

Prepared for:



# Horticulture NZ Leadership Programme

Research report

March 2024



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## Executive summary

The Horticulture New Zealand Leadership Programme (hereafter referred to as *the Programme*). was first delivered in 2002. Since then, it has trained over 300 leaders. With new challenges and opportunities existing compared to twenty years ago, as well as concerns over the sustainability of the Programme, a review of the Programme against the current industry landscape and recent leadership frameworks was undertaken.



The objective of the research, and in turn this report, is to bring existing data (i.e., existing information) and new data (i.e., from new research) together to inform the creation and pilot of a revised and fit for purpose horticulture strategic leadership programme.

Eight different research activities were undertaken to gather the information required (as can be seen on page 6). These were a mixture of desk research, interviews and surveys of industry leaders and Programme alumni.

The results of the research revealed that the Programme is a highly valued and effective programme with a unique value proposition. There is strong evidence that the Programme should continue and that there is a demand for this type of development opportunity. While most elements should be retained to avoid diminishing its value proposition, a few changes are necessary to ensure the right participants are attending, and that the Programme aligns with the Growing Together 2035 plan and the FFCove Leadership Development Framework.

There is genuine concern around the Programme's sustainability. Reducing the length and intensity of the Programme and removing content is likely to decrease effectiveness and should only be done if absolutely necessary. In order to increase the Programme's financial sustainability, credentialling could be an option, but comes with risks and costs that need to be carefully considered and mitigated. One action that could immediately improve the Programme's sustainability is proper documentation of processes, systems and content.

The final recommendations are:

 Recommended "keeps"	 Recommended "changes"
<ul style="list-style-type: none"><li>• Horticulture-centric nature</li><li>• Addressing topics front of mind for participants (even if they go beyond the Action Plan).</li><li>• Effective communication (although not explicit in the Framework)</li><li>• Governance phase</li><li>• The length and modules</li><li>• The Wellington location</li><li>• Face to face approach</li><li>• Guest speakers</li></ul>	<p><b>Highly recommended</b></p> <ul style="list-style-type: none"><li>• Ensure the Programme and its facilitators are competent in tikanga and te ao Māori, subsidise Māori participants' attendance, and reflect Māori in marketing and content</li><li>• Educate on the importance of science, what it has done for the industry and could do for the future</li><li>• Expand the learning outcomes to include all framework principles</li><li>• Make key topics adaptable and flexible each year</li><li>• Create a new marketing plan that ensures diversity</li></ul> <p><b>Worth considering</b></p> <ul style="list-style-type: none"><li>• Create an alumni association</li><li>• Refresh some of the facilitators</li><li>• Module learning</li><li>• Greater connection with industry groups</li></ul> <p><b>Approach with caution</b></p> <ul style="list-style-type: none"><li>• Add credentials to the programme</li></ul>

# Introduction

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## Background

In 2000, New Zealand Fruitgrowers Federation recognised the importance of encouraging leadership development in a more proactive way. In consultation with leaders of the time, it identified the need for leadership development specific to the fruit industry. This resulted in the creation of the Leadership Programme in association with the Professional Development Group at Lincoln University (New Zealand’s leading rural leadership training provider at the time), then providers of the Kellogg Rural Leadership Programme.

The concept was to provide a stepping stone for those people with essential skills and motivation but who could benefit from upskilling to give them the capability, knowledge, confidence and impetus to assume leadership roles in the horticulture sector.

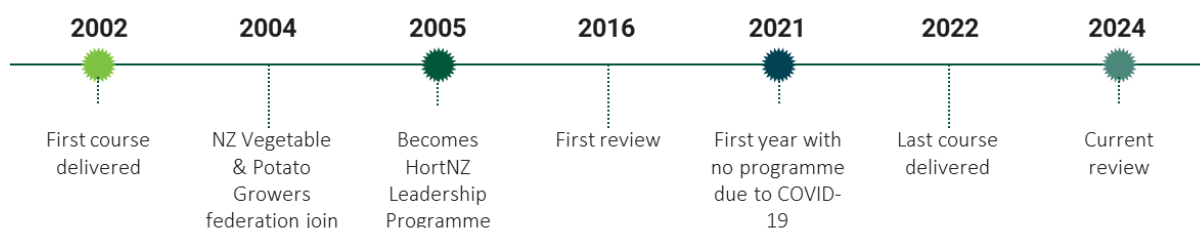
From the start, the aim of the programme has been to act as an intermediate step. The goal was to provide strategic leadership development to those influencing organisations and the industry. It was imagined as a step to more advanced leadership development courses such as the Kellogg Rural Leadership Programme, training offered by the Institute of Directors or the Nuffield New Zealand Farming Scholarship scheme.

The Leadership Programme was first delivered in 2002 (see timeline in Figure 1 below). Two years later, the New Zealand Vegetable and Potato Growers Federation became partners in the programme which opened to both the vegetable and fruit industries. After Horticulture New Zealand (HortNZ) was formed in 2005 by the merger of the New Zealand Fruitgrowers Federation, the New Zealand Vegetable and Potato Growers Federation, and New Zealand Berryfruit Federation, the programme became the HortNZ Leadership Programme (hereafter referred to as *the Programme*).

Since then, the Programme has been delivered continuously, with cohort size increasing from 12-15 to up to 26 in later years. 2021 was the first year the Programme did not run, due to the Covid-19 pandemic. It is estimated that over 300 leaders have completed the programme. The Programme has been on hold since the 2022 course was delivered, for the purpose of reviewing and strengthening the programme delivery, content and target audience.

The Programme was previously evaluated in 2016-17. The review included interviews with Horticulture NZ Board members and chief executive, as well as course directors. Alumni and their employers were surveyed.

Figure 1: HortNZ Leadership Programme timeline



- Since its inception, the Programme has been industry-specific (expanding from fruit to horticulture) and has targeted growers who are already, or aspiring to be, in strategic leadership positions, influencing other leaders, organisations and industry.
- It has trained over 300 leaders over the last two decades.

## Context

### Objective

The objective of this project is to bring existing data (i.e., existing information) and new data (i.e., from new research) together to inform the creation of, and pilot of, a revised and fit for purpose horticulture strategic leadership programme. The proposed approach includes three phases (Figure 2):

Figure 2: Project phases



Research



Design



Pilot implementation

*This document is to report the findings of the Research phase, which will inform the Design phase.*

### Driving factors behind the project

Prior to the project, HortNZ identified internal challenges and opportunities that drove the need for this review of the Programme.

1. A disconnect between the historic intent of the programme (i.e., a programme focused on all growers<sup>1</sup>) and the recent cohorts which attracted many individuals in packing and corporate positions, but few *self-employed* growers
2. A risk that the programme, designed to suit “everyone and anyone” at the right level, cannot be equally effective across the sector due to the diversity and complexity of the horticulture sector
3. A lack of clear leadership development pathways in the horticulture sector, which could negatively affect the professionalisation of the workforce
4. A need for the Programme to align with recent findings from reports on leadership in the food and fibre sector and the principles-centred leadership model developed for the food and fibre sector

<sup>1</sup> In the context of this report, “growers” mean those involved in production organisations and roles, including the production arm of integrated and/or diversified organisations.

5. A risk of the programme value being negatively affected due to a lack of succession planning with the current team of facilitators
6. A perceived opportunity in capturing and benchmarking value through qualifications and credentials, which could also increase the sustainability of the programme.

*This document endeavours to address these opportunities and challenges.*

## Methodology

### Research activities

Eight different research activities were undertaken to gather the information required during the Research phase of this project. Figure 3 below maps the different activities to their purpose.

**Figure 3: Research activities and their purpose**



The different research activities and their purposes overlapped during this project. Therefore, the content of this report does not present findings from each research activity separately. Section *About this document* on page 9 offers a detailed description of how the content of this report is organised.

### Research participants

The research activities involved different groups of participants.

#### Interviews

We interviewed 17 individuals. Table 1 below provides an overview of interview participant groups and numbers. Although not included in Table 1 because they were not formal interviews, we also had comprehensive discussions with Sue Pickering, the programme leader since its inception, and with Pip Direen, Qualifications and Standards Analyst at Muka Tangata. The former was focused on the Programme history and insights into sector needs and priorities, as well as feedback on the Programme's "must haves" and what needed a refresh. The latter aimed to gain a deeper understanding of credentialing leadership programmes in the food and fibre sector.

### *Alumni*

We interviewed seven alumni from the 2020 and 2022 cohorts about their experience during the Programme and the impact of the Programme on them and their career. This was limited to the two most recent cohorts (there was no programme in 2021 due to Covid-19) to ensure that interview participants could recollect the programme well enough to answer questions.

We initially contacted 37 alumni and booked eight interviews within 72 hours. The booking calendar was then disabled to prevent more people from signing up (because the budget allowed for a fixed number of interviews).

### *Peers and supervisors*

During interviews with alumni, we asked them to identify a supervisor or team member who had worked with them before and after they completed the programme and who we could talk to. We were able to connect with two individuals. The purpose of these interviews was to understand if supervisors or peers noticed changes in the alumni after they completed the programme.

### *Industry leaders*

We also interviewed eight individuals that HortNZ identified as industry leaders. We aimed to have a sample that would cover different organisation types. Leaders were asked about their knowledge and feedback on the programme if they were familiar with it, and about their thoughts on leadership challenges and skills that leaders in the horticulture sector need to be equipped with.

We initially contacted 24 industry leaders and booked nine interviews within 72 hours. The booking calendar was then disabled to prevent more people from signing up (because the budget allowed for a fixed number of interviews).

**Table 1: Interview participant tracking**

Interview type		Target	Completed	
Alumni (2020 & 2022 cohorts)		6-8	7	
Supervisors and peers of alumni		2-4	2	
Industry leaders	Grower stakeholders	4-6	8 (including 5 alumni)	3 (1 alumni)
	Grower teams			1
	Integrated and/or diversified owners or senior executives			2 (both alumni)
	Production focused growers			2 (both alumni)

### **Focus group**

In addition to interviewing industry leaders, we conducted a focus group with the six members of the project's Advisory Group. This group was brought together by Kate Longman, General Manager Engagement, from Horticulture NZ. During the focus group we asked participants similar questions to the industry leaders interviewed. The value of the focus group came from the discussions that the questions generated and the group dynamics enabled participants to build on one another's opinions. This allowed us to understand the relative importance of different concepts and ideas.

## Survey

We contacted alumni to ask them to complete a short survey modelled after the Mackenzie study conducted by the Otago Business School and the Department of Economics which investigated the outcomes and impacts of the Kellogg and Nuffield Programmes.

We did not have up-to-date contact information for alumni, which made it difficult to send the survey as many emails 'bounced' from email addresses that no longer existed. The clickthrough rate from this invitation was low (see Table 2 below for details). Follow up emails received even lower response rates. We anticipated that the lack of up-to-date contact information would be a barrier to reaching alumni. We asked alumni who received the email to please share the link with other alumni and included a similar request at the end of the survey. A link to the survey was also included in the Horticulture NZ newsletter.

**Table 2: Survey invitation clickthrough data**

	Total	Proportion
Email invitations sent	189	
Bounces (not delivered)	57	30.2% of total
Open	61	46.2% of delivered
Clickthrough	15	11.4% of delivered

The low engagement from alumni we could contact was surprising considering the general good feedback received on the programme (see *Programme value* on page 10). It is not possible to draw conclusions about the low response rate. However, potential reasons for it were considered ahead of time and both the survey and messaging were carefully crafted to mitigate them. Below are a list of the potential barriers and mitigations put in place:

- **Timing of the research:** research activities were completed during February and March 2024, overlapping with harvest season which a busy time of the year

*Mitigation: Survey was short and indicative time was clearly indicated (8-10 minutes)*

- **Lack of awareness:** it is possible that many alumni were not aware of the review process and were confused about receiving the request from a third party

*Mitigation: Messaging included background information about the purpose of the survey and review project*

- **Not feeling able to complete the survey:** for most alumni, a long time had passed since they completed the programme, which could make them feel that they would not be able to accurately complete the survey

*Mitigation: The survey did not include questions specific to programme content but focused on long-term outcomes; messaging highlighted this*

- **Not wanting to provide feedback:** if alumni have a negative attitude toward the programme or the review process, they might not have wanted to take the survey

*Mitigation: Messaging mentioned the opportunity to influence decisions related to the programme.*

Note that due to the low sample, it has not been possible to undertake statistically relevant cross-analyses. For complete survey results, including demographic information about the respondents, please see *Appendix B: Survey results* on page 49.

## About this document

This document presents the key findings and insights from the Research phase of this project. Mixed methods research reports frequently present results from each research activity separately before synthesising research findings. However, in this case, this approach was deemed unsuitable. The different research activities covered similar topics and presenting results separately would have been repetitive. Therefore, we have chosen to synthesise the results into four key themes that emerged from the research process overall. These themes are the headings of the report:

1. **Programme value:** insights into the strong value proposition of the Programme
2. **Horticulture sector:** overview of the unique characteristics and challenges of the horticulture sector and details of the key priority topics that the Programme ought to cover
3. **Leadership in the horticulture sector:** overview of existing leadership training and development in the horticulture sector and details of the skills and knowledge that leaders should be equipped with, including an insight into governance
4. **Programme logistics:** insights into the historic and current target audience and delivery approach for the Programme, including insights into what should be kept, changed and started; information about credentialling the Programme.

Figure 11 in the Appendices on page 49 maps the information sources from each of the sections across the content of the report.

This report covers the full research results. There are two supplementary documents that, together with this report, create a report package. They are:

- **The research infographic:** to be used as a visual executive summary for those who want a quick overview (note that this infographic has been used as the executive summary in this report).
- **The research summary report slide deck:** for those who want a deeper understanding of the research than the infographic can give, but do not have the time to read the full report.

## Programme value

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Our first step was to determine the Programme's value proposition to be able to inform the decision to continue with the Programme or not. We used the existing information made available to us and collected new data on this. We suggest that the value of the Programme can be based on it:

1. Meeting expectations and giving participants satisfaction
2. Being recommended by alumni
3. Having a positive impact on participants' career, their organisations and the sector as a whole.

## Programme purpose

The overall purpose of the Programme is to ensure a strong pool of high-performing fruit and vegetable industry leaders with the knowledge, skills and motivation to facilitate the industry into continued profitability and vibrancy.

It provides leadership development and familiarisation with governance in the horticulture sector to emerging and current leaders from across the sector. The programme is one of several leadership and governance programmes available to the horticulture workforce. It was designed to lead on to the Kellogg programme.

## Exceeded expectations

Feedback collected upon completion of the programme over the years indicate that participants (sourced from programme information made available by Horticulture NZ):

- Enjoy the experience (e.g., average rating in 2020 for all sessions was 8.3/10)
- Benefit from the learning (e.g., average rating in 2020 against learning outcomes was 8.8/10).

Alumni in the survey (n=20) and in interviews (n=7) said that the programme had overall matched or exceeded their expectations, even though some had high expectations already. Many had heard from other alumni that the programme was good, and they expected a challenge. The Programme still ended up being better than what they had anticipated for the majority. Reasons for the programme exceeding their expectations included:

- They were challenged
- They learnt a lot
- They built strong connections
- They enjoyed the practical delivery.

*I won't say I had no expectations. I was expecting a challenge but didn't know the details. We were blown away about how much we learned in that one week, how much we'd built relationships with those on the course. I was expecting strategic stuff but there was a lot of real in-depth leadership style learning I hadn't experienced before. (2020/22 alumni)*

Only one interviewed alumni felt their expectations had been met, rather than exceeded, as they had relatively high expectations to start with – they were overall happy with the Programme.

## KEY FINDINGS

- The Programme has a strong existing value proposition that consistently exceeds expectations.
- The challenging and intensive aspects of the programme are perceived positively.

## Frequently recommended

Many alumni we talked to indicated that their decision to sign up for the Programme had been influenced by recommendations from others. For six alumni, other people within the industry had heard of, or had positive experiences with, the programme and recommended it to them. People who recommended the programme included family members and colleagues.

*My dad mentioned it to me. He said, "I think this would be really cool, I think it'd be some good professional development...[and] it would be good if you could see what the industry is all about." (2020/22 alumni)*

All the interviewed alumni (n=6) and leaders (n=6) who were asked whether they would recommend the Programme, said they would or already had.

*It was an amazing opportunity. I would definitely recommend to others down the track. (2020/22 alumni)*

*I have endorsed it publicly in front of [a group they are a part of] twice. (2020/22 alumni)*

The three interviewed leaders who had not participated in the Programme themselves reported they had heard good things about it from others.

*I know people who have participated, and they loved it. (Industry leader)*

## KEY FINDINGS

- Frequent recommendation is a good indicator that the programme is fit-for-purpose and is providing participants with valuable skills.
- These results also show that alumni are integral in spreading the word about the programme and recruiting future participants.

## Made a difference

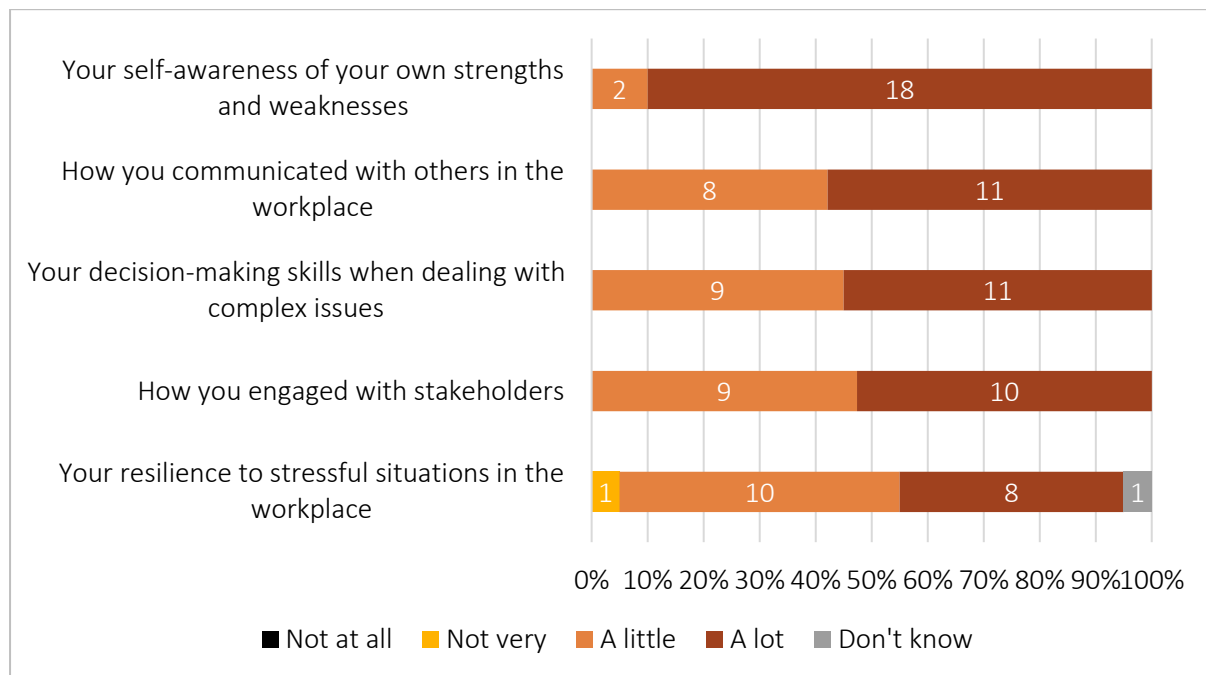
Beyond enjoying the experience of the Programme, we investigated if alumni benefited from their participation in the short and long term.

Figure 4 below shows how alumni who took the survey (n=20) think they benefited from the programme in their work. Increased self-awareness stands out as the most impacted area. This is consistent with interviewees' feedback. They described how increased self-awareness impacted most other areas in a domino effect. Four alumni found the programme pivotal in changing the way they think and act. Some explained thinking more carefully and deliberately than they had before about who they are and how they act both in and out of work.

*[The programme gave you] motivation to work on your own self-building project. It made you think about how you conduct yourself at work and how you want to do your day to day. (2020/22 alumni)*

*I am serving myself and leading myself – those are the things that we are taught to ask ourselves on the course. You are encouraged to think quite deeply in the course. (2020/22 alumni)*

**Figure 4: The Leadership Programme improved... (Survey, n=20)**



Key skills and knowledge gained from the programme for survey respondents ranged from being better able to complete day-to-day tasks (e.g., running better meetings, breaking down goals into measurable tasks) to the ability to make difficult decisions and think strategically.

In the 2016 review, all past graduates consulted reported that the programme had contributed to them being a better leader and/or manager, contributing to their organisation, and taking greater leadership roles in within their business, region, or industry.

Of the eight industry leaders interviewed, five had done the programme before and they all found it had a positive impact on them, both as a person and for their career. Five alumni interviewed said the programme improved the way they deliver their work and their project management skills. This included improved problem solving, decision making and listening skills, and skills around how to manage projects, people, stakeholder communications and oneself.

*It just taught me how to be a professional, how to operate myself and work... in a career... I didn't really know how to manage myself, people, expectations, lines of communications, or responsibilities, and those things all felt quite daunting and scary. So, it really gave me a bit of a bedrock for that. (2020/22 alumni)*

*Most of my job is problem solving. The course and Sue particularly have given me confidence with decision making. (2020/22 alumni)*

Survey respondents also indicated a positive impact on their career and place of work, with a majority saying they were able to contribute more effectively and set a strategic direction (see Figure 5 below).

Figure 5: As a result of the HortNZ Leadership Programme I was able to... (Survey, n=20)



Four alumni interviewed said the programme set them up for future positions and opportunities. Alumni mentioned having roles on governance boards, district associations, councils, steering groups, and working groups, becoming part of senior management teams, attending other programmes, teaching and supporting other people and participating in industry events. Two of these alumni said that they would consider other opportunities, such as taking on a governance role, in the future.

Survey respondents were asked if participating in the programme allowed them to “better serve in governance or leadership role(s)”. Figure 6 shows that all but one respondent think that the programme had a positive influence on their workplace. In addition, 17 respondents had been involved in governance roles in industry specific or publicly listed New Zealand enterprises. Respondents also said the programme had a positive influence on their involvement:

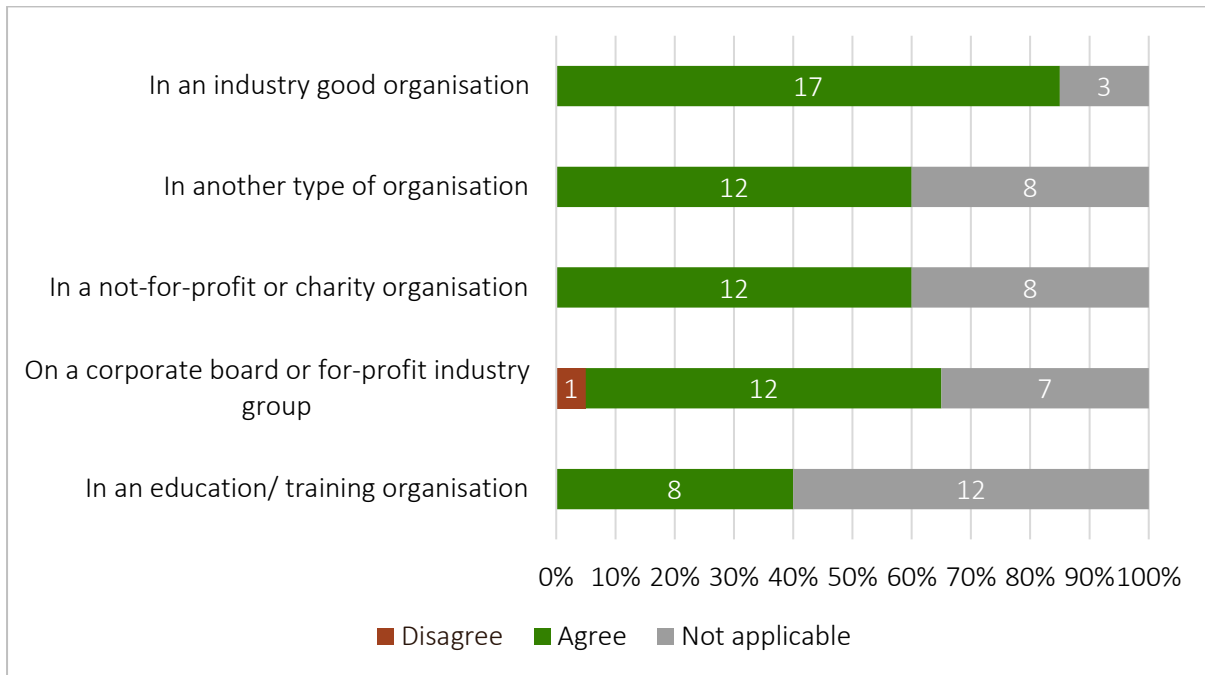
- In leadership roles in local community organisations (both volunteer, n=15, and as consultant / employee, n=8)

*All but two respondents have been involved in local community organisations.*

- In government roles (both appointed, n=6, and elected, n=5, roles)

*One-quarter of respondents have been involved in government roles.*

Figure 6: As a result of participating in the HortNZ Leadership Programme I was better able to serve in governance or leadership role(s)... (Survey, n=20)



KEY FINDINGS

- These results indicate that the Programme has a lasting effect on alumni and helps them to progress themselves and their careers.
- The Programme is valued by the industry and perceived as a key development pathway.
- Putting the programme ‘on hold’ for this review and re-design was perceived negatively and with some worry by the people we talked to.

*There is a definite need, people are upset it was taken away. (Industry leader)*

## Horticulture sector

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While the Programme is not *about* horticulture, it has been crafted within the context of the horticulture sector and targeted at emerging and current horticulture leaders. To better understand if there is value in the Programme being horticulture specific, we reviewed existing information on the sector, its characteristics and challenges. We also collected data to identify priority horticulture topics that the Programme might need to address.

### Overview and characteristics

Horticulture contributed \$6.7 billion export revenue<sup>2</sup> in 2022 and \$7.1 billion<sup>3</sup> in 2023, reaching over 120 countries. This is expected to continue growing in the coming years. New Zealand horticulture is a fast-paced and world-leading industry, innovating and evolving to provide premium produce.

There are around 6,000 growers and the sector employs over 60,000 people<sup>4</sup>, with over half in production roles and 40% in processing and manufacturing roles. Compared to other food and fibre sectors, horticulture has stronger seasonal employment patterns, with different capacity and skills needed at different times during the year<sup>3</sup>.

Technology and automation are anticipated to influence the workforce needs and characteristics. This would reduce challenges due to lack of availability of workers but would require the sector to transition to higher-value and permanent roles<sup>4</sup>.

Another unique characteristic of the horticulture sector compared to other food and fibre sectors is the integrated value chain. As Sue Pickering explains, “*an organisation can plant the tree, grow the fruit, pick the fruit, pack the fruit and sell the fruit*”, which is a key difference between horticulture and the pastoral sector.

In addition to vertical integration, the horticulture sector is very diverse across:

- Industries (e.g., potatoes vs. cherries)
- Regions (e.g., Hawke’s Bay vs. Canterbury)
- Business types (from family-owned and operated orchards to large integrated corporations, such as Mr Apple).

Two alumni specifically identified that the Programme was better than others available to them since it was targeted to the horticulture sector, meaning content was more specific and stronger connections could be established.

*[With the horticulture focus], you feel like you can relate to it more, you feel like you’re included because it’s there for you, you’re not just an add-on... [In a programme that doesn’t have a horticulture focus, you don’t get the] same kind of connections and [I did get the] feeling of being spoken to like I was the only person in the room. (2020/22 alumni)*

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<sup>2</sup> <https://www.beehive.govt.nz/release/government-and-horticulture-sector-target-12b-exports-2035>

<sup>3</sup> <https://www.workforceinsights.govt.nz/workforce-today/horticulture/>

<sup>4</sup> Horticulture Workforce Transition Plan 2021-2031, HortNZ <https://www.productivity.govt.nz/assets/Submission-Documents/immigration-settings/DR-147-NZ-Apples-and-Pears-Incorporated-Horticulture-New-Zealand-Incorporated-Attachment-2.pdf>

## KEY FINDINGS

- An industry with this kind of revenue, reach and employment needs a strong leadership programme.
- Keeping the Programme specific to the horticulture sector allows it to be relevant and fit the unique characteristics of the sector.

## Radical challenges

KPMG identified that the food and fibre sector is facing transformational changes through the combination of climate change, geopolitical shifts, unwinding globalisation, changes in consumer preferences, new economic paradigms, and differing employment expectations, amongst many other factors<sup>5</sup>.

Multiple sources<sup>6,7,8</sup> identify challenges that the horticulture sector is facing or will be continuing to face in the future. These include, but are not limited to:

- Increased cost of production due to increased costs of labour and securing access to land
- Resources required to adopt and implement new technologies and automation
- Consumer demand for year-round, affordable, quality products
- Demand for sustainably produced food while improving soil health and limiting the use of resources, particularly water
- Uncertainty and unpredictability linked to climate change
- Strict regulations
- Decreasing workforce and challenges in attracting and retaining employees.

## KEY FINDINGS

- With a sector facing so many changes and challenges, but also many opportunities, it can be difficult to focus the scope of a leadership programme.
- As challenges and opportunities shift over time, it will affect what is “front of mind” for leaders in the horticulture sector. Therefore, the key topics covered by the Programme need to be adaptable and flexible.

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<sup>5</sup> Agribusiness agenda 2023, KPMG, <https://assets.kpmg.com/content/dam/kpmg/nz/pdf/2023/06/agribusiness-agenda-2023-v2.pdf>

<sup>6</sup> Major challenges facing the commercial horticulture, by Xu Xiangming (2022) <https://doi.org/10.3389/fhort.2022.980159>

<sup>7</sup> New Zealand’s Food Story – The Pukekohe Hub (2018) <https://www.hortnz.co.nz/assets/Environment/National-Env-Policy/JR-Reference-Documents-/Deloitte-Pukekohe-Food-Story-Final-Report.pdf>

<sup>8</sup> The Challenges and Changes in the Horticulture Industry, by Shubha Rawal (2023) <https://timesofindia.indiatimes.com/blogs/voices/the-challenges-and-changes-in-the-horticulture-industry/>

## Priorities

We asked industry leaders during interviews and the focus group what they thought leaders in the horticulture sector should be equipped with and prepared to cope with. They told us that leaders need to take into account several factors in their decisions, which we grouped into four themes:

1. External, hard to control, factors
2. Industry factors
3. Organisational factors
4. Personal factors.

In the lists below, factors written in **orange** indicate alignment with the literature (see above).

### External, hard to control, factors

These are factors that cannot easily be controlled by individuals or industries. The challenges they bring are unlikely to be completely avoidable.



**Climate change** was identified by three interviewed industry leaders but was only a discussion topic with the focus group once the participants were prompted. It is the challenge of adapting to sudden changes and the risks associated with the uncertainty linked to climate change that leaders need to mitigate.

*You don't know when another "something" will hit. (Industry leader)*



**Consumer expectations** are ever changing and concern industry leaders we talked to. Leaders in the horticulture sector must be aware of domestic and international consumer expectations, not only about the quality of the products but also of the way they are produced (i.e., sustainably). Horticulture businesses must stay in touch with shifting market dynamics and adapt their products and practices accordingly.



**Ongoing policy changes** demand advocacy and lobbying efforts to provide farmers with certainty and a clear understanding of **regulatory compliance**. New regulations can require businesses to make costly adaptations. Decision making in this context can be complex and challenging and worried research participants.

*Having that lobbying ability is going to be important moving forward. We need long-term confidence in policy. Farmers and growers are pretty adaptable, but they want certainty. (Industry leader)*



Other hard to control (or uncontrollable) factors mentioned included:

- Biosecurity and food safety
- **Environmental sustainability** and water security
- Complexities inherent to Aotearoa (e.g., small country, far reaching exports, risk of decreasing population, limited transport infrastructure, etc.).

More than any specific factor or challenge, focus group participants discussed the **pace and volume of change** that the sector is facing. The combination of the above happening simultaneously over a short period of time creates a relentless challenge in itself.

*There is so much change and it's so fast, it's a huge challenge. (Focus group participant)*

## Industry factors

These are challenges and factors that affect the horticulture sector as a whole. They are not specific to one industry or one organisation. They can be better mitigated through group action and consensus.



**Attraction and retention** of staff across the sector was front of mind for industry leaders. This challenge is exacerbated by economic challenges (see below) and the different expectations regarding what is a “successful business” and a “desirable lifestyle”. Leaders need to be able to understand these issues and be able to collaborate and present horticulture as a sound career choice as well as ensuring there is a professional development pipeline to attract the “right staff”.

*Everyone I speak to falls into horticulture accidentally, not a choice. (Industry leader)*

*The industry is expecting a lot of growth. We can't afford to lose the ones coming through the pipeline. We need to engage them. (Industry leader)*



Related to attraction and retention challenges, **succession planning** for leadership and governance roles is something that leaders need to be able to address. Focus group participants in particular thought it would not be enough to provide pathways for professional development, roles need to be made available and offered to these individuals. *(Note that succession planning is also an organisational level challenge.)*



The **economic viability** of the sector is in question as a result of many of the challenges included in this report. Research participants think it is becoming harder for small blocks to be economically sustainable which is having an impact on the structure of the sector. Leaders are faced with a vicious circle of maximising productivity with limited (i.e., overworked) staff, leading to burn out and loss of staff. Furthermore, in the global market, New Zealand is facing other countries which provide subsidies to farmers and growers, creating an imbalance.



Related to economic viability challenges, **limited capital investment** in the sector can stifle ‘big picture thinking’ and limit the ability of leaders to create the change that is needed according to industry leaders we talked to. Identifying funding and investments schemes to enable leaders to lead differently is a challenge in itself.



**Diversity in horticulture** creates challenges for collaboration that leaders need to be aware of and that impact relationships and collaborations across the sector. Beyond the geographic and produce differences, the sector includes both small businesses and international corporations. This affects perceptions of what the industry needs strategically to be successful. According to the focus group participants, there is a

divide between corporate ownership and family ownership (i.e., people who are professionally involved and people who have “skin in the game”).

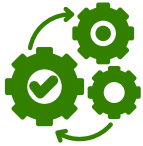
*It is more challenging for leaders to lead an industry that has more diversity. (Focus group participant)*

## Organisational factors

These are factors that might impact an organisation differently than another, but that are relevant to understanding the value chain and collaboration.



The **diversity of the workforce** can create challenges for leaders and leadership. Teams can have important socio-cultural diversity (including age, ethnicity, etc.). Leaders and those being led might face language barriers, and have different preferences and expectations. This requires leaders to have good self-awareness and understand others to secure buy-in.



Increasing **automation** and bringing **new technologies** to horticulture businesses is essential but require adaptability, willingness to learn, and is an important investment that carries a high risk.

*Whatever we bring in, we have to sort of spend a lot of time, money and effort on to make sure it works in the New Zealand context. (Focus group participant)*

Corporate organisations have an investment friendly model that reduces this risk, compared to family-owned businesses. Leaders need to move their business forward but mitigate risks according to the leaders we spoke to.



There are inherent complexities to **global ownership** that can affect organisations in the horticulture sector and collaboration across the sector. Leaders need to be prepared to overcome conflicting cultures, decision makers that are geographically removed, accounting and law variations, etc.

## Personal factors

These are factors that affect individuals but can have repercussions across a team or organisation.



**Cognitive switching** is a challenge that all leaders face. Leaders need to be able to shift from an operational focus to a big picture lens. They need to be able to understand both and perform at all levels. Limiting one’s thinking to the bottom line can be limiting at an organisational or industry level.

*We tend to think small. I tend to think about the overdraft rather than future investment [...] Having that mindset at an industry level, you tend to think small and you tend to think negatively and be less solution focused. (Focus group participant)*



Good leaders need to be **generalists**, i.e., a little bit good at everything. However, the sector and the country are more and more pushing people to become specialists according to focus group participants. The lack of generalist competencies can silo people and have a negative impact at the strategic level.

*You need to be able to understand soils and you need to be able to understand plants. You need to be a person that's able to collaborate and talk with others and employ staff so that you can retain them, you need to be a little bit good at everything and then you add leadership and strategy and big picture thinking. You have to be everything to everybody, which is a real challenge. (Focus group participant)*



Finding opportunities and strategies to **overcome biases**, your own and those of others, is a continuous challenge for leaders. The rural sector, including horticulture, can be its own “bubble”. Noticing and overcoming groupthink is something that leaders should tackle in order to make sound decisions.

*It's hard to be a leader in an echo chamber. (Focus group participant)*



Leaders need to maintain (or improve) their **wellbeing** and the wellbeing of their staff. Work-life balance is becoming more important and often workers are not willing to work long hours as it has been the norm in the sector. There can be a disconnect between what owner-operators expect compared to what paid employees are willing to give.

## KEY FINDINGS

### KEY FINDINGS

- All seven challenges from the literature (see
  - An industry with this kind of revenue, reach and employment needs a strong leadership programme.
  - Keeping the Programme specific to the horticulture sector allows it to be relevant and fit the unique characteristics of the sector.
- Radical challenges on page 16) were also identified by the industry leaders we talked to.
- However, the challenges and opportunities identified by industry leaders were much wider than these.
- It is expected that a single programme cannot address all the challenges identified. However, a range of factors that influence decision making and leadership, from external to personal, should be covered to some extent in the Programme.

## Horticulture Action Plan

In Growing Together 2035 – Aotearoa Horticulture Action Plan<sup>9</sup> recently published by HortNZ, the key outcomes sought across the sector are:

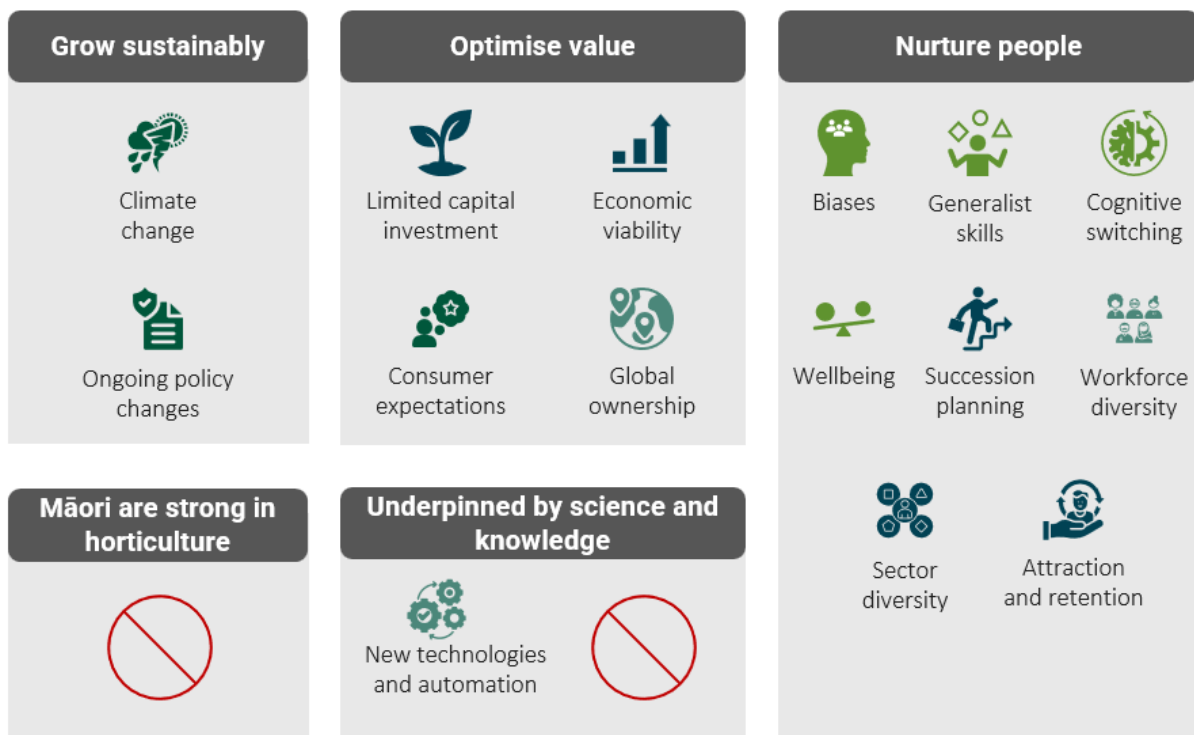
<sup>9</sup> <https://www.mpi.govt.nz/dmsdocument/55309-Growing-together-2035-Aotearoa-Horticulture-Action-Plan-Strategy>

- **Grow sustainably:** Horticulture is in balance with the environment and lessens climate change
- **Optimise value:** Domestic and export market and consumer needs are understood, and the value chain optimised for demand
- **Māori are strong in horticulture:** Partner with Māori to triple participation in high-value horticulture
- **Underpinned by science and knowledge:** A strong research and development programme and consideration of Mātauranga Māori enables, accelerates and supports horticulture
- **Nurture people:** Horticulture attracts and retains people, and annual and seasonal workforce needs are met.

The priorities raised by the research participants align to some extent with the above outcomes. Figure 7 below maps the priorities identified by research participants and those of the Growing Together plan. Challenges and priorities related to *Māori are strong in horticulture* were not identified by the industry leaders we talked to. This could be because they do not single out Māori but see it as part of the wider diversity of the sector. It can also suggest that this is simply not front of mind for these leaders at this time. Except when talking about automation and new technologies, the research participants also did not identify the role of science and knowledge in horticulture in our discussion about the challenges leaders might face. It is possible that science and knowledge are seen more as part of the solution to the challenges they talked about.

Regardless of the reasons, if these are outcomes that Horticulture NZ seeks to meet by 2035, it would be important that the Programme covers related topics.

Figure 7: Mapping Growing Together 2035 identified outcomes and priorities emerging from the research



One alumni mentioned that the programme was lacking in terms of Māori leadership principles and did not provide an understanding of Māori enterprises. Considering that one of the key outcomes from the

Growing Together 2035 Action Plan is that *Māori are strong in horticulture*, this is a gap that should be addressed.

KEY FINDINGS

- The priorities identified by the leaders we talk to aligned well with the Growing Together 2035 plan outcomes.
- However, there are two gaps around ensuring that “Māori are strong in horticulture” and that there is an “underpinning by science and knowledge.”

# Leadership in the horticulture sector

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## Leadership training and development

As this is a leadership programme, we needed to better understand the context of leadership training and development in the food and fibre sector, and more specifically in the horticulture sector. This is to assess whether the Programme is needed by the sector.

### Overview

Rural Leaders have completed the State of Leader Development in New Zealand's Food and Fibre Sector<sup>10</sup> and A Principles-Centred Leadership Model for Aotearoa New Zealand's Food and Fibre Sector<sup>11</sup> on behalf of the FFCoVE in 2023. The former captures the thoughts of leaders from across the sector on leadership training and the latter the development and the context, principles and dimensions of leadership.

These reports identify that, overall, leader training and development in the Food and Fibre sector is disorganised and disjointed in Aotearoa. Few individuals access training, and many leaders are only accessing training after having been in leadership positions for years and learning from trial and error.

Recommendations suggest that leadership development needs to be accessible and inclusive, not limited to already experienced senior executives. There is a need to professionalise the industry to improve capability, profitability and reputation (domestically and internationally). Leaders need to be able to collaborate within and between sectors and countries and develop a macro-perspective.

In this context, qualifications and credentials are increasingly valued although leadership credentials are limited in Aotearoa. There is a desire for increased clarity regarding linkages and development pathways for aspiring and current leaders. There is a need for them to broaden their skills, perspectives and strategic thinking abilities.

#### KEY FINDINGS

- Programme documentation has indicated that there were more applicants than spots available on the Programme.
- In addition, the size of cohorts increased over the years.
- This confirms that the demand for leadership training is strong in the horticulture sector.
- There is evidence that the Programme should continue to meet demand and align with the leadership development recommendations for the wider food and fibre sector.

## Leadership development in the horticulture sector

One of the key aspects of the Programme that greatly increases its perceived value for alumni, applicants and industry leaders in general is its horticulture-specific focus. It places the Programme in

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<sup>10</sup> <https://foodandfibrecove.nz/wp-content/uploads/2023/03/State-of-Leadership-Development-in-NZs-Food-Fibre-Sector.pdf>

<sup>11</sup> <https://foodandfibrecove.nz/wp-content/uploads/2024/01/FF-Principles-Centred-Leadership-Model-30Jul23.pdf>

a unique position, making it stand out from all other leadership development opportunities available to the sector (see Figure 8 on page 25)

The majority of the research participants, whether alumni (through interviews and survey) or industry leaders (through interviews) had not undertaken other leadership training. Among those who did, the most frequently named programme was Kellogg, which was initially identified as the next progression step after the Programme (see *Background* on page 4). Other training undertaken by alumni included:

- Leadership
  - Sustainability Leadership Programme (Catapult)
  - Emerging Leaders Summit (ThinkTank Media)
  - Produce Executive Program (IFPA)
  - Nuffield
  - Executive MBA (INSEAD)
  - Agrifood Management Programme for Strategic Thinking (delivered by FoodHQ)
  - Training from the Arbinger institute
- Governance: Programmes from the Institute of Directors.

As illustrated in Figure 8, there are several leadership training and governance training programmes specific to the food and fibre sector. However, none that we found covered both. There are many more leadership and governance training that are available to all, regardless of the sector they work in. However, the combination of leadership and governance is also very limited in these programmes.

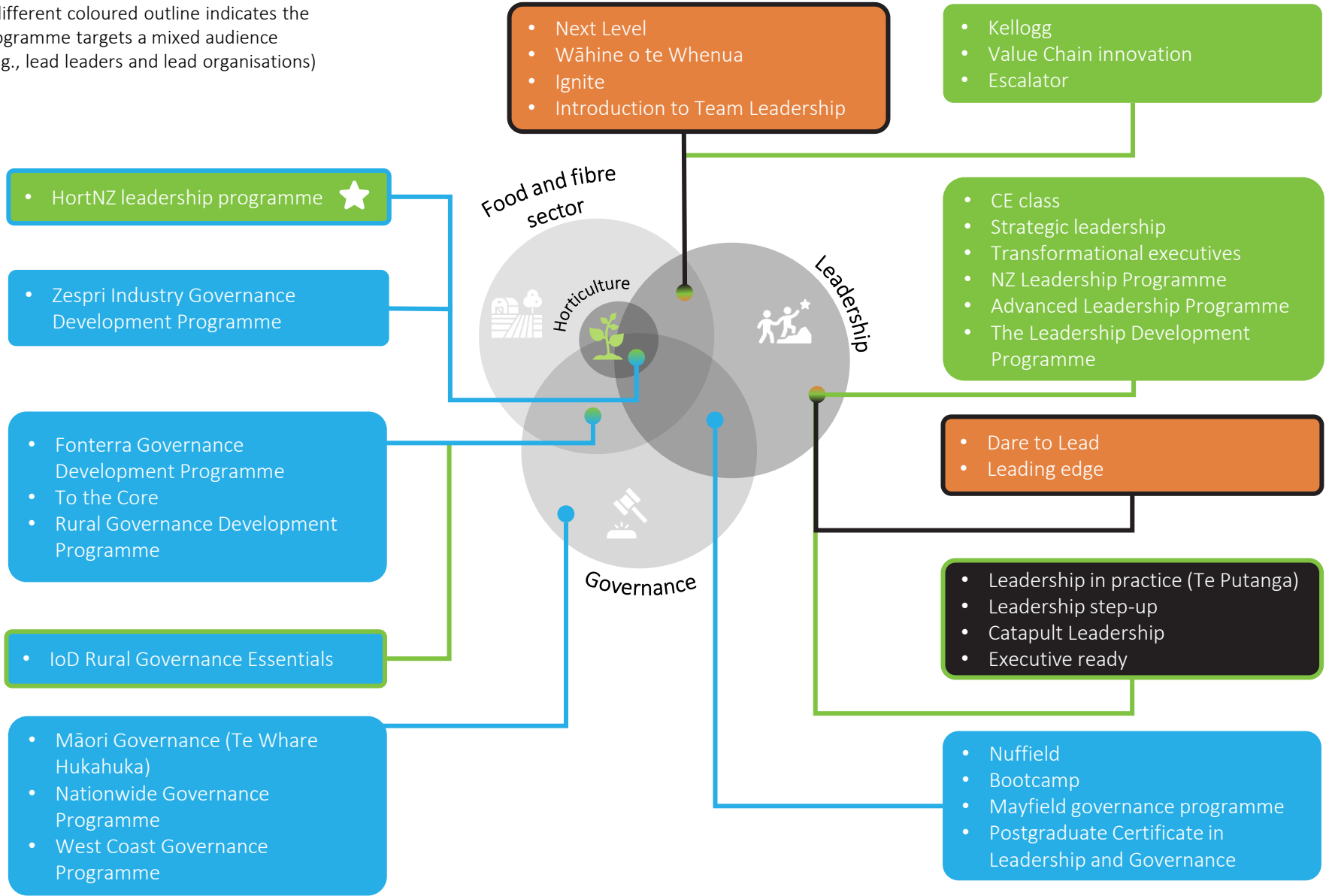
*Note that Figure 8 maps training and development programmes focused on leading and influencing business units, whole organisations, industries and sector, including governance. It is not an exhaustive list.*

#### KEY FINDINGS

- The unique value proposition of the Programme is created by its focus on leadership and governance, as opposed to one or the other, and it being centred on the horticulture sector exclusively. Changing either of these characteristics would risk diminishing the value proposition of the programme.
- In addition, the initial idea of the Programme leading into the Kellogg programme remains relevant.
- The Programme is currently at the right level for what it aims to achieve.
- However, leadership development should not be prescriptive and other options for “next steps” should be sought and considered.

Figure 8: Mapping leadership and governance training

- Lead others
- Lead organisations
- Lead leaders
- Lead industry / governance
- A different coloured outline indicates the programme targets a mixed audience (e.g., lead leaders and lead organisations)



## Leadership skills

During interviews and the focus group, we asked industry leaders what they thought “good leaders” did and what skills they had. We wanted to understand what the content of the Programme should include in order to equip leaders with the “right” skills according to those working in the sector.

### Characteristics and skills of “good leaders”

**Soft skills** were front of mind for all of the industry leaders we talked with. This is consistent with leadership development literature which focuses on soft skills (see for example the FFCoVE Leadership Development Framework<sup>12</sup> and the Principles-Centred Leadership Model it is based on).



**Self-awareness** was seen as the foundation of many other competencies. Understanding your own strengths and weaknesses allows you to be authentic and trustworthy, which is an integral part of relating to others and communicating well.

*People know they can trust you if you show up as your true self. (Focus group participant)*



**Effective communication** was mentioned by all industry leaders we talked to. This included the ability to articulate complex ideas, presenting to others / public speaking, but also active listening.

*Understanding yourself so you can understand others and then how you communicate with them. (Industry leader)*



**Relationship building** is important according to the research participants, both internally (e.g., with peers and staff) and externally (e.g., networking and stakeholder management). Understanding others and having a high level of emotional intelligence were key for the industry leaders we talked to. This could help build trust and make difficult conversations easier.

*[You need to] connect with people and understand their perspective. (Focus group participant)*

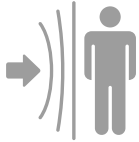


Networking was specifically noted by five interviewees and during the focus group. Industry leaders we talked to thought that the Programme played a critical role in allowing participants to learn how to network and to grow their own networks.

*Horticulture is all about contacts, about setting those support networks up. Key to have that framework. (Industry leader)*

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<sup>12</sup> A draft of this document was provided for this research by the FFCoVE



**Resilience** and the ability to stay calm under pressure was noted by a few leaders we talked to. They saw resilience as the ability to maintain composure and being comfortable with change and ambiguity. Crisis management skills are related to resilience and were front of mind for many industry leaders, particularly considering recent events such as Covid-19 and Cyclone Gabrielle.

*It takes different skills to manage your way through crisis. (Industry leader)*

*[A good leader] has a plan A, B, C, D and on to Z. (Industry leader)*



**Accountability** was only discussed during the focus group. Industry leaders thought that leaders should hold themselves accountable. This included being able to delegate responsibility while continuing to accept the blame if there were mistakes made. This was important to nurture relationships and empower others.



**Strategic thinking**, and in particular the ability to have a clear vision and set a direction for oneself or a team / organisation, was mentioned by five of the interviewed leaders as well as during the focus group. To do this, research participants thought that leaders needed to be able to have a “big picture” perspective. Seeking the input of others is an important part of good leadership.

*They listen, and get buy-in from the team, feel like they have been part of formulating that direction, taken along on the journey. (Industry leader)*



**Decision making**, including complex decisions and shared decision making, were seen as an important part of leadership roles. This requires the ability to “see around corners” as an interviewed industry leader stated. Being curious and open minded were suggested as helpful, research participants recommending that leaders should “read a lot” and have “visibility of everything”.



**Strategic planning**, and the ability to execute strategies, once directions are set or decisions are made, was listed by six interviewed leaders as well as by focus group participants. This included goal setting and linking a vision to daily operations.

*Understanding yourself so you can understand others and then how you communicate with them. (Industry leader)*



**Developing and empowering others** was also perceived as key to leadership roles by a few research participants. It is related to delegation and setting expectations.



Other relevant soft skills mentioned during the research included **being organised** and having good **time management** skills.

Only two **hard skills** essential for “good leaders” were identified:

- Basic financial skills and being confident with numbers
- Legal and governance understanding.

*The legalese is important. You understand regulations, the need for frameworks, you should be comfortable with that. (Industry leader)*

In addition to these skills, the industry leaders we talked to identified that good leaders have three **intrinsic characteristics**:



Passionate about the industry



Willing to serve (put others before themselves)



Kind and honest

## Principles and frameworks

After identifying the skills and intrinsic characteristics of “good leaders” according to our research participants, we mapped them to the principles from the FFCoVE Leadership Development Framework and the Programme’s learning outcomes. Our goal was to evaluate if they aligned.

Overall, the above skills and competencies identified during this research align well with the leadership principles identified in the FFCoVE Leadership Development Framework. These principles reflect the fundamental aspects of leadership:

1. Understand people
2. Service and accountability
3. Build teams.

The Programme’s eight learning outcomes, listed below, also show some alignment with these skills and principles.

1. Have a wider perspective on global and NZ wide fruit and vegetable industry issues, business concepts and approach (broadening participants’ focus and experiences)
2. Understand the concept of leadership, and the difference between strategy and operations
3. Identify personal leadership style and personal strengths and weaknesses
4. Improve leadership skills such as developing and maintaining successful relationships, developing a strategic view of an industry/organisation, dealing with change, working collaboratively, etc.
5. Improve practical skills such as public speaking, presentations, networking, achieving consensus, etc.
6. Increase confidence, assertiveness, self-esteem, etc.

7. Develop decision-making skills for complex issues with limited information
8. Gain political overview and understand the role of governance

Table 3 below provides an overview of how these three sources align. A 🚫 indicates a gap.

*Note that at the time of this report the Framework is a work in progress and Scarlatti was provided access to a draft version. It is possible that the principles and components included below are not the final version.*

We also evaluated how much alignment exists between the FFCoVE Leadership Development Framework and other leadership and governance training and development available to those in the horticulture sector. Our findings are included in Appendix C: Leadership and governance programmes' alignment with the FFCoVE Leadership Development Framework on page 56. Few other leadership programmes cover the same extent of the Framework.

Table 3: Alignment between principles from the FFCoVE Leadership Development Framework, identified skills, and the Programme learning outcomes.

Leadership Development Framework Principles		Skills identified in interviews and focus group	Programme learning outcomes
<b>Understand people</b>			
<b>Know self</b>	Leaders understand their own drivers and values	Self-awareness; understanding of one's strengths and weaknesses	3; 6
	Leaders understand their emotions		
	Leaders understand their reputation		
<b>Know others</b>	Leaders know and understand others	Understanding others; emotional intelligence	⊘
<b>Build bridges</b>	Leaders make one-to-one connections	Relationship building	4; 5
<b>Service &amp; accountability</b>			
<b>Service</b>	Leaders serve people and purpose	Kindness; honesty	⊘
	Leaders invest in people's growth	Developing others	⊘
	Leaders are resilient	Resilience	⊘
<b>Accountability</b>	Leaders make effective decisions	Decision making	7
	Leaders delegate authority	Delegation	⊘
	Leaders hold people to account	Accountability	⊘
<b>Building teams</b>			
<b>Belonging</b>	Leaders create safe environment (team members can be authentic)	Empathy; seeking input; shared decision making	⊘
	Leaders build trusting environment	Trust; delegation	⊘
<b>Autonomy</b>	Staff have autonomy over how to best conduct their task	Delegation	4
	Staff have autonomy over their timing and place of work	Setting direction; strategic planning	2; 4
<b>Purpose</b>	Leaders connect the team/wider effort to an organisational purpose	Strategic direction; strategic planning	2; 4
<b>Overarching</b>			
<b>Communication</b>	⊘	Effective communication	⊘
<b>Having a broad perspective</b>			
<b>Industry</b>	⊘	Knowledge of horticulture challenges	1
<b>Business</b>	⊘	Financial skills	1
<b>Governance</b>	⊘	Understanding of legal and governance	8

- The comparison between what leaders told us and what the Framework identifies suggest that there is a strong alignment between what the horticulture sector needs and what the Framework proposes.
- The only competency mentioned by research participants that is not explicit in the Framework is *effective communication*, which was a common thread among all the industry leaders we talked to. Communication in many forms has been part of the Programme and should remain a key focus area.
- There is a weaker alignment between the skills identified by industry leaders we talked to, the Framework, and the recent learning outcomes from the Programme. Specifically, there are several attributes of good leaders and principles identified in the Framework that are not reflected in the learning outcomes. These are: know others, service, accountability, belonging, and communication.
- If the objective of the Programme is to cover the entire Framework, then the learning outcomes need to be revised and expanded. However, if the preference is to streamline the programme, then there needs to be clarity about which component of leadership should be prioritised.

## Introduction to governance

As indicated above, the Programme has a unique value proposition in the way it has provided alumni with a political overview and dive into the role of governance and the players involved at this level, in addition of a more classic leadership training. We wanted to understand if this was something that was needed for “good leadership” and that participants enjoyed.

As identified during the leadership programmes mapping and comparison exercises (see Figure 8 on page 25 and Appendix C: Leadership and governance programmes’ alignment with the FFCoVE Leadership Development Framework on page 56), no other development opportunity seems to provide a similar insight into governance. The unique value proposition is increased by the horticulture specific context, which makes it more relevant and relatable to participants.

The focus group participants think it is important for the Programme to expose talented individuals to the role of governance and give them the confidence to step into that space.

A few alumni interviewed who indicated that the insight into the workings of the government and the roles of the different industry bodies was something they had never thought about previously. This supports the perspective of the focus group participants and highlights the importance of providing an insight into governance.

*Wellington course involved meetings with government officials, learning how house committees operate, how laws are made, how levy bodies work etc. etc. I just found that incredibly powerful, stuff I had not heard before, it was mind blowing. [...] Even CEOs coming into the industry would get phenomenal things out of this. (2020/22 alumni)*

After completing the programme alumni interviewed said they had taken, or were considering taking, governance roles. This highlights that the “intro to governance” approach has been successful.

However, the programme is not, and never has been, a governance training. The focus group participants wanted the Programme to limit the governance topic to showing how strategic leadership links into governance, and how governance influences strategic leaders and growers.

KEY FINDINGS

- The third phase of the programme which provides an introduction to governance needs to remain part of the Programme.
- It is a valuable component with positive outcomes for participants and the sector.
- Alumni would benefit from being offered director internships or further training, as well as being nominated or shoulder tapped for governance roles.

## Programme logistics

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Throughout the research activities, we sought information and gathered feedback on the logistics of the Programme. This included checking whether the Programme was attracting the “right” audience, how it would ideally be delivered, and credentialing options for long-term sustainability.

### Audience

From inception, the Programme was designed for potential or current leaders in the fruit and vegetable industry. Since it came under the umbrella of HortNZ, the Programme has been offered ‘free of charge’ to people involved in, or closely associated with, levy paying organisations. This has been the key audience exposed to promotion messages for the Programme.

The Programme is currently open to NZ citizens or permanent residents who have demonstrated leadership or leadership potential and a willingness to assume responsibility in grower or industry matters. There is no age limit.

Diversity of participants was the key theme that arose when discussing the audience / course participants, particularly around ensuring:

- There is a mixture of roles and industries
- There is a balance of farm types
- There is involvement of Māori
- There is inclusion of both academic and non-academic participants.

The solution to ensuring diversity at all levels brought up marketing and ideal cohort sizes, which is discussed at the end of this sub-section.

### Ensuring a mixture of roles and industries

We understand that, initially at least, participants were intended to be primarily growers or their employees. Over time, the horticulture landscape has evolved and continues to do so. In particular, there is more corporatisation and vertical integration in the sector (see *Overview and characteristics* on page 15).

Recent cohorts have included many participants from larger, corporate and/or integrated organisations such as Eastpac, Trevalyans, and T&G Global. In the 2022 cohort, just under half of the participants were involved with kiwifruit, which is the biggest industry in the horticulture sector. However, the selection process has not focused solely on where applicants are working. Rather, Sue Pickering explained that the selection committee aimed to have an inclusive approach and focused on current or potential contribution to the sector, regardless of their place of work or role.

In the past, cohorts have included varied participants, from mid to senior level, both emerging and current leaders, aged from 18 to 55 years old. Alumni felt positive about the diversity of their cohort. The mix of industries, roles, skills and experiences was perceived positively by alumni who explained that:

- It reflects that nature of the sector
- It enables peer-to-peer learning in a way that uniform groups do not support

- It makes learning about the “bigger picture” of the horticulture sector more tangible
- It increases cross-sector collaboration.

Participants in the focus group identified the importance of understanding and mitigating one’s own biases when working in leadership roles. The diversity and ‘representativeness’ of the programme participants supports this and is extremely valuable for the programme outcomes.

Despite the diverse roles and industries represented, Sue Pickering found that the participants were like-minded and tended to have similar values. This provided enough of a common thread for the programme to succeed.

### **Ensuring a balance of farm types**

Track records and feedback from alumni showed that there are few self-employed growers or individuals involved in family-owned businesses that are applying for the Programme.

One self-employed alumni explained that growers like themselves were less likely to feel that they had the time for training and development. It was also a result of the reduction in family owned and operated businesses due to corporatisation and the development of the service industry (e.g., orchard management). They felt that growers were slowly becoming less involved in the institutions of the sector. However, grower operators could be more financially affected by the radical changes in the industry and there would be benefits to them, as well as to cohorts, to increase their number in the programme.

### **Ensuring the involvement of Māori**

One alumni indicated that they had been the only one with experience dealing with Māori businesses and that this is a real gap. Combining this comment with the fact that one of the key outcomes in the Growing Together 2035 plan is that Māori are strong in horticulture, increasing their participation is essential.

### **Ensuring the inclusion of both academic and non-academic participants**

Sue Pickering reported that the programme has historically not been a “catch all” open to anyone who wished to attend. Instead, individuals are asked to submit an application form where they are asked to answer questions such as:

- The qualities or skills they possess that make them a potential leader
- Their employment history
- The contributions they would like to make in their role
- How they would like to further engage with the wider industry.

It is however unclear what criteria were used to rank applicants in this process.

The application form is quite lengthy and relies on applicants being able to put themselves forward, identify their strengths and be self-driven. It is possible that this practice has stifled applications from some individuals as it seems better suited to those with existing academic qualifications and who already see themselves as leaders.

The application form and selection process might have in the past prevented worthy individuals from taking part in the programme, either because they never applied or because they were not selected. A shoulder-tapping and referral approach should be complemented by updating the application form and/or selection criteria and process. This could overcome barriers (also identified in the 2016 review) such as lack of clarity about the programme content and outcomes, perception that the programme will be elite or too hard, people feeling intimidated by the programme, busyness.

## Cohort sizes and marketing

Earlier cohorts for the programme started at 12 participants, which increased to 26 in later years. Interviewees and focus group participants have indicated that a balance needs to be struck between a group:

- Small enough to maximise learning and enable facilitators to provide sufficient support
- Large enough to maximise networking opportunities.

We did not find that the larger groups were an issue with alumni from the 2020 and 2022 cohorts. Many even reported that smaller cohorts would negatively impact networking and the ability to have a good cross-sector representation.

