Vegetable Industry Strategic Leadership Course

Jill Briggs
Rural Training Initiatives

Project Number: VG08113

VG08113

This report is published by Horticulture Australia Ltd to pass on information concerning horticultural research and development undertaken for the vegetable industry.

The research contained in this report was funded by Horticulture Australia Ltd with the financial support of the vegetable industry.

All expressions of opinion are not to be regarded as expressing the opinion of Horticulture Australia Ltd or any authority of the Australian Government.

The Company and the Australian Government accept no responsibility for any of the opinions or the accuracy of the information contained in this report and readers should rely upon their own enquiries in making decisions concerning their own interests.

ISBN 0 7341 2125 3

Published and distributed by:
Horticulture Australia Ltd
Level 7
179 Elizabeth Street
Sydney NSW 2000
Telephone: (02) 8295 2300
Fax: (02) 8295 2399

© Copyright 2009

HAL

Know-how for Horticulture™

HAL Project Number - VG08113 (September 2009)

Project Title – Vegetable Industry Strategic Leadership Course 2009

Author Name – Ms Jill Briggs
Research Provider – Jill Briggs Managing Director, Rural Training Initiatives Pty. Ltd.

HAL Project Number - **VG08113**
Project Leader - Ms Jill Briggs
Managing Director – Rural Training Initiatives Pty. Ltd.
1095 Kings Rd
Norong, Victoria, 3682
rti@dragnet.com.au
The final report provides the vegetable industry with the following: - an understanding of the history of the leadership in primary industries and leadership learning as it currently stands, the planning and consultation process managed, the relationships and networks built throughout the project, the program profile established, and the learning and outcomes delivered during the project.
Acknowledgment of all funders/sponsors.
Project Funder - Horticulture Australia Limited
Program Sponsors – Melbourne Markets
In-kind Sponsors – Melbourne Markets, Simplot, and Ausveg
Participant Sponsors – Tasmanian Farmers and Graziers Association
Report Date: September 2009

Disclaimer:
Any recommendations contained in this publication do not necessarily represent current Horticulture Australia Limited policy. No person should act on the basis of the contents of this publication, whether as to matters of fact or opinion or other content, without first obtaining specific, independent professional advice in respect of the matters set out in this publication.

Media Summary

The Vegetable Industry Strategic Industry Leadership Course (VISLC) is the first national leadership program developed and delivered to the vegetable industry. The project commenced in July 2009. The project timeline was extended to conclude in September2009.

Aims:

- Develop the leadership capability of the vegetable industry in line with Vegvision 2020 and Australian Vegetable Industry Needs analysis 2007;
- Ensure individuals from a broad cross section of industry are encouraged and supported to develop their leadership potential and;
- Encourage cross-sectoral understanding within the vegetable industry.

Outcomes:

- 12+ graduates of a national vegetable industry leadership course – Vegetable Industry Strategic Leadership Course 2009;
- Minimum of 80% of participants to complete the VISLC 2009 and;
- The learning activities and outcomes that support graduates to seek formal assessment through a registered training provider against accredited outcomes.

Outcomes Achieved To Date:

The target graduate number was twelve (12) and this was delivered, with thirteen participants commencing the program and twelve graduating. One participant withdrew due to non-attendance which allowed a 100% rate of success. The project also ensured that graduates were encouraged to seek formal assessment and follow-up. This target will occur through the informal support provided to graduates.

Unwritten planned outcomes included:

- Diversity of the industry throughout the program.

The program involved women and men (5:7), young, mid-aged and older low literacy participants, growers through to policy developers and representation from all eastern states and territories. The guest speakers provided an industry wide perspective - from growers to industry economics. This outcome was delivered.

- A nine day leadership program

The program was developed as a response to skills development illustrated by Vegevision 2020 and Australian Vegetable Industry Needs Analysis. To cover areas identified in the research, leadership was to be developed at three critical areas – personal, workplace and industry. Mentoring was to include a formal internal and external mentoring process. The final essential element was the inclusion of the leadership-in-action group task that encouraged reflection and personal learning. This outcome was delivered.

- Increased industry knowledge gained through industry knowledge transfer sessions.

The program included twelve information and networking opportunities (addressing further the identified needs of the industry), three tours, three formal networking opportunities – course dinners and six guest speaker sessions. This outcome was delivered.

- Heightened industry leadership capacity through the graduation of 12 graduates.

This outcome was delivered.

- Enhanced industry wide capacity through three residential sessions per annual program.

This outcome was delivered on time and within budget with no significant issues via participant feedback excepting logistic issues regarding venues and catering.

- Development of industry networks.

Via the industry dinners, guest speaker sessions and industry tours a significant network was provided to each of the participants. There were over sixty significant industry people present, representing organisations and businesses during the nine days of delivery resulting in development of industry networks. This outcome was delivered.

- Increased industry profile through press/media releases throughout the program.

This was a delivered outcome as reviewed through the informal media scanning available in the industry networks and participant records.

- Building of the professional image through high-level interaction with key industry decision-making organisations.

This will have ongoing outputs as the initial interaction occurred both formally, in facilitated program activities, and informally as graduates continue to work with and in the industry.

- The final outcome set by the participants was delivery on their stated mission - *That the Australian Vegetable Industry is recognized, sustainable and unified*.

From this mission the participants developed three strategies capable of fulfilling this mission. All three strategies were worked on and resulted in the graduates gained a deeper understanding of leadership through the process of self-managing and leading others towards a goal.

Table of Contents

Media Summary 3

1. Acknowledgments 6

2. List of Tables 7

3. Background 8

4. Need 9

5. Evaluation of Effectiveness 9

5.1 Objectives 9
5.2 Methods 10
5.2.1 Development of Leadership Capability 10
5.2.2 Cross-section of the Industry 10

6. Results 11

7. VISLC Program 13

7.1 Program Overview 13
7.2 Communication 14
7.3 Course Materials 14
7.4 Management 15

8. Evaluation 17

9. Benefits 19

9.1 Participants 19
9.2 Industry 21

10. Recommendations 23

11. Planned Outcomes 24

12. Conclusion 26

13. References 28

14. Appendices 29

Appendix 1 – Intellectual Property 29
Appendix 2 – Project Staff 30
Appendix 3 – Program Materials – Pre-Course & Course 36
Appendix 4 – VISLC Graduate Details 287
Appendix 5 – VISLC 2009 Guests – Speakers and Dinners 288
Appendix 6 - Media 294

1. Acknowledgments

Rural Training Initiatives Pty. Ltd. would like to thank the vegetable industry for providing significant individuals to participate into the program. We would also like to thank the following 2009 graduates for their commitment to the industry through completing the program:
Alison Anderson
Marcus Brandsema
Andrew Bulmer
Andrew Craigie
Tundra Howe
Denise Kreymborg
Chris McKenna
Stuart Millwood
Alan Norden
David Troldahl
Frances Vella
Kim Vincent

Rural Training Initiatives Pty. Ltd. would like to thank a number of industry organisations and individuals within those organisations who have contributed to the Vegetable Industry Strategic Leadership Course 2009. This year has seen a significant contribution to the program by participant businesses and organisations. Mention must be made of the major contributors to the project success: Project Funder Horticulture Australia Limited, Tasmania Farmers and Graziers Association, Simplot, Ausveg and Melbourne Markets.

Thank you to all guest speakers and panel members who provided vital industry insight at all three residential sessions – James McKee, Neil Armstrong, Nigel Carey, Richard Bovill, Luis Gazzola, John Roach, Dianne Fullelove and Ian James. Thank you to all mentors who assisted the 2009 participants through to graduation. Finally it is with thanks that Rural Training Initiatives acknowledges the individuals who made their time available to guide the project – the VISLC informal advisory group – John McKenzie, Richard Stephens, Lucy Keatinge, Dianne Fullelove.

2. List of Tables

Table 6.1 Participant Profile 11

Table 6.2 Participant Statistics 12

Table 6.3 Guest Statistics 13

Table 7.1 Program Overview 13

Table 7.2 Project Staff 17

Table 9.1 Leadership Learning Plan 19

Table 9.2 VISLC 2009 Strategies 20

3. Background

The initial work for a national leadership program for the vegetable industry developed from the Australian Vegetable Industry Training Needs Analysis in Business Skills and Leadership Developed (2007) and Vegvision (2006).

The above mentioned needs analysis concluded from industry consultation …

> *'that good leaders, across the industry, have similar characteristics and skills; however, more skills were needed by a wider range of people. There is a lack of leadership development for younger growers and little encouragement for them to participate in industry organisations. Most industry participants felt that leadership training should build on the skill base that exists already in the vegetable industry. Leadership skills identified from a range of sources were:*
>
> - *Communication including media skills*
> - *Conflict resolution*
> - *Negotiation skills*
> - *Work/life balance including time management*
> - *Self-management*
> - *Presentation skills*
> - *Team-building skills*
> - *Understanding of government networks*
>
> *A review of successful leadership programs indicated that inclusion of a personal project encouraged participants to practice skills learned in the program. Current industry leaders also felt that programs should include networking opportunities and a mentoring component.*
> *It was clear from previous studies, grower interviews and industry consultation that a key driver in growers' willingness to engage in training is the convenience of the training. Time, venue, location and duration were all factors that influenced uptake. Quality of training organisations and presenters was very important.'*

These concepts were then further articulated by the industry through Vegvision 2020. Specifically in the Leadership Platform detailed in -

1.1 Achieving efficient and effective service delivery to support industry growth;
1.2 Upgrading leadership development and succession planning and;
1.3 Improving industry communication and change management.

It is with this background knowledge that Rural Training Initiatives Pty. Ltd. commenced designing and subsequently delivering the Vegetable Industry Strategic Leadership Course (VISLC). The 2009 VISLC was developed after comprehensive research of current primary industry national and international leadership programs. The 2009 VISLC materials were developed from leadership material and information available in the public domain. The materials generated for the program for 2009 are all sourced from published academic sources. The contact details and databases used for industry communication were developed from public information. All other data and information used during the planning and delivery of the project have been sourced from public records.

4. Need

Currently, many vegetable growers and associated services are facing the very real crisis of declining markets and resources. Investing in leadership, and the associated networks and cross stakeholder understanding, is seen as vitally important for all sectors of the industry to be able to contribute to debate, drive change and address challenges in order to enable the vegetable industry to reach its potential. Specific issues which challenge the industry, and where leadership is continually required include:-
Considering global market impacts; the ability to engage with research and outcomes and policy and future directions regarding production and resources use; understanding the supply chain and end user of the vegetable production and effective communication with relevant sections of the chain. The initial success of the VISLC has seen a commitment from industry through significant support of participants. The VISLC 2009 has had considerable support from industry throughout the year, from sponsorship of course activities and in-kind contribution to provision of guest speakers. The areas of support and potential ongoing funding has built a leadership course, which, in its infancy, already has a significant reputation throughout the industry.

The VISLC has developed parallel drivers to the Vegvision Leadership Platform. These drivers are:

- The shortage of industry leaders in all sectors of the vegetable industry.
- The need to develop people within all sectors who have the skills to effectively contribute to debate and policy development to cope with significant industry and primary production challenges.
- The opportunities for people in industry to develop skills that are going to directly improve business profitability and sustainability.
- The enhanced knowledge of decision makers in a complex industry through accurate information and knowledge.

5. Evaluation of effectiveness

5.1 Objectives

The VSILC 2009 objectives, simple in design and complex in delivery, were to:

- Develop the leadership capability of the vegetable industry;
- Ensure individuals from a broad cross section of industry were encouraged and supported to develop their leadership potential and;
- Encourage cross-sectoral understanding within the vegetable industry.

5.2 Methods

5.2.1. *Develop the leadership capability of the vegetable industry.*

- Connect three times via communication plan with the vegetable industry – industry sector representative organisations; state vegetable councils/boards; state and federal government agencies and departments; vegetable companies and businesses; research bodies and individuals.
- Communication activities provided industry and registering individuals with an understanding of the VISLC aims and the anticipated industry and individual outcomes.
- Refining of the program goals and outputs via regular conversations with the informal program advisors.
- Developing and delivering a nine day program with quality materials and logistics via face-to-face training.
- Evaluation via both written and verbal methods using a standard evaluation form which requests feedback on logistics, topics, delivery, outcomes and staff.
- Delivering a nationally significant mission through co-operation of all program participants which focused on an essential and relevant issue.
- Enhancement of participant's leadership skills in the workplace or organisation through the implementation of the above mentioned nationally significant mission, mission strategies and participant's personal leadership plan.
- Connecting participants with industry stakeholders and national organisations through the mentoring process and industry panel sessions.
- Building an industry profile for 2009 VISLC participants via industry functions (dinners and lunches) and media releases.
- Connecting participants with current national and global issues through the guest speakers at each residential.

5.2.2 *Cross- section of the industry*

Ensure individuals from a broad cross section of industry are encouraged and supported to develop their leadership potential.

- Communicating with industry organisations across Australia including sector organisations to ensure inclusion.
- Identification of missing population cohorts from the program e.g. indigenous, women and grass roots industry members.
- Directly communicating with above sectors via specific organisations and individuals and HAL and Ausveg networks.

- Managing the selection process through the development of selection criteria and process which matched application criteria.
- Ensuring delivery and support incorporates effective management of all participants.
- Identifying specific methods of connecting with individual participants who are remote.
- Provision of a cross-section of the industry as speakers and dinner guests.
- Provision of ongoing email, written and phone support.
- Ensuring project guidance was delivered through course materials and learning, internal and external mentoring and facilitator staff.

The full cost of the program per participant is approximately $5000.00 plus out-of-pocket expenses including accommodation, travel and other sundries. To ensure that all VISLC 2009 participants were supported HAL provided full funding for the program and also reviewed out-of-pocket expense processes for the growers in the program who were not supported by Tasmania Farmers and Graziers Association.

Encourage cross-sectoral understanding within the vegetable industry.

- Full group mission developing a common issue and working in strategy teams.
- Whole group activities throughout the course face-to-face delivery.
- Internal mentoring with difference established as a success factor.
- External mentoring with difference established as a success factor.
- Program guest speakers sourced from a variety of sectors.
- Program dinner and lunch guests to represented diversity of the industry.

6. Results

Participant Tables
6.1 Participant Profile

Industry Sector	Participant Numbers
Growers	5 – 3 TAS; 1 VIC; 1 NSW
Industry Representation	1 – 1 QLD
Retailer	1 – 1 NSW
Govt./policy	3 – 2 NSW, 1 ACT
Extension/education	4 – 2 TAS, 4 NSW

NB In the above statistics participants can be included more than once due to the nature of business/workplace structure and complexities.

Table 6.2 Participant Statistics

	Numbers
MALES	7
FEMALES	5
AGES GROUPS: 18-24 25- 34 35 – 44 Above 44	 0 5 6 1
INDIGENOUS	0
ESL cultural background	3
Low Literacy	3

Twelve participants graduated from the VISLC 2009. Discussions were rigorous regarding the withdrawal of the one participant who was unable to graduate. One participant withdrew three days prior to graduation. The reason provided by the participant was multifaceted – they included changes at work and seasonal issues. At no point was there mention made of the program not meeting this participants needs. However there was mention made that the team would be able to "fill the gap" even though it was such short notice.

Guest Speakers

Topics covered during the program ranged from "How to make the most of your leadership learning experience" through to international economics and markets. Ten (10) guest speakers were used during the program, four in Devonport, three in Melbourne and two in Canberra.

Speaker's topics were:

- How to succeed in the program.
- What is leadership in the vegetable industry?
- The vegetable supply chain – Grower, Processor and Exporter.
- Working with the media.
- Economics and Opportunities.
- Future Direction for Leadership and the Vegetable Industry.

(See details in Appendix 5)

Sponsors

The sponsors of the VISLC 2009 provided links from the program to the industry and from the industry to the program. In Devonport a commercial processing company provided in-kind sponsorship via a managed tour of a processing facility. This ensured participants gained valuable industry information and also raised the program's profile through media coverage.

Melbourne Markets and Ausveg provided in-kind sponsorship of the program through the tour of the Melbourne Markets and use of the conference facilities. Ausveg provided a guest speaker for the Media session – Hugh Tobin. Neil Armstrong, Nigel Carey, Richard Bovill, Luis Gazzola John Roach, Ian James and Dianne Fullelove all provide time to the program as guest speakers in Devonport, Melbourne or Canberra.

(See details in Appendix 5)

Dinner Guests

For participants to be provided with leadership experience and industry networking opportunities, an industry dinner was planned and managed at each of the three residentials. At the recommendation of graduates, significant diversity at these dinners occurred. Invited guests including recommended vegetable industry individuals and organisations, however it must be noted that local, state and federal politicians were invited as well as leading business owners and operators and community leaders.

Table 6.3 Guest Statistics

Guest Profile	Number
Politicians and/or staff	7
Training Organisations	2,
Media	2
Industry Organisations	13
Industry Businesses/Companies	8
Government Agencies/Departments	5
Industry Leaders	11
Industry Individuals	8
Service Industries	7

(See full details of attendees Appendix 5)

7. VISLC Program

7.1 Program Overview (See details of Program Appendix 3)

24th – 26th February Devonport Tas.			26th – 28th May Melbourne Vic.			18th – 20th August Canberra ACT.		
Knowing Leadership			Experiencing Leadership			Implementing Leadership		
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
	Industry Tour			Market Tour				
Purpose of the Program	Reviewing Day1	Understanding Day 1&2	Re-connecting	Outcomes for the mission	ORID Day 4 & 5	Meetings in Canberra organised by participants	Looking forward	ORID & Day 6 & 7
Identifying Leadership	Building Teams	Leadership Theories and Practice	Project Update	Understanding our industry	Handling Conflict		Lobbying	Taking the next step
Communication I	Industry Panel and Q&A	Meetings	A supply Chain view of the industry - Guests	Understanding our industry	Media and Messages		Industry Panel	Leading the industry.
Learning and Leadership	Developing a mission	Project Proposal	Power and Behaviour	Understanding our industry	Project Next stage	Project Planning	Parliament Question Time	Project Presentations& networking afternoon tea
Communication ii	Project Plan	Debrief	Teams and Leadership	Reshaping our mission and reviewing the project	Project – Next Stage		Parliament Question Time	
Personalities	Networking		Planning for Tomorrow		Debrief	Team Dinner	Project Presentation Preparation	Final session and dinner briefing
Team Dinner Briefing – Vision	Industry Dinner		Team Dinner	Industry Dinner			Debrief and Briefing	Graduation Dinner

7.2 Communication

Tracked Media Coverage

Media coverage during the program was most effective in the regional location of Devonport; consequent analysis suggests that the level of "news" available in regional locations is lower than in urban locations resulting in a significantly higher uptake.

It is also clear that when participants provide the media with information there is a higher level of positive responses.

Collected media:

- Three print – Devonport (2) National (1)
- Two radio – Devonport(1) Northern Tasmania(1)
- Internet – ABC internet

(See details Appendix 6)

7.3 Course Materials

Pre-course

A minimum of fifteen (15) VISLC badged documents were produced prior to the first residential commencing (see samples Appendix 3). These documents included:

- Pre-course material included a number of emailed documents and PDF's.
- A letter of invitation to industry.
- Two information releases.
- Program photo banner.
- Dinner invitation.
- Informal communication to advisory group.
- Letter of participation.
- Selection process.

Course

Course booklets and accompanying materials and facilitation information was developed and produced for the program and for each of the residential sessions. (See full details of booklet materials and samples of workshop materials Appendix 3). These documents were:

- Devonport - Booklet Materials
- Devonport – Guest Speaker Profiles
- Devonport – Participant Role Sheets
- Devonport – Guest Packages
- Melbourne – Booklet Materials
- Melbourne – Media release
- Melbourne – Further Reading Materials
- Melbourne – Participant Role Sheets
- Melbourne – Participant Briefing Pack
- Melbourne – Guest Packages
- Canberra – Booklet Materials
- Canberra – Guest Dinner Pack
- Canberra – Graduation Dinner Guest List
- Canberra – Graduation Certificates

Post Course Communication

Post course materials were two fold – one thank you and promotional material sent to all individuals connected to the 2009 program and two provisions of further information for graduates. The documents included:

- Information and photos of course provided to all graduates.
- Guest speaker letter of thanks.
- Dinner guest letter of thanks.
- Media release for all participants with graduation photo attached.
- Final formal communication challenge for each participant.

7.4. Management

Management documentation was developed and delivered to various project partners.

- Course delivery management.
- Milestone reports.
- Participant management.
- Participants email and phone calls.
- Participant Leadership Learning Plans.

Applicants

Fourteen applicants were received for the VISLC 2009 - five women and nine men. There were a multiple number of sector applications – growers, government agencies and extension staff.

Pre-course preparation was managed via email, phone calls and direct mailing. All applicants received a letter of receipt of application. All applicants received a personal call from the program manager to indicate success of application and many expressed gratitude for the call. There should be ongoing review of postal addresses ensuring that information is accurate and current.

Program support was managed via email and phone. Between each residential a minimum of three contacts were made. With some participants this can be considerably higher if need is identified. Considerable difficulties had to be faced over the year with particular participants not responding to contact and support. The implementation of the internal mentoring system did not negate this but it did ensure that a number of people were contacting each participant throughout the project. This internal mentoring process should be considered for future courses.

Participant delivery of personal leadership learning goals was valuable as these targets were set by the participants and measured at the end of the course. They were also used as a reference during support contact. The focus on the leadership targets also provided a vital shift in the change progressed by participants during the course. Combining the learning plans with the implementation of the team vision and then mission and a group strategy focus on leadership growth was maintained throughout the course. Particular emphasis was placed on the three essential leadership areas – communication, relationships/mentors, managing change (personally, project and industry).

Delivery of the VISLC course materials presented along with participant output is set at a Cert V and VI level. It is vital however to ensure that participants are setting mission implementation goals and leadership targets about self-improvement. Therefore key messages are focused on self, business and industry activity.

Sponsors

Sponsors were an important element of the VISLC 2009 and with the entrepreneurial nature of the participants encouragement was provided for each grower to supply fresh product for the industry networking dinners. One participant provide product at the graduation dinner in Canberra.

Sponsorship of the participants through industry associations, state organisations, employers and personal business operations is a vital part of the program. Through these financial commitments, organisations, in many cases monitor the leadership journey of the participant.

Sponsors were also sought for each residential – Simplot provided the in-kind sponsorship of the Devonport residential; Melbourne Markets provide sponsorship of the Melbourne Residential.

Logistics

Apart from two industry tours in Devonport and Melbourne all other logistics were managed (note not delivered) by Rural Training Initiatives. There were significant teams of people who assisted in ensuring that the 2009 VISLC was delivered without major incident. The participants were solely responsible for managing transport and accommodation, Rural Training Initiatives provided suggestions.

Venues were booked by Rural Training Initiatives but management of venues remained with the venue.

Melbourne Market is an excellent venue due to the location of the market with reasonable access to conference venues. However, it must be noted, that for future courses the second residential be held in Sydney to ensure that industry relationships can be enhanced through opportunities to meet and work with HAL executive and staff.

The industry tour in Devonport was generally well received but it must be noted that this is not a technical program, it is a leadership course, and future technical tours must be reviewed in the light of the purpose of the program.

Guest speakers are an essential industry connection and diversity exercise for the participants. Sourcing of speakers will be easier as the pool of graduates begins to understand that this is an essential role of leadership – to engage with the current participants. Dinner guests may also become easier to attract for the reason above.

Staff

Table 7.2 Project Staff

Name	Role
Jill Briggs	Project Manager – Managing Director, Rural Training Initiatives
Janette Outram	Program Co-facilitator
Kristy Davies	Finances
Sue Starkey	Administration Assistance

The project team management was straightforward through effective delegation. The inclusion of Janette Outram as co-facilitator was valuable as Janette is a primary producer and has experience with growing primary production growing systems. Janette also has a decade of experience in working with leadership groups and organisations. The program team will remain for the future courses with further responsibilities being shifted to Sue Starkey.

8. Evaluation

Devonport

Challenging, education, thought-provoking and stimulating were the descriptors used most by the participants. Other descriptors used were interesting, fun, information, useful, enjoyable and motivational. One of the negative words – threatening – was selected twice and justification was provided that the public speaking session was personally threatening.

The workshops that were enjoyed the most by the team were:

- Personalities – participant comments were that the personal information will assist participants in working with others.
- Teams – participants commented on the relevance to immediate work teams and that the concepts helped develop a sense of team.
- Public Speaking - participant comments centred on this being a skill they need and will continue to work on.

Logistics of the program rated no lower than average on any of the logistic sections.

As an initial face-to-face learning process the first residential at Devonport provided an excellent beginning. All activities and skill development were completed and all participants exited with three sets of objectives – internal mentoring responsibilities to ensure the enhancement of leadership skills; a set of leadership targets that would form the basis for ongoing support from project management; and a team project underpinned by the teams mission.

Melbourne

The evaluation for Melbourne was sectioned into four areas – Workshop Structure, Workshop Content, Workshop Logistics and Participant Action. Below is representation of the participant's comments and feedback:

Workshop Structure received 50 positive responses to mix of activities, length, presentations and guests and tours. This section received 4 'no comments' and one 'disagree'. In follow-up conversations it was clear that the participant thought that the sessions should be longer.

No written comments were received in this section.

Workshop Content received 58 positive comments on areas of topics, guest speakers, tours, skills sessions and industry networking dinner. Seven 'no comments' were received for this section. One written comment was received which indicated that some of the conflict content wasn't provided in the booklet. This was managed with a post-residential mail out.

Workshop Logistics received 41 positive responses, 6 'no comments' and 7 'disagrees' and the written responses indicate that the venue was inappropriate and the meals were ordinary. Reponses to this section is that the venue has been contacted and will not be used for future residentials.

The final section requested comments from the participants about their leadership action from the conclusion of the second and third residential and their key learning. Comments covered areas of practicing skills and working in teams; improving communication and ensuring strategies were complete; there were also comments showing confidence and competence when returning to work.

Other comments that were received indicate that it was a positive three days, confidence in the direction of the course and the learning and that members of the participants found all segments very valuable was run extremely well.

Canberra

The evaluation for Canberra was divided into two parts for reflection –

i. Workshop Feedback and
ii. Learnings and Future Leadership Aspirations

The participant responsibility is to return completed evaluation forms to date return rate has been accepted questionnaire return rate of 30% however 85% return rate is Rural Training Initiatives internal benchmark. Below are the evaluation comments from received evaluation forms.

Workshop Feedback section received comments ranging from fantastic, awesome, networking to building bridges to describe the day of participant planned and managed meetings. Comments covered participants opinions reflecting that they organised significant meetings with powerful people and made positive lasting impressions. The second day received descriptors that reflected the pace and expectations of the outcomes of the course – tired, practiced, focused and fun. The comments for this section were focused on witnessing Federal Parliament Question Time and the pressure to organise and finesse the strategy presentations for the final day. The ninth day of the course received overwhelmingly positive words and comments from a. united as a group; b, rewarding due to the great strategy presentation session and c, busy and “game on” as reflections of how positive the final day was.

Participants were once again requested to reflect on sessions that they enjoyed and the three workshops that received strongest responses were:-

i, Questions time – due to the alternative view of leadership
ii, Guest Speakers – the team found Ian James presentation engaging, informative and challenging; and
iii, Lobbying – in response to the experience in the meetings organised they saw theory and politician comments matched the learning from the session

The challenges during the Canberra session continue to reflect the emerging of leadership confidence but also the unwillingness of some participants to be accountable for their own behaviour, comments ranged from a positive strategy presentation due to the reality that some participants arrived in Canberra fully prepared and others came with little completed. The other concept that was reflected in this section and in other comments provided throughout the course was the lack of course participant (and the industry) understanding of the nature of feedback. Participants mentioned that many individuals constantly viewed feedback as an attack despite the provision of a clear course framework of positive feedback for personal growth.

Learnings and Future Aspirations

This section reflected strong learnings for the participants. It is clear from the comments that the course has provided opportunities for individuals to know themselves in greater depth. Comments covered concepts such as being a better team player; understanding others, recognising self-leadership and that leadership is displayed in many ways.

Future aspirations were realistic and bold – within six months all respondents are expecting to be involved at a greater level within workplace/business leadership and the majority have set goals of national leadership. Many have named positions that they aspire to including membership and chairing significant industry organisations.

9. Benefits

9.1 Participants

Devonport Benefits

VISLC 2009 participants developed these areas in the first 72 hours – empathy, listening, big-picture thinking and problem solving. These skills will be useful for the industry at all levels – individually, in the workplace or business and at an industry organisation level (representative or other).

To ensure there was further benefit for the individual, the workplace and the industry participants were encouraged to develop leadership targets for the six month program. These targets were discussed and supported by the facilitators during the program.

The Leadership Targets set by each participant were:

Table 9.1 Leadership Learning plan

	Personal	Business	Industry
1	Talk with staff, monitor interaction	Time management/Staff role manager	Put himself more 'in the picture'
2	Communication up-skill	Efficient meetings	Efficient meetings
3	Take charge	Read other's strengths and use for benefit	Develop team working skills
4	Increase communication	High value meetings	High value meetings
5	Importance scale/priorities	Networking	Networking
6	Personality after pressure	Communication	What drives others in groups
7	Patience	Manage change	Networking
8	Time management	Keep focuses on business as well as this course	Team work
9	Develop cool head	Identify and use skills of others	Confidence to play the part in the industry
10	Confidence in own ability and knowledge	Keep focused on the activity at hand	All inclusive meetings and workshops
11	Motivation	Know industry better	Integrity and confidence within the industry
12	Patience/appreciation	Let go of delegation/time management	Awareness and networks

The VISLC participants developed a vision and a six month mission statement under which would sit the team's strategies.

The 2009 Vision

'That the Australian Vegetable Industry is recognized, sustainable and unified.'

The 2009 Mission

'To form a network to provide communication to benefit the vegetable industry.'

Table 9.2 VISLC 2009 Strategies

Strategy 1	Team Members	Strategy Outcomes
1. Identifying existing networks including relevant groups and bodies	Tundra Howe, Marcus Brandsema, Andrew Craigie, Stuart Millwood, Chris McKenna	As a strategy group, we have developed a detailed database of contact details for approximately 400 groups including: • industry bodies • government departments • agribusiness • certification bodies • trainers • consultants • retailers and other organisations
2. Create a network to improve communication	Andrew Bulmer, Kim Vincent, Denise Kreymborg	• Valuable industry networks and communication enhanced through the development of stakeholder relationships as well as within the Vegetable Industry Strategic Leadership Course • Continue to improve on enhanced networks and stakeholder relationships • Valuable leadership lessons learned and new skills developed • A greater appreciation for those in leadership roles working towards a common goal within the Vegetable Industry
3. Production of an Industry Services Guide for national and state	Alison Anderson, David Troldahl, Frances Vella, Alan Norden	• Draft guide for National, NSW and Tasmanian Services to support an application for funding by the Vegetable Industry R&D Program managed by HAL • Industry Associations, Government Departments and not-for-profit groups included – no commercial service providers • Each guide contains national services and a state-specific section • As well as producing the Guide the team has built leadership and teamwork skills, focussing on the process as well as the practicality of the outcome

Melbourne Benefits

The benefit to the industry from the Melbourne residential was the development of industry knowledge by all the participants. Approximately 80% of the participants had not seen Melbourne Markets, many had not seen any marketplace and therefore had not seen the raw product on the selling floor and only 15% of the team had ever had to do a co-ordinated, co-operative short term (six month) activity which required outcomes for the industry.

The concrete benefits from Melbourne are that the participants develop a clearer understanding of how to manage a project with other people with strong opinions. During this phase participants understand from a team strategy, how others react, both to each other and to a whole group. The benefits to the industry at a decision-making level are far reaching and potentially highly valuable for understanding the challenges of working with industry organisation boards. All of the participants are better skilled now at analysing need and delivering outcomes.

The participants were provided with three guest speakers, a number of whom triggered strong responses. Apart from the vital information each of the speakers provided which will benefit the workplaces and industry in which the participants operate, the participants again were required to provide a professional atmosphere and image throughout all sessions. This was a significant challenge for at least 75% of the participants as can be seen from their evaluations. This could only be assessed as a benefit for the industry on all levels, that control and professionalism are seen as essential for leading the industry.

At a more concrete level benefits for the industry at this point in the program are further skill development in the key leadership areas of team leadership, conflict management and personal power and processes.

Canberra Benefits

There is no doubt that the VISLC 2009 has enormous personal and whole group benefits. All of the participants have initiated change at a personal, business and industry level.

At a personal level there have been benefits for all the participants from gaining confidence, to taking on roles and responsibilities at a workplace and industry organisational level, through to individuals moving into more effectiveness in their workplace or industry.

At a workplace and industry level all the participants have exited the program with leadership skills in the essential areas of communication, meetings, teams, conflict, public speaking, power. They also have an extensive network of over seventy guests who they may contact and eleven other participants who they do communicate with.

At a sector level graduates now understand the complexities of the supply chain, global market, future issues and compliance through information sessions. This information can be formally transferred through to the industry sectors if the participants are provided with opportunities. The participants also have a developed knowledge and connection with individuals who represent all parts of the industry from growers through to federal policy development.

At a whole of industry level the benefits include a confident team of industry individuals who are able to work as a team to achieve outcomes for the industry. The graduates also know they are well placed to ensure positive change occurs for the industry and all are poised to take on new opportunities.

9.2 Industry

The above information provides an excellent understanding of the benefits for industry from the 2009 VISLC program. Industry has met and networked with these people in some cases for a few minutes at one of the industry networking dinners or the graduation evening and in other cases for a number of years at industry fora. It is clear that the industry welcomes the graduates at a philosophical level, the celebratory nature of the graduation dinner and the generosity of congratulations are sincerely provided by the industry.

Strategically the benefits to the industry are unlimited. The graduates are now more confident and connected in such a way that to *not* integrate them into the existing and future organisations within and beyond the industry would be neglectful and an inappropriate use of HAL investment.

Specifically the benefits to the industry are:

- Self-knowledge – The graduates have a higher level of understanding of how they operate with others and in a team – they have analysed this and now have clear personal strategies to be more effective when working with others.

- Teams – They understand that leadership and great outcomes happen from the endeavour of many, not one and that groups provide a multitude of skills that all need to be harnessed and contributing.

- Communication – That there are many styles, but that speaking up clearly and with succinct messages is essential for management of issues and organisations. They also know that the most important leadership skill to master is communication.

- Meetings – All of the graduates have a refined understanding of meetings and personalities that attend all meetings along with strategies to manage these personalities. The net benefit also for industry is that they know that it is not only the chairs responsibility to manage the meeting it is the meetings responsibility also.

- The benefit to industry from 2009 VISLC is that the industry has had six opportunities to network and have clearly seen the leadership capacity of the individuals in a number of environments.

10. Recommendations

VISLC Development

The project will need to develop a number of concepts to provide the industry with the leadership capacity at all levels referred to at a number of fora.

Specifically it is seen as the facilitator's responsibility to continue to develop an informal alumnus amongst all leadership and capacity building HAL funded recipients, including Nuffield, ARLP, VISLC and travel and conference delegates. This will occur formally through the inclusion of this cohort in all industry events and panel sessions throughout the program.

The logistics of the project will be enhanced through the ongoing development of a corporate style to all materials. Ongoing funding will encourage the investment of graphic designing that will be applied to all pre-course, course and post course materials. It is also recommended that the project develop a graduation 'pin' or personal item in the same corporate style to be presented to the graduates at the conclusion of the program.

Further logistics need to be considered including the scouting for a second residential venue for the 2010 program. It will also be important for participant product to make it to the plates at the course events.

Participant recommendations include that all HAL IAC members are encouraged to participate in the program and if that is not possible that a special two day session on meetings and leadership behaviour be developed for the IAC members.

It should be mentioned that the internal and external mentoring system is a positive aspect of the course. Further enhancement of this process will occur with the involvement of the national mentoring opportunities, however strong management roles and responsibilities must be resolved.

It is seen that an outcome of the project is to enhance the contribution to industry through the increased participation of graduates in industry decision-making at regional, state, sector and national levels. To make this happen the project must ensure that graduate information is provided to the relevant organisations.

Considering the nature of leadership and stages that individuals traverse it is highly likely that all the graduates will engage in some form of leadership action. In fact it is clear that for many it takes considerable time to negotiate a pathway through the organisations to find a place and role that matches passion and need. It is clear that all have set new goals in their further six month plan implemented at the third residential in Canberra.

VISLC Participant Support

Participants will continue to be informally supported for twelve months following the program. All post-graduation support will occur in a written format delivered via standard post. This support will take the form of a follow-up letter which includes a copy of each participant's leadership plan. The second will be an invitation during the 2010 VISLC to attend an industry networking function located closest to each individual's residential address. Third, will be a letter in June 2010 to remind each participant of their journey and what they wanted to achieve and the fourth will be a letter outlining the project outcomes for the 2010 VISLC program.

11. Planned Outcomes

The VISLC planned outcomes were:

- Delivery of a national vegetable industry leadership course during 2009, to a target of 12+ participants and;
- At least 80% of participants to complete program.

The target graduate number was twelve (12) and this was delivered by thirteen commencing the program and twelve graduating. One participant withdrew due to non-attendance, still allowing for a 100%. If twelve individuals was the bench mark for participation then the project delivered on graduation of participants.

The project also ensured that graduates were encouraged to seek formal assessment and follow-up. This target will occur through the informal support provided to graduates.

Unwritten planned outcomes included:

- Diversity of the industry included throughout the program

The program involved women and men (5:7), young and mid-aged and older; English and non-English speaking background participants, growers through to policy developers and representation from all east coast states and territories. The guest speakers ensured an industry wide perspective from growing through to international industry economics. This outcome was delivered.

- An nine day leadership program

Leadership was developed at three critical areas – personal, workplace and industry. Mentoring was delivered to include a formal internal and external mentoring process. The team project and was established a strong adjustment around a group vision and mission process. This outcome was delivered.

- Increased industry knowledge through a minimum of six (6) industry knowledge transfer sessions – 2 activities x 3 residential sessions per annual program.

This outcome was significantly over-delivered with twelve (12) activities being managed during the program.

Devonport industry tour, Devonport industry panel, Devonport guest speaker – Getting the most from the NSILP Program, Devonport networking lunch and formal Industry dinner.

Melbourne industry tour, Melbourne strategy research activity, Melbourne guest speakers (2), Melbourne media session, Melbourne Industry dinner.

Canberra Parliament House visit, Canberra industry panel, Project delivery session and Graduation dinner.

- Heightened industry leadership capacity through the graduation of 12 graduates as per project proposal.

This outcome was delivered.

- Enhanced industry wide capacity through three residential sessions as per the project proposal.

This outcome was delivered on time and within budget with no significant issues via participant feedback with the exception of logistic issues regarding venues and catering. This outcome was delivered.

- Development of industry networks

With the inclusion of guest speakers and industry tours a significant network was provided to each of the participants. There were over sixty significant industry people representing organisations and businesses present during the nine days of delivery. This resulted in a development of industry networks. This outcome was delivered.

In addition the participants develop an internal networking process which expanded into a graduate network. This network needs to be resourced for successful networking to continue. This was a completed outcome.

- Increased industry profile through press/media releases throughout the program.

This was a delivered outcome when reviewed through informal media scanning available through industry networks and participants.

- Building of the professional image through high-level interaction with key industry decision-making organisations.

This will have ongoing outputs as the initial interaction occurred both formally in facilitated program activities, but it occurred and will continue to occur informally as graduates continue to work with and in the industry.

12. Conclusion

The final report of HAL Project VG08113 - Vegetable Industry Strategic Leadership Course 2009 and funded twelve month project, delivered within a twelve month budget over an eighteen month period - provides information regarding the development and implementation of the project.

The initial conclusion indicates that at a basic level the project was highly effective with a ninety-two percent (92%) graduation rate with a high level of mission outcomes and an eighty percent (80%) percent increased leadership capacity in the group by the completion of the course. The project was costed effectively. All areas were appropriately funded which ensured a high level of delivery from course materials through to accommodation of guest speakers, from industry tours through to the graduation dinner.

This program has been developed over a number of years from original needs analysis in 2006 to further development through Vegevision. There is no doubt that there is a need for a leadership capacity process for the vegetable industry in Australia. In final evaluation, from the program participant responses asking them what they are capable of shows confidence and passion to lead the industry. The industry talks about the need for leadership. This need will be met when the industry ensures that strong ongoing funding and industry support is provided to formal leadership learning opportunities. The Vegetable Industry Strategic Leadership Course is an essential element of how this leadership learning can occur.

The project graduated twelve individuals, six of whom have already taken significant leadership steps in their careers. The project successfully achieved having all of the industry into the room to share information – ALL of the industry – growers through to consumers and many supply links in between. This information sharing was a two-way process - participant to guest to participant.

The methods used to develop and implement the project were thorough and delivered to a high standard. The benefits to the industry are developed in detail in section nine. However, it must be stated that the benefits are significant at a personal, workplace and industry level. The skill development and personal understanding gained during the six months of the VISLC were vast. Participants talked about finishing a learning program for the first time along with developing a keener understanding of how to orchestrate wholesale change in an organisation.

Finally, at personal level all the participants were integral in achieving great outcomes for the industry while they were functioning as a team. It is clear that the industry is fragmented and for the VISLC graduates to be able to integrate into such a fragmented industry is a significant challenge and one which HAL would be mindful of and consider when contemplating funding people development projects.

At an industry level the 2009 VISLC graduates are capable and skilled, passionate and intelligent, considered and team-oriented. To that end they are just the capacity that the industry requires to manage the on-going challenges facing the industry.

13. References

Fullelove, D, 2007 *Australian Vegetable Industry Training Needs Analysis in Business Skills & Leadership Development* – Australian Vegetable Industry Development Group and Ausveg. Clayton North, Australia

Australian Vegetable Industry Development Group, 2006, *Vegvision 2020*, Australian Vegetable Industry Development Group.

Briggs J 2008 *National Seafood Industry Leadership Project Report*, The Fisheries Research and Development Corporation, Deakin Australia.

Cite: Carnie, G. 2002, *The development and delivery of a model for a national seafood industry advanced leadership program*, Australian Fisheries Academy, The Fisheries Research and Development Corporation, Deakin Australia, report 2000/307

Evans G & Johnstone I. 2006, *A Review of People Development in the Australian Fishing Industry*. The Fisheries Research and Development Corporation, Deakin Australia.

Ruscoe, JA. 2007, *People Development Program – 2008 – 2013.* Fisheries Research and Development Corporation, Deakin Australia. *http://www.frdc.com.au/download/pd/74314.DOC*

Appendix 1 – Intellectual Property

Horticulture Australia Limited are the legal owners of the VISLC 2009 Course however reuse and/or reproduction of all project materials should be addressed through HAL in consultation with Rural Training Initiatives P/L

Appendix 2. Project Staff

Jill Briggs
Grad Dip ALL, B. Ed

Current Employment: Consultant - Rural Training Initiatives Pty. Ltd.

Residence: 1095 Kings Rd, Norong, 3682, Victoria

Phone: (02) 60357284 (work), 0409455710 (mobile)
Fax: (02)60357265

Email: rti@dragnet.com.au

Date 0f Birth: 8th February 1963.

Residential Status: Australian

Work History:
2001 – 2008: Private Consultant
Training Areas:

- Communication Skills
- Meeting Procedures
- Negotiating Techniques
- Conflict Resolution
- Lobbying Processes
- Team Building
- Public Speaking
- Networking
- Political Structures
- Power Bases Knowledge

Professional Services:

- Program Design and Delivery
- Project Management
- Mentoring
- Facilitation
- Community Building
- Rural Research

Recent Clients:

- Fisheries Research and Development Corporation
- Grape and Wine Research and Development Corporation
- Horticulture Australia Limited.
- Department of Victorian Communities
- Department of Primary Industries - Victoria
- Leading Industries
- Rural City of Wangaratta
- Rural City of Wodonga
- Towong Shire
- Northeast Health Wangaratta
- Northeast Ag Care

Consultancy Profile:

2008

Wine Industry Leadership Program Designer, Manager and Facilitator - Viticulture and Wine Industry
National Seafood Industry Leadership Program Fisheries Research and Development Corporation – Designer, Manager and Facilitator – All seafood sectors
Vegetable Industry Strategic Leadership Program – Horticulture Australia Limited – Designer, Manager and Facilitator – All vegetable sectors
Papua New Guinea Women in Agriculture – Facilitator and Project member – Strategic Planning Workshop.
AVCLP – Designer, Manager and Facilitator – all of the NE Victoria community
Indigo North Health – Strategic Planning – Board members
Northwest Victoria Capacity Project – Designer, Manager and Facilitator – all Department of Primary Industries (Vic Government) Horticulture clients

2007

Wine Industry Leadership Program Designer, Manager and Facilitator - Viticulture and Wine Industry
Papua New Guinea Women in Agriculture – Facilitator and Project member – Strategic Planning Workshop.
Community Building Program Manager and Principal Facilitator – Rural City of Wangaratta
National Leadership Program Principal and Co-Facilitator – Dairy Industry, Seafood Industry, Sugar Industry and Citrus Industry.
Program Developer, Manager and Facilitator – Northeast Health Wangaratta Team building; Towong Shire Youth Strategy, Alpine Valleys Community Leadership Program
Citrus Industry Targeted Training Initiative – Murray Valley Citrus Board – Industry Needs Analysis and Training Program Development
Leading Waranga Women – Project Consultant and Program Facilitator.

2006

Community Building Program Manager and Principal Facilitator – Rural City of Wangaratta
Regional Leadership Program Program Designer and Manager - Viticulture and Wine Industry
National Leadership Program Principal and Co-Facilitator – Dairy Industry, Seafood Industry, Sugar Industry and Citrus Industry.
Growing Successful Communities Project Manager and Principal Facilitator – North East Victoria
Program Developer, Manager and Facilitator – Northeast Health Wangaratta Team building; Towong Shire Youth Strategy, Alpine Valleys Community Leadership Program

2005

Project Manager and facilitator – Appointment to assist Landcare networks develop a model that meets their needs for co-ordinator positions across NE Victoria
Project Manager- Drought Survival and Revival Community Engagement Study – North East Ag Care

2004

Co - Facilitation – Moira Lead – On: Community Leadership Program

2003
Project management, facilitation and report designer: Rural City of Wangaratta- Wellbeing Plan
Facilitator/Community Worker: Community Capacity Building Initiative (**CCBI) Violet Town** – 10 months.

2002
Co-facilitator - AFFA Young Rural Leaders Program: Four (4) day residential training for young rural leaders from throughout Australia. The focus was for the participants to have an understanding of the political system and gain some skills in leadership.

1999
Facilitator - Dairy Research and Development Corporation: National Leadership and Young Dairy Farmers Leadership Project – Trial Program. A Three (3) day project for young dairy farmers, targeting the industry leaders of the future.

Employment Highlights:
2000 – 2001: Lecturer – Agriculture Horticulture Wodonga Institute of TAFE.
Areas of responsibility: Designing Diploma subject content in line with the National Training Package.

1999 – 2000: Commercial Projects Coordinator, Agriculture/Horticulture Department, Wodonga Institute of TAFE.
Areas of responsibility: Scoping and resourcing commercial projects for the above-mentioned department. Managing sessional and permanent staff for commercial projects. Developing courses with training package frameworks.

1995 – 1999: Sessional Staff – Access and Management Department (Access and Communication Department), Wodonga Institute of TAFE.
Areas of responsibility: Managing WELL (Workplace English Language and Learning) Programs, Sessional Teacher - GCEA (General Certificate of Education for Adults), Sessional Teacher – Communication Competencies.

1997 – 1999: Health Education Coordination and Facilitator – Rutherglen High School.
Areas of responsibility: Coordinating and managing the delivery of the Health Education Project. Developing and printing the curriculum for the Health Education Program.

1991 – 1996: Infrequent sessional work, maternity leave
Areas of responsibility: Classroom teaching and curriculum development

1987 – 1991: Secondary Teaching – Wodonga High School.
Areas of Responsibility: Classroom teacher, Special Education Teacher. Managing student learning outcomes, liasing with all members of the school community.

Awards and Activities
Department of Natural Resources and Environment: Travel Bursary recipient to attend Second International Women in Agriculture Conference – Washington D.C.

Australian Broadcasting Corporation: North East of Victoria, Rural Woman of the Year Award.

Australian Broadcasting Corporation: Rural Guest for 3LO morning program

The Next Step – Leadership Training for Rural Women: Coordinator for the two (2) day training for women in the Rutherglen District.

Qualifications:

- M. Management – Leadership – USQ (currently undertaking)
-
- Certificate in Rural Boards Management – The Nous Group 2006

- Conflict Management – GroupThink Institute 2006

- Certificate IV in Assessment and Workplace Training – Wodonga Institute of TAFE 2003/4 Certificate # A03625

- Online Professional Development – Wodonga Institute of TAFE, 1999

- Workplace Assessor: Wodonga Institute of TAFE, 1999

- Workplace Trainer: Wodonga Institute of TAFE, 1999

- Post-Graduate Certificate – Adult Literacy and Learning – La Trobe University, 1997 – 1998

- Bachelor of Education – Major Environmental Science, Sub majors Geography and Junior Science. 1982 - 1985

Janette Outram

Contact Details

Address: "Wandong"
Savernake
NSW 2646

Telephone: 02 6035 9137

Fax: 02 6035 9105

Email: janethugh@bigpond.com

Janette Outram – Profile

Janette's background is in education and rural development. She has been an active member of her family's broad acre and irrigated farm in the southern Riverina of NSW for the past 20 years.

She is a long-standing and active member of the national organization Australian Women in Agriculture and is the past Administrative Manager for this group. She is a founding member of the Savernake Rural Women's Group and has been an active participant, in leadership positions, within her local community.

A desire to participate more effectively in her community and the broader agricultural community lead to the completion of a Master Degree in Applied Science – Agriculture and Rural Development - from the University of Western Sydney. The principle areas of her studies were communication, research, learning and facilitation.

Janette teaches part-time as well as facilitating community leadership programs. She is passionate about facilitated family business meetings and is developing a business in facilitation and training. She is an active member of her family farming business together with her husband, Hugh, and is the mother of two children aged 19 and 15.

She believes that rural communities are vibrant places where members have an opportunity to reach their individual potential, whilst working towards developing a creative, prosperous and dynamic community.

Referees:

Lyn Sykes
Business Succession Facilitator
Dubbo NSW
Phone: 02 6882 6043

Cathy McGowan AO
Past President
Australian Women in Agriculture (AWiA)
Phone: 02 6024 6834

DR ROWAN O'HAGAN
Corowa NSW 2646
02 6033 1598

JOY DEGUARA
National Board of Management
Australian Women in Agriculture Ltd
07 4941 8145

Appendix 3 – Program Materials

Pre-Course - Tender

Vegetable Industry Strategic Leadership Course

Tender submitted by

Rural Training Initiatives
SKILLS FOR THE FUTURE

Jill Briggs

1095 Kings Rd
Norong, Victoria
3682,
Australia

rti@dragnet.com.au
(work)0260357284
(mob)0409455710
ABN 80014865590

Table of Contents

1. Introduction 3

2. Background 4

3. Vegetable Industry Strategic Leadership Course Detail 5

3.1 Deliverables 5

3.2 Links to current research 5

3.3 Outcomes 6

3.4 Consultation 6

4. Vegetable Industry Strategic Leadership Course – Content Potential 7

5. Vegetable Industry Strategic Leadership Course – Outcome Potential 8

6. Milestone Document 9

7. Budget (Milestone and Itemised) 11

8. Delivery Capacity/Risk Management 13

9. Conclusion 13

10. Appendix 14

1. Introduction:

Rural Training Initiatives P/L (RTI) manages and facilitates leadership programs at a national, regional and local level. Current programs are:

- National Seafood Industry Leadership Program (national)
- Wine Industry Leadership Program (regional and across Australia)
- Alpine Valleys Leadership Program (regional)
- Waranga Leading Women (local)

RTI has been involved in leadership development and training for fifteen years in a range of capacities.

- National and regional dairy industry leadership programs
- Regional sugar industry leadership programs
- Regional citrus industry leadership programs

RTI has an impressive history of professional development regarding leadership. Managing Director, Jill Briggs, is currently completing a Masters of Management – Leadership. The current research being undertaken has proved essential regarding current trends in leadership programs and cross-referencing with current research in leadership training outcomes. The professional learning underpins all the materials that are developed and all sessions delivered to all clients and participants. It should also be noted that this theory is incorporated with industry consultation data. Consultation occurs prior to all program development and delivery. RTI believe that we skill people for the future and we do this best because we stay connected to our participants throughout their program journey and beyond.

RTI is perfectly positioned to deliver Vegetable Industry Strategic Leadership Course due to our considerable reputation, experience and academic knowledge regarding leadership development and delivery. Jill Briggs also has completed post-graduate research concerning adult learning and literacy. Her knowledge of people who work from a non-English speaking heritage is significant.

Finally our delivery philosophy is anchored in 'all people have leadership capacity' (Hersey and Blanchard Situational Theory) – however it is our responsibility to provide them with the opportunity to develop that capacity for positive outcomes.

2. Background

HAL is a national research, development (R&D) and marketing organisation. The Company works in partnership with the horticulture sector to invest in programs that provide benefit to the Australian horticultural industry. HAL invests approximately $80 million annually in projects in partnership with the horticultural sector. These projects cover research and development and marketing activities.

The vegetable industry is looking to improve its training and learning culture. Few members have undertaken formal development programs including leadership training essential for the industry to advance.

Vegevision 2020 calls for the upgrading of leadership development and succession planning.

Strategic Imperative 5 provides direction for the leadership development of the Vegetable industry - Visionary leadership and managing change involving the upgrading of leadership development and succession planning resulting in a team oriented group of skilled industry leaders who can deliver some of the Vegevision 2020 leadership outcomes:-

- a cohesive and purposeful industry that engages all stakeholders to influence the future
- recognition in markets and the wider community that vegetable industry organisations are professional and credible in service delivery and policy development
- the development of efficient and responsive structures that deliver valuable services which meet changing business and investor needs.

The industry training needs analysis identified the key leadership skills as important and vital for the industry these skills match resent research by Carlopio (2001) in a comprehensive interviewing process of highly effective business leaders.

Vegevision 2020 also highlights other critical outcomes required for success. The four other strategic imperatives will be successfully implemented through the direct connection to a well-developed industry leadership team. Understanding changes within the supply chain, intentional market innovation, effective communication with and within all sectors of the supply chain – nationally and/or internationally, intelligent interpretation of industry data and information all require a strategic co-operative leadership team spread across the supply chain. All RTI national and regional leadership programs incorporate the challenge of "knowing your industry".

3. Vegetable Industry Strategic Leadership Course Detail

3.1 Deliverables:

- Tracking of the participants increased involvement in the industry through organizations and representative bodies during the program and for twelve (12) months post graduation where

possible.
- Formal skills sessions with practical application processes including individual and team plans for implementation
- Connection with key industry organizations and individuals for purpose of industry knowledge, networking and formal establishment of leadership opportunities and potential industry roles..
- Guest speakers to assist in industry knowledge and leadership trait identification for implementation of leadership development.
- Complete Vegetable Industry Strategic Leadership Course team development to ensure individual achievement and group outcomes.

3.2 Links to current theory and practice.

Current leadership theory suggests that most cultures are now seeking specific concepts for people who are making decisions on our behalf and are guiding our future. The two theoretical philosophies that will underpin the program process are:
- Hersey and Blanchard – Situational Theory – understanding that individuals need to consider individuals and groups specific needs to be able to provide leadership that will ensure positive outcomes.
- Servant Leadership Model – the latest model being developed through consideration of Generation X and Y needs.

Rural Training Initiatives has spent considerable time studying and considering leadership development and primary industry-based leadership program outcomes. There appears to be little research evidence providing positive feedback regarding the short or long-term outcomes of some current methods of primary industry leadership programs based around "stress experiences" and physical endurance processes. However there is clear research that experiential learning is vital for the synthesizing of learning. The programs provide by RTI include practical activities, theoretical session, information transfer and conversation processes. The breadth of program content embraces all effective adult learning principles and covers current leadership trait development research.

For experiences to positively impact on long-term change and positive outcomes RTI adopts a session process that ensures "double focus" - two levels of thinking ("double focus") for participants - what did I learn, how would I use this in the future. Participants in our programs are provided with numerous exposures to learning and application at all levels.

3.3 Outcomes:

Fifteen years of leadership development experience has consolidated our knowledge regarding program outcomes. Leadership in action, as a direct result of formal programs, comes in different "packages". In some cases immediate – during programs individuals taking on leading roles in organizations at all levels of the industry; mid-term – individuals and program teams taking on leadership role for national industries within six months of completion of the programs and long-term individuals taking on roles and responsibilities a number of years after graduation which the individuals directly link to the program learning.

However as a result of the program these outcomes can be assured:

Industry:
- Connection with the participants through guest speaking opportunities
- Opportunity to mentor participants into roles of responsibilities in regional state and national organizations

- Project outcomes applicable to industry
- greater understanding leading increased cooperation and cohesiveness across the supply chain
- Younger people connected to the decision-making organizations and processes that drive the vegetable industry.

Program Partners and Funders:

- Media exposure through press releases prior, during and post-progam
- Material distribution of key industry and funders during the program.

Participants:

- **Skills sessions on key leadership traits** – communicating publicly; managing teams; impact of personalities; effective meetings; identifying power; planning and reviewing; handling conflict and time management.
- **Industry information sessions** - structure; issues; involvement; advocacy. Guest speakers will be provided with a "Chatham House Rules" environment so that candid discussion can occur. Industry sessions will be refined during the consultation process. Government processes and small 'p' political knowledge.
- **Team development** – understanding teams and how to build and manage the complexities of teams; team projects planned, implemented and delivered (potentially partially), work/life balance.

3.4 Consultation

Prior to the **Vegetable Industry Strategic Leadership Course** commencing Rural Training Initiatives will review the skills needs analysis outcomes for leadership development and further converse with the industry to ensure that outcomes match industry need. These conversations will occur via face-to-face and telephone to establish precisely the desired endpoint short-term, mid-term and long-term for the industry organizations.

4. Vegetable Industry Strategic Leadership Course – Content Potential

Residential #1 – October 2008

- Values and Drivers – what is important?
- Communication 1 – understanding how we communicate effectively
- Communication 2 – public speaking
- Personalities – how you behave and how this impacts
- Learning processes – understanding teams, learning and projects
- Building Teams – what this means and how to start
- Understanding Visions and Missions
- Project Planning – Developing a structure and making a start on a project
- Leadership and Practice
- Effective Meetings – how they happen and what can be done.

Residential #2 – January 2009

- Teams and Leadership – how to be a leader and manage a great team
- Power and Behaviour – how to use your personal power base effectively.
- Project Delivery – Implementing how do list.
- Handling Conflict – what it is and how to manage yourself
- Media and Messages – getting your story heard.

Residential #3 – April 2009

- Meetings with key stakeholders
- Lobbying – is not a bad word
- Leadership – understanding the politics and the Politics
- Politics in Action.
- Taking the Next step – leadership plans
- Project Outcomes – delivering to the industry.

5. Vegetable Industry Strategic Leadership Course – Outcome Potential

Participants will

- Develop a team leadership trait list to exercise.
- Understand communication theory
- Develop new effective communication strategies
- Practice effective communication through a practical experience.
- Increase their confidence to speak in public
- Understand their personality profile
- Develop a personal plan for maximising outcomes through the effective use of personality types.
- Understand the learning cycle
- Plan a learning program in three specific areas – self, leadership and industry.
- Formulate a vision and mission for Vegetable Industry Strategic Leadership Course (VISLC) 2008
- Develop a plan outline for a VISLC 2008 project.
- Develop knowledge regarding the process of team development
- Gain an understanding of the key functions of a team
- Experience team effectiveness.
- Understand the theory of project planning and applications of project planning
- Establish networking goals for each program session and for the project.
- Gain an understanding of current leadership theories
- Develop a process of utilisation of one theory through a plan
- Develop a personal learn objectives for meetings
- Practice effective meetings
- Gain an understanding of working with the media and planning required
- Establish new ways of managing conflict
- Understand the political process
- See the political process in action
- Develop a forward leadership plan.

6.Milestone Document

Milestone	Date	Output
# 1	July	Agreement finalised – signing percentage payment.
#2	August	Selection process • Registration of interest • Applicant Selection • Acceptance Letter • Confirmation Payment Logistics of Delivery • Program content designed, drafted and reviewed • Session material finalised • Locations, dates, guest speakers, sponsors and venues determined • Team of Facilitators finalised Promotional material developed for distribution Three phases
		Prior:
		• All vegetable industry publications ; • Rural press publications; • State government newsletters; • Industry association newsletters • Key stakeholders
		During:
		• All vegetable industry publications ; • Rural press publications • Industry association newsletters • Key stakeholders
		Post
		• All vegetable industry publications ; • Rural press publications; • State government newsletters; • Industry association newsletters • Key stakeholders

#3	October 2008	Participants confirmed with confirmation payment lodged Residential Session #1 completed Progress report to steering committee following session 1 Inclusions: Sessions completed Participant learning benchmarks established; participant leadership bench marks established Full participant feedback of session #1
#4	January 2009	Steering Committee Meeting Residential Session #2 completed Progress report to steering committee following session 2 Inclusions: Sessions completed Participant learning benchmarks established; participant leadership bench marks established Full participant feedback of session #2
#5	April 2009	Steering Committee Meeting Residential Session #3 completed Progress report to steering committee following session 1 Inclusions: Sessions completed Participant learning benchmarks established; participant leadership bench marks established Full participant feedback of session #3

#6	June 2009	Completion of the 2008 **Vegetable Industry Strategic Leadership Course** Inclusions: Sessions completed Participants graduate and begin the Alumni process. Post course learning benchmarks established; graduate leadership bench marks established Full participant feedback of course
		Media release - as outlined in Milestone #2 • All vegetable industry publications ; • Rural press publications; • State government newsletters; • Industry association newsletters • Key stakeholders
#7	July 2009	Draft final report
#8	July 2009	Final report submitted to HAL

7. Budget (Milestone)

Milestone	**Activity**	**Descriptor**	**$ (GST Exc)**
#1	Contract Signing	Formal and legal contracted signed by all relevant parties	$7750.00
#2	Steering Committee Meeting Promotion, Registration and Selection Logistics completed	Complete registration and selection process. One promotional press releases Database and Materials drafted Project Management Materials completed, venues booked, guest speakers briefed, sponsors contacted, dates finalised. Internal financial audit and risk management review	$10000.00

#3	Steering Committee Meeting Participant Support and payment s lodged. Materials produced Residential Session #1 Completed	Participant Logistics supported Materials printed Preparation with facilitation team completed Team Management and Project Delivery Management Complete facilitation of the first session with a team of two facilitators. Participant support program commenced Team project commenced with milestones set Progress Report	$15000.00
#4	Steering committee Meeting Interim Report Program Promotion Residential Session #2 Completed	Complete facilitation of the second session with a team of two facilitators. Participant support program continued Team project re-assessed new milestones set. Participant Project Risk Management review. Internal Financial Audit	$13500.00
#5	Steering Committee Meeting Interim Report Program Promotion Residential Session #3 Completed	Complete facilitation of the third session with a team of two facilitators. Participant support program continued Team project completed and presented Media release to all the relevant regional papers. Media release to all industry stakeholder publications	$16250.00
#6	Steering Committee Meeting Program Promotion		$2000.00
#7	Draft Final Report		$2000.00

#8	Final Report Submitted Oncost and consumables Additional administrational tasks	Telecommunications, hire of equipment, venue, travel, materials, childcare, catering Federal funding opportunities examined, options developed and applications completed.	$17000.00
SUB – TOTAL			$83500.00
	Participant contribution	Each participant to contribute $500 (GST EX.) for course costs. This cost to be subtracted from the project costs. Minimum of 12 participants – costs $6000.00 to be subtracted from Milestone #10 payment	-$6000.00
TOTAL	Total costs Paid by HAL for **Vegetable Industry Strategic Leadership Course**		$77500.00

Itemised Budget

Item	Detail	
Project Management	Project, Facilitators, Steering Committee, Participant Support, Communication, Risk management, Reporting -30 days	$12500.00
Program Facilitation	2 facilitators for 8 program days	$20000.00
Administration	15 days administration and report writing	$3000.00
Travel	Travel time Flights, Road Transport	$16800.00
Accommodation and Meals	20 days	$5000.00
Materials	Steering Committee – 5 meetings Participants – 3 sessions Program general consumables	$5500.00
Venue	8 days	$3600.00
Catering	10 days $60/day/participant Plus Guests (90 @ $50/guest)	$13500.00
Equipment	8 days $200/day	$1600.00
Communications	Whole of project	$2000.00
Sub-Total (GST Ex)		$83500

	Participant Course Fees - $500/participant	-$6000.00
Total (GST Ex)		$77500.00

8. Delivery Capacity

Rural Training Initiatives P/L has association with facilitators holding current, relevant qualifications including Cert IV in Workplace training and assessment. We also have an extensive association with other training providers as a risk management process.

Our business has significant technological infrastructure to allow for efficient transfer of information and communication. Our business is also situated forty (40) minutes from a major regional airport which allows for fast passenger and freight movement.

Rural Training Initiatives Managing Director – Jill Briggs - has twenty-three (23) years experience in teaching, training and learning (see appendix). Her key areas of training experience are leadership and personal development. Jill's management profile includes managing national projects for the wine industry; state government projects for regional capacity building; international project involvement and logistics management.

Jill's 2008 professional development is a Masters in Management – Leadership.

RTI has a company structure which provides for all insurance and public liability requirements. Current and ongoing policy incorporates a $10 million public liability clause.

Our ACN is 130415566
Our ABN is 80014865590

9. Conclusion

From the brief provided, it is clear that Horticulture Australia Ltd. requires an organisation to manage and deliver a nationally focused leadership program.

Rural Training Initiatives has been involved in leadership building and personal development training for fifteen years. During this time we have delivered training at a national level for the wine, seafood and dairy industries. Our profile includes understanding, through research practice, the complex nature of industries that rely on production from a primary source.

Rural Training Initiatives market advantage is our continued focus on leadership development and research and as our name indicates we place our attention on rural. We understand rural because we have chosen to locate our business in rural Australia, ensure our outlook is rural and primary industry. Rural is our passion, experience, research and knowledge which allows us to skill people for the future. We look forward to working with Horticulture Australia Limited to provide a program that meets the needs of the industry and satisfies the requirements of the participants.

VISLC 2009

Expression of Interest

I am submitting this expression of interest for future **Vegetable Industry Strategic Leadership Courses**. By submitting the EOI I am providing permission for Rural Training Initiatives P/L or HAL to contact me regarding future **Vegetable Industry Strategic Leadership Courses**.

Name:		
Organisation:		
Address:		
City/Town:	State:	Postcode:
Phone: (W)	(H)	
Mobile:	Fax:	
Email:	ABN:	
Employer:	Current Workplace position	

Sector of the Vegetable Industry (please tick ✓)

☐ Grower ☐ Extension ☐ Processor

☐ Employee (growing enterprise) ☐ Employee (processor) ☐ Exporter/Importer

☐ Retail ☐ Other (please detail) _____

How long have you been involved in the vegetable industry?_____

Why are you interested in future **Vegetable Industry Strategic Leadership Courses**?

How did you hear about the **Vegetable Industry Strategic Leadership Course?** (please tick ✓)

Industry publication		Via an IDO	
Radio		Via another industry contact	
Television		Internet search	
Directly from HAL		Direct mailing	
Directly from Rural Training Initiatives P/L		Other	

Please return the form via mail or email to:

Rural Training Initiatives, 1095 Kings Rd, Norong, Victoria 3682 or rti@dragnet.com.au

Thank you for your interest in the **HAL Vegetable Industry Strategic Leadership Course**.

Selection Process

HAL - VISLC - Registration and Application Process

Timelines

Date	Activity
	Letter of offer sent – industry organisations, individuals and graduates
	First reminder sent – industry organisations, individuals and graduates
	Second and final reminder sent – industry organisations, individuals and graduates
	Registrations Close
	Review and/or Interview to finalise Participant list
	Successful and unsuccessful registrations notified.

Process

- Selection criteria developed from the registration form selection panel and RTI
- RTI receives registrations and copies all for review/selection process
- Potential short-listing
- RTI sends registration pdf's to selection panel via email –
- Selection panel and RTI meeting to select participants
- Registrations notified of acceptance into the VISLC – via phone and email followed by letter

Selection Parameters

Selection should be driven by registration sheet and information provided by person registering.

Should be selected along these lines (in no particular order of importance):

- Sector balance and spread
- State spread
- Age spread
- Gender balance
- Literacy level should be taken into account
- Other

Filters to be aware of:

- Knowledge of person registering
- Personal/industry bias
- ????

Confidentiality

- It is vital that confidentiality of the process and registrations is maintained
- It is paramount that conversation and selection activity confidentiality is maintained.

Registration Form – Agreement and Nomination

First Residential
Second Residential
Third Residential

I am registering for the **Vegetable Industry Strategic Leadership Course 2009**. In registering for the **Vegetable Industry Strategic Leadership Course 2009I** understand that I will be responsible for the payment of travel, accommodation, breakfast, taxi fares and beverage costs throughout the three residential programs; I also understand that when I receive my letter of offer a single payment of a $500.00 registration fee must be paid to secure my place.

Printed Name _____ Signed _____

Nominated by:

Name:		
Organisation:		
Address:		
City/Town:	State:	Postcode:
Phone: (W)	(H)	
Mobile:	Fax:	
Email:		

Signed _____ Printed Name _____

Applicant Details:

Name:		
Organisation:		
Address:		
City/Town:	State:	Postcode:
Phone: (W)	(H)	
Mobile:	Fax:	
Email:	ABN:	
Employer:	Current Workplace position	

Sector of the Vegetable Industry (please tick ✓)

☐ Grower ☐ Extension ☐ Processor

☐ Employee (farmhand) ☐ Employee (processor) ☐ Exporter/Importer

☐ Retail ☐ Other (please detail) _____

How long have you been involved in the vegetable industry?

Do you have any relevant training/qualifications? (eg Cert. Business Management)

Outline any leadership training you have had?

Why are you applying for the **Vegetable Industry Strategic Leadership Course 2009**?

What current roles do you hold in the vegetable industry or your community?

What do you believe is the future for the vegetable industry?

How you might transform a part of the above concepts into a **Vegetable Industry Strategic Leadership Course 2009** team mission of national significance?

Please return this registration form to:

Rural Training Initiatives, 1095 Kings Rd, Norong, Victoria 3682 or rti@dragnet.com.au by

Thank you for applying for the **Vegetable Industry Strategic Leadership Course 2009.**

We will contact you to inform you of the success of your application. **Jill Briggs – Rural Training Initiatives.**

Program Overview

24th – 26th February Devonport Tas.			26th – 28th May Melbourne Vic.			18th – 20th August Canberra ACT.		
Knowing Leadership			Experiencing Leadership			Implementing Leadership		
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
	Industry Tour			Market Tour				
Purpose of the Program	Reviewing Day1	Understanding Day 1&2	Re-connecting	Outcomes for the mission	ORID Day 4 & 5	Meetings in Canberra organised by participants	Looking forward	ORID & Day 6 & 7
Identifying Leadership	Building Teams	Leadership Theories and Practice	Project Update	Understanding our industry	Handling Conflict		Lobbying	Taking the next step
Communication I	Industry Panel and Q&A	Meetings	A supply Chain view of the industry - Guests	Understanding our industry	Media and Messages		Industry Panel	Leading the industry.
Learning and Leadership	Developing a mission	Project Proposal	Power and Behaviour	Understanding our industry	Project Next stage	Project Planning	Parliament Question Time	Project Presentations& networking afternoon tea
Communication ii	Project Plan	Debrief	Teams and Leadership	Reshaping our mission and reviewing the project	Project – Next Stage		Parliament Question Time	
Personalities	Networking		Planning for Tomorrow		Debrief		Project Presentation Preparation	Final session and dinner briefing
Team Dinner Briefing – Vision	Industry Dinner		Team Dinner	Industry Dinner		Team Dinner	Debrief and Briefing	Graduation Dinner

Course information sheet

The **HAL Vegetable Industry Strategic Leadership Course2009** commences on 24th of February 2009 in Devonport and concludes on the 20th August 2009 in Canberra.

The **HAL Vegetable Industry Strategic Leadership Course2009** is the leadership platform being delivered through funding from Horticulture Australia Ltd. in response to Vegevision 2020.The **HAL Vegetable Industry Strategic Leadership Course2009** will managed and facilitated by Rural Training Initiatives' Jill Briggs. Jill has a significant leadership training profile in primary industries delivering a number of national and regional leadership programs and working internationally in capacity development.

The is the only national industry specific leadership program for the vegetable industry and will be designed in consultation with the industry. The course encourages all sectors of the industry including growing, harvesting, processing, extension, exporters, importers, marketing and employees to register interest.

The course focuses on developing skills that participants can apply at three levels – personal, business and national industry. They are also encouraged to develop and implement plans associated with these three areas. The **HAL Vegetable Industry Strategic Leadership Course2009** participants will also be involved in a nationally strategic project. Outcomes for participants will focus on personal, business and industry change and management.

Graduates of other primary industry programs delivered by Rural Training Initiatives, have gone on to apply their skills to a wide variety of areas including regional network development, regional and state industry association boards and reference committees and effective business management. The content of the program ensures that participants are exposed to handling conflict, effective communication, efficient meetings, high performance team building, managing change and media training.

The program is designed for people wishing to take up leadership roles at all levels of the vegetable industry – workplace, supervisor through to industry representation. These roles maybe at a sector level or regional level but participants may also have national and international leadership aspirations. The focus, however, of the program is for participants to develop an understanding of how to impact positively, resulting in constructive outcomes for the vegetable industry at all levels.

Program manager and facilitator, Jill Briggs, **Rural Training Initiatives**, believes having all the industry in the room learning together adds enormous value. "To see people succeed in achieving specific goals through increased leadership capacity is definitely my high point," said Ms Briggs. "The **HAL Vegetable**

Industry Strategic Leadership Course2009 has already received enormous support from the industry through funding from Horticulture Australia Ltd. and Rural Training Initiatives and HAL look forward to the industry supporting this valuable development project for the vegetable industry.

The **HAL Vegetable Industry Strategic Leadership Course2009** will be delivered through three residential sessions:-

First Residential – 24th – 26th February 2009 (3 days) – Devonport
Second Residential – 26th – 28th May 2009 (3 days) – Melbourne
Third Residential – 18th – 20th August 2009 (3 days) – Canberra

Program costs are $500.00 per participant which includes most meals, training materials and learning support throughout the six months of the program. Places are strictly limited so ensure that you register your interest as soon as possible.

For further information please contact Jill Briggs 0260357284; 0409455710; rti@dragnet.com.au

Course
NB - Please note that course materials do NOT include front pages and dividers
Residential 1

Table of Contents

Program Background 3
Facilitator Profiles 5
Course Outlines 6
Participant Details 8
Funders and Sponsors 9
Course Expectations and Outcomes 10
Learning Materials 12
W1 – Purpose 12
W2 – Identifying Leadership 14
W3 – Communication 1 16
W4 – Communication 2 22
W5 – Personalities 28
W6 – Learning and Leadership 40
W7 – Team Dinner 44
W8 – Reviewing Day 1 50
W9 – Building Teams 54
W10 – Industry Panel and Q&A 60
W11 – Developing a Mission 62
W12 – Project Plan 66
W13 – Networking 69
W14 – Industry Dinner 73
W15 – Understanding Day 1 & 2 74
W16 – Leadership and Theories 76
W17 – Meetings 80
W18 – Project Proposal 86
W19 – Debrief 88
Extra Materials 90

None of us, including me, ever do great things. But we can all do small things, with great love, and together we can do something wonderful.

Mother Teresa

PROGRAM BACKGROUND:

HAL is a national research, development (R&D) and marketing organisation. The Company works in partnership with the horticulture sector to invest in programs that provide benefit to the Australian horticultural industry. HAL invests approximately $80 million annually in projects in partnership within the horticultural sector. These projects cover research and development and marketing activities.

HAL is currently running approximately 1200 projects covering a diversity of topics including market research, supply chain management, export marketing, market access, quality assurance, food safety, skills development, industry communication, biosecurity, biotechnology, breeding, plant health, pesticide regulation, agronomy, crop regulation, physiology, irrigation and sustainable practices. Projects are funded through R&D or marketing levies or through voluntary contributions. HAL's R&D activities are supported by the Australian Government through the provision of matched funding.

The vegetable industry is looking to improve its training and learning culture. Few members have undertaken formal development programs including leadership training essential for the industry to advance.

The vision and strategic direction the vegetable industry needs to take in the next 15 years has been well articulated in the industry's strategic plan Vegevision 2020. The plan calls for the upgrading of leadership development and succession planning. A cadre of industry leaders with the vision, desire and tools to take carriage of the many enabling tasks is essential if the growth targets and opportunities detailed in the Strategic Plan are to be achieved. A pool of trained industry leaders is essential if the industry is to take full advantage of initiatives currently being put in place such as the revised vegetable levy R&D structure and marketing plans.

Vegevision 2020 Strategic Imperative 5 provides direction for the leadership development of the Vegetable industry - Visionary leadership and managing change involving the upgrading of leadership development and succession planning resulting in a team oriented group of skilled industry leaders who can deliver some of the Vegevision 2020 leadership outcomes:-

• a cohesive and purposeful industry that engages all stakeholders to influence the future

• recognition in markets and the wider community that vegetable industry organisations are professional and credible in service delivery and policy development

• the development of efficient and responsive structures that deliver valuable services which meet changing business and investor needs.

The industry training needs analysis identified the key leadership skills as important and vital for the industry these skills match resent research by Carlopio (2001) in a comprehensive interviewing process of highly effective business leaders.

Vegevision 2020 also highlights other critical outcomes required for success. The four other strategic imperatives will be successfully implemented through the direct connection to a well-developed industry leadership team. Understanding changes within the supply chain, intentional market innovation, effective communication with and within all sectors of the supply chain – nationally and/or internationally, intelligent interpretation of industry data and information all require a strategic co-operative leadership team spread across the supply chain.

Rural Training Initiatives P/L (RTI) manages and facilitates leadership programs at a national, regional and local level. Current programs are:

- National Seafood Industry Leadership Program (national)
- Wine Industry Leadership Program (regional and across Australia)
- Vegetable Industry Strategic Leadership Course (national)
- Alpine Valleys Leadership Program (regional)
- Waranga Leading Women (local)

RTI has been involved in leadership development and training for fifteen years in a range of capacities.

- National and regional dairy industry leadership programs
- Regional sugar industry leadership programs
- Regional citrus industry leadership programs

RTI has an impressive history of professional development regarding leadership. Managing Director, Jill Briggs, is currently completing a Masters of Management – Leadership. The current research being undertaken has proved essential regarding current trends in leadership programs and cross-referencing with current research in leadership training outcomes. The professional learning underpins all the materials that are developed and all sessions delivered to all clients and participants. It should also be noted that this theory is incorporated with industry consultation data. Consultation occurs prior to all program development and delivery. RTI believe that we skill people for the future and we do this best because we stay connected to our participants throughout their program journey and beyond.

Finally our delivery philosophy is anchored in 'all people have leadership capacity' (Hersey and Blanchard Situational Theory) – however it is our responsibility to provide them with the opportunity to develop that capacity for positive outcomes

FACILITATOR PROFILES

JILL BRIGGS

Jill Briggs has been a rural consultant and facilitator for over 10 years. She runs her own consultancy – ***Rural Training Initiatives***. Jill works primarily with individuals, communities and rural industries in leadership training and capacity building. She facilitates leadership programs for the Wine, Sugar, Citrus, Seafood and Dairy industries as the principal or co-facilitator.

Jill's qualifications are based on a masters in leadership and post-graduate adult learning. Her academic background is science and geography. Her career background is teaching and lecturing in primary, post-primary and tertiary learning institutes. Her passion is to support rural people in the development of skills for the future.

Jill is a partner in a primary production business in Northeast Victoria, Australia. She lives in a small rural community west of Rutherglen – Norong – and is an active volunteer at various levels.

Jill's vision is to be part of a team that provides rural communities and industries with ***skills for the future.***

JANETTE OUTRAM

Janette's background is in education and rural development. She has been an active member of her family's broad acre farm in the southern Riverina of NSW for the past 28 years. She has worked in a wide variety of roles and served on numerous community committees and boards over this time.

Janette has developed a business in facilitation, training and project management. She facilitates community leadership programs as well as a variety of other rural community programs.

Her special area of interest is family business succession. She has facilitated family meetings and delivered seminars around the issues of farm succession in Victoria, Tasmania and South Australia.

Janette is passionate about rural communities and happy to be working to facilitate information delivery and assimilation on the important issues of climate change, succession and the changing face of rural Australia.

Vegetable Industry Strategic Leadership Course

Session Outline

24th – 26th February Devonport Tas.			26th – 28th May Melbourne Vic.			18th – 20th August Canberra ACT.		
Knowing Leadership			Experiencing Leadership			Implementing Leadership		
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 8
	Industry Tour			Market Tour				
Purpose of the Program	Reviewing Day1	Understanding Day 1&2	Re-connecting	Outcomes for the mission	ORID Day 4 & 5	Meetings in Canberra organised by participants	Looking forward	ORID & Day 6 & 7
Identifying Leadership	Building Teams	Leadership Theories and Practice	Project Update	Understanding our industry	Handling Conflict		Lobbying	Taking the next step
Communication I	Industry Panel and Q&A	Meetings	A supply Chain view of the industry - Guests	Understanding our industry	Media and Messages		Industry Panel	Leading the industry.
Learning and Leadership	Developing a mission	Project Proposal	Power and Behaviour	Understanding our industry	Project Next stage	Project Planning	Parliament Question Time	Project Presentations& networking afternoon tea
Communication ii	Project Plan	Debrief	Teams and Leadership	Reshaping our mission and reviewing the project	Project – Next Stage		Parliament Question Time	
Personalities	Networking		Planning for Tomorrow		Debrief		Project Presentation Preparation	Final session and dinner briefing
Team Dinner Briefing – Vision	Industry Dinner		Team Dinner	Industry Dinner		Team Dinner	Debrief and Briefing	Graduation Dinner

Session #1 February 2009					
Knowing Leadership					
Time	Day 1	Time	Day 2	Time	Day 3
		7.00am	Industry Tour		
8.30am	Purpose of the Program			8.30am	Understanding Day 1&2
9.00am	Identifying Leadership	9.30am	Reviewing Day1	9.30am	Leadership Theories and Practice
10.00am	Communication I	10.30am	Building Teams	11.00am	Meetings
11.00am	Communication ii Part A			1.30pm	Project Proposal
12.00	Learning and Leadership Part A – Guest Speaker and Q&A	12 noon	Industry Panel and Q&A		
1.15pm	Communication ii Part B	2.00pm	Developing a mission	4.30pm	Debrief
2.00pm	Personalities	3.00pm	Project Plan		
3.00pm	Learning and Leadership	4.00pm	Networking	5.00pm	Close
4.00pm	Team Dinner Briefing - Vision	7.00pm	Industry Dinner		

Participants – Vegetable Industry Strategic Leadership Course 2009

Name	Address	Phone and Email	Industry Information
Alan Norden	APVMA PO Box 6182, Kingston, ACT, 2604	026210 4769 Alan.Norden@apvma.gov.au	
Alison Anderson	New South Wales Farmers/ ARRIS P/L, 4 Tay Pl, Woronora, NSW, 2232	(02)95765449, 0400600628 aanderson@arris.com.au	Vegetable IDO
Chris McKennan	131 Gawler Rd, Gawler, TAS, 7315	(03)64253121, 0418966801	Farm Manager
Frances Vella	New South Wales Farmers PO Box 387, Windsor, NSW, 2736	(02) 98383138, 0428228818 vellaf@nswfarmers.org.au	Regional Service Manager
Andrew Craigie	Craigie Bros. P O Box 22, Latrobe, TAS 7307	0418 144 040, 03 6426 1818, heathermoor@active8.net.au	Self-employed Business Partner
Marcus Brandsema	J & A Brandsema P/L, 8 Brandsema St, Turner's Beach TAS 7315	(03)64282319, 0409217131, jbrandse@bigpond.net.au	Grower
Phillip Loane	PO Box 423, Latrobe, TAS, 7307	(03) 64270515, 0418104422, philandrichelle@bigpond.com	Grower
Kim Vincent	Vincent Produce, 138 Crossmaglen Rd, Bonville, NSW, 2441	(02)66534881, 0411189906, vincentsproduce@hotmail.com	Owner/ Manager
Stuart Millwood	Simplot Field Service, 90 Granville St, West Launceston, TAS 7250	Stuart.millwood@simplot.com.au 0408038849	Potato Field Officer
Denise Kreymborg	PO Box 489 Bowen 4805 QLD	bdgainc@bigpond.com 07 47852860	Bowen District Growers Assoc IDO
David Troldahl	NSWDPI, Trunk Rd 80 Yanco 2703, NSW	david.troldahl@dpi.nsw.gov.au 0269512546	District Horticulturist
Andrew Bulmer	Bulmer Farm Fresh Vegetables 30 Bulmers Ln, Lindenow 3865, Vic	andrewbulmer@bigpond.com 0351571544; 0409518425	Farm Manager
Tundra Howe	TQA Inc. PO Box 46, Don, Tasmania, 7310	tundra.howe@tqainc.com.au 0364236008/0407317533	Quality Systems Facilitator

2009 Vegetable Industry Strategic Leadership Course

MAJOR FUNDER

HAL

Know-how for Horticulture™

Strategic Supporters

Agriculture's Future
TFGA
Our Future
Your Future

Simplot
AUSTRALIA

AUSVEG

2009 Vegetable Industry Strategic Leadership Course Expectations and Outcomes

Prior to the residential

During the Residential

Immediately after the Residentials

During the VISLC Program Breaks

After the VISLC has finished

Day 1

W1 - Purpose of the Vegetable Industry Strategic Leadership Course.

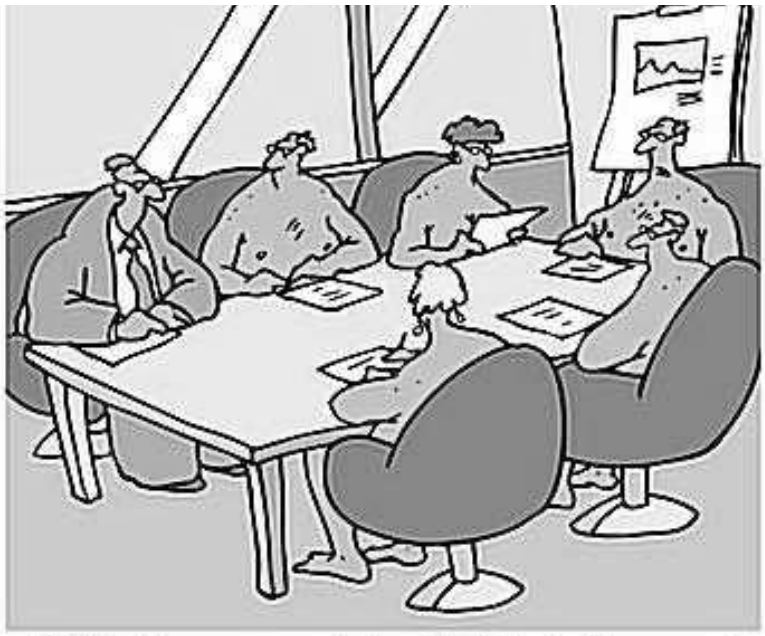
Purpose:

To provide an overview of the program, the people facilitating and the organisations funding, sponsoring and supporting the program. To establish the climate for learning and leadership development.

Outcomes:

That participants identify:

- Personal expectations of the program
- Learning environments and behaviours to favour optimal outcomes



"What are we doing? I think the real question is, what are you trying to hide?"

Notes Page

W2 - Identifying Leadership

Purpose:

To discuss and understand leadership and the positive impact this will have on the program.

Outcomes:

Participants will

- Establish and share their concepts of leadership.
- Develop a team leadership trait list to exercise.

Identifying Leadership

1. Photo Number _____

2. What are the three most important leadership values? _____

_____

3. What are the most important leadership traits? _____

_____

_____

_____

4. What leadership skills do you have that you will share with the team during the first session?

_____

_____

_____

5. What leadership skills would you like to have proficiency in by the conclusion of the first session?

_____

_____

_____

6. What leadership skills would you like to have proficiency in by the conclusion of the VISLC?

_____

_____

_____

7. What Leadership skills do you believe are vital for this team to be successful?

_____

_____

W3 – Communication – Effective communication

Purpose:

To discover the integral part that effective communication plays in leadership excellence.

Outcomes:

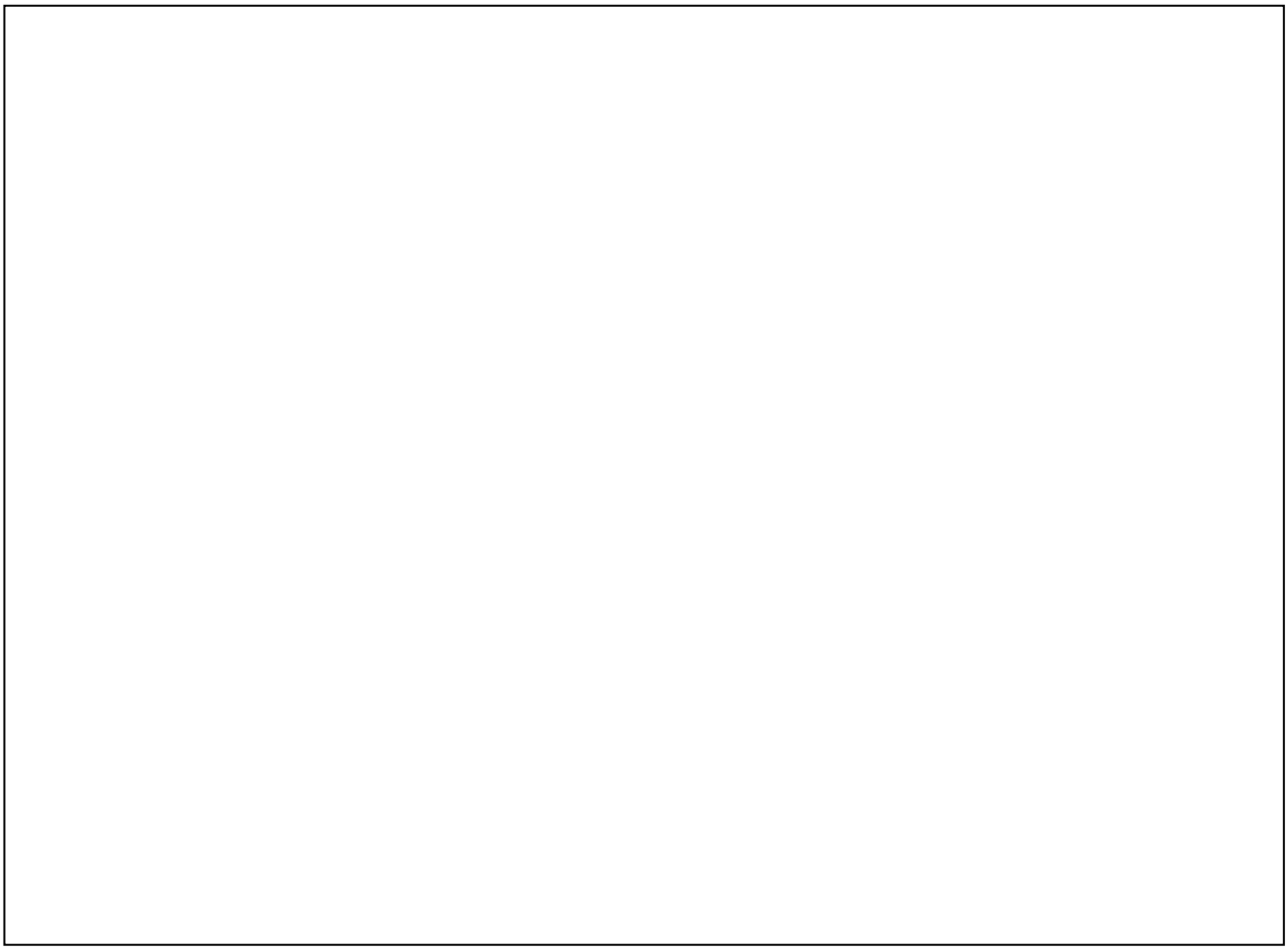
Participants will:

- Understand communication theory
- Develop new effective communication strategies
- Practice effective communication through a practical experience.

"There you go again, trying to solve my problems. I'm not asking you to do that. I just need you to listen."

Communication Person – to – Person.

The communication process.



(Wood et al 2006)

What did you do well when communicating one-on-one?

What will you work on when communicating one-on-one?

Listening

- Listen with your ears – Can you hear? Provide yourself with a "space" where you can hear the person.
- Listen with your body – Do you look like you are listening to the message? Ensure your body language matches the message you want to give to the speaker.
- Listen with your brain – Have your switched your brain on? Give complete attention and concentration.

Verbal Communication

- Using the structured system for shared meaning
- Relies on meaning of words having common agreement
- Relies on no ambiguity; double meanings and multiple common meanings
- Relies on common cultural understanding of the language

(Rothwell 2007)

Non-verbal Communication

- Sharing meaning without words
- There can also be ambiguity
- May be difficult to read
- Can have a big impression
- Is a continuous stream of communication

Communication Competence

- Knowledge – learn the rules of the "culture"
- Skills – apply the skills from your knowledge and use flexibility
- Sensitivity – be aware of detecting, decoding and comprehending signals
- Commitment – consciously decide to invest time, energy, thought and feelings
- Ethