ~ Model exemplary behavior ~ Possess self-awareness, self-knowledge, self-confidence, social awareness ~ Act with temperance and transcendence.</p>
<p><u>Intercultural Communication</u></p> <p>Understand diversity within & between cultures ~ Analyze situations appropriately ~ Communicate clearly & convincingly (verbal, non-verbal & written, multi-lingual, using new technologies & appropriate medium) ~ Practice observational, networking & advocacy skills ~ Communicate expectations & principles for excellence ~ Empower others towards shared/common vision of the future ~ Give & receive suitably, constructive feedback ~ Use diplomatic conflict resolution, active listening & precision questioning ~ Display empathy & openness ~ Be inspirational, motivational & trustworthy.</p>
<p><u>Strategic, Financial and Organizational Abilities</u></p> <p>Be visionary, resourceful, reliable, decisive, logical, administratively competent and a multi-tasker ~ Plan, organize & coordinate ~ Effectively manage information (investigate, analyze and verify facts) ~ Set priorities ~ Be intuitive, politically astute, globally-minded, financially & economically literate (micro and macro) ~ Succeed in complex systems and understand technology impacts ~ Advocate for good governance & justice ~ Manage time and risk ~ Be supportive, accountable, & responsive ~ Display technical & sector competence ~ Balance family life & work goals.</p>

GLOBAL LEADERSHIP COMPETENCY FRAMEWORK – an Update to the *Intercultural Leadership Skills Framework* (2006)
© Ann L. Gordon - November 2, 2021

**Notes:**

1. In addition to the literature review referenced below (updated in 2021), this framework was informed by 20 semi-structured questionnaires/interviews conducted in March 2019 by leaders engaged in international and/or rural development from inside and outside Canada and the US.
2. Leadership is a process of influence to achieve a goal. It is the ability of an individual to influence, motivate and enable others to contribute towards the effectiveness and success of the organizations/entities in which they are involved. Much of the literature indicates that these skills and abilities are learned characteristics and behaviors (House *et al.*, 2014; Gordon, 2006).
3. The skills, competencies and behaviors in this framework are rooted in the charismatic and transformational leadership theories. These concepts are closely aligned and for some researchers are synonymous. Additional attributes have also been included, reflecting a wide variety of skills, styles and behaviors as outlined in the Globe Study (House *et al.*, 2014; Gordon, 2006; Lussier *et al.*, 2004; Thomas *et al.*, 2009).
4. The list is comprehensive and inclusive because leadership is complex. There is also no absolute "correct" set of leadership behaviors, skills or competencies in the literature and it is common for leadership frameworks/taxonomies to include a combination of abilities or constructs. The evidence points to the importance of having a wide variety of leadership skills, competencies, and abilities in your toolkit to be able to use many different leadership behaviors consistent with societal expectations. Research also suggests that the most effective leaders use a collection of these competencies, each in the right measure and at just the right time (House *et al.*, 2014; Goleman, 2000).
5. While this framework attempts to categorize and clarify the unique elements of each skill area, the boundaries are not exclusive. For effective leadership across and within cultures, there must be an interrelation and integration between the skills and categories depending on the situation and cultural context. This coincides with the Globe Study 2014 approach and others referenced below.
6. This work looks at leadership from a global context and the terms intercultural, multi-cultural and cross-cultural are considered interchangeable, albeit have slightly different characterizations.

Definitions:

Act with Courage: Does the right thing even though it may be unpopular or result in a negative outcome for oneself. Shows mental and/or moral strength to take action, persevere and withstand difficulty (Crossan *et al.*, 2016; Webster 1981).

Cognitive/Cognition: The mental act or process of acquiring knowledge and understanding through thought, experience, and the senses. It also includes both awareness and judgement (Oxford 2021; Webster 1981).

Justice: The quality of ensuring equitable, reasonable, proportionate and socially responsible actions, while keeping personal biases in check. Seeks to redress wrongdoings inside and outside the organization (Crossan *et al.*, 2016; Oxford 2021).

Self-Efficacy: How well one can execute courses of action required to deal with prospective situations. This is developed through past performance, experience and social observation, communication ability and state of mind. It is also linked to cultural intelligence capacities (Bandura 1988; Mac Nab *et al.*, 2012).

Self-Sacrificial: Putting the interests or goals of others (group/collective) above one's own self-interests or forgoing self-interest and make personal sacrifices for a goal or vision (House *et al.*, 2014).

Team Integrator: A person on your team who is an effective communicator and works hard to bring together all the pieces, provides the glue, ensures the team combines its distinctive expertise and work into a unified whole (Balakrishnan *et al.*, 2011; House *et al.*, 2014).

Temperance: Qualities of moderation, self-control and conducting oneself in a calm, composed manner (Crossan *et al.*, 2016; Oxford 2021).

Transcendence: Exceeding usual limits and seeing possibility where others cannot. Has an expansive and well-rounded view of things and draws inspiration from excellence in other sectors such as design, sports, music and art (Crossan *et al.*, 2016; Webster 1981).



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1.3 AALP Stewardship report with milestones and graph on how finances are garnered



WINTER 2022
**STEWARDSHIP
REPORT**

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ABOUT

The Rural Ontario Institute (ROI):

- Develops, Informs and Connects Leaders.
- Initiates dialogue and supports collaboration amongst rural stakeholders.
- Identifies and amplifies key issues and opportunities.
- Builds organizational capacity in rural and northern Ontario.

BEING A LEADER IS ABOUT SETTING OUT TO MAKE A DIFFERENCE. IT'S NOT ABOUT THE ROLE IT'S ABOUT THE GOAL.

**- DAVE STANFIELD
AALP CLASS 19**

ROI delivers one of the most comprehensive, leadership development programs in the world – the [Advanced Agricultural Leadership Program \(AALP\)](#).

AALP objective: develop top leaders who are better prepared to identify and overcome challenges and to capitalize on emerging opportunities across the agriculture, agri-food and rural sectors.

This Stewardship Report highlights how support from our sponsors and donors assists in the development and connection of strong leaders, strong organizations and vibrant rural communities.



38 years of developing top ag-sector and rural leaders	Investment in AALP pays off at a rate of 25% – that's better than the rate of returns on most investments! *The 2013 Social Return on Investment Study compiled by the George Meiri Centre.
502 Alumni create an influential agriculture, food industry and rural network locally, nationally and globally	38 Study Tours on 6 of 7 world continents
Top leaders in over 133 agri-food value chain organizations and businesses.	Networking Opportunities over 5,000 provided per class.

THE ADVANCED AGRICULTURAL LEADERSHIP PROGRAM (AALP)

Since 1984, AALP has had a solid track record of developing top ag-sector leaders. Presently, alumni are leading in over 133 municipal, provincial and national organizations and businesses including farms, ag-sector boards, agribusiness, media, communications, insurance, finance, rural not-for-profits, and governments. Alumni credit AALP with preparing and inspiring them to take on increasingly greater leadership roles and often comment that "AALP changed my life!" The most significant indicator of program performance is showcased in the achievements of our alumni and the valuable contributions they make after the program.

AALP achieved a milestone of over 500 men and women who have benefited from this executive leadership development program. AALP's seminars, study tours, self-directed learning and distance education combine hands-on experience, introduction to broad industry knowledge and exposure to contacts and networks that would otherwise take decades to accumulate.

Support from industry leaders is vital to the strength of our program. In fact, without the support of sponsors and funders AALP would not be possible. Financial commitments from the industry are matched by a commitment from the Board and staff of ROI to achieve the program objectives and maintain exceptional quality of leadership development programming.





ACHIEVING OBJECTIVES AND MAINTAINING EXCELLENCE

We continue to deliver on program objectives by ensuring that seminar and study tour agendas focus on: excellence in core leadership skills development; networking with key influencers; exposure to innovation in the agri-food system; discovery of key topics of importance including the economic, political, social, cultural and physical environment in the ag-sector; exploration of local, national and global issues; and personal and professional development.

MILESTONES - AALP CLASS 18

20 men and women participated in AALP Class 18 to achieve the following curriculum highlights and milestones:

1. **Completion of Seminars 1-8:** Oakville, Toronto, Niagara-on-the-Lake, Lennox and Addington, Middlesex, Lambton, Cornwall, Ottawa, London, Thunder Bay.
2. **North American Study Tour:** Quebec (November 2021).
3. **Class 18 International Study Tour:** Portugal and Morocco (March 2022).
4. **Graduation of AALP Class 18** (April 2022). Valedictorian: Victoria Berry, Lichty award recipient: Betty-Jo Almond.
5. **AALP Golf tournament and Dream Gala, Guelph, June 2022, Funds raised over \$105,000.**



Between September 2019 and March 2022, AALP Class 18 had 315 interactions resulting in over 6,300 connections made during their program leadership journey.



