Leadership Development Pathways for Irish Agriculture

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Executive Summary

This report examines pathways for leadership development in Irish agriculture with a framework of case studies of leadership development in other countries. The report examines the insights of a sample of Irish and international leaders in agriculture and related sectors on the meaning of leadership and leadership development in agriculture.

The key objectives were to:

1) Gain consensus on the values and competencies of individual leadership at community, regional, national and potentially international levels.
2) Determine the processes of development that have brought successful Irish and international leaders to where they are today.

Key Findings

Strategy

Australia, Canada, the United States and New Zealand have all established a strategy for leadership development as best practice for agriculture, either in specific sectors of agriculture or for the sector as a whole. To realise this strategy, these countries consulted and evaluated the leadership requirements to progress economic growth and promote rural development. They also set up frameworks to provide support for leadership development through early leadership opportunities, formal courses, mentoring and other initiatives, and identified leadership development opportunities either to develop, or that were based on, competence.

The EU, under Article 36, rewards shared or collaborative leadership skills through programmes and initiatives such as 'organised groups', collaborative arrangements and initiatives that foster entrepreneurship and innovation.

Tiers

Leadership development has different requirements for different levels of representation. These levels have been captured using tiers or stages of leadership engagement.

- Tier 1: leaders working in the industry taking their first steps in leadership, largely on an individual basis.
- Tier 2: leaders working in collective arrangements across cooperative companies, partnerships, processors and other agencies and organisations.
- Tier 3: leaders working at national or international level to influence government or international policy.

At all of these levels, leadership development was seen as key to the medium and long-term success of enterprise, whether it's at farm, organisation or national level.

Pathways to leadership development:

- Some of those interviewed were initially reluctant to identify with the title 'Leader' as it is perceived as elitist. However, when the idea was presented as 'coming up with a vision for the future, and having the ability to communicate this vision together with the steps to get there' interviewees associated with this. There is a need to demystify leadership jargon so that individuals can self assess, acknowledge their strengths, and areas for development.
- Leadership development was found to have many sources, both formal and informal. Key development sources:
  - Shared knowledge and experience, including mentors and travel
  - Learning through action and experience
  - Continual learning
- Effective leadership requires competencies (knowledge, skills and attitude) in both:
  - self-leadership, the ability to manage and lead oneself
  - shared-leadership, the ability to lead, and be led by others
- All of the leaders interviewed held guiding principles in how they operated, including honesty, courage, trust, respect and integrity.
- Developing effective followership is as critical as developing leadership. Effective followership ensures that he leader-follower relationship produces the dynamics necessary to deliver the mission.
- Effective leadership and followership will ensure the accomplishment of the goals of FH 2020

Recommendations

These steps are recommended to develop longer term standards and competencies, to develop leadership at all levels, and also to provide real leadership opportunities to those that aspire to them, to improve the capacity of farmers and the competitiveness of Irish agriculture.

1) This report recommends that the Agricultural Trust lead the way by putting together the best leadership advisors in the agri-food and business sectors and form a Leadership Trust.
2) The Trust to challenge Irish Co-ops, food processors and other agri-food organisations to ensure that their board members are appointed based on competence rather than politics, through defined Board competencies and standards of continuous skills development of Board members.
3) Interviewees have proposed €500,000 a year, contributed by industry stakeholders to cover a "home" of leadership and support as a minimum 50/50 funding of leadership programs at Tiers 1, 2 & 3.

4) Integrate personal development and self-leadership for adult farmers as part of knowledge transfer courses in the forthcoming Rural Development plan. In developing self-leadership, farmers have the potential to become effective followers, to influence their environment, both immediate and the community.

5) Teagasc to establish a working group to develop soft skills development programmes, initially by developing a small number of modules and adding to programmes over time.

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Foreword

I was brought up on a dairy farm in County Kerry, where my five brothers and I were immersed in farm life from a young age. This early childhood and teenage life experience and that knowledge of the issues that face farmers, has infused my life, both personally and professionally, ever since.

Today, I am a self-employed management consultant, facilitator, and executive coach in the public sector in agriculture, the foreign service, in education, and in the private sector. As a result of my studies, I have been able to bring a theory-based and traditional systems approach to client problem-solving, as well as bringing creative questioning and cross sector perspective. My work ranges from undertaking organisational reviews, strategic planning, change management and workforce performance and quality systems, to management & leadership development, team building and executive coaching. In particular, I have worked with farmers to develop entrepreneurial, business management and leadership skills through community development programmes and discussion groups.

This work led to my involvement in a number of projects around partnership and collaborative farming with discussion groups, artisan food producers, and the Department of Agriculture, Food and the Marine. Arising from this experience I became familiar with the challenges and opportunities of partnership farming, and developed my interest in the skills and supports needed for collaborative working and competitive agri-food production.

Being awarded a Nuffield scholarship has enabled me to further explore these areas, and also to significantly broaden my knowledge of the agriculture sector nationally and internationally. Over the past year, through the other Nuffield scholars that I have met, and the contacts made abroad, I have developed an understanding of the breadth of challenges and possibilities of farming in a global marketplace.

As an economy with deep roots in the land, Ireland has a lot to offer the world in terms of food production. Equally, we have so much that we can learn from other countries as regards best practice and how we can marry this with the best of our own, and further develop and grow the agriculture sector.

My Nuffield study tour has taken me to Canada with the Nuffield Contemporary Scholars Conference, to Poland with the International Farm Management Conference, and has also taken me on fact-finding visits to the United States, Belgium, New Zealand and the United Kingdom. As part of my research, I have also spoken to industry experts from Australia, the Netherlands, Uganda, the United Kingdom and, of course, at home in Ireland.

This scholarship has been hugely beneficial in enabling me to gain a global picture of agriculture in the 21st century, and this perspective has given me an appreciation of the clear requirement for greater sector collaboration at home, particularly in the areas of leadership vision and development, talent management and farm business development.

Acknowledgements

I would like to thank my husband John for his consistent encouragement, support and humour throughout the Nuffield experience. He and my son Cathal have become adept at entertaining, interpreting foreign accents, cooking omelettes and working skype, as part of their Nuffield adventure. I would also like to thank my father James and brothers, Greg, Austin, Ray, Des, and Colum whose conversation, empathy, expertise and humour kept me grounded, and informed throughout the last 2 years.

I would like to thank my friends and colleagues; Shane, Caroline, Elaine, Billy, Donnacha and David who supported me throughout the duration of my travels and writing of the report. I would also like to thank Aine and Kate for their help and support with the writing of the report.

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It was a privilege to interview you all and to learn from you.

Glossary

ADIC   Australian Dairy Industry Council Inc.
AHI   Animal Health Ireland
AMI   Agricultural Management Institute
CAHRC   The Canadian Agricultural Human Resource Council
CAP   Common Agricultural Policy
DAFM   Department of Agriculture, Food and the Marine
DAFT   Department of Foreign Affairs and Trade
EU   European Union
IAPAL   The International Association of Programs for Agricultural Leaders
ICBF   Irish Cattle Breeders' Federation
RDP   Rural Development plan
NZ   New Zealand
UK   United Kingdom

Introduction

"Historically, the fortunes of the Irish people have been closely linked to life on the land. Culturally, themes drawn from farming and rural living have inspired Ireland's poets, dramatists and writers…The implications for its agricultural economy are a major consideration in the way Ireland negotiates its international trading relationships." (Lafferty *et al.* 1999)

While this overview of Irish agriculture still resonates in 2014, what has changed is the acknowledgement that the agri-food and fisheries sector is Ireland's most important indigenous industry. It is widely recognised as having a key role to play in Ireland's export-led economic recovery. (Food Harvest 2020, p.11). To deliver on this, we need leaders front and centre at all levels, to lead and engage others on this vision.

A previous Irish Nuffield scholar, Mary Webb Johnston (2004), looked at the need for visionary leadership and innovation in Irish agriculture and presented case studies from the United Kingdom, New Zealand and the United States. Following on from her research, this report has taken as its key focus the need to gain a deeper understanding of the development of agricultural leadership in Ireland and the competencies required for leadership development, specifically for collaborative leadership. Consequently, the main aims of this research are to:

- Gain consensus on the values and competencies of individual leadership at community, regional, national and, potentially, international levels.
- Determine what processes of development have brought successful Irish and international leaders to where they are today.
- Present competency frameworks and different pathways for farmer leadership development at various levels.

In doing so, I carried out informal interviews with over 50 farming, industry and academic leaders nationally and internationally to seek their insights on the main challenges preventing the full evolution of effective leadership in Ireland. These interviews were followed by 25 formal structured interviews with individuals who had specific leadership experiences to share, exploring their values and principles and pointing to potential ways forward for developing leaders within the sector.

Leadership, much like innovation, is a relatively new label for a very old concept, one that has only gained wider acknowledgement since the 1960s. Yet a Google search on leadership development yielded over 90,000 hits**,** at the time of writing (Aug '14) so it is very much in the mainstream. It is apparent from this research that the mantle of leader does not sit easily with a lot of those interviewed. Some 50 per cent of interviewees expressed differing levels of discomfort at being referred to as a leader, some because they felt that they were in the early phase of leadership and others because of negative connotations with traditional leadership

styles, preferring instead to refer to themselves as managers, coaches or facilitators. The Agricultural Management Institute in Canada found that farmers were reluctant to identify with the term 'leader' as they perceived it to be elitist, or beyond where they saw themselves. Demystifying leadership is an important next step, and ensuring that it resonates with leaders and emerging farmer leaders. Denis Brosnan, founder of Kerry Group, defines it simply as 'coming up with a vision for the future, and having the ability to communicate this vision together with the steps to get there'. Justin McCarthy, Editor & CEO, Irish Farmers Journal added to this saying that a leader is someone who puts the end goal ahead of their personal objectives.

Ireland has led the way in developing a world-class vision for Irish agri-food and fisheries with the publication in 2010 of the document *Food Harvest 2020*. Piloted by Ireland's Department of Agriculture & Food, it was the product of a comprehensive industry and public consultation process and saw intensive involvement by a wide membership of industry stakeholders. It outlines how "it envisages a sector that can reap considerable rewards if it works and acts 'smartly' so as to make the most productive use of Ireland's rich natural 'green' resources in a way that is both economically viable and sustainable in the future...", and "...foresees a sector that acts 'smartly' to achieve a competitive critical mass in the international marketplace and targets those consumers in key markets who recognise and reward Ireland's food producers for their 'green' output." (*Food Harvest 2020*, p.2 and p.3).

Food Harvest 2020 details a strategy that incorporates the development of leaders and skill sets in agri-food and fisheries, new working relationships, collaborations and convergences, and greater partnership between industry and science, along with the creation of new product streams and the enhancement of productivity and competitiveness. It asserts that over the coming decade, current knowledge dissemination infrastructure for the agri-food sector could be further harnessed as a resource for continuous life-long education among the farming community. (*Food Harvest 2020*, p. 4)

The Irish and global agri-food sectors face significant challenges. The author found that at time of writing**,** the industry anticipates price reductions for beef, tillage and dairy, which according to some experts, could extend for up to five years. To survive this global pricing downturn**,** and compete with greater economies of scale, the Irish agri-food industry will be required to differentiate more clearly its products by highlighting their brand Ireland ethos, by protected geographical indications (PGIs)**.** Other initiatives that have gained significant traction include the Origin Green initiative by Bórd Bía, a national sustainability programme to ensure high-quality food and drink production while lessening the impact on the environment.

Already in Ireland**,** there are very successful examples of organisations coming together to share leadership responsibility and expertise to enhance Irish agri-food production, e.g. Animal Health Ireland and its commitment to high standards of herd health and disease eradication, and the Irish Cattle Breeders' Federation which promotes high standards in

genetics and traceability. However, to develop this commitment further and to mainstream such collaborative working across the sector in line with *Food Harvest 2020*, the core requirements of leadership and collaboration, partnerships and synergies, necessitate significant attention and development.

Learning from these successful examples, the agri-food industry would benefit from having a team of industry leaders working together to create a shared vision for agricultural and rural leadership development, consult on a strategy, and agree pathways. There is a real requirement for a wider pool of farmers to be mentored and encouraged to challenge themselves and thus provide a new tier of community and regional leaders, and so develop the next generation of farmer leaders.

This development should also focus on developing individuals so they can appreciate and be inspired by established leaders. This can enable them to follow industry best practice, which in turn allows them to influence other people around them in a positive way. There is a gap in the measuring systems that assess leadership competencies and the structures that support the development of leaders.

Research

"There is a real difference between managers and leaders… leaders need to be great managers, but managers are not always great leaders." (Drucker, 1954)

This section of the report defines leadership and followers, self and shared leadership, and briefly looks at how competencies have come to be an accepted measure of knowledge, skills and attitudes.

Leadership and Followership

 "There are leaders and there are those who lead. Those who lead inspire us, whether they are individuals or organisations. We follow those who lead, not because we have to, but because we want to. We follow those who lead, not for them, but for ourselves. It is those that start with "why" that have the ability to inspire those around them, or find others that inspire them." (Sinek, 2011)[1]

As some leadership theorists have proposed (Yukl, 2006), influence on others is the essence of leadership, and only in its influence on others may we observe leadership. Leadership effectiveness is critically contingent on, and indeed often defined in terms of, leaders' ability to motivate followers towards a collective goal, mission, or vision (Chemers, 2001). The logical implication of this proposition is that, to understand leadership effectiveness, we need to understand leadership's effects on followers. (Hollander, 1992)

Howell and Costley (2001) define followership as being: "An interactive role individuals play that complements the leadership role and is equivalent to it in importance for achieving group and organisational performance." The followership role includes the degree of enthusiasm, cooperation, effort, active participation, task competence, and critical thinking an individual exhibits in support of group or organisational objectives without the need for star billing. According to Hollander (1992), leadership would be non-existent without followers.

Chaleff (1995) argues that current changes in the global economy are laying fertile ground for 'new models of followership' to sprout. Chaleff further explains that in the past, strong leadership was needed to get things done, such as building a pyramid or laying a railroad. Today, however, in 'information-age organisations' there are so many interconnected units working for the success of one organisation, all answering up a long chain of leaders, and many different people are needed to efficiently co-ordinate their business by acting upon clear information. Although leaders are usually directors of activity, all initiatives need not come

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[1] Start with Why: How Great Leaders Inspire Everyone to take Action"

from the leader. Followers also have the potential to make significant contributions to successful leadership.

Kelley (1996) argues that effective followers tend to be highly participative, critical thinkers. This type of person courageously dissents when necessary, shares credit, admits mistakes, and habitually exercises superior judgment. Kelley suggests that this follower possesses several essential qualities: self-management, commitment, competence and focus, and courage (credibility and honesty). Although many people would recognize these traits as leadership competencies, according to Kelley, they remain paramount to the supporting role a follower plays. This type of follower represents the essential link between leader and follower cultures. As the leader leads, the follower actively participates in task completion toward mission accomplishment; the leader-follower relationship produces the dynamics necessary for the team to accomplish the mission.

Post-colonialism

A challenge to followership and leadership is that Ireland is in the late stages of post-colonial maturation as a society (Lee, 1989). Lee describes late 20th century Ireland as having the following post-colonial characteristics: "extreme centralisation, resistant to change and new ideas, a lack of self-reflection, internal fragmentation, lack of self-confidence", all of which contributes to a national inferiority complex that has been a challenge to overcome. One of the potential tools to overcome a lack of self-reflection and confidence is the development of self-leadership.

Self-leadership

Self-leadership is an extensive set of strategies focused on the behaviours, thoughts and feelings that we use to exert influence over ourselves. Self-leadership is what people do to lead themselves. (Manz, Sims 2001) Self-leadership allows for the reduction of dependence on traditional leader authority figures by empowering partners, collaborators, and employees to take on responsibility for more of the influence process normally carried by external leaders. It provides an alternative to the traditional command and control theory of management that is prevalent in the majority of traditional, hierarchical organisations. Practical self-leadership strategies include self-goal-setting, self-observation, self-reward, rehearsal, self-job redesign, and self-management of self-talk and mental imagery, among others (Manz & Neck, 2004; Manz & Sims, 2001).

Shared or Collaborative Leadership

Shared leadership refers to a dynamic and interactive influence process among members who lead one another to help reach the goals of the group or organisation. (Pearce & Conger, 2003). Shared leadership ideas challenge the notion that leadership resides in one person (Garavan *et al*. 2009). Leadership is based on a shared influence process and is particularly relevant to influencing teams. Ideally various team members are empowered to exercise

leadership in different situations as different circumstances require and thereby removing some of the leadership burden from a formally designated leader.

Houghton *et al*. (2003) contend that self-leadership should play an important role in the facilitation of shared leadership, yet the processes through which effective self-leaders learn to take on shared leadership roles have only begun to be explored. Self-leadership and shared leadership are highly inter-related. In fact, self-leadership has been identified as the core of shared leadership because individuals must first be able to lead themselves before they can share leadership roles with others (Houghton *et al*. 2003).

EU Perspective

The European Innovation Partnership (EIP) Operational Groups are a prominent aspect of the Common Agricultural Policy (CAP) 2014-2020 and reflected in Ireland's Draft Rural Development Programme of July 2014. Operational Groups are projects that involve at least two participants, e.g. a farmer, a scientist, an agri-business, a farmer NGO, an agency, etc., coming together on the basis of a common problem or need and jointly designing a solution or response to that issue.

Áine Macken-Walsh has spent significant time researching this area and recommends that it is appropriate to focus on governance at this juncture as it relates to the broadening of decision-making processes regarding development and other policy areas, and therefore has clear implications for leadership and for potential leaders in garnering influence and decision-making power. A clear example of a governance approach to development within the CAP has been the LEADER programme, in operation since 1991, which has, in theory at least, devolved decision-making regarding local development design and implementation to public, private and third sector partnerships. It should be noted, however, that much debate continues with regard to how effective various models such as LEADER actually are in devolving genuine decision-making power and in fostering a culture of leadership in policy-making areas.

Leadership and Governance

The distinction between government – where the State and statutory actors are the leader – and governance – where anyone/everyone is potentially a leader – is instructive. Stoker (1988) raises five propositions illustrating how governance may work in practice:

- Governance refers to a set of institutions and actors that are drawn from, but also beyond, government

- Governance identifies the blurring of boundaries and responsibilities for tackling social and economic issues

- Governance identifies the power dependence involved in the relationships between institutions involved in collective action

- Governance is about autonomous self-governing networks of actors

- Governance recognises the capacity to get things done which does not rest upon the power of government to command or to use its authority. It sees government as able to use new techniques and tools to steer and guide

These propositions suggest the opening up of new forms of leadership spaces for farmers, other agricultural professionals and farmer/agricultural interest groups.

Ireland's Draft Rural Development Programme makes explicit reference to the multi-sectoral governance and innovation objectives of Operational Groups. "By their very nature, these EIP Operational Groups will act as a catalyst for change in helping to bring grassroots innovative ideas to implementation using an interactive and bottom-up approach. EIP Operational Groups will establish linkages between cutting-edge research and technology and mobilise stakeholders to develop innovative solutions aimed at enhancing productivity, efficiency and effectiveness." (Draft Rural Development Programme, p. 75).

Inevitably, the extent to which these groups will genuinely achieve objectives of governance and innovation will be dependent on a range of factors. The presence of leadership qualities will be apparent in how different groups, such as farmers and other agricultural professionals, become actively involved in leading Operational Groups. Will existing leaders come forward or new leaders emerge from the various sectors, whether they be from among farmers, farmer/agricultural interest groups and public agencies?

Of course, the existing institutional framework in each European Union member State will inevitably shape how Operational Groups are first established. An examination of the institutions that represent existing leadership is crucial, and equally, the institutions that are absent. In this regard, the Agricultural Knowledge and Innovation System (AKIS), (Figure 1) framework will be helpful in identifying and scoping the institutions that are likely to shape how Operational Groups emerge and function.
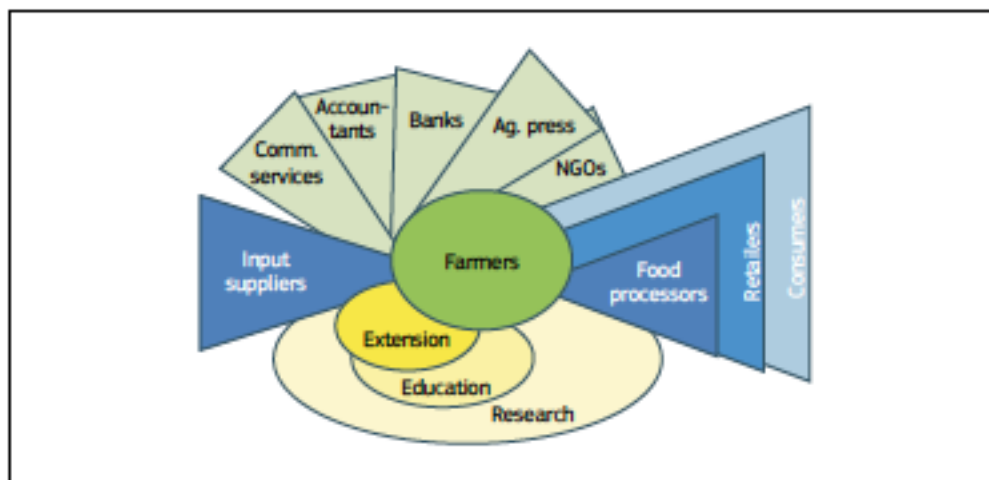
Source: This project
Note: Commercial services include laboratories, veterinarians, management software, notaries, land brokers etc. Accountants have been mentioned separately as being in some countries very influential on strategic decisions

Figure 1 - EU SCAR (2012:9)

However, a more comprehensive understanding of socio-cultural settings, such as strong communities of interest (e.g. grassroots farmer organisations), or lack thereof, which although may be absent from the AKIS schematic, is required as they will inevitably influence the range and nature of how Operational Groups emerge henceforth. In the Irish case, the presence of Teagasc, a publically funded, research, extension and education agency is likely to be a key player in the establishment of Operational Groups. Boyle (2012: 3)

Competencies

To understand competencies, one organisation comes immediately to mind; The Hay Group, the pioneers and world leaders in competency modelling. Leading multinational and Fortune 500 companies have used the Hay Group model as the basis for their performance appraisal and development systems. The Irish civil service system of performance management is based on it. The Hay Group, defines a competency as "an underlying characteristic of a person which enables them to deliver superior performance in a given job, role, or situation". (Hay Group, 2003) The Canadian Agricultural Human Resources Council (CAHRC) also uses the Hay model as their measure of competency development and its relevance is discussed in the findings section of this report.

Until the 1970s, most organisations believed that success was dependent on deep technical ability and that cognitive ability mattered the most. In 1973, David McCelland, introduced the concept of competence in his paper *Testing for Competence Rather than Intelligence*, which was a response to the limitations of traditional tests to predict job performance or success.

The iceberg model, as shown in Figure 1, shows different levels of competency. The analogy within the illustration is deliberate, while some elements are readily identifiable and

measurable above the surface, there are several that are more difficult to detect yet which are, in most cases, more significant. (Hay Group, 2003)
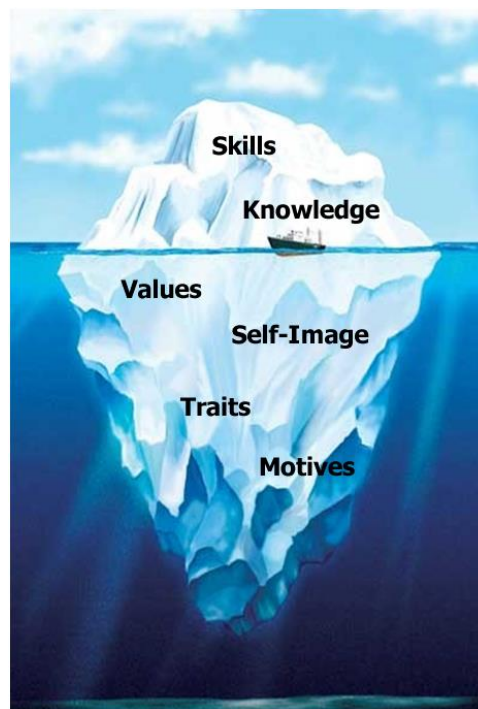
Figure 2 The Iceberg Model of Leadership Competencies

The Hay Group 2003 maintains that Leadership competencies are like an iceberg, with skill and knowledge forming the tip. The underlying elements of competencies are less visible, but they largely direct and control surface behaviour. Values and Self-image exist at a conscious level; traits and motives exist further below the surface, lying closer to the person's core. Hay Group, 2003 defines these terms as:

1. Skills are the things that people can do well, such as computer programming.
2. Knowledge is what a person knows about a specific topic, such as a computer language.
3. Values, relates to what a person sees as important, their principals
4. Self-Image is the view people have of themselves. It reflects their identity, such as seeing oneself as an expert and their values as an individual
5. Traits are enduring characteristics of people. They reflect the way in which we tend to describe people (e.g. "she is reliable" or "he is adaptable"). These characteristics are habitual behaviours by which we recognise people.
   Motives are unconscious thoughts and preferences, which drive behaviour, because the behaviours are a source of satisfaction (e.g. achievement drive and wanting to do better).

In summary, a competency is any attitude, skill, behaviour, motive or other personal characteristic that is essential to perform a job, or more importantly, differentiates superior

performers from solid performers. In terms of measurement, competency review and development is captured under the headings of Knowledge, Skills and Attitude. (CAHRC, 2013)

- K - What leaders must know or understand
- S - What leaders must be able to do
- A - How leaders approach challenges

It is widely acknowledged that competencies are coachable, observable, measurable and are critical to successful individual or organisational performance.

Methodology

The research for this study comprised of a literature review, case studies, and formal and informal interviews. I chose to case study the Australian Dairy Industry Council Inc. (ADIC) leadership blueprint: "Dairy Leadership – An Industry Blueprint 2010 – 2015" as a potential role model for the development of leadership at different stages or tiers of the leader's career. I also chose to case study the Canadian Agricultural Human Resource Council (CAHRC) model of leadership competency definitions and development. In addition, the Canadian Agricultural Management Institute carried out a training needs analysis with Canadian farmers to determine what components of leadership development were most relevant and useful. Their relevance to the study topic, and their acceptance and implementation within industry, and the fact that they were grounded in a collaborative agri-food industry vision and strategy, differentiated them from the many excellent programmes being run in the United States, the United Kingdom and New Zealand.

Interviews

In preparation for this study, informal interviews were held with over 50 farming, industry and academic leaders nationally and internationally to ascertain the main challenges in effective leadership. Those interviewed held a wide array of different visions for Irish agriculture and had various interpretations on the meaning of competencies. These different visions and definitions led this study to focus on the areas of leadership competencies, and pathways for self-learning and leadership development. The findings from the exploratory interviews led to the narrowing of focus of the topic proposed. The initial intention was to look at a model of continuous development for farmers, and discussion groups. However, it became apparent that there was a lot of measurement in place for technical competency development e.g. grassland management, herd health, fertility, business planning etc., but very little in terms of measuring a farmer's behaviours, attitudes, social, and self-leadership skills. Having spoken to many collaborative farmers/leaders, the main reasons collaborative partnerships fail are because of fixed mind-set and a lack of management competencies. (Deise 1250 group, 2011) My own experience of coaching leaders over the last decade has demonstrated that the main challenges that leaders face, these are either challenges of self-leadership, and of leading others.

While models of leadership competencies exist, the authors concern about the use of what could be perceived as overly academic or jargonistic terms led to the use of open questions around leadership competencies, rather than comparing against an existing model.

An interview schedule was compiled so that answers could be collated and compared. Two of the questions in the interview schedule were influenced by Rothwell and Arnold's (2005) compilation of continuous professional development methods used by managers/leaders. This list was used as a prompt for interviewees to discuss development activities they have engaged in over the last five years. The purpose of these questions was to determine the

context and levels of continual development, and to assess the levels of variation in leadership development activities at different stages of an individual's career. The interview schedule addressed broad issues based on personal experiences, values, guiding principles, and perceptions of the competencies needed for shared, and collaborative leadership. All data generated through this study was treated strictly in accordance with ethical and data protection standards. The interview schedule is detailed in appendix 1.

Selection of Interviewees

Exploratory interviews were carried out within the Nuffield network, with industry experts at the Nuffield Contemporary Scholars Conference, the International Farm Management Conference, the Positive Farmers conference, with farmers and business leaders on my study tour of New Zealand, and with political and diplomatic contacts in the United States, Belgium and Uganda. Interviews were also held with a wide range of industry stakeholders in Ireland.

Structured interviews were carried out with 25 national and international leaders who have experienced collaborative working and leadership. The participants invited to take part in the survey consisted of agri business leaders, nationally and internationally, Chief Executive Officers, Chairpersons and senior managers across the public and private sectors were also chosen as cross-sectoral benchmarks of leadership and development.

Limitations of the research

It is not within the scope of this report to present a comprehensive overview of the courses and programmes available in Ireland and internationally. While there are many sources of training and development available through Teagasc, the Irish Co-operative Organisation Society (ICOS), Macra na Feirme, universities, technical colleges, and rural development programmes, amongst others.

There is no one central database, function or organisation, such as that described in the Australian or Canadian case studies, to track the progression and content of these courses, in particular leadership development opportunities and courses available for upcoming or established Irish agricultural leaders.

It is apparent that many courses are filled through routine marketing avenues, and so the need for a central database, while beneficial for research purposes, has not proved necessary from a provider or potential participant perspective. This is consistent with the practices of most other countries visited as part of this study.

Findings

This section is divided into two parts: the first part focuses on case studies and best practice in other countries outside of Ireland, while the second looks at findings from one-to-one interviews with leaders in various sectors of agriculture and related areas.

1. Case Studies

This section looks at case studies from Australia, and Canada, and references successful initiatives from the United States, the Netherlands, the United Kingdom and New Zealand.

Case study 1   Dairy Australia

The Australian Dairy Industry Council undertook a study in 2009 into developing future leadership potential in the dairy industry in order to influence public policy, and to manage collective investments across the value chain. The study identifies three tiers of leadership.

Tier 1: Leaders in dairy farm businesses to bring people, technology and procedures together to achieve business goals

Tier 2: Collective arrangements to build leadership across co-operative dairy companies, manufacturers and processors, herd improvement organisations, Dairy Australia, RDP and many other industry committees.

Tier 3: Leaders at national level to influence government policy on issues such as climate change, environmental stewardship, food safety, animal health and market reform.

 It estimated that in order to fill the estimated 200 leadership roles required across the industry 40 new people are needed each year to take up leadership roles as existing Board members fulfil their term, and to achieve this, more than 80 people must have opportunities to develop their leadership skills each year. Some of these opportunities are facilitated through various avenues, including courses and tours. To maximise the effectiveness of leadership development training, it is seen as important to provide upcoming leaders with on-going support in the form of mentoring and opportunities to lead in real situations.

Investment in this area comes from several bodies including, among others, the Gardiner Foundation, Dairy Australia and the RDPs, the Department of Agriculture, Fisheries and Forestry, and Next Gen Farmer grants. An industry-wide strategy would increase efficiency and effectiveness of these investments. The 2009 study acknowledges that many stakeholders have their parts to play in a coherent strategy and this must be based on the principles of collaboration that the entire dairy industry identified to be successful.

A blueprint for leadership development is seen as important to:

- Streamline and align the collective efforts of the various stakeholders involved and to identify and address gaps
- Enable participants to see and to tap into the opportunities available
- Centralise resources to track efforts and people, and to update stakeholders
- Provide better stewardship and co-ordination to maximise the chance of attracting and retaining leadership candidates

Leaders are seen as people who can vision the future, devise strategies to deliver on that future, and communicate both the future and the relevant strategies with passion. This is required at multiple levels within the agri-sector:

To develop leadership at all levels, young farmers, service providers, manufacturers, processors and researchers must be encouraged to participate in leadership opportunities, whether it's to take their first steps in leadership, or to develop confidence and build on their leadership capabilities.

The outcomes sought by the programme include:

1. Strong leadership ability in policy direction and advocacy
2. Strong industry governance of assets e.g. cooperatives
3. Strong farmer, manufacturer, processor and service provider leaders in industry programmes
4. Strong leaders across the dairy value chain, recognising the importance of leadership in their employees across the industry

To make this happen, the strategy must:

- set the context for leadership in the industry
- define the skills required for each tier of leadership
- identify and create opportunities to participate and build understanding of the dairy industry, and to develop leadership skills
- build induction and development programmes to build competency required for leadership level
- provide support through mentoring and training, with follow-up components
- provide on-going leadership development for existing leaders
- provide clear succession plans for leadership
- provide both regional and centralised support to encourage participation and to co-ordinate resources and measurement of progress

The following table illustrates the roles and opportunities involved in tier 1 leadership, along with the desired outcomes (both industry and individual) and example programmes. The details for tier 2 and tier 3 are included in the appendix 3.

Tiers	Industry Outcomes	Individual Learning Outcomes	Example programmes	Stakeholders currently investing or involved
Tier 1 60 people participating in leadership development in this tier to be new members for roles such as: • RDP Board members • Young Dairy farmer Network committee members • Dairy company supplier local representatives • Discussion group leaders • SDFO District Councillors • Reference Groups for dairy RD&E projects	• Strong farmer, manufacturing, processing and service provider leaders in industry programs delivering innovation • Strong leaders across the value chain recognise the importance of leadership amongst employees in industry businesses, organisations, projects, the service sector and on farms • Interested and informed industry members for community and regional dairy networks	**Leadership Behaviours & Skills Sets** **Managing change in yourself:** • Self awareness • Time management • Effective communication incl. public speaking • Networking **Operating Skills:** • Meeting procedures • Group facilitation • Governance and organisational financial management • Media training • Understanding industry structure	**Course** "LEADIN" Dairy Development Course • Customised for different entry groups i.e. young farmer groups, RDPs, dairy companies (Run in 3 locations each year with 15 people in each program) **Tours** Interstate tours organised at a regional or state level., e.g. • Don Campbell Study Tour • UDV Apprenticeship Tour • WA Tour • SDP Tour **Other** • YDDP or equivalent activities • Future Farmers Network • Cows Create Careers (farmer or industry advocate role) • Community leadership programmes	• NCDEA • RDPs • RDPs • SDFOs

Figure 3 - Programmes and outcomes for Tier 1 leadership development

Case study 2   Canadian Agricultural Human Resource Council (CAHRC)

CAHRC is the Canadian agriculture industry's sector council for human resource issues. The focus of this study was to build a table of leadership competencies, and to build a self-assessment tool to allow farmers to assess their leadership skills and abilities. It provides data for the development of leadership and human resource tools and programmes in future projects. The overall assessments were to be used to provide a needs-assessment for leadership development in the agri-business sector. The end result is a competency-based online leadership assessment tool that gives farmers the ability to assess their leadership competencies, identify strengths and target areas for improvement.

As mentioned in the literature review, the Hay competency model has informed this leadership competency development model. It is laid out in terms of the knowledge, skill and attitude that are needed to perform well.

The resulting Competency Table presents leadership competencies required in farming (primary production agriculture industry) in Canada, now and into the future. Ten leadership competency groups were identified within four areas:

Area	Leadership Competency
Leading with Passion	1. Leading with Passion
Leading Self	2. Goal Driven
	3. Life Long Learner
Leading Others	4. Effective Communicator
	5. Relationship Builder
	6. Entrepreneurial
	7. Inspiring to Others
Leading Industry	8. Visionary
	9. Agent of Change
	10. Industry Champion

Figure 4 - Leadership Competencies by Area

 The following diagrams illustrate the relative importance of each of these competencies. The first diagram shows the responses from all participants in the study, across all aspects of agriculture, and all tiers of leadership. The second diagram details the responses from farm respondents only.
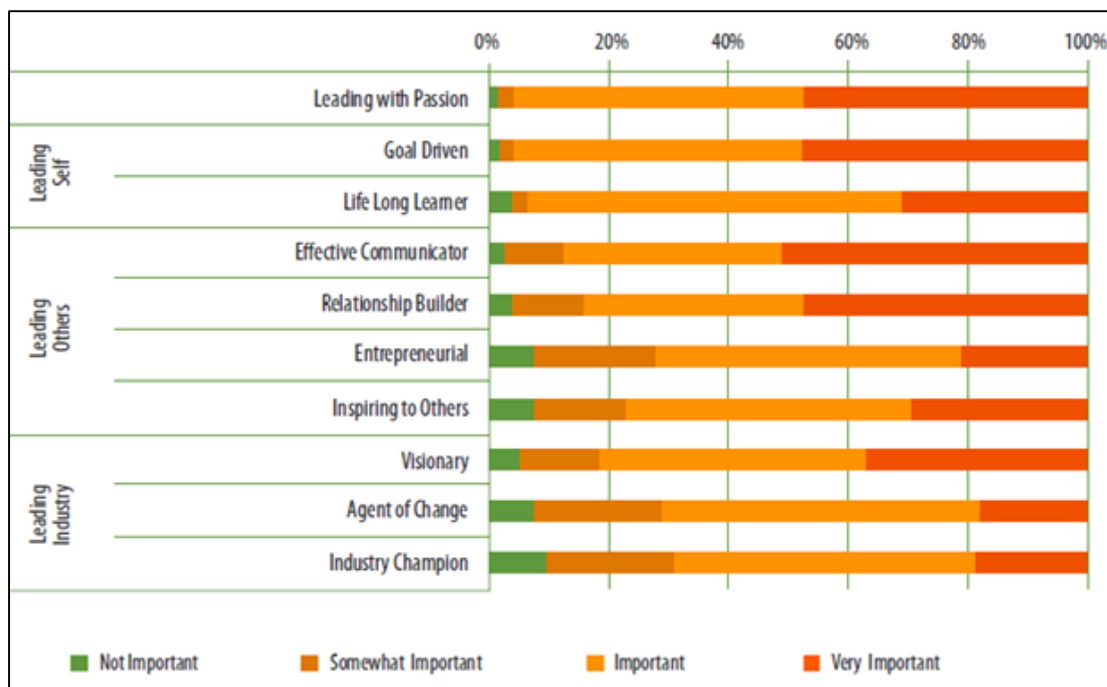
Figure 5 - Level of importance by competency (all respondents)
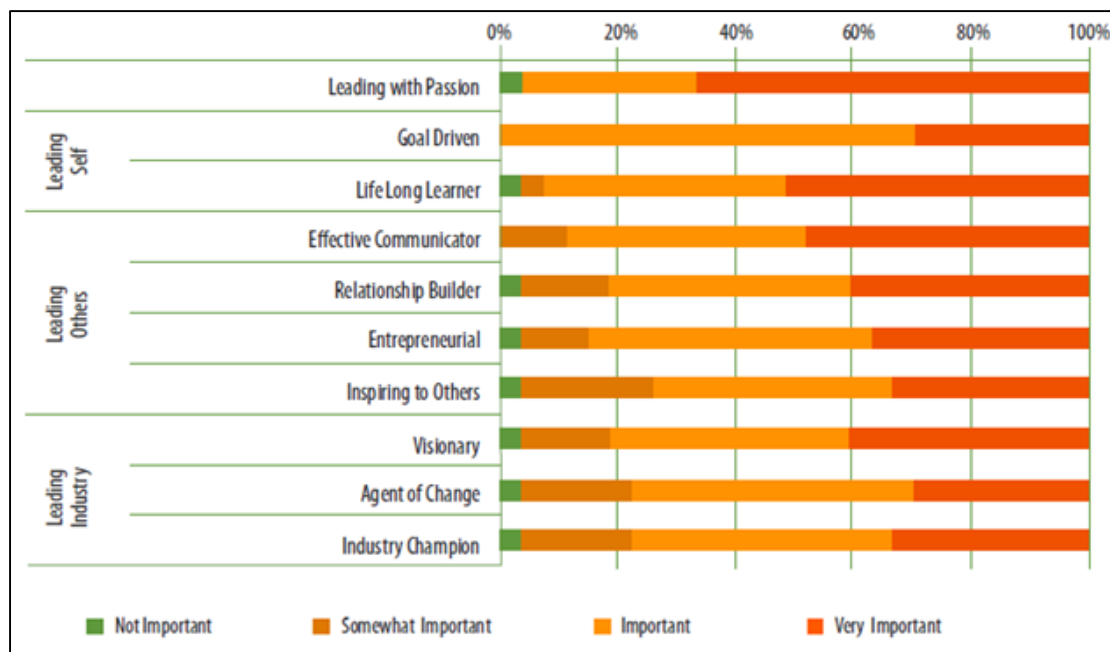

Figure 6 - Level of importance by competency (Farm respondents only)

Conclusions from the CAHRC report

1)   In 70 per cent of competencies, respondents felt that they had a high level of competency, and that the competence was important. In 10 per cent responses however, competencies were rated as low in areas that were considered as important or very important.

2) One recurring finding is that areas thought to be least important were leading industry or Entrepreneurial. It also shows the varying types of leadership competencies needed at different levels or different positions.

3) Two significant leadership development gaps were found:

- o People already working full-time didn't have many part-time or short-duration training opportunities available as most training was packaged in long-term courses that ran for several months/years.
- o Post-secondary diploma and bachelor programmes provide some leadership training but leadership skills development is typically limited to a single module.

    3) The gaps in KSA where the fewest training opportunities were available are in understanding market trends, lobbying and political activism, and, interestingly for this research in developing partnerships.

Case study 3   Agricultural Management Institute, Canada

In Canada, the Agricultural Management Institute (AMI), which is funded by State bodies, provides a programme of agri-business management development, as well as conducting research that can be shared with the industry. Part of this programme is a leadership research and strategy build project, which examines the leadership and governance challenges ahead for the agri-business sector, assesses the existing resources and tools available, and provides recommendations to address the gaps relating to leadership development.

AMI develops leadership skills through the Advanced Farm Management Program, focusing on leadership for advancement of the on-farm business plan. Two of the most common applications of leadership are within business. Other forms are also useful, such as group leadership, all of which mirrors the tiered approach by Dairy Australia in the last case study. Some AMI programmes had difficulty attracting farmers due to a lack of understanding of what leadership meant, and a perception that it wasn't needed. AMI responded to this by re-naming the programme to 'Communications', while keeping the content.

Some leadership programmes focus on leadership requirements in specific situations, such as structured governance for boards of directors of a commodity group, or such as industry leadership to provide awareness or to negotiate with other organisations and government. In contrast, AMI feedback suggests that business leadership focuses on developing the ability to lead a business, through developing and communicating business plans to a team of workers or to family which practically develops the person's ability to influence others towards a common goal.

In developing value-chain relationships, the two biggest challenges were found to be a need for leadership and a need for trust (in turn, also influence-able by leadership).

Conclusions were outlined in an AMI report on the top ten reasons for building leadership skills:

• Build self-confidence and wisdom	• Empowers a person to succeed
• Teach valuable business and personal skills	• Encourages introspection
• Surround a person with other leaders	• Help lead to the next level
• Clarifies vision/goals to deliver on business strategy	• Teach a person how to influence and develop people
• Teach a person how to build a team	• Teach a person how to avoid mistakes

AMI Recommendations:

- Partner with farmer and processor associations to build synergies and benchmark.
- Identify technical expertise

Case study 4   International Association of Programs for Agricultural Leaders (IAPAL)

The W.K. Kellogg Foundation identified a need in the 1960s to support the development of agricultural and rural leaders. Through collaboration with Michigan State University, leadership development programmes were established to increase understanding of political, social and economic systems, to develop social skills, to be effective spokespersons for industry or community. (Howell, Weir, & Cook, 1982)

Agricultural and Natural Resource (ANR) leadership development programmes were set up for participants to become opinion leaders in their spheres of influence. (Chiarelli *et al*, 2010)

These programmes are widespread around the US, and the globe, with most of them sharing common goals, to enable participants in agricultural and natural resource environments to develop their capability to serve as leaders when addressing the issues facing agriculture and natural resources. The study noted approximately forty five such programs developed in the US, Canada, New Zealand, Scotland and Australia, with more than 9,800 alumni within the US alone (Strickland, 2011).

In 2012, the IAPAL decided to undertake a needs assessment of programme alumni to understand what was most valued from their leadership development experiences. From a response of 3,600 participants, they found that the most important areas of leadership development were in the areas of "critical thinking, strategic planning & visioning", communication (listening, influencing, written and oral communications), and action

(advocacy, mentoring, taking leadership roles) while other areas were also deemed as important.

Conclusions from the IAPAL study:

Those participating in leadership development were already in roles of responsibility, typically as managers or owner/CEOs. This brings a wealth of experience and tacit knowledge to be shared but the diversity across the participants was also valuable for their different perspectives, as what worked at one level of leadership may not work as effectively at a different level.

The participants were highly educated which contributed to the academic strength of the programmes, but this may overlook the value in identifying potential leaders among those who have not gone through as deep a formal education, but who possess the capacity and character to develop as strong leaders.

87% of participants on the leadership development programmes were engaged in one or more leadership roles, in their professional organisation, their community or their personal lives, which measured the value of participating in the programmes. 94% of the participants indicated that they were satisfied or very satisfied with the leadership programme.

The most popular channel for their continuous education was formal coaching, followed by web based and instructor based training, and formal or peer mentoring.

2. Findings from Focused Interviews

The responses of a selection of leaders were reviewed in relation to their personal leadership development and their perceptions of the most important values and competencies for leadership. The principal themes that emerged were: commitment to continual learning, learning from experience, opportunities for greater responsibility, mentoring, changing roles**,** and travel. Informal development opportunities such as learning through action, self-learning, learning from colleagues**,** and through online fora were all outlined. Most of the interviewees admitted to being ambivalent about formal learning early in their career but most agreed that once they reached a certain level of leadership, they realised that formal learning was needed to be able to communicate their vision and the need for change to all levels of stakeholders. Those that engaged in formal development found that it increased their confidence, credibility and competence.
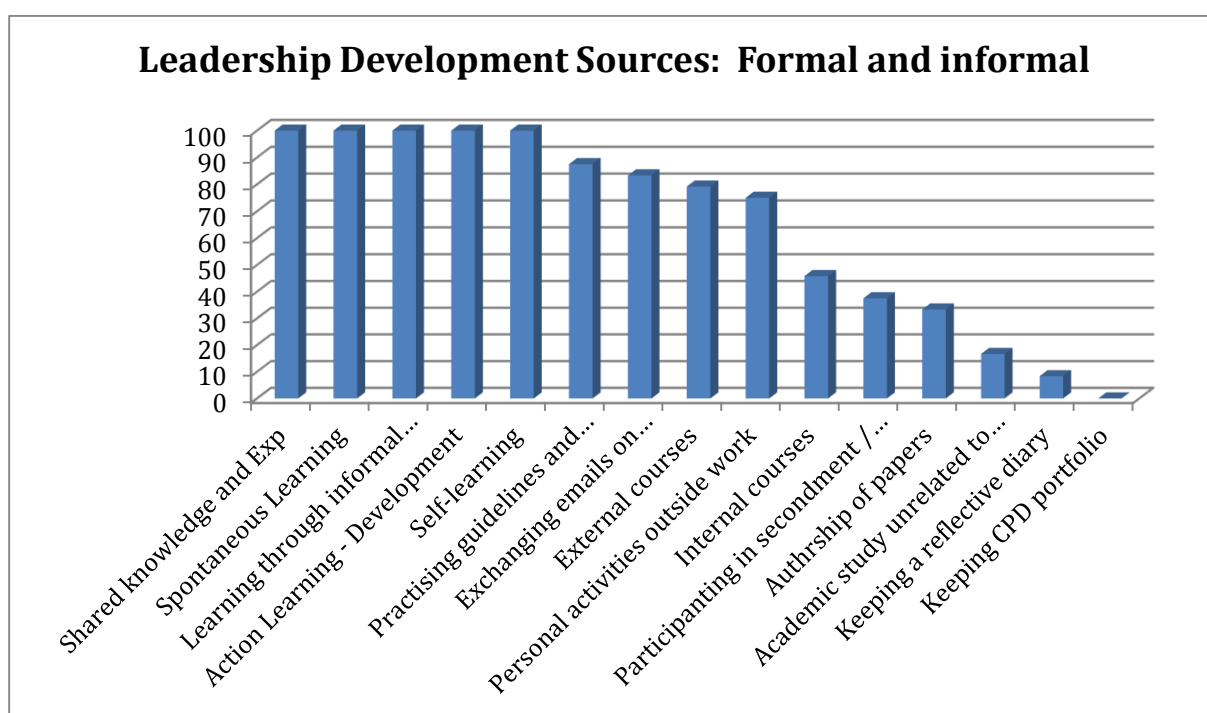
Figure 7 - Formal and informal leadership development

Continual Learning and Education

The interviewees described the sources and methods of their development, particularly in regard to leadership. This broadly consisted of multiple sources contributing to both formal and informal development. Continual learning was seen as key to development. Significantly, the most senior leaders that were interviewed consistently prioritised ongoing formal leadership development for tiers 2 and 3 of leadership, so that leaders' thinking stays sharp.

"Education is vital, it starts with education. That gives you a good start, but doesn't guarantee success as a leader… There is a programme that	"I was the only person in my class who went to college and did a degree. I was curious. I have continuously learned since then. I travel to

is being organised with Wageningen, and Harvard, for co-op directors I try to get to it every 2 years. It takes place over several days, we discuss very interesting cases and discuss solutions." PB	conferences a few times a year… I have learned a lot from working across sectors eg with rural development groups in different countries." AB
"Ongoing education is very important. You have to keep the saw sharp by continuous learning, and keeping your ego in check." SB	Dweck talks about mind-set. The growth mind-set and the fixed mind-set: Intelligence isn't fixed, we can develop that over time through continuous learning. TO'D
"In my mid 30's, developing education became very important to me/ especially developing leadership…I have to take responsibility here. I also saw the need for it in the discussion group." PR	"Open to on-going learning: formal research, or informal. Being constantly open to learning new things about what I am doing, or about the production process of the organisation I am working in. learning from peers and staff." MW
"The 5 of us went to UL. Culture of education is critical." CH	

Learning though Experience

Experience was noted as the biggest single factor in influencing the leadership development of those interviewed. This enabled the interviewees to learn through action and feedback, and to take strides in their development.

"I was given responsibility for a grant aid scheme when I first joined ICOS. That evolved then into making another application to the EU, dealing with a broader group of stakeholders and taking on greater financial responsibility, which served me for the next 10 years of applications for more and more complex projects" JT	"We will be putting a CEO in place, at the moment you don't have the experience, you don't fit the bill"… I took it as a challenge to ready myself and it paid off." GVDH
"You face challenges… moral dilemmas. You become used to taking difficult decisions on your own, without recourse." JO'F	"It is like training. Kilkenny trains five nights a week. If another county is training two nights, then you can't compete. What are the good guys doing? Then that's what we need to do." BO'K
"Confidence came from 'doing the business'. I was placed in a position of responsibility, and in the context of doing it, had to step up to the plate of leadership. It is an unconscious process." AO'N	"My leadership development was practical… progression based on experience… Sometimes I didn't choose it consciously, it evolved, or I filled a gap." JB
"My leadership development was; learning by doing and learning from failure." PH	"I presented in local radio for ten years in Tipperary. I was offered the opportunity, thrown in deep end, I realised that I enjoyed it. I developed listening skills and it put me in contact with a lot of people." TO'D

Mentors

Almost all of the interviewees credited informal mentors, as well as peer mentors, as encouraging them to take on challenges, apply a healthy sense of realism, and to learn from their experience.

"I was blessed with people in my first job in industry: Phil Sexton and John O'Neill, they gave me responsibility way beyond my years. He advised me of pot holes to avoid as well." SB	"I am lucky in that I have a close family, very close. Michael Murphy. Paddy O'Keeffe. The Blackwater group, you can be very misled by yourself… You need a bit of decent honesty/critical friends. People not afraid to correct you." KT
"Have some very good people around you. It makes it much easier, like-minded, kicking thinking around, asking good questions, usually is a great help to finding better answers." MM	"I have an experienced Board of Directors. I am lucky. I absorb as much as I can." GVDH
"I worked with someone who was a great champion…there were lessons in what he did: networks, contacts, developing confidence." CH	"I was given an opportunity by a manager who saw potential in me and empowered me to step up. Had a number of people championing me at different times in my career, but probably two in particular." AO'N
"My first boss was great. I had a lot of support with a young family. They would have chosen me for assignments that I wouldn't have actively sought out." AD	"Surrounded by very good advisors… Matt Ryan was my manager for 3 – 4 years. At a certain point in your career, you need someone who challenges you, Matt challenges you and you benefit from it." T'OD

Travel

Many of the interviewees attributed some of their development to opportunities to work abroad, which gave them a view on other perspectives, other ways of working, and confidence in their own abilities.

"A key part of being in Brussels, you learn how to communicate well … you learn how to be succinct, and get the main points across. Understand the audiences' requirements. You have to meet them half way." CH	"Moving abroad, the opportunity to be on a leave of absence for four years. Gave me the opportunity to do an MBA and BA. I taught English, and did some consultancy. Gave me the opportunity to work on other aspects of myself outside of veterinary." JO'F
"I had been three years in the UK at that stage…I had worked in Canada the previous year, and in Switzerland the year before that. That built confidence." JT	"Going to Madrid as Attaché was a huge boost. In terms of a challenge, and mind opening and looking at opportunities, it was great. Travel shakes up your assumptions about how the world operates… forces you to manage outside your comfort zone." AD
"When I finished Nuffield, I realised that there was good value in this farm." KT	"National Service experience gave better idea of personal limits physically and mentally, and the travel gave me a more global perspective." PF

Developing others, giving back

Many of the interviewees also credited a practice of developing others, and influencing others as beneficial in their own leadership development.

"To develop others, to develop self and others. I have huge interest in that, in building capacity, spotting potential, and helping people develop. I love seeing people gain confidence" AD	"I spend 1/3 of my working time attempting to help other people on an unpaid basis. I would like to make a difference even if only in a little way." MM
"Have always felt that we have been lucky to get where we are. The giving back part, I enjoy, I get great satisfaction out of helping others. I feel that it is a vital part of betterment of fellow farmers." KT.	"Personal development of myself and others is important to me. I like to see people taking on opportunities and encourage them. We can all better ourselves. It is always possible to move from where you are further up the ladder. we can all do things better." TO'D
"Always trying to portion part of my time to serving the community." JG	"Learned a lot from others, I learned to help people. I am lucky that some people see that I am different, and bounce off that, and I can bounce off them." BO'K

Network

Many of the interviewees attributed much of their development to having a network of contacts that they could engage with.

"Two years national army service helped. Trained to be an officer. There were a lot of returning ex-service men in senior roles. They suggested that I take up opportunities…Building the size and diversity of personal networks, this gives a broader perspective and insight on emerging issues." PF	"Arthur Bryan, introduced me to people I wouldn't have been introduced to otherwise. My cousin Pat O'Keefe has had a big influence. He recommended that I do Nuffield. He is a 'connector'." BO'K
"I was involved in drama group. When someone much older asked me my opinion, I had to speak up. I gained confidence from being listened to." JB	"Paddy O'Keefe was a huge influence, he always made you think about tomorrow, he was the most extraordinary individual I've ever come across, he opened doors and opportunities for me." MM

Early Leadership

Early leadership roles and responsibilities were a common theme in many of the interviews, with the beginnings of leadership and responsibility taken on from childhood.

"It started when I was 7. My father sent me to the creamery with a horse that was hard to handle) and cart to take the milk. Responsible from an early age. Opportunities to lead… whenever they arose, I took them." SB	"Macra was my first opportunity for leadership development, I found myself as chair of county… Macra in my early 20s…I found that the position commanded initial respect, got people's attention. You didn't necessarily keep

	it! Ever since then, I have been focused on the difference between leadership and power." MM
"I was 21 going on 22 when my parents helped me negotiate buying this farm with the bank. That is what I would see as a commonality between successful farmers, we got control of it very young." KT	"It was a big step: I was the junior to many powerful figures. Sometimes difficult challenges: politics. Discreet, I had to have guts, grit my teeth and get on with it." JT
"I had the opportunity to step up when another project manager didn't work out. I was a bit nervous, it was a risk, but that project turned out to be AMI." RK	"I won the EBI through breeding decisions. I was making breeding decisions from a young age." PR
"Take the opportunities and see if you can make the most of them." GVDH	

Change/Challenges/Crisis

Many of those interviewed cited hardship challenges and moments of crises as turning points in their development.

"Crises are great opportunities to hone skills under fire." SB	"I was threatened, verbally and physically, you learn to handle situations" JO'F
"I went for Lakeland, and was resoundedly beaten. I got it on the 3rd attempt." MM	"Courage: learning how to mask the fear. Hemmingway: grace under pressure." JG
"My faculty and department being disbanded, which was a really good kick in the backside… Voluntary redundancy, a great opportunity to reinvent myself." MW	

Guiding Principles and Values

Most of the interviewees referenced their upbringing, the values of their parents, or other significant childhood figures as significant influences on their values and guiding principles. Many of the interviewees substituted values for principles. If we can assume that principles are timeless qualities, many of the responses on values and principles overlapped. Aristotle stated "We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly."
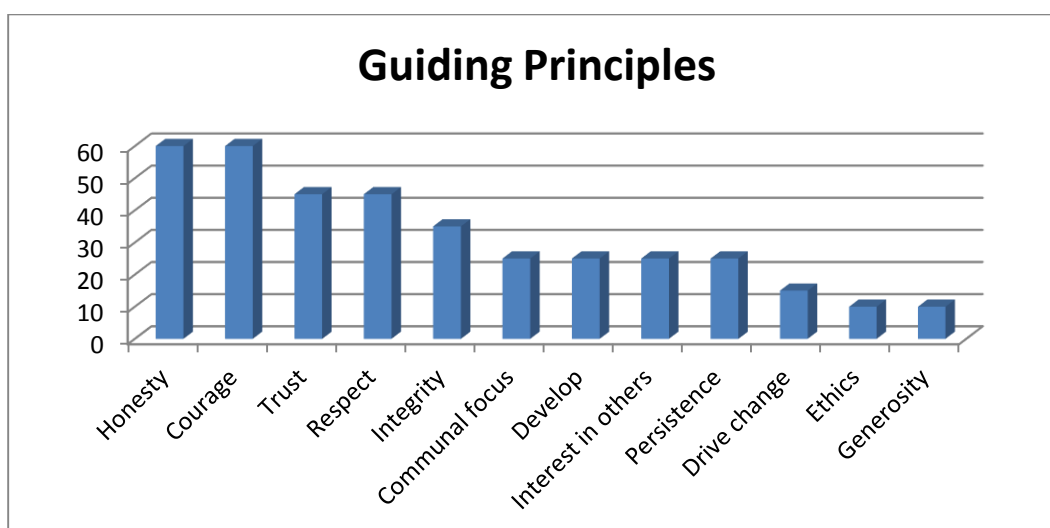
Guiding Principles

Categories (left to right): Honesty, Courage, Trust, Respect, Integrity, Communal focus, Develop, Interest in others, Persistence, Drive change, Ethics, Generosity

Figure 8 - Guiding Principles

As is evident in ==Error! Reference source not found.==, the most consistently mentioned principles or values were courage, honesty, respect for others, trust and integrity. Giving back either to the community, the industry, country, or investing in the development of others was another consistently prioritised, also the ways of describing it, differed, as is evidenced by the other principles mentioned. The majority of those interviewed felt that their guiding principles were consistent throughout their leadership development, but were better honed, better understood, or more consistent as they matured.

"To always try and respect the person I am dealing with, to come genuinely open, without making assumptions. It is a utilitarian direction. I have found it is the most effective way to operate." AO'N	"I still keep honesty as a core principle… To me it is a gift, to be able to be direct and hones,: the challenge knowing where to use it, which often requires courage as well as honest" MM
"It is quite important to me that I do not harm other people, and am fair in my treatment of them… I have a strong sense of empathy and it can be difficult to balance this with leadership at times" AB	"Honesty, and don't ask anyone to do something you wouldn't do yourself. Begin with the end in mind. Also, humility; I aim to be humble. Getting the job done, if the job is to be done, it will be done." SB

Competencies of Leadership

When questioned as to what they felt the competencies of leadership were, the leaders identified a variety of skills, traits, and values, with striking consistency on: vision, listening, communication, self-awareness, influencing, learning from others, and leading others. In conversation, the leaders also talked about emotional intelligence, confidence and overcoming fears.

As detailed previously, CAHRC captured the competencies identified by Canadian farmers into three key areas: Leading self, leading others, and leading industry.

Figure 9 - Leadership Competencies (General)

Similarly interviewees in this study were asked to identify leadership competencies but in addition, were asked to identify the competencies of self-leadership and shared leadership. Rather than duplicate the findings, I have chosen to focus on interviewees' feedback on self and shared leadership, as all of the competencies excluding governance and creativity have been captured in their comments.

Self-leadership

Self-leadership was a term that required clarification by most interviewees. All asked what was meant by it and once they were assured that it meant managing oneself, so that one could manage others, all were happy to speak about their personal experiences, and there was a welcomed consistency on the competencies identified. In this section, many stories were told about leaders earlier experiences of bosses who were either very poor, or very good at self-leadership, and how both extremes influenced their learnings and styles of leadership. Self-leadership is critical to enter tier 1 of leadership development, to embrace ongoing self-learning.

Leadership Competencies - Self

Figure 10 - Leadership competencies (self-)

"Judgement/discernment and wisdom. The human dimension of judgement. Critical reflection, you have to have an ability, even in the maelstrom of activity, to look at what and how, and how it can be done better. Self-awareness… modelling good, professional behaviour. Encouraging it and commending it. You don't allow self or others around you to be destabilised by the trauma of the day. Remain focused on the job and do it professionally. Over time the agents of/or the traumas go away, or change their behaviours." AO'N	"Self-evaluation: look at self and the way that you work. Look at, not just the negatives, but to give myself credit about the positives. Others need you to feel that you are good. You are no used to people if you don't believe in yourself. I only learned that later in my life. Being prepared to listen to others, and be prepared to seek feedback. Be prepared to let some things go. There has to be willingness to compromise." MW
"You have to look after the self. If you can't lead yourself, you have no right to lead others. To have the wisdom to know when to be tough and when to be soft**.** Who to be tough on and who to be soft on. Knowing when to lead and when to drive." SB	"It is up to myself to be where I want to be... The really good people in Holland are being picked out at 19. 20 of them putting in huge amounts of time and money. They are so open to learning, they are strong at comparisons, and their thought processes are so different to here." KT
"Emotional intelligence, empathy, and effective communication skills. The ability to accept feedback and to have sought good, critical friends. Understanding the difference between fantasy (what you think you are good at), and what you are actually good at" CH	"You have to be honest with yourself, you have to realistically assess your behaviours and thoughts. There has to be reflection and sometimes criticism. You have to value change and development, progressions." TO'D

Choosing Positive Influences, Health and Well-being, Staying grounded, Managing Ego

Many of the interviewees gave examples of drawing on outside sources to keep a sense of perspective, and to stay grounded.

"Very important to me: health and mental being, social interaction perspective. Understand why sport is so important, it keeps me grounded. You don't always win. An old footballer said to me 'you have to learn how to lose before you can win'. It is difficult sometimes, you have to keep learning as you go through life… I'm just a farmer, we shouldn't get carried away with our roles in this life" JG	"Mental health and well-being… mind, body and spirit are important. The development of the mind: self-reflection. We need to spend more time on this because we get so busy. The reflection and learning needs to be on-going. As I started getting older: I started going to the gym. If I quit walking/exercising for a month, I could underperform. Spirit: putting focus on life. How you look after your loved ones. The human condition has to have a purpose." SB
"Taking a break, walking the beach, getting away from people, other times, I'll put another distraction in to balance the priorities." AD	"Honesty to myself, I was not aware of until my divorce. To be brutally honest as to why you are behaving in a certain way. Asking myself when I am grumpy, what is really going on here?" PH

Dairy Australia has taken as its definition of leaders, "people who can vision the future, devise strategies to deliver on that future, and communicate both the future and the relevant strategies with passion". Two of the leaders, Denis Brosnan, founder of Kerry Group, and Piet Boer, chairman of Friesland Campina, suggested that leaders are tasked with communicating a vision and clear strategy internally and externally and of managing stakeholders' expectations of delivery and timeframes.

Shared-leadership

When asked about what competencies were needed for shared leadership, interviewees asked for clarity on what shared leadership meant. Terms like collaborative, consensus, coaching and facilitation were used by interviewees when answering this section, indicating their perspectives, and how the term resonated with them. Many started their answer by saying that the values and competencies for shared leadership were consistent with those needed for self-leadership, and then added competencies which they felt captured the challenge of leading and working with others.

Leadership Competencies - Shared

Figure 11 - Leadership competencies (shared-)

"You need to find the right farm, and the right guy. I need to make it very attractive for him to come on board. Then be prepared to do without on the short-term for the longer-term gain. Anticipating what the right guy needs to make the most of the opportunity." BO'K	"The distinction between the personal and the professional, and how they co-exist. I tend to assure my team that if they do a professional job, and look after the company, I will look after them professionally (in terms of their career path), and to an extent their personal growth." JB
"Trust. We are trying to form collaboratives of farmers and processors, so that they can talk about best management practices, and look at synergies… I need to be on the same page as people I am working with. How do you build trust? It goes back to creating relationships in the value chain. How do you communicate to these people, and that is how our communications course came about. Evolution in mind-set; why aren't people working better together. You have to be able to talk with each other. Be more open, be able to have critical conversations, being able to read between the lines." RK	"Listen. Leaders need to develop the ability to listen…. Definitely understand every body's role is, be that the person at a junior level, they need to know of their importance, as well as the CEO. Michael O'Leary stands in the line with his tray. People that aren't too precious or self-important. MM
"A commitment to fairness, and equality of decision-making. An agreement to share collective control of decisions, inclusiveness.	"Strong personal values. Stick to them and what you believe in. High values and strong morals, and stick to them every day. You have to listen

Respect. Listening. Not needing to be right all of the time. A lot of people are good leaders, but can't share the leadership." AD	as well. Leaders can have strong personalities': I have had to learn to listen with both ears, and hear what they are saying. GVDH
"Agreement of the core values and beliefs around the farm system, and how people should be treated." PH	"…also respect and hopefully wisdom." MW

Pathways to Leadership Development

The need to develop leadership competencies is evident in other studies of best practice. Conversations with farmers, extension advisors and academics in the Netherlands, the UK, New Zealand, America, Canada and Australia, garnered an array of examples of successful programmes and initiatives that foster leadership development. As mentioned in the introduction, Irish Nuffield scholar, Mary Webb Johnston, examined some of these in detail in her paper: *'Now, then and Amen'*. The programmes that have had the greatest success are captured in the following focused interview feedback, and also in the recommendations, in the final section.

Interviewees were asked to give examples of pathways of leadership development that they had experienced, or were familiar with. The following list collates the main initiatives that they identified, which are reflected in their comments that follow. This list is not intended to be a comprehensive overview of what is available, but rather a signpost to potential opportunities and next steps for leadership competency development in Irish agriculture.

Allowing opportunities to lead	Mentors and Peer mentoring
Development programmes	Discussion groups
Action-based learning	Travel
Encouraging out of comfort zone	Running projects
Focus on excellence	Learning from those at top
Identifying potential	Succession planning
Developing people to their potential	Competitions/awards

"There were numerous organisations where farmers could be active and learn by doing. In the last decades a lot of rationalisation happened. Groups of farmers now join together in bigger distances. Same as sports organisations, we saw this happening: because of that. The groups of people that were getting experienced in working with and organising groups of people was getting less, and farmers were putting more time into their own farm, and less so in social organisations. We asked 'if they are not getting involved, how are we going to have experienced farmers reps in 20 – 30 years'? We combined these two reasons: We gave farmers the	"…Young farms student groups in the Uni's, discussion groups on farm. Fonterra Governance development programme…. Young farmers getting exposed to chairing, driving discussions. Given opportunities to be subject matter experts… The Kellog training programme. At a senior level of leadership: The Institute of management, and similiar programmes across the sectors." GVDH

opportunity to get know more about the market developments, the dairy world, their own coop/company. Also, giving a lot of free space to organising these meetings themselves". PB	
"Dairy New Zealand consulting officers get opportunities to chair and develop. Exposure to the South Island conference… Chair opportunities for young farmers. The Kellogg programme. Young farmers are given the opportunity to be part of farm conferences. Fonterra: what do they do to develop people? Tours… Discussions are not as relevant as they used to be, because competencies have risen. Farmer/share milker/farm assistant etc… of the year competitions. Have young farmers push themselves forward. Helping organising events. Monitor farms. Opportunities to be on committees. At more senior levels: training in specific competencies for Boards." PH	"Adult learning. Participative training techniques. How do you translate it to leadership?. The challenge of the rural leadership course is a two week immersive course for rural stakeholders: 18 people immersed in a programme which is highly geared towards 'doing'. Very inspiring teachers. Learning from the people at the top of their career. Designed around the needs of the learner. For people who are already experiencing the joys of leadership." MW
"Taking people out of their comfort zone, putting new challenges their way. Sometimes education is appropriate if raw potential Exposure, and getting them to be comfortable with exposure. Teamwork, getting people that aren't comfortable working as part of a team. Matching them, coupling them with someone who is a bit different…Developing empathy…Helping them to find what is meaningful for them. You have to see them blossom when they are in a particular situation and show them their impact. Some people don't know their impact. Getting people to see potential opportunities, getting them into the 'can do' space. Get developing others!" AD	"Having adequate structure to compete at the current standard. Giving the facilities for people to compete on the global stage. This is nothing major, it is asking to have what everyone else has access to. It is basic and necessary. We need to look after our future, in Irish agriculture, we must plan for it and develop it. There are many in this country that are well informed, educated, with massive skills. It's not beyond us, but unfortunately, it does cost money, this small money for big sectors, who recognise the need to invest in leadership." BO'K
"A pathway in the rural community, lead in a voluntary organisation, the ability to go in and the ability to leave. The IFA has a great model that has kept the organisation vibrant, by providing opportunities for people to step up into leadership positions. You have to put yourself forward, and then go when your time is up. You need new thinking. The discussion groups. They are not being used enough. The quality of the facilitators; they shouldn't be doing it unless they believe in it. In a rural setting, politics, unfortunately some people get deep into politics and forget farming…The educational institutions: run programmes reasonably near: rural leadership programmes. Mix those programmes with practitioners: Experts to come and talk at it. Shouldn't all be taught by academics." SB	"The strength of our organisation, we are diverse. We are becoming more diverse in terms of gender, race, and industry. We have people who come in as a 9/10 and we have people who come in as a 4/10. When we put a four in with a nine, there is growth, and grounding for both. I don't think it should be defined. We want to perpetuate diversity. We have to keep extending. If you have the same people, thinking and talking about the same thing, you end up cloning yourselves." JG
"Self-learning: be willing to invest in your ongoing education: attending courses and conferences and	"What we have been doing in Australian dairy – Cows Create Careers – YR9 at school to engage

meeting people. Be receptive to good debate. Recognise the need to be open and social, putting yourself out there." KT	with kids, aim to get kids interested aged 15 – 18 in choosing dairy as a career, let kids and family know about; scholarships to study at Uni. Community leadership development programs to develop skills as a local regional leader, then Nuffield or the Australian Rural Leadership Program to emerge as a national, global leader". PF
"Formal learning is most appreciated at senior levels, formalising the learning so that it can be told to others." PF/ SB	"If you don't do the work you can't succeed, you have to do the training and development. We are competing against those who are. This is the competition. Team Irish Ag, if we want to compete internationally we have to be competent." MM
"The current leaders need to make room, delegate effectively, give people head room, challenge their enthusiasm. Put in a middle layer, give them opportunities to step up and make mistakes, and work with them" RK	*Nuffield ticks many boxes on leadership development: travel, mentoring, experiential learning, authorship of papers etc. "We need to continue to prioritise farmer development, but including diversity in the scholar compliment will broaden the experience and learning for the team" JG*

Conclusions

Simon Sinek's book, *Leaders Who Start with 'Why'*, identifies successful leaders and organisations that identified their values and were able to communicate to stakeholders why they existed and what their beliefs were. The need to identify and communicate the values and the greater good that leaders strive to achieve was identified in this research as critical to successful leadership of the agri-food sector. Justin McCarthy said that leadership is about putting the end goal ahead of your personal objectives and being prepared to hand over your power or role for the greater good.

Piet Boer outlined the core reasons why Friesland Campina invests so much in farmers – essentially, it is to ensure that farmers understand the global dairy market, and to ensure that they engage in their development, so that there is a cohort of farmers available to organise agri-food events, share knowledge and partake in farm walks/case studies. This ensures that there are role models and structures to pass on to the next generation. Boer also speaks of the need to communicate purpose clearly and often to farmers. He identified a scenario within Dutch agriculture in the 1990's, whereby there were fewer opportunities for farmers to engage locally as programmes, meetings and other interventions became more centralised.

Michael Treacy a Director of the Irish Farmers' Association and Sean Brady, Irish businessman spoke in their interviews of a similar opportunity for the IFA to step up its presence locally with farmers, and to perhaps increase local leadership opportunities and on-going training.

Tom O'Dwyer, Head of Dairying and Knowledge Transfer in Teagasc, spoke of the need for all farmers' self-leadership skills to be developed so that they could influence how they managed themselves, as well as how they managed their farms. He raised another significant point, which is that if everyone goes through self-leadership training, everyone benefits; the individuals, their farms, their community and most importantly, the industry. Some of those trained will go on to shared leadership in partnerships or other collaborations, organised groups and so on. When we refer to developing leaders for the industry, we also must refer to the need to develop followers for those leaders.

Leaders will always emerge in a society, and some will be better than others at leading and developing followers. This research has unearthed a wealth of programmes that Irish farmers and agri specialists can access at Tiers Two and Three if not in Ireland, then in the United Kingdom and the Netherlands. Those who are driven to do so will find programmes. Ideally, Irish institutions would collaborate to provide an experiential programme of the calibre of the Rural Leadership programmes in Duchy College and Cirencester in the UK. However, there is a bigger picture that must be addressed, namely developing and equipping farmers to get to Tier one of leadership. This is a greater national challenge.

There are still remnants of post-colonialism in our society, as outlined in the research section. Despite the successes in recent years of industry collaboration, as referenced in the introduction, coffee breaks at discussion group meetings, conferences and board room tables, eventually refer to the kinds of post-colonial behaviour that were outlined in the research section. We all know of and have experienced those mind-sets. We must develop people's self-leadership, self-awareness and reflection, confidence and competencies. This can result in an agricultural and rural society aligned with a value system that enhances sustainability and takes responsibility to ensure that they and their representatives deliver on the objectives of Food Harvest 2020.

The majority of Irish people enter farming in Ireland as a mature career choice and are educated to third level - some with Masters in agriculture. For the most part they have travelled and lived abroad, and experienced other cultures. This will have a significant impact on their expectations of leaders and the emergence of future leaders. In the past, people entered farming at 14/15 years of age, most with only a basic education. This left many crippled with an inferiority complex. There may also have been an element of obligation, e.g. only sons or eldest son. There may also have been a lack of exposure to other opportunities. Conversations with young farmers in discussion groups suggest that farming now it is very much a career choice and farmers' expectations are different to what they were in previous generations. Today's farmers are more inclined to regard farming as a business and are willing to change and adapt if that business is not viable. They have economic and social expectations that are different to their parents' and they compare themselves with their peers in other professions. Education gives them the confidence to deal with other professionals within the sector on a level footing. Now that farmers are working harder to expand their businesses, they are spending more time on the farm to increase efficiencies and to meet the current technical measures as exampled in grassland management and milk proteins in dairy farming. Any development programme will need to be clear in its stated professional benefits to attract farmers as newer generations are more exacting and more articulate when their needs are not being met.

Tiers of leadership development and competency frameworks work. The case studies provide evidence of the effectiveness of having national structures and measures. Organisations have a clearer sense of what they need and what to look for in candidates. The structures act as a means to:

- develop people and promote on-going development
- help leaders lead others
- measure in an unbiased way current status and improvements in people's performance
- give leaders a framework and a language to deliver and receive feedback
- provide a benchmark of excellence

Michael Treacy asked some hard questions such as: What do we want to teach people about leadership? Who will teach it? Where will we source excellence? How will we develop the confidence and expertise need for representation in Europe?

One of the solutions to the government centralising a national agricultural leadership strategy that he proposed was created by an 'honourable group of advisors' made up of industry experts, which will be discussed in greater detail in the next section. Other interviewees acknowledged the work of farmer organisations and in terms of their sustainability, questioned what criteria the organisations and co-ops use when renewing membership and what qualities they look for. They also spoke of the need to identify leadership competencies that would influence these criteria.

Recommendations

Recommendation 1

Context/Issue

The definition of leadership must be demystified. Following Michael Treacy's suggestion of an 'honourable group', Justin McCarthy suggested a Leadership trust to seek out potential leaders and to examine what constitutes leadership excellence. The group would work with knowledgeable experts to facilitate learning by leveraging the best thinking and experiences nationally and internationally. It is important to agree a vision for an inclusive model of agricultural leadership that engages industry stakeholders. This is not only essential for direction and more cohesive thinking, but also to provide consistent leadership to deliver on the vision and objectives outlined in Food Harvest 2020.

This leadership vision would provide clarity and communications as to the values and mind-set needed for successful agricultural production, sustainability for family farms and protection of rural life. This strategy should facilitate local, regional and centralised support to encourage participation as well as co-ordinate resources and measurement of progress. Industry can be guided by the process and plans presented in the Dairy Australia Leadership Blueprint. In particular, having a vision about how to collaborate on structures and resources, a strategy on how to get there, and the ability to communicate these to families and staff teams.

Recommendation

This report recommends that the Agricultural Trust lead the way by putting together the best leadership advisors in the agri-food and business sectors and form a Leadership Trust.

Recommendation 2

Context/issue

Fonterra and Friesland Campina's rigorous Board member appointment and continuous development processes are benchmarks for industry. Farmers who invest in themselves, as leaders need to know that there are real leadership opportunities in the industry and the environments that benefit from their input operate to the highest standards of governance and professionalism.

Recommendation

The Leadership Trust to challenge Irish Co-ops, food processors and other agri-food organisations to ensure that their board members are appointed based on competence rather than politics, through defined Board competencies and standards of continuous skills development of Board members.

Recommendation 3

Context/issue

Government and major sponsors like Agribusiness Divisions of banks need to engage as key drivers to unlock the huge potential in the multimillion-euro agribusiness value chain in Ireland by investing in leadership that underpins that development. The funding support needs to be substantial and long term. There needs to be an investment in all parts of the agribusiness leadership pathway.

Recommendation

Interviewees have proposed €500,000 a year, contributed by industry stakeholders to cover a "home" of leadership and support as a minimum 50/50 funding of leadership programs at Tiers 1, 2 & 3.

Recommendation 4

Context/Issue

Standards in Irish farming are undoubtedly developing for the better. Technical skills such as effective grassland management and the ability to increase the production of milk solids are becoming routine. The national cell count is reducing and the eradication of BVD is within reach. Courses on entrepreneurship, the management of finances and farm business management are readily available. Teagasc has rolled out a more recent programme on labour management. However, there is still a gap in the development of soft skills: decision-making, listening, communication, emotional intelligence, coaching - all competencies identified by the interviewees as key to leadership. Unless these soft skills are understood to be the most challenging in business and organisation management, there is a danger they will be overlooked.[2]

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[2] New Zealand's 'Investors in People' standard, and the Dairy NZ People Productivity kit are successful initiatives for the industry in Ireland to consider.

Recommendation

Integrate personal development and self-leadership for adult farmers as part of knowledge transfer courses in the forthcoming Rural Development plan. In developing self-leadership, farmers have the potential to influence their environment, both immediate and the community

Recommendation 5

Context/Issue

Teagasc has training materials on self-leadership which could to be packaged and adapted for all farmers. It could provide self-leadership programmes as part of its current role in education and farmer development. It needs to be challenged to expand its range of training and development options to incorporate training in the necessary soft skills for adult farmers. Some soft skills are addressed with students, but not in a strategic, consistent manner with adult farmers.

Recommendation

Teagasc to establish a working group to provide soft skills development programmes, (cascading from leadership competency development framework) initially by developing a small number of modules (agreed by stakeholders) and adding to programmes over time.

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Appendices

Appendix 1: Interview Schedule

Part 1 of the research tool is concerned with collecting general data on the interviewee.

Part 2 of the research tool is concerned with collecting in-depth information on leadership competencies and principles by means of an interview.

Part 1 - Background Information

    The Interviewee:

    (1) Position / Title / Area of responsibility:

    (2) Age group

20–35 ☐   36–45 ☐   46–55 ☐   > 56 ☐

    (3) Educational / professional background:

    (4) Have you received any form of formal or informal leadership training or development in the last 5 years? (see below for examples)

- Regular reading of journals and books relevant to your profession

- Shared Knowledge and experience with colleagues

- Spontaneous learning arising from work or personal activities

- Practicing the guidelines and procedures of your work organisation (e.g. performance management systems)

- Learning through informal teamwork in the workplace

- Action learning; learning from development projects

- Acquiring knowledge through self learning

- Keeping a portfolio record of CPD activities that you have undertaken

- External courses the company has paid for

- Internal Leadership Dev/Management Dev training courses

- Other personal activities outside work, e.g. hobbies, sports, community or religious organisations, voluntary activities

- Undertaking academic study that isn't necessarily related to your job or profession

- Authorship of papers (internal or external to organisation)

- Exchanging emails on professional topics with other professional members or taking part in an online discussion forum

- Keeping a reflective diary over an extended period

- Participating in secondments or transfers

- Participating in mentoring (either as mentor or mentee)

- Participating in coaching (either as coach or coachee)

Part 2 - Focused Interview

(5) How would you summarize your leadership development throughout your career?

(6) Considering both your personal and professional life journey what do you think are the milestones that shaped you into the person you are today (upbringing, people, events, your education, health, belonging to a particular group, etc., or a combination of the above)?

(7) What are your guiding principles?

2.A.   Leadership Values, and Competencies,

(8) What in your experience are the key competencies needed in leadership?

(9) What would you say are the values and/competencies needed for self-leadership?

(10)   What would you say are the values and or competencies needed for shared/ collaborative leadership?

3. Pathways of development

(11)   Can you give examples from your experience of pathways for developing potential leaders?

4. Challenges and Future trends

(12)   What do you think are the main challenges for leaders in Ireland today?

Appendix 2: Interviewee list

Ireland

Sean Brady   Businessman, consultant

Jackie Butler   CEO Common purpose

Matt Dempsey   Chairman of the Agricultural Trust

Ann Derwin   Chief Economist, DAFM

Colleen Dube   CEO Fullbright Commission

Tom Dwyer   Head of Dairy & Knowledge Transfer, Teagasc

Colm Hayes   PO Beef and Dairy division DAFM

Mike Magan   Chairman AHI, farmer

Justin McCarthy   Editor & CEO, Irish Farmers Journal

Mike Murphy   Businessman, partnership farmer

Joe O'Flaherty   CEO AHI

Bill O' Keeffe   President Nuffield, partnership farmer

Adrian O'Neill   Director General, Anglo Irish Division, DFAT

Pat Ryan   Partnership farmer

Kevin Twomey   Partnership farmer

John Tyrrell   Consultant, Executive Nuffield Ireland

International

Netherlands

Alfons Beldman   Senior researcher/project manager of Entrepreneurship programmes for farmers

Piet Boer   Chairman Friesland Campina

United States

Pippa Hedley   COO Grasslands, Missouri. ex Dairy NZ

Gareth Van Der Hayden   CEO Grasslands Missouri, ex PWC NZ

Australia

Paul Ford   Consultant, ex CEO Gardener Foundation

Jim Geltch   Chief Executive, Nuffield Australia

Canada

Ryan Koeslag   CEO Agricultural Management Institute

United Kingdom

Martyn Warren   Consultant, Writer, Lecturer, designer of Rural
                      Leadership Programme Duchy College

Brussels

Michael Tracy   Director IFA

Exploratory Interviews:

Ireland

Michael Berkery   Chairman FBD insurance

Michael Brady   MD Brady Consultants.

Padraig Brennan   Senior Business Analyst, Bord Bia

Geoff Dooley   Management Consultant: Agri, Veterinary & Environ

Denis Brosnan   Founder of Kerry Group plc, Businessman, Consultant

Catherine Lascurettes   Executive Secretary National Dairy and Liquid milk IFA

Roberta McDonald   Farm profitability programme manager, Aurivo

Amii McKeever   Executive Secretary Pigs & Poultry Committees, IFA

Aisling Meehan   Solicitor and Tax consultant

Eddie Molloy   Consultant, Advanced Organisation

Caroline Murphy   Consultant and owner of Avondale Media Services

Michael O'Duffy   Head of Innovation, DCU

John O'Sullivan	Chairman ICBF, Board member AHI
Ann Randles	Secretary and Director of Administration, IDB
Alan Renwick	Professor of Agriculture and Food Economics, UCD
Peter Young	Journalist - IFJ, Farmer, Consultant
Liz Wall	Chairwoman ICA

New Zealand

Maree and Donald Andersen	Equity partnership farmers
Dale and Colin Armer	Owner Dairy holdings Ltd
Colin Glass	CEO Dairy Holdings Ltd
Anna and Robert Kempthorne	Equity partnership farmers
John, Carol, Simon & Lisa Lynsky	Equity partnership farmers.
Philip and Ainsley Luscombe	Equity partnership farmer, psychologist.
Lloyd McCallum	Fonterra Councillor
Tricia and Andy McFarlane	Consultants and farmers, women in leadership
Julian Raine	President Nuffield NZ
Lynaire Ryan	Dairy NZ consultant
Adrian van Bysterveldt	Dairy NZ consultant, governance expert
Heather and Steve Wilkins	Partnership farmers and Nuffield scholar

United States and Canada

Terry Betker	CEO Backswath Management Inc, Minatoba
John Dardis	Ag Attaché for Ireland in Washington
Jean Lonie	Director of Student Recruitment Penn State University
Niall Murphy	Owner, Emerald farms

| Heather Watson | Exec Director, Farm Management Canada |
| Mathieu Lipari | Program Manager Farm Management Canada |

Australia

| Paul and Louise Ford | Industry leader, community leader |
| Jodie and Wayne Radcliff | Poultry farmers, industry leaders |

United Kingdom

John Alliston	Professor of Agriculture RAU
James Thompson	MD Sansaw Estate, Shropshire
Stephen Watkins	President of Nuffield UK.
Sian Bushell	Consultant, trainer, succession planner

Brussels

Marian Harkin	MEP
Padraig Walshe	President of COPA
Orla Keane	Head of Institutions, Perm Rep of Ireland
Julie Connell	First Secretary, Perm Rep of Ireland

Africa

Donal Cronin	Ambassador, Embassy of Ireland, Kampala
Tom Crowley	Interim Country Director, Trocaire, Uganda
Colum Hatchell	Head of consular, trade and economic opportunities

Appendix 3:   Dairy Australia: Tiers of leadership and opportunities available:

Tiers	Industry Outcomes	Individual Learning Outcomes (Mapped by NCDEA)	Example programs. Refer to the LEADERSHIP DEVELOPMENT DIRECTORY for the full list.	Stakeholders currently investing or involved
Tier 1 60 people participating in leadership development in this tier to be new members for roles such as: • RDP Board members • Young Dairyfarmer Network committee members • Dairy company supplier local representatives • Discussion Group leaders • SDFO District Councillors • Reference Groups for dairy RD&E projects	• Strong farmer, manufacturing, processing and service provider leaders in industry programs delivering innovation. • Strong leaders across the value chain recognise the importance of leadership amongst employees in industry businesses, organisations, projects, the service sector and on farms. • Interested and informed industry members for community and regional dairy networks.	**Leadership Behaviours & Skills Set:** Managing change in yourself: • Self awareness • Time management • Effective communication incl. public speaking • Networking **Operating Skills**: • Meeting procedures • Group facilitation • Governance and organisational financial management • Media training • Understanding industry structure	**Course** 'LEADIN' Dairy Development Course • Customised for different entry groups i.e. Young farmer groups, RDPs, Dairy Companies (Run in 3 locations each year with 15 people in each program) **Tours** Interstate tours organised at a regional or state level. e.g. • Don Campbell Study Tour • UDV Apprenticeship Tour • WA Tour • SDP Tour	• NCDEA • RDPs • RDPs • SDFOs

			Other • YDDP or equivalent activities • Future Farmers Network • Cows Create Careers (farmer or industry advocate role) • Community Leadership Programs	

Tiers	Industry Outcomes	Individual Learning Outcomes (Mapped by NCDEA)	Example programs.	Stakeholders currently investing or involved
Tier 2 20 people participating in leadership development in this tier. E.g. • RDP Chairs • Dairy company Board members • SDFO Central Councillors • Chairs of Reference Groups for dairy RD&E projects	• Strong industry ability in policy direction and advocacy. • Strong industry governance of collective assets (e.g. co-operatives, HI organisations; service organisations such as Dairy Australia). • Strong farmer, manufacturer, processor and service provider leaders in industry programs delivering innovation. • Strong leaders across value chain recognise the importance of leadership amongst employees.	Leadership Behaviours & Skills Set above, and in addition: Managing change through others: • Building effective teams • Strategy formulation & implementation • Negotiation skills • Conflict resolution • Advocacy • Mentoring	**Course** Developing Dairy Leaders Program RDP Directors' Essentials Marcus Oldham Rural Leadership Program (2 dairy candidates/year) Gardiner Leadership Engagement project Milk company supplier development programs Tour • Jack Green Fellowship **Other** • DAFF initiatives (repeated but not recurrent – presently on hold) • Australian Institute of Management • Community Leadership Programs e.g. Loddon, Fairley, Gippsland	• ADF • NCDEA • DA • NCDEA • DA, RDPs • Gardiner • Gardiner • Fonterra • Murray Goulburn • Dairyfarmers Ltd. • Churchill Trust • DAFF • Gardiner

Tiers	Industry Outcomes	Individual Learning Outcomes (Mapping by NCDEA required)	Example programs.	Stakeholders currently investing or involved
Tier 3 2 people participating in leadership development in this tier. E.g. • Dairy Australia Chair or Board members • ADF Chair or PAG Chairs	• Ability to represent Australian industry at a national/international level • Strong industry ability in policy direction and advocacy.	Leadership Behaviours & Skills Sets above, and in addition: • Understanding industry issues (national + international) • Strategy development • Corporate governance • Government processes • Trade and diplomacy	**Course** • Australian Rural Leadership Program (1 candidate/year) • Daring to Change program **Tour** • Nuffield Scholarship (1 or 2 candidates/year) Other • IDF meeting attendance • Multi-lateral trade meeting observation	• Dairy Australia • Gardiner Foundation • Dairy Australia • Aust Dairy Conf • Gardiner • Dairy Australia, • ADF & ADIC

Report Summary

Project Title:	Leadership development pathways for Irish agriculture

Scholar:	Karen Brosnan
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Objectives	Examine pathways for leadership development in Irish agriculture The aim of developing leadership is to improve the effectiveness of Irish agriculture and the capacity of Irish farmers through leadership development at self, shared and industry leadership levels. Specific objectives of this report: 1. Gain consensus on the values and competencies of individual leadership at community, regional, national and potentially, international levels 2. Determine what processes of development have brought successful Irish and international leaders to where they are today 3. Present competency frameworks and different pathways for farmer leadership development at all levels
Background	Partnership farming and collaborative farming are necessary to overcome individual barriers to expansion. Key challenges to working collaboratively identified by Farmers: **T**rust, mind-set, values and objectives. Food Harvest 2020 is a world class vision for the agri-food sector. Skilled leaders are needed to lead and engage industry in its implementation. Leadership development was found to have many sources, both formal and informal. Key development sources (among others):

	o Shared knowledge and experience, including mentors and travel
	      o Learning through action and experience
	      o Continual learning

Research	Effective leadership requires competencies (knowledge, skills and attitude) in both:
	      o self-leadership, the ability to manage and lead oneself
	      o shared-leadership, the ability to lead, and be led by, others

Recommendations	1) This report recommends that the Agricultural Trust lead the way by putting together the best leadership advisors in the agri-food and business sectors and form a Leadership Trust. 2) Trust to challenge Irish Co-ops, food processors and other agri-food organisations to ensure that their board members are appointed based on competence rather than politics, through defined Board competencies and standards of continuous skills development of Board members. 3) Interviewees have proposed €500,000 a year, contributed by industry stakeholders to cover a "home" of leadership and support as a minimum 50/50 funding of leadership programs at Tiers 1, 2 & 3. 4) Integrate personal development and self-leadership for adult farmers as part of knowledge transfer courses in the forthcoming Rural Development plan. In developing self-leadership, farmers have the potential to influence their environment, both immediate and the community. 5) Teagasc to establish a working group to develop soft skills development programmes, initially by developing a small number of modules (agreed by stakeholders) and adding to programmes over time.