Focus group participants suggested limiting the group size to 12 or 15 might. However, it is possible that they were influenced by their own cohort size. Overall, the “ideal” number of participants per programme delivery is likely to be limited by the number of facilitators. The recent larger cohorts were supported by four skilled facilitators, thus offering each participant easy access to facilitators and facilitators the ability to identify those who might need support at any point.

The 2016 review noted that *“the programme should be oversubscribed with people wanting to do the programme and demand being strong so there is no need to promote it.”* This idea was challenged by the focus group participants. They thought that if people were not selected one year, they might not reapply the next year. They were also in favour of having as many “good leaders” as possible in the horticulture sector.

*If we turn out too many leaders, we’re still turning out leaders who influence their own businesses and bring up the reputation and standard of the industry. (Focus group participant)*

## KEY FINDINGS

- Diversity of participants makes the Programme more effective.
- Ensuring diversity of industries, roles, farm types, cultures and those with academic and non-academic inclinations is important.
- A shoulder-tapping approach would support more representative cohorts and avoid the underrepresentation of self-employed growers and those working in smaller or family-owned businesses, as well as Māori business representatives. In addition, it would allow a more targeted approach in growing talent in the sector.
- This approach would require different targeted audiences to feel that the Programme will be relevant to them, which might involve learning outcomes and Programme messaging to be updated and intentionally crafted.
- In addition, simplifying the registration process would open the course to those less academically inclined.
- Casting a wide net would ensure inclusion and aligns with leadership literature<sup>13</sup>, which suggests that the more individuals who receive leadership training the better in order to have a positive impact on an organisation and/or industry. Therefore, the number of participants should meet demand, rather than the programme being oversubscribed. This might mean that more than one cohort each year, in order to avoid too large of cohorts.
- In addition, a small facilitator to participant ratio is recommended.

## Delivery

The programme has recently been delivered by Sue Pickering (Programme Manager), Patrick Aldwell and Tony Zwart (Programme Directors), and Ian Tarbotton (Facilitator).

The length of the programme has evolved over time. In its latest inception the programme schedule included three phases and was delivered over a two-month period (September and October):

- Lincoln University residential in Christchurch, over 5.5 days
- Individual project (Personal leadership plan), over ~6 weeks
- Wellington residential, over 3.5 days.

Six components of the programme are discussed in this subsection:

- Intensity of the programme
- Documentation for the programme
- Quality of facilitators
- Involvement of speakers
- Method of delivery
- Location of delivery.

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<sup>13</sup> <https://hbr.org/2016/10/why-leadership-training-fails-and-what-to-do-about-it>

In addition to the above components, the idea of an alumni association was also discussed and is included at the end of this subsection.

## Intensity of the programme

The different components of the programme build on well from each other according to alumni, with each Phase informing the next. They felt like as a result, the content was comprehensive, and each stage offered its own unique benefits that worked well as a package.

*Whole programme was very well considered. It had obviously has been crafted over years. Lincoln prepares you for Phase two, then in Phase three all the components come together. (2020/22 alumni)*

Working in small groups during Phase one developed relationships quickly and allowed participants to bond and support each other in subsequent phases.

*That first week really allowed us to build the relationships, so when you go off and take part in the second phase then you still talk and help others, still utilising your teammates. (2020/22 alumni)*

Some alumni expressed that the programme, especially the in-person components, were “intense”, with a lot of content to cover and minimal downtime. However, the intensity was not perceived negatively but rather as a way to maximise the time spent attending the programme.

*It was good, intensive but it needs to be. (Industry leader)*

*It was definitely quite intense. We had a lot of content to go through over a few days. There was high energy. But I think that's the best way to do it. If you're going to take that time away from work to commit to development, you know, it wouldn't be worth trying to make it be as relaxing as possible. (2020/22 alumni)*

The 2016 review identified that a different structure could be implemented, suggesting having two days in Christchurch, two days in Wellington, two days in regions, etc. This was not reflected in the data we collected in this review. Instead, the preference for an intense programme suggests that this piecemeal approach might not be well-received and would reduce cohort bonding.

### KEY FINDINGS

- The Programme is intensive and covers a lot of content. However, this intensity and breadth seem to be highly valued by alumni.
- The next iteration of the programme needs to follow a similar approach and ensure that the programme is not watered down or made less challenging.

## Documentation of the Programme

All existing Programme information and material owned by Horticulture NZ was made available to us for this project. However, we found that there were no existing course material, collateral, or documentation beyond high-level agendas.

Some programme feedback was collected and accessible, but it was not clear if any actions were taken or changes made based on it. No details were available about the selection process (only the outcome) or how decisions about course content were made.

The Programme relied extensively on guest speakers, many of them alumni (see below), however no contact details, history of involvement or overview of what strengths or particular experience different alumni could provide or had provided.

#### KEY FINDINGS

- The lack of information available is causing a risk to the longevity of the Programme.
- The Programme needs to be systematically documented. Learning outcomes, syllabuses, session content, learning material and collateral, etc. need to be developed and recorded to ensure the sustainability of the Programme.

## Quality facilitators

All alumni interviewed felt well supported by the facilitators during the Programme. They described facilitators as relatable, well organised, welcoming, and engaging whilst always challenging participants to be a better version of themselves. Two participants mentioned, in particular, that having weekly calls with the facilitators during Phase two was helpful and increased feelings of support.

*[I was] very impressed with the support they offered. That first week [there was] no time where they weren't helping us out or there to guide us. [It was] planned out perfectly – very organised. [The facilitators were] there for support but also pushing you. [They were] always a phone call away. (2020 / 2022 alumni)*

Two alumni expressed that the amount of support was above and beyond, noting that the support was “phenomenal” and that facilitators provided alumni with additional support and wisdom outside of the programme that they did not expect.

*Our [Phase two] sessions ran over time every time – she gave more of her own personal time into people. She was investing some of herself...She gave me her [personal coaching and her] time after the whole programme was finished for free to make sure...things were progressing well and I had things in place. (2020 / 2022 alumni)*

In the 2016 review, Patrick Aldwell (programme facilitator) commented that facilitators also need to have experience delivering learning to mature students.

Changes in programme leadership has been shown to help strengthen and improve programmes. Bringing in new people offers fresh energy, new skills and diversity of perspectives. While it was difficult to find research specifically about training programmes, there was a lot of literature on the importance of board turnover.

Work looking at the performance of S&P500 companies and board turnover suggested companies with a moderate amount of turnover tended to perform better (e.g., turnover of 3-4 board members in a three year period for board with 4-14 members) ([https://www.spencerstuart.com/-/media/pdf-files/research-and-insight-pdfs/how-much-board-turnover-is-best\\_9june2014-v2.pdf](https://www.spencerstuart.com/-/media/pdf-files/research-and-insight-pdfs/how-much-board-turnover-is-best_9june2014-v2.pdf)).

A financial advisory firm that pulled together information about board term limits suggested best practice is to turn over around a third of board membership in a year (<https://www.captrust.com/resources/nonprofit-board-member-term-limits-easier-said-than-done/>).

KEY FINDINGS

- Facilitators are key to the Programme’s success – many alumni have mentioned people by name and given examples of the on-going and individual support that was provided, including after the Programme.
- Changing the facilitators will have an impact on the Programme, and having the right people involved will be critical.
- In particular, facilitators will need to have horticulture experience to relate to participants in the same way. They will also need to make themselves as available as possible to provide a similar level of pastoral care.
- New facilitators will add fresh perspective and improve sustainability.
- We suggest that at least some of the facilitators from recent cohorts are retained to maintain consistency.

*It is about the people who are delivering the training... the respect and trust you have in them.... that will determine outcomes for people and their experiences.*  
(Industry leader)

## Involvement of guest speakers

A large component of the face-to-face residentials have been presentations from high calibre industry guest speakers. Many are alumni from the course, and many are at “the top of their game”. Leaders emphasised the importance of bringing in people who the programme attendees can relate to.

When asked about highlights of the programme, six alumni talked about a guest speaker. Hearing from industry leaders opens participants perspectives on the possibilities of what they could do, how they could do it, how to be resilient in adverse events, etc. The experiences shared by the guest speakers were relatable because they were horticulture-specific.

*Amazing to have major industry leaders come and speak to us, give us their time, got to talk to them one on one. That was an amazing opportunity the course provided. (2020/22 alumni)*

Further connecting with these guest speakers during dinners or casual discussions was also valuable. Opportunities to engage in more intimate discussions with the guest speakers and industry professionals (e.g., Horticulture NZ representatives) were particularly enjoyed.

KEY FINDINGS

- Guest speakers have been an essential part of the quality of the Programme. Securing relevant and high-quality guest from the horticulture industry will be important.
- The topics covered by guest speakers need to be carefully planned to fit in with the programme outline and timing of guest speakers should allow for discussion and/or further networking opportunities.

## Method of delivery

Industry leaders and alumni indicated a strong preference for face-to-face delivery. While the reasons for this preference were not discussed with research participants, we surmise that it is due to the nature of the horticulture sector and the characteristics of its workforce (i.e. growers prefer practical learning).

The importance of work groups was also noted by some alumni as very beneficial, including the ability to ‘practice’ setting strategies and action plans as suggested by one person.

In addition, and as discussed earlier, networking opportunities are a critical component of the programme, which would be negatively impacted if the programme was not face-to-face.

However, there are opportunities to integrate innovative technologies in the way the programme is being delivered. This was already suggested in the 2016 review.

#### KEY FINDINGS

- Keeping the majority of the Programme face-to-face is critical. However, there are opportunities to embrace new technologies while retaining a primarily face-to-face delivery (e.g., webinars between residential phases, connecting with people overseas or across the country through virtual classrooms, etc.).
- Participants need to embrace new technologies in their work, so there would be value in the Programme demonstrating how to integrate technological innovations both as topics and through its delivery approach where possible.

### Location of delivery

Three alumni and four industry leaders mentioned that the Wellington component of the Programme was a particular highlight. It opened their eyes to many systems and organisations they were not familiar with. Visiting the Government was enlightening for some as most had little knowledge about its functioning prior to participating in the programme. They appreciated learning more about how things work at higher levels.

*I just found that [the Government visit] incredibly powerful, stuff I had not heard before, it was mind blowing. (2020/22 alumni)*

The 2016 review identified that for some people involved in the review process, the Lincoln campus was critical to the programme. This was not the case for the research participants in this review. While they enjoyed the learning and ability to be “on site”, other facilities exist across the country that can host the programme and provide a similar experience.

*The location is not so important, first part could be held anywhere. (Industry leader)*

#### KEY FINDINGS

- There is an opportunity to explore different locations, which could bring different participants in future iterations of the Programme.
- However, locating the governance phase of the Programme in Wellington is critical as it makes it tangible and allows access to relevant guest speakers.

### Creation of an alumni association

All alumni who were asked said they were still in regular contact with some of their cohort. We have discussed above that:

- The networking opportunities created by the Programme are very valuable
- Many guest speakers are Programme alumni
- Creating and maintaining a network is important for leaders

- There is a need for leadership and governance roles to be promoted to alumni.

#### KEY FINDINGS

- Already suggested in the 2016 review, and mentioned by several alumni, we propose that an alumni association should be created.
- This would enable contact details to be kept up to date, alumni to continue building relationships and expanding their networks, and create a network to promote the programme through (e.g., asking for nominations) and to advertise leadership opportunities to.

## Credentialling

The idea of credentialling the Programme originated from Horticulture NZ. There is a perceived opportunity in capturing and benchmarking value through qualifications and credentials in leadership development in the food and fibre sector in Aotearoa<sup>14</sup>. It is also expected that credentialling the programme could increase its financial sustainability.

The programme has been mostly funded through levy payers, with 20 scholarships available annually to those who qualify. In 2023, the quote for the programme suggested a \$227,000 total cost with three-quarters covered by levy payers, independent participants paying \$4,700 each and some charitable funding covering the remainder.

We asked alumni and industry leaders we interviewed their thoughts about the programme potentially becoming a micro-credential or series of micro-credentials, which would involve assessing learning outcomes.

## Mixed opinions

Overall, there were mixed opinions about the Programme being credentialled. Alumni could see both advantages and disadvantages. On the other hand, industry leaders thought it was a mostly attractive option.

Five alumni thought that the possible obtention of a qualification or credential could increase the Programme's appeal, particularly for young leaders eager to grow their career.

*I think that would be great [for the programme to be a micro-credential]. I think it would add more weight to it, if anything. (2020/22 alumni)*

This opinion was shared by industry leaders we talked to.

*For some it would be attractive because in horticulture there is not a lot of training.... It is very hard to find a pathway for your staff, training comes and goes. (Industry leader)*

Industry leaders emphasised that it was critical that the integrity of the programme should not be compromised by the credentialling. One alumnus suggested that it should be optional so as not to force anyone's hand.

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<sup>14</sup> See The state of leader development in New Zealand's Food and Fibre sector

## Assessment as a barrier

The potential need to assess learning outcomes was the biggest barrier for alumni and industry leaders. Four alumni felt that an assessment could put people off the Programme as they do not like the additional pressure it brings. Having one big assessment at the end would be particularly off putting.

*I would be reluctant to have one big assessment at the end, you would have that looming over you. (2020/22 alumni)*

Some aspects of the Programme involve a lot of personal reflection and are very sensitive in nature which makes the process of assessment challenging.

*The way I read it there was no failure and this was a comfortable place to be. You were turned inside out and questioning the reality you've been living in and your role, I don't know how you put a measure on that. All of us struggled with it and it was sensitive the stuff we shared with each other. I think it would be difficult to tell people they are going to be put on the stake... pass or fail for the sake of a measure. (Industry leader)*

Four other alumni felt that an assessment component would be easy to implement through the current Programme's presentation component and feedback loops.

*The personal project and speeches were major and [the programme] could use that for assessment. You could easily grade at time of presentation. (2020/22 alumni)*

Suggestions for ways to assess learning outcomes included:

- Being evaluated by the facilitators and receiving feedback throughout the Programme
- Focusing the assessment on fixing a problem via a group paper and then presenting it
- Staggering smaller assessments throughout the Programme.

## Craft micro-credential(s) carefully

During the research process we had a discussion with Pip Direen who has been developing the Emerging Leadership micro-credential. We also completed some desk research on the topic.

We found out that the original provider of the Emerging Leader programme had decided not to continue delivering the programme if/when it becomes a micro-credential as the maximum funding available was too low. It should also be noted that TEC does not fund all approved micro-credentials.






The maximum number of credits for a micro-credential is 40, which would be too low to cover the Programme as it stands. This would mean that stacking of two or three micro-credentials might be required.

While Muka Tangata is the WDC for the food and fibre sector, Pip Direen indicated Ringa Ora will be re-developing their business qualifications under which leadership might fall.

Since micro-credentials need to fill an industry need, the case would need to be made for food and fibre specific leadership micro-credentials. Several forestry leadership micro-credentials were developed and added earlier in 2024, which suggests that this can be done.

There are several factors that must be considered, and looked into further, in order to know if credentialing is the right thing for the Programme. Table 4, on the next page, outlines the different funding options, their pros, cons and next steps.

Table 4: Programme funding options

Funding model options	Funding split	Pros	Cons	Next Steps
<b>1a) Non-formal, levy funded model:</b> the Programme is not credentialled and therefore not funded by <i>TEC</i> . The <i>HortNZ levy</i> continues to fund the Programme through levy payers		• Easy to execute	• Levy payers must value the course	1. Research to see if enough levy payers value the course and, if so, whether they prefer to pay for it through the levy, individually, or a mixture of both.
<b>1b) Non-formal, co-funded model:</b> same as above but the costs are supplemented by participants paying part of the fees			• Both levy payers and users must value the course	
<b>1c) Non-formal, user pays model:</b> not credentialled and therefore not funded by <i>TEC</i> , not <i>levy-funded</i> , <i>participants</i> pay for the course			• Users must value the course • Likely to attract those who already have leadership skills or are more financially secure	
<b>2a) Formal non-modular:</b> the Programme is entirely credentialled as a single programme and mostly funded by <i>TEC</i> , a small amount of <i>levy funding</i> and <i>participant fees</i> supplement the costs.		• Financially sustainability • industry professionalism	• Time and cost to modifying the programme • Risk decreasing the value of the course	1. Agree partnership with PTE/provider 2. Design new programme based on credentialling requirements 3. Write a micro-credential application
<b>2b) Formal modular:</b> same above but is split into various micro-credentialled components, allowing participants to “pick and mix” their individual programme.		• More flexibility to individuals to customise course	• Reduced networking benefits • <b>Reduced</b> economy of scale • Increased transaction costs/admin • Lose the power of cohesion	
<b>3a) Double-tiered hybrid:</b> making a micro-credential optional and requiring <i>participants</i> who do not wish to be assessed to pay the equivalent of the <i>TEC funding</i>		• allows growers to choose a solution to their greater barrier	• Growers don't have time or money • introduces complexity • Risk of socio-economic division arising • Divides the experience	1. Test concept with choice modelling research – explore with 1a,b and c.

## KEY FINDINGS

- Credentialling the Programme can increase its appeal and sustainability. However, there are risks associated with the process.
- Incorporating an assessment component would require a light-touch approach that does not take away from the delivery of the programme or feel too daunting for participants.
- In addition, careful financial planning is required to confirm that the programme can be delivered by the chosen provider within the funding available from TEC. If not, supplementary funding will be required.
- Deciding which funding option to choose will be influenced by (among other factors):
  - The importance of securing a source of funding that is not linked to levy
  - The value of maintaining a programme that has been historically incredibly loved and successful.

## Key findings and recommendations

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### Summary of key points

- The revenue, reach and employment of the horticulture industry calls for a strong leadership programme
- Horticulture has unique challenges compared to other food and fibre sectors and needs a leadership programme that addresses these
- The challenges raised by the research participants are extensive and go beyond the Growing Together 2035 plan’s outcomes
- The Programme has a unique value proposition at the intersection of leadership and governance that also contextualises within the horticulture sector – this value proposition is unmatched
- The identified characteristics of a “good leader”:
  - Align well with the FFCoVE Leadership Development Framework
    - Only “effective communication” was identified in the interviews and focus group workshop and was not explicitly outlined in the Leadership Development Framework
  - Go beyond current programme learning outcomes and, along with the FFCove Leadership Development Framework, are interested in the topics of *knowing others*, *service*, *accountability* and *belonging*
- The Programme needs to ensure diversity of participants in areas such as role, industry, farm type, culture and inclination toward academia
- The majority of the delivery and content of the current Programme is highly regarded
- Credentialling can be a valuable option to secure funding for the Programme as long as it does not negatively impact the Programme content, experience and value.

### Answers to identified challenges and opportunities

As presented earlier (see *Objective* on page 5), Horticulture NZ identified six challenges and opportunities that drove the need for this review of the Programme. We provide a short answer to each in Table 4.

**Table 4: Answers to identified challenges and opportunities**

Identified challenge / opportunity	Answer
<b>A disconnect between the historic intent of the programme (i.e., a programme focused on all growers) and the recent cohorts which attracted many individuals in packing and corporate positions, and few self-employed growers.</b>	The current audience reflects the structure of the horticulture sector and is perceived positively by alumni. There is low participation from self-employed growers and Māori individuals / businesses in particular which needs to be addressed.

	Shoulder-tapping and streamlining the application and selection processes are recommended for this purpose.
<b>A risk that the programme, designed to suit “everyone and anyone” at the right level, cannot be equally effective across the sector due to the diversity and complexity horticulture sector.</b>	Evidence suggests that the Programme is highly valued and effective for both emerging and established leaders. The extent of the Programme content guarantees that there is “something for everyone” even if a couple of sessions might cover topics that are already familiar to a few participants.
<b>A lack of clear leadership development pathways in the horticulture sector, which could negatively affect the professionalisation of the workforce.</b>	There are many leadership and governance development opportunities available to those in the horticulture sector. There is little evidence that a single pathway is required to meet the leadership needs of the sector. ► <i>More specific research on leadership pathways could be undertaken to clarify sector needs.</i>
<b>A need for the Programme to align with recent findings from reports on leadership in the food and fibre sector and the principles-centred leadership model developed for the food and fibre sector.</b>	The Programme aligns well with the FFCoVE Leadership Development Framework, but will require some additional outcomes to be comprehensive.
<b>A risk of the programme value being negatively affected due to a lack of succession planning with the current team of facilitators.</b>	The lack of documentation about the Programme and the lack of succession planning are both risks for the longevity of the Programme.  The Programme needs to be systematically documented. Learning outcomes, syllabuses, session content, learning material and collateral, etc. need to be developed and recorded.
<b>A perceived opportunity in capturing and benchmarking value through qualifications and credentials, which could also increase the sustainability of the programme.</b>	There is little evidence from our research that qualifications and credentials are demanded by the workforce.  However, credentialling could help create a more professional pathway and financial sustainability. Achieving high training programme standards required for credentialling could also support Programme quality and outcomes.

## Conclusion

In conclusion, the HortNZ Leadership Programme is a highly valued and effective programme with a unique value proposition. There is strong evidence that the Programme should continue and that there is a demand for this type of development opportunity.

Due to the Programme’s proven impact and overwhelming positive feedback, most elements should be retained to avoid diminishing its value proposition. Nonetheless, a few changes are necessary to ensure the right participants are attending, and align the Programme with the Growing Together 2035 plan and the FFCove Leadership Development Framework.

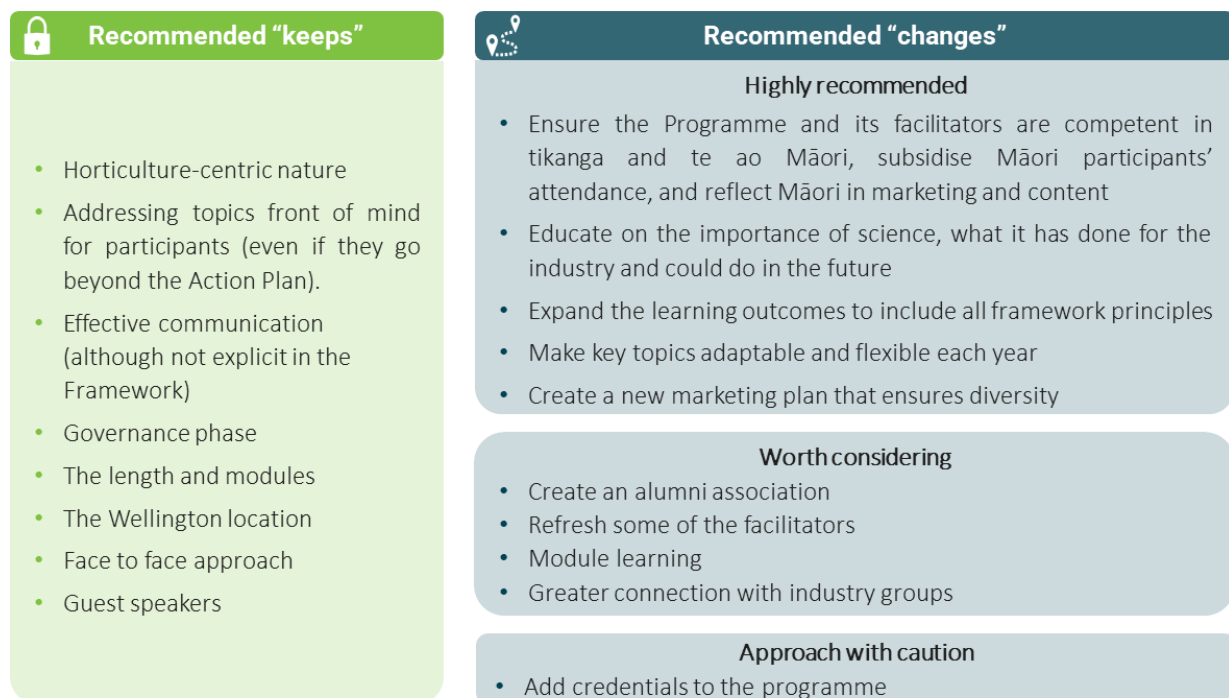
Reducing the length and intensity of the Programme and removing content is likely to decrease effectiveness and should only be done if necessary for financial sustainability. In order to increase the Programme’s financial sustainability, credentialling could be an option, but comes with risks and costs that need to be carefully considered and mitigated.

Last, the programme needs proper documentation of processes, systems and content, as well as a succession plan for facilitators in order to ensure sustainability .

## Recommendations

Figure 9 summarises the recommendations of what the Programme should “keep” and what could be “changed” about it. These should be taken into consideration in the next phase of this project.

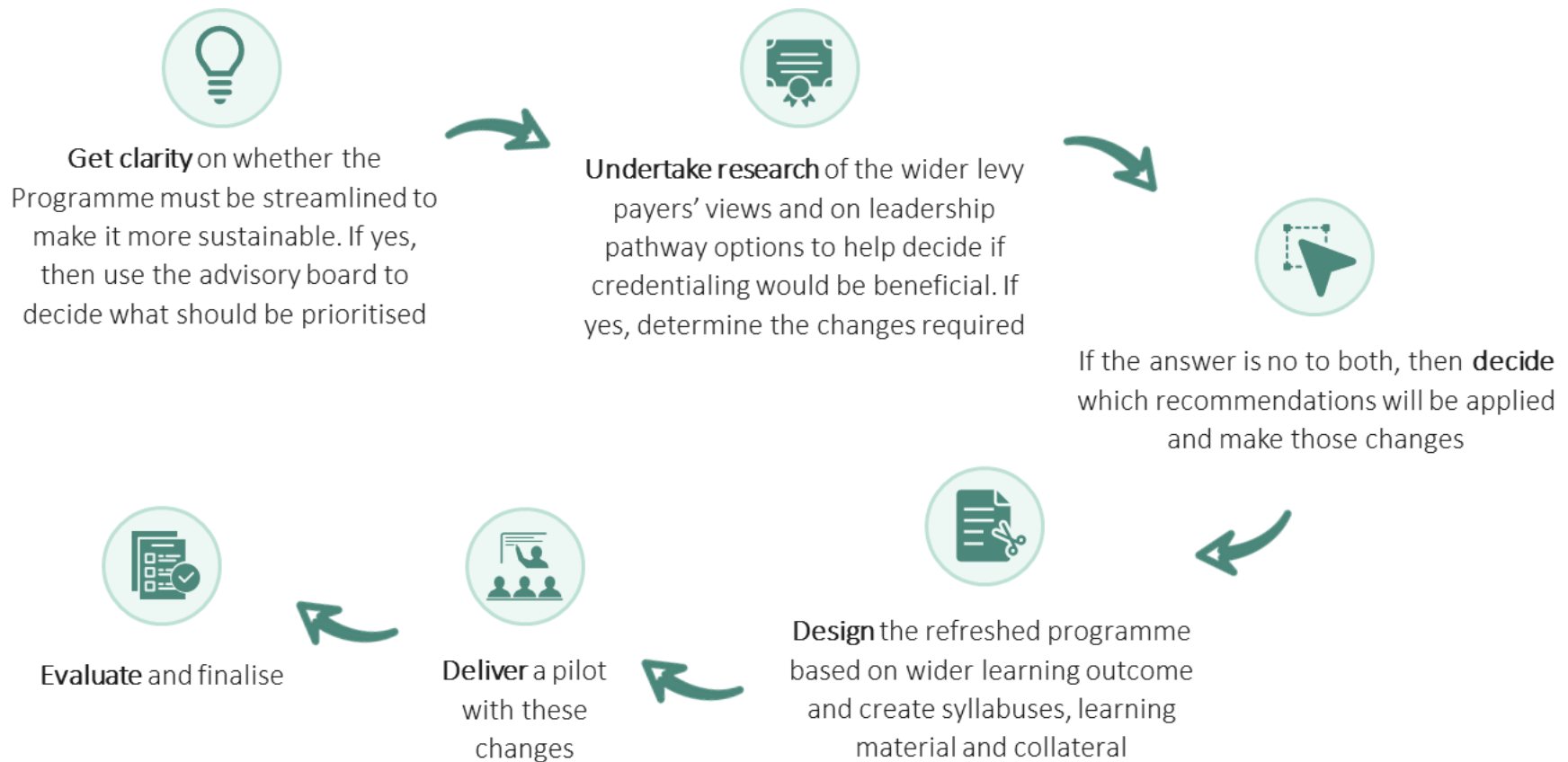
**Figure 9: Recommendations for programme design**



## Next steps

The next identified phase of the project is programme design. Figure 10 outlines the next steps towards this and the pilot.

Figure 10: Next steps



# Appendices

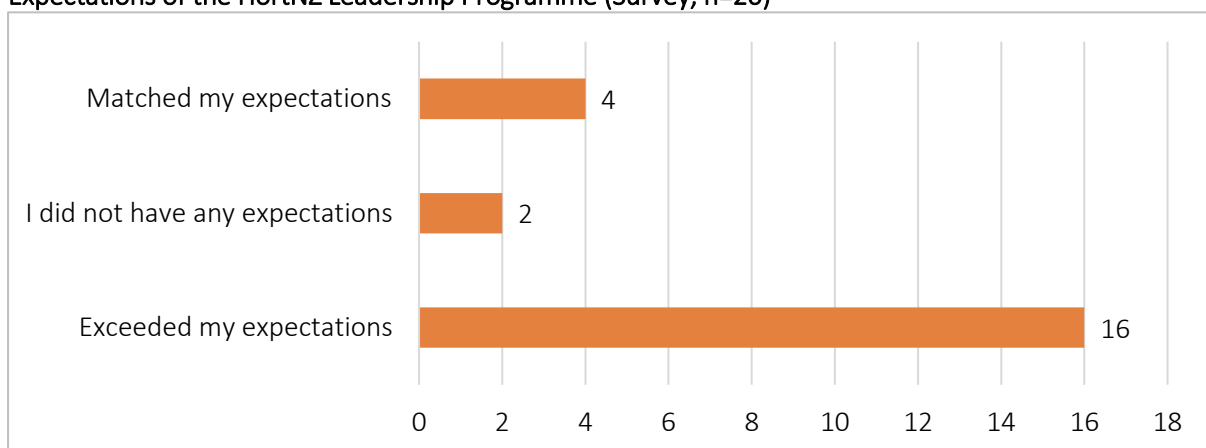
## Appendix A: Map of information sources

Figure 11: Findings from research activities included in the report sections

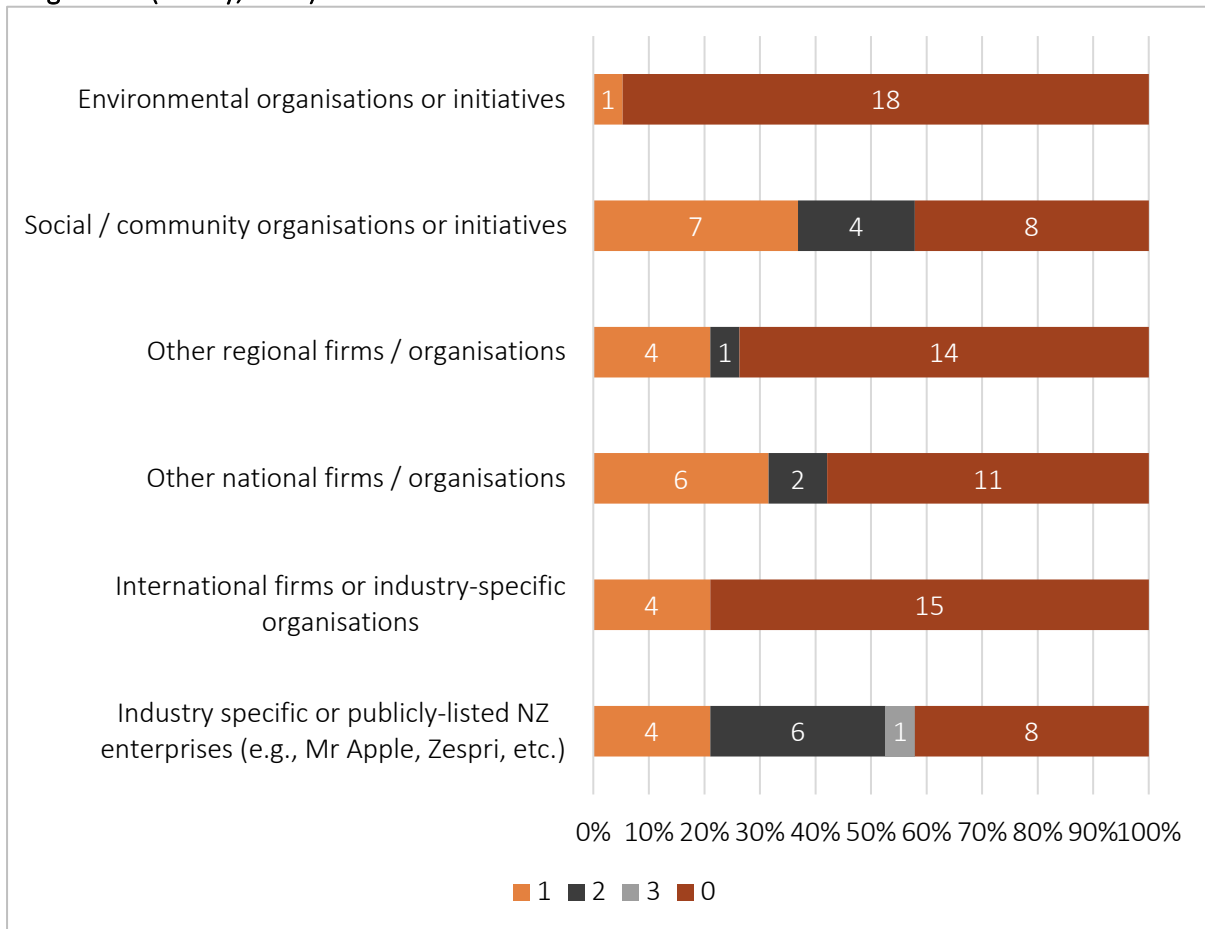
Research activity	Programme value	Horticulture sector	Leadership	Programme logistics
2016 Evaluation review				
Research findings on leadership in the food and fibre sector				
Scan of current and future challenges and leadership needs in the NZ horticulture sector				
Map the Programme against: <ul style="list-style-type: none"> <li>• The Food and Fibre Principles leadership framework</li> <li>• The Growing Together Action Plan</li> <li>• Other leadership and governance programmes</li> </ul>				
Interview alumni and peers				
Survey alumni				
Interview industry leaders				
Focus group of Advisory Group				

## Appendix B: Survey results

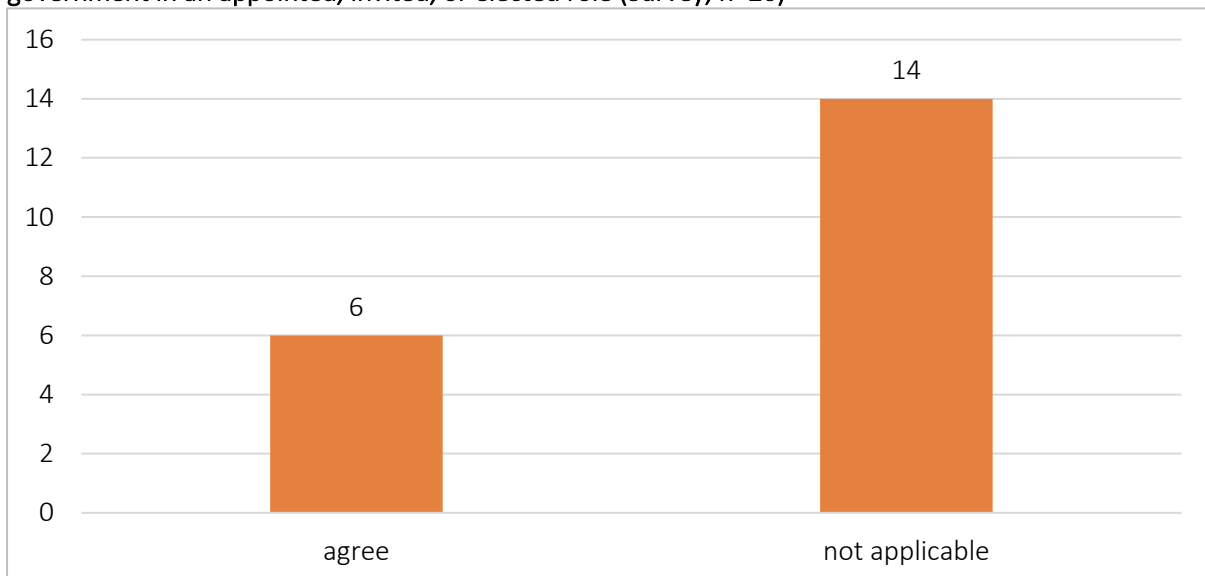
Expectations of the HortNZ Leadership Programme (Survey, n=20)



**Number of leadership / senior leadership roles held since participating in the HortNZ Leadership Programme (Survey, n=20)**



**As a result of participating in the HortNZ Leadership Programme I was better able to serve in government in an appointed, invited, or elected role (Survey, n=20)**

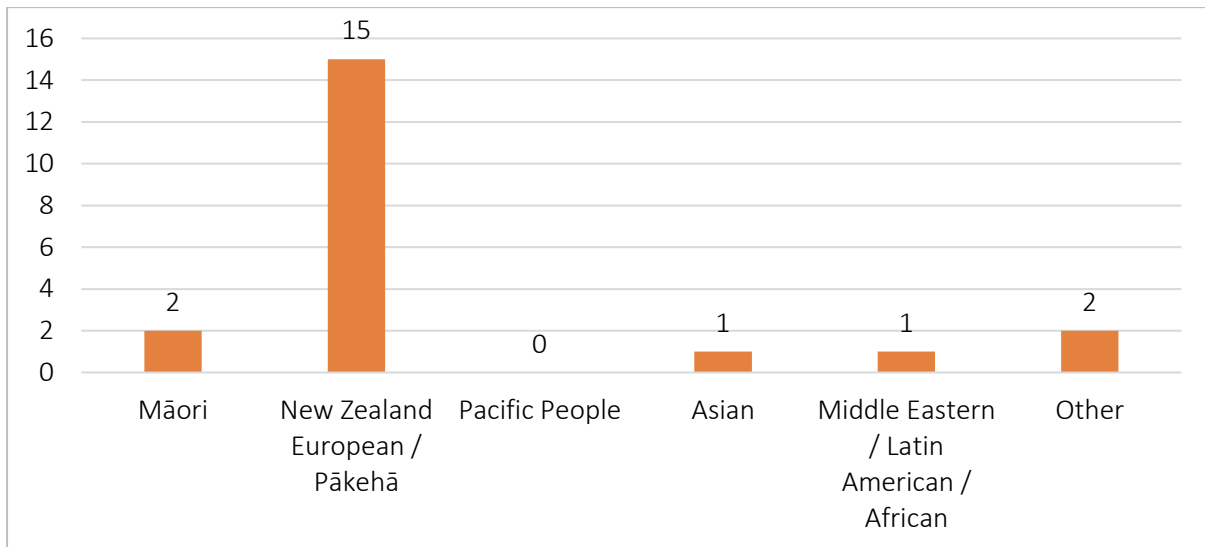


**Number of governance roles held since participating in the HortNZ Leadership Programme (Survey, n=20)**

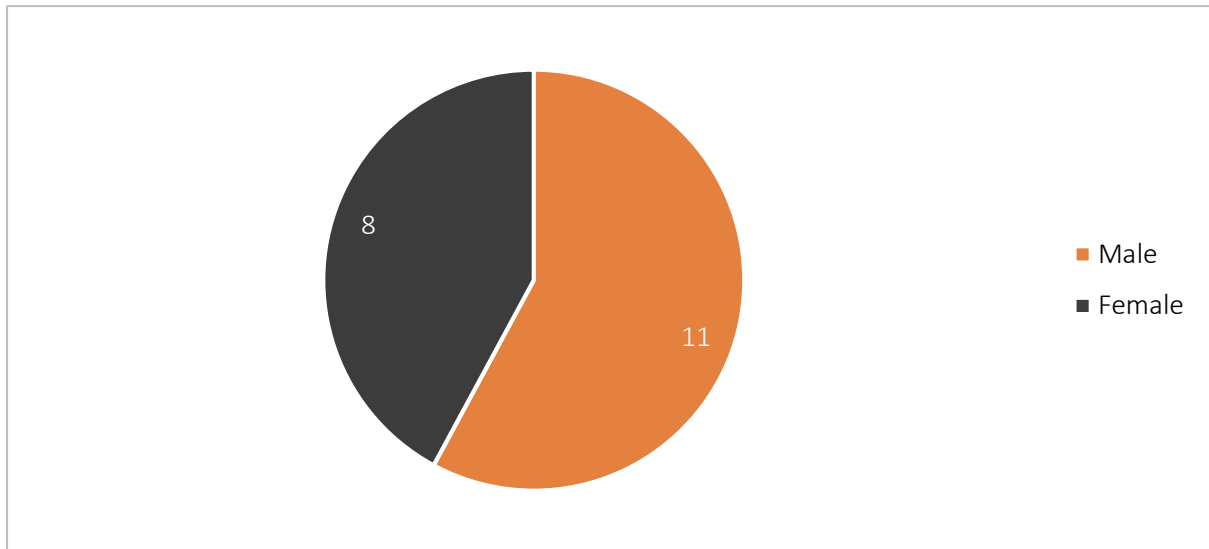


**Ethnicity (Survey, n=20)**

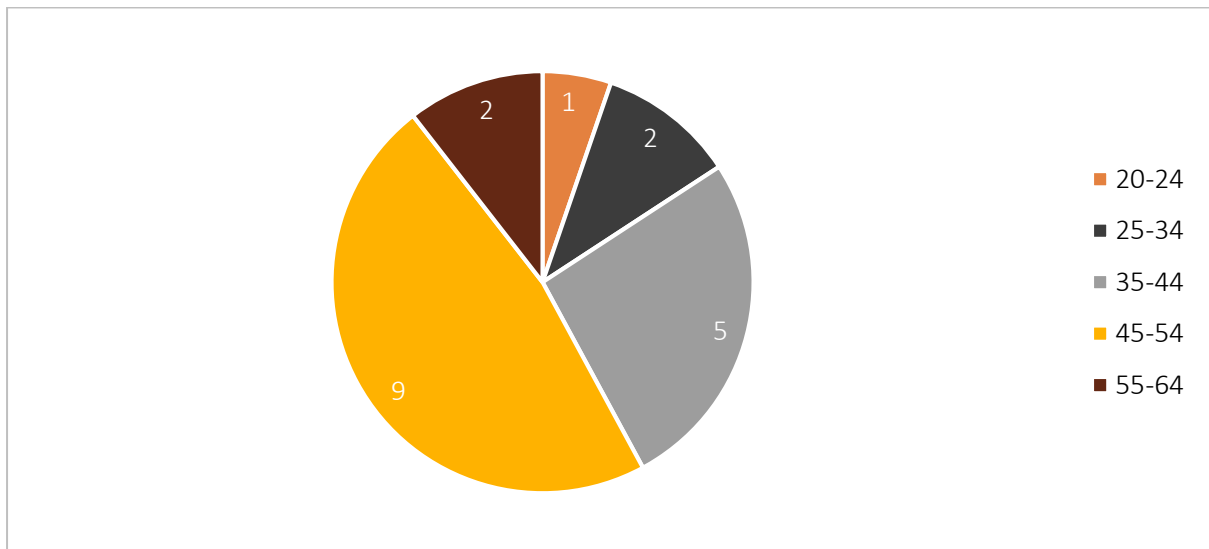
*(Multi-choice question, total might add up to more than total number of survey respondents.)*



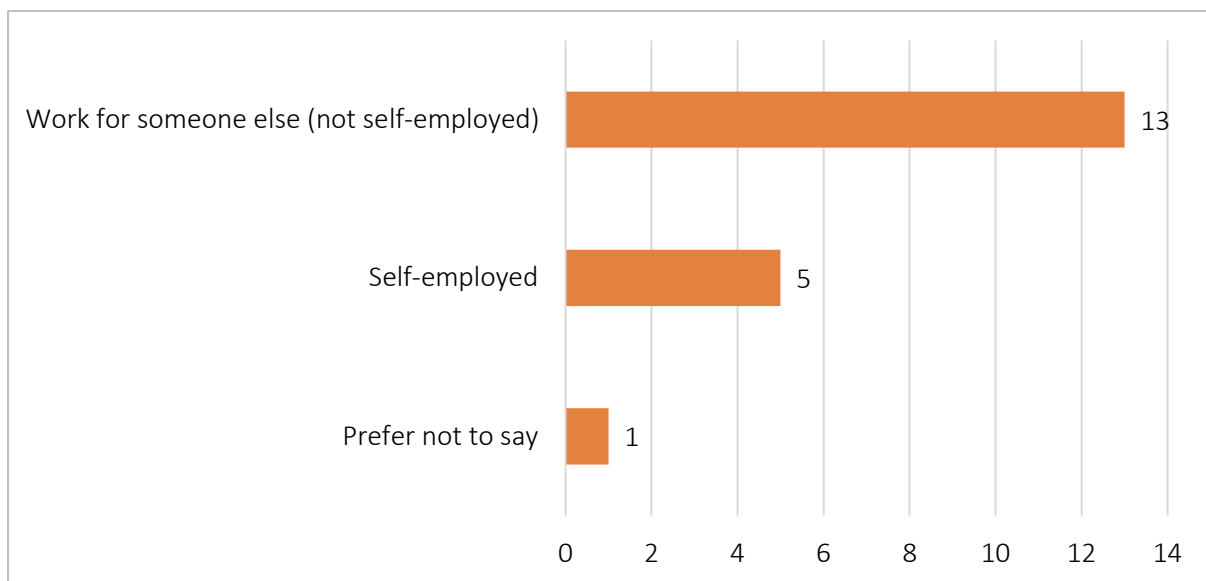
Gender (Survey, n=20)



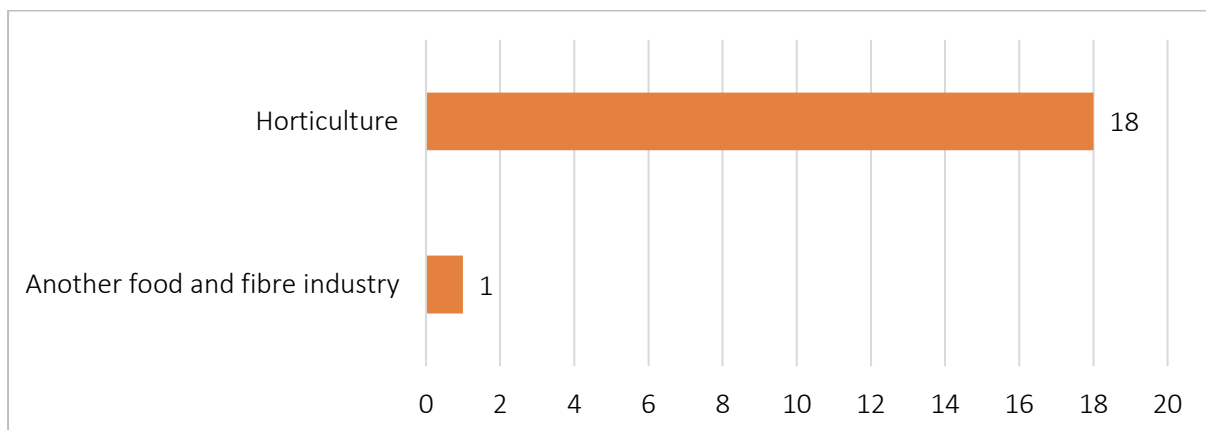
Age (Survey, n=20)



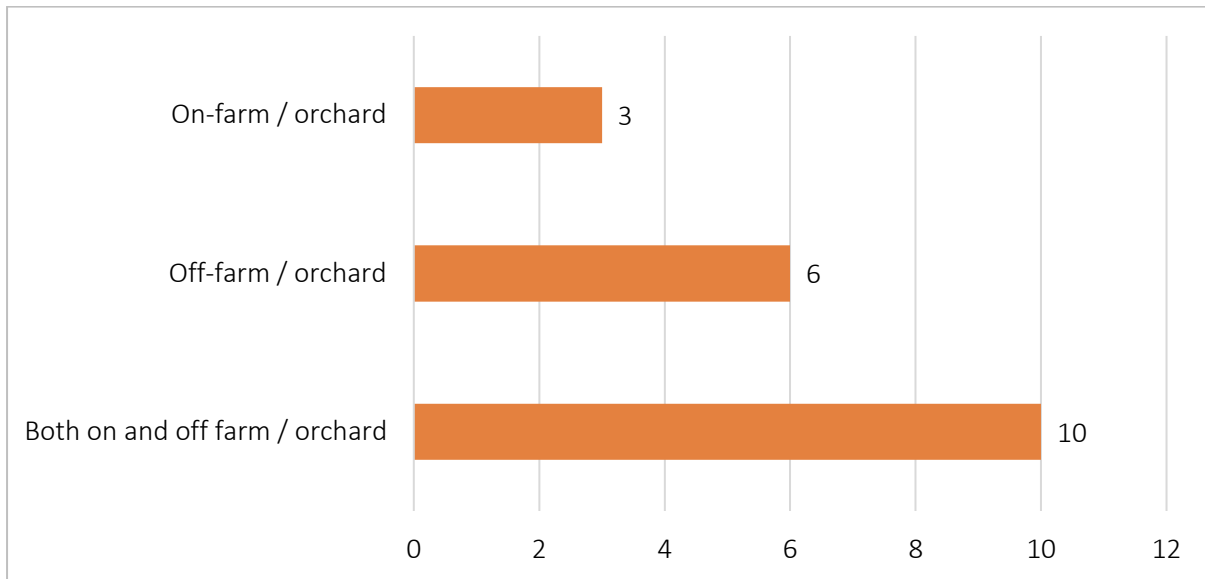
### Employment status (Survey, n=20)



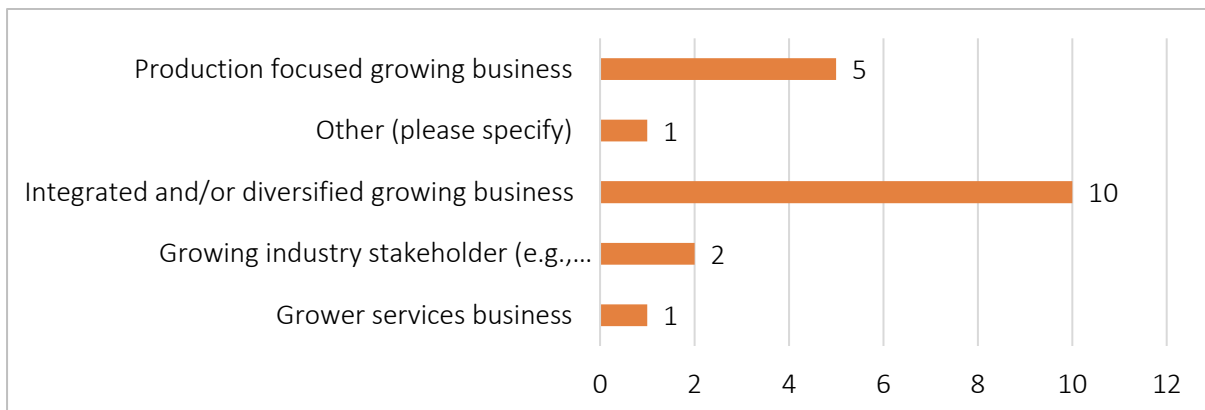
### Industry (Survey, n=20)



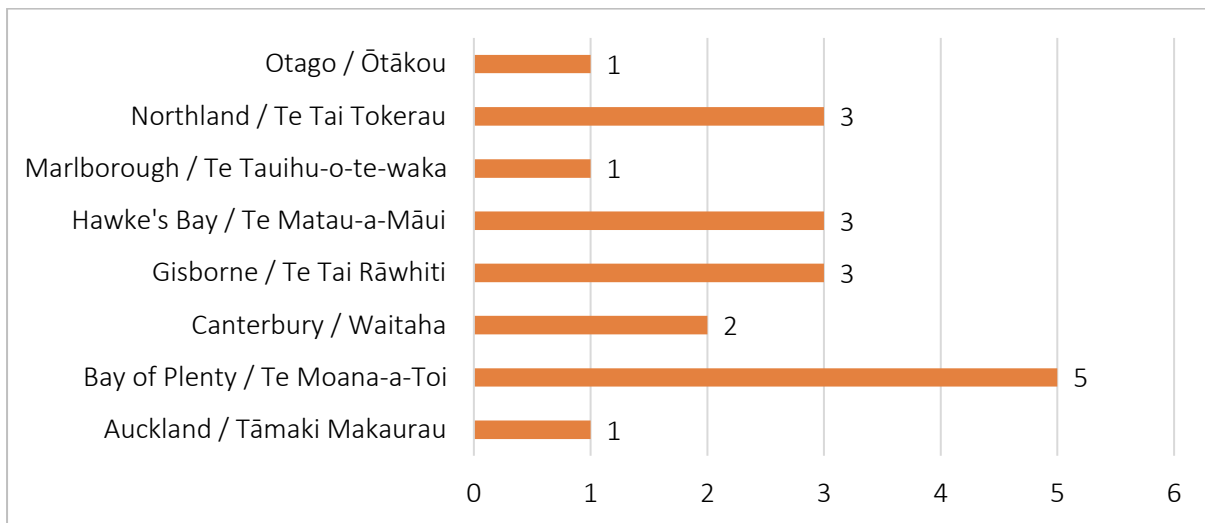
Primary role location (Survey, n=20)



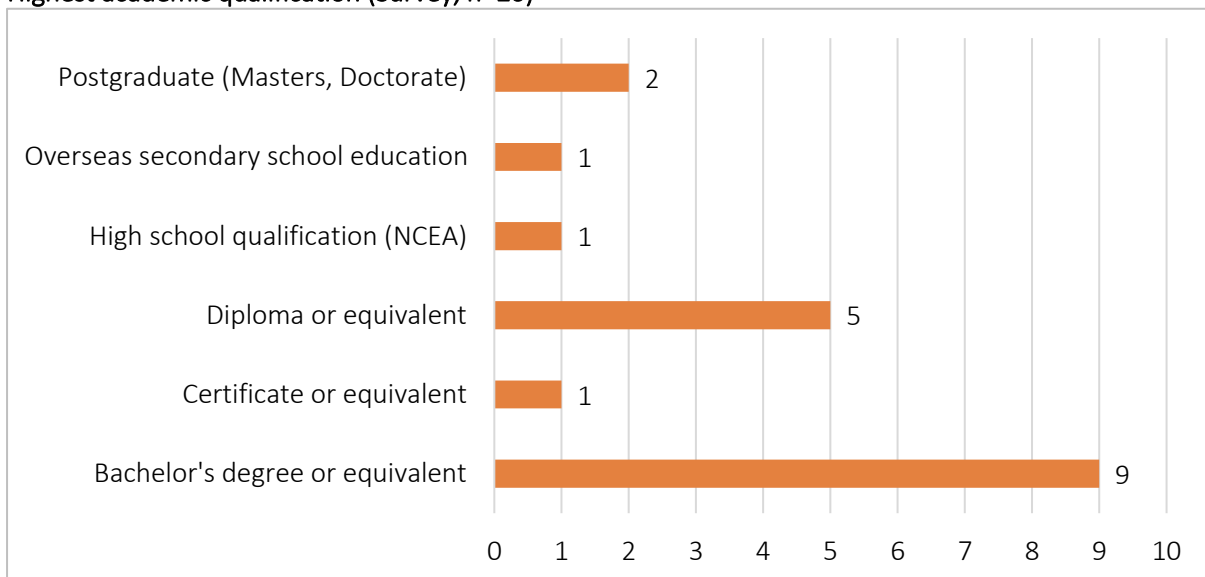
Business type (Survey, n=20)



**Region (Survey, n=20)**



**Highest academic qualification (Survey, n=20)**







## Appendix C: Leadership and governance programmes' alignment with the FFCoVE Leadership Development Framework

Alignment is captured graphically. The Venn diagram represents the three components of the Framework:



The degree of shading in each circle represents the degree of alignment:

-  Programme does not cover this
-  Programme lightly touches on this
-  Programme covers most of this
-  Programme covers this extensively

Programme	Provider	Target audience	Delivery model	Recognition	Price	Key outcomes	Comment	FF Leadership Framework
<u>Escalator</u>	Agri-Women's Development Trust	Experienced leaders (Women)	10 months, 5 modules Group facilitation, coaching, f2f and online	n/a	?	Skills of leadership, confidence to lead, direction and networks	One-on-one support from a programme alumni	
<u>Nuffield</u>	Rural Leaders	Experienced leaders / entrepreneurs	14 months 1 week immersion, Conference, Global visits, Individual research project	n/a	\$48,000	Entrepreneurial leadership Industry strategic direction	Scholarship-based	
<u>Kellogg</u>	Rural Leaders	Experienced leaders / entrepreneurs	6 months Residential x3, individual project	Post Graduate Certificate in Commerce (if eligible) 60 credits RPL towards post graduate qualification	\$7,000 + accommodation	Industry strategic direction and influence		
<u>Value chain innovation</u>	Rural Leaders	Current leaders	1 week immersion, site visits, networking	n/a	\$5,000	Focused on value-chain and problem solving Entrepreneurial leadership		
<u>Bootcamp</u>	<u>Te Hono</u>	Experienced leaders (chief executive or senior governance positions)	?	n/a	? Scholarship \$200,000	Each camp has a different theme	Invitation-based	



Programme	Provider	Target audience	Delivery model	Recognition	Price	Key outcomes	Comment	FF Leadership Framework
<a href="#">Leadership in practice (Te Putanga)</a>	Leadership Development Centre	Public service leaders / managers	9 months Online, residential, peer learning groups, coaching	n/a	\$13-17,000	Leverage natural skills and talents for better leadership	Blends Western and Māori leadership and practices	
<a href="#">CE Class</a>	Institute for Strategic Leadership	CEOs	2 days Residential 6 participants	n/a	\$4,500 + accommodation	Exchange ideas to reflect, problem solve, learn and grow	Invitation-based	
<a href="#">Strategic Leadership</a>	Institute for Strategic Leadership	CEs and senior executives	7 days residential	n/a	\$22,000 + accommodation Optional post-prog coaching \$3,500	Leadership, how to inspire others and become a role model		
<a href="#">Leadership step-up</a>	Institute for Strategic Leadership	Senior leaders	6 days residential	n/a	\$12,000 + accommodation Optional post-prog coaching \$2,700	Equip senior leaders with tools to realise their potential		
<a href="#">Transformational executives</a>	BOMA	Directors, executives, senior leaders	3 days residential	n/a	\$6,000 + accommodation	Business strategy		
<a href="#">Dare to Lead</a>	BOMA	Current leaders	3 days residential	n/a	\$3,000 + accommodation	Improve leader agility, team effectiveness and a thriving culture		
<a href="#">NZ Leadership Programme</a>	Leadership NZ	Current leaders (10+ yrs)	9 months 3/4 days residential x6	n/a	\$16,000 + accommodation	Increased capability to lead, learn, innovate and contribute	Ground in NZ context	

Programme	Provider	Target audience	Delivery model	Recognition	Price	Key outcomes	Comment	FF Leadership Framework
<a href="#">Executive ready</a>	Women and Leadership NZ	Women in mid/senior leadership	7 months (online) Workshops, webinars, peer coaching, professional project	Credits towards MBA (if eligible)	\$9,000	Increased leadership capability		
<a href="#">Advanced Leadership Programme</a>	Women and Leadership NZ	Senior and executive women leaders	9 months (online) Workshops, webinars, peer coaching	Credits towards MBA (if eligible)	\$12,990	Increased leadership capability		
<a href="#">Leading edge</a>	Women and Leadership NZ	Aspiring & emerging women leaders	4 months (online) Workshops, webinars, peer coaching	n/a	\$4,000	Increased leadership capability		
<a href="#">Next Level</a>	Agri-Women's Development Trust	Aspiring and emerging women leaders	2 facilitated modules (residential), self-directed online modules, coaching	n/a	\$4,500	Increased leadership capability		
<a href="#">Wāhine o te Whenua</a>	Agri-Women's Development Trust	Aspiring and emerging Māori women leaders	3 days residential, online workshops, coaching	n/a	\$1,000	Increased leadership capability	Targeted at <u>wāhine Maori</u> with a <u>te whenua</u> , <u>te taiao</u> and <u>te hauroa</u> lens	
<a href="#">Ignite Rural Leadership Programme</a>	Rural Coach	Aspiring and emerging leaders	2 days residential	n/a	?	Learnt to lead self and others		
Introduction to Team Leadership	<a href="#">PrimaryITO</a>	Supervisors	9 months 3 Workshops	Level 3 Certificate	\$2,000	Understand how to train staff and give feedback effectively		

Programme	Provider	Target audience	Delivery model	Recognition	Price	Key outcomes	Comment	FF Leadership Framework
<a href="#"><u>Catapult Leadership</u></a>	Catapult	Experienced leaders	3 days residential	n/a	\$6,000	Leadership capability and confidence		
<a href="#"><u>Fonterra Governance Development Programme</u></a>	Fonterra	Fonterra shareholders and herd-owning sharemilkers	?	n/a	?	Skills and capabilities required to govern rural organisations and potentially Fonterra	Not available for <u>hort</u> sector	
<a href="#"><u>To the Core</u></a>	Farmlands co-operative	Aspiring shareholders of Farmlands, Silver Fern Farms and LIC	3 days residential	n/a	\$845	Learn about governance and develop skills needed to operate at board level	Governance programme targeted towards emerging leaders Not aimed at <u>hort</u> sector	
<a href="#"><u>Mayfield governance programme</u></a>	Mayfield Group	Senior executives, new and aspiring governors, directors, current board members	6 months, 3 day workshops x2, one on one coaching, monthly online group tutorials	n/a	?	Skills to contribute more effectively on boards Leadership capability		
<a href="#"><u>DairyNZ rural governance development programme</u></a>	DairyNZ	Senior agribusiness decision makers with governance knowledge	10 months, 5 workshops		\$475 (\$2,375 for advisor attending with a client)	Governance knowledge and business / succession planning	Learning needs assessment before the programme informs the learning process. Full governance board attends	

Note, grey rows indicate the programme is not available to the horticulture industry

Programme	Provider	Target audience	Delivery model	Recognition	Price	Key outcomes	Comment	FF Leadership Framework
<u>Māori Governance (Te Whare Hukahuka)</u>	Te Whare Hukahuka	Full Māori trust boards	1- or 2-day workshops, 1.5 hr coaching sessions x3 for the Chair, board or CEO	n/a	Slim programme \$13,184, full programme \$22,846	Build basic skills and capabilities of governance	Governance Review at an additional cost comes first which informs training content	
<u>IoD Rural Governance Essentials</u>	Institute of Directors	Owners and managers of farms and agribusinesses, professionals advising rural clients	1 day	n/a	Members \$955, non-members \$1,950	Obtained insights and skills to get the most out of Boards		
<u>Postgraduate Certificate in Leadership and Governance</u>	University of Auckland	Working professionals	1 year – part time study	Postgraduate certificate in Leadership and Governance	\$9,720	Developed leadership in governance	Pick 4/7 courses to attend	
<u>Nationwide Governance Programme</u>	Community Governance Aotearoa and Mentoring Foundation New Zealand	Community board members	6 months, online / face to face mentoring and regular catch ups	n/a	Free	Developed governance ability	One to one mentoring, tailored to each mentee depending on their personal development needs	

Programme	Provider	Target audience	Delivery model	Recognition	Price	Key outcomes	Comment	FF Leadership Framework
<a href="#"><u>West Coast Governance Programme</u></a>	Development West Coast (delivered by Westlake Governance)	Board or council members, future board members, those reporting to and working with boards	1 day workshop x4	n/a	?	Understand key roles and responsibilities	Programmes caters to all levels of governance whether people are experienced or emerging	
<a href="#"><u>The Leadership Development Programme</u></a>	Icehouse	New Zealand business owners	3-day residential programmes x2 over 2 months, final 1 day session 4-6 weeks later	n/a	?	Know how to lead a team and contribute strategically		
<a href="#"><u>Industry Governance Development Programme</u></a>	Zespri	Established leaders in the kiwifruit industry	12 months – event and dinner each quarter	n/a	\$16,000 (Zespri pays \$8,000)	Understand governance and leadership possibilities		