During seminars and webinars, participants cover the following topics:

- Leadership theory and application
- Awareness of Self and Others
- Personality, Communication and Effectiveness
- Gratitude, Hidden Bias, Behaviour Style and Communicating with Media
- Diversity, Equity and Inclusion.
- Leadership Style and Creating Team Synergy.
- Situational Analysis and Conflict Management
- Federal Government: Globalization and Trade. The Agri-Food Sector and Policy. On-Farm Innovation and Customer Relations
- Understanding our Neighbour Quebec. Various Approaches to Agriculture and Food Innovation, Economics and Environmental.
- Political, Economic and Cultural Comparisons - Portugal and Morocco
- Sharing your Values and Living your Vision
- Change Leadership
- Consulting Tools for Issues Analysis Projects
- Global Leadership Competencies
- Tackling Agriculture and Food Issues During COVID-19
- The Life of a Canadian Diplomat.
- Fundraising and Dream Auction Planning.

Optional events:

- Lunch with Leaders
- Global Zoom ag leadership program participants dialogue - Scotland, Australia, New York, Pennsylvania and Ontario.

ISSUES ANALYSIS PROJECT - AALP Class 18

Participants also add to their "toolbox of skills" by completing an Issues Analysis Project (IAP). The IAP is an action-based leadership project within the agriculture, agri-food and rural sectors in Ontario.



The Ontario Agricultural Presidents' Council identified a list of top 10 issues. AALP Class 18 chose six of these topics for their IAPs: global trade, climate change, farmer and rural community mental health, technology, labour availability, and governance.

Each AALP Class has a unique leadership experience and for AALP Class 18 this was particularly true as a result of the world COVID 19 pandemic. Participants needed to bring keen problem solving skills, team building knowledge and above all a positive attitude. Congratulations to this group of resilient leaders who will share their experience to benefit our agriculture and food sectors and rural communities.





MILESTONES - AALP CLASS 19

11 men and 6 women began their AALP journey on November 28, 2021. They bring a range of backgrounds, educational experience and diverse viewpoints to the class. Eight Class members are primary producers or involved in family-run farming operations. The remaining nine join from agri-business, financial sector, non-government and commodity/environmental/farm associations and government. The Class ranges in age from 24 to 54. Hear [their reasons](#) for joining AALP.



New for AALP Class 19 was the addition of experiential governance training through implementation of a leadership director advisory team and an AALP Class board meeting at each seminar.

As of November 2022 AALP Class 19 has accomplished the following:

1. Seminars 1-6: Brantford, Toronto, Woodstock, Sarnia, Thunder Bay, and Ottawa
2. Webinars A - G: Orientation, curriculum introduction/review/practice, Ontario Food Terminal, Issues Analysis Project progress reports, ROI Connect, study tour preparation, optimizing seminars.
3. North American Study Tour: Louisiana and Washington DC
4. International Study Tour: Greece, scheduled for Jan 21 - Feb 1, 2023



Between November 2021 and November 2022, AALP Class 19 had 380 interactions resulting in over 6,460 connections made during their program leadership journey.



ISSUES ANALYSIS PROJECT - AALP Class 19

Small groups of Class 19 participants worked with five organizations, in a consultative role, to examine an issue important to the client organization and the agriculture and food sector. The six resulting projects include:

- University of Guelph, Ridgetown Campus, Dairy facility design
- University of Guelph, Ridgetown Campus, Dairy facility strategic plan
- Ag Women's Network, Planning for the future
- 4-H Ontario, Utilizing 4-H to bridge rural and urban perspectives
- Grain Farmers of Ontario, Farm succession planning, and
- Culinary Adventure Co., Appetite for engagement.



RIDGETOWN CAMPUS



CULINARY ADVENTURE CO.

It's exciting and affirming to see the high caliber of talent in Class 19. With their experience of a world pandemic they are a keen group of leaders ready to share new ideas about the future of the agri-food industry.



LOOKING FORWARD...

ROI remains confident that AALP is valuable to participants and to the agriculture and agri-food sectors and rural and northern communities across Ontario. As AALP heads toward 40 years of ag-sector leadership development alumni and sponsors remind us how AALP changed their lives, businesses and relationships for the better. Our network continues to show up at important events such as over 150 participants in our 2018 AALP listening tour, 17 of 19 AALP Classes and 16 of 21 sponsors represented at Class 19's Welcome Banquet plus the many attending the 2022 AALP Golf tournament and Dream Gala. Your participation and input keeps us relevant and connected to what matters.

Because of the overwhelming affirmation received, the core of the program remains the same going forward: face-to-face seminars, team projects and North American/International Study Tours. Changes to the program help accommodate busy lives while increasing value with the addition of virtual components for seminar review/reflection and guest speakers; Lunch with Leaders; and Global Zoom leadership networking events. Enhancements to curriculum topics are diversity, equity and inclusion, problem solving, board governance, positive discourse and open-mindedness. AALP will use the Global Leadership Competency Framework by Ann L. Gordon, 2021 as the curriculum foundation. These revisions reflect the input of participants and stakeholders and the financial realities of providing the program.

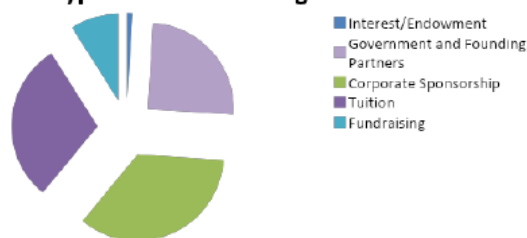
Tuition for Class 19 was \$12,500 which represents approximately 1/3 of the costs required to deliver the program. The COVID pandemic necessitated changes to accommodation, meals and the way the participants gather. Both increased costs and new efficiencies to the way AALP is delivered have occurred and along with enhancements to leadership skills programming the net effect is slightly increased costs. We will continue to bring the latest leadership science together with innovative insight to the agrifood sector and rural community building while managing the program budget effectively.

10 |

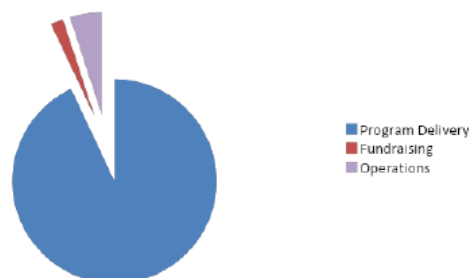
HOW YOUR FINANCIAL SUPPORT IS USED

Sponsorship support goes directly toward funding AALP's executive leadership development program. Throughout the long history of AALP costs have increased and so has our commitment to deliver a program of exceptional quality. This requires a large investment from many stakeholders within the industry. Participants are aware that they are only paying about 1/3 of the cost of AALP and that 2/3 is provided through the generosity of sponsors and funders and kind attendees at our fundraising endeavours.

Typical AALP Funding Sources



Typical Class Expenditures





RECOGNIZING COMMITMENT TO LEADERSHIP DEVELOPMENT

Program sponsors play a significant leadership role in our industry and provide tremendous support to AALP. We continue to recognize this leadership and showcase sponsor support at every opportunity.

In each class, we acknowledge our sponsors in a number of formal and informal ways including:

- AALP class participants work in teams to research and present Sponsor Spotlight presentations that are shared at seminars throughout the program. Each presentation focuses on a specific sponsor, exploring their business and activities and highlighting their sponsorship of AALP.
- Sponsor logos are included in printed and online communications - newsletters, selected media releases, on our website and in the Rural Ontario Institute Annual Report. Individualized social media posts are used to thank each sponsor.
- Signage and printed materials at seminars.
- Sponsors receive special thanks (verbally, in printed materials and on signage) at our key events:
 - o Class Opening Event/Banquet
 - o AALP Dream Golf Tournament and Gala Dinner
 - o Wm. A. Stewart Public Lecture and Reception
 - o Class Graduation Banquet



AALP Class 18



AALP Class 19



Hear From Our Alumni



"When we graduate, we continue to benefit from our experiences here for years to come. I'm going to miss seeing you all regularly, but I know that the relationships we made will surely last a lifetime."

- AALP ALUMNUS

"Through the AALP program I have developed some amazing friendships and strengthened and enhanced skills and abilities in my toolbox. It has reaffirmed goals and passions that were previously overlooked."

- AALP ALUMNUS

"AALP is that rare chance to step out of that day to day rhythm, to look critically at what we do every day, how we do it, and how we can shape those activities to make our dreams come true."

- AALP ALUMNUS





WHY SPONSOR AALP?



Align your organization with top leaders who are needed to move our industry forward - in businesses, in associations and organizations and in communities and on farms.



AALP graduates go on to hold many different influential positions within the industry and their communities. Many credit their AALP experience as a cornerstone that helped them get there. You make this possible.



Sponsor representatives have many opportunities to interact with each Class and keep a pulse on what is happening in the industry.



Agriculture, food and rural issues are high priorities for the province. Together we have an opportunity to shape the future of our sectors and rural communities across Ontario.



Investment in AALP pays off at a rate of 25% - that's better than the rate of return on most investments!



AALP CLASS 18 IS POSSIBLE BECAUSE OF OUR GENEROUS SPONSORS

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LEADERS	
BUILDERS	
BOOSTERS	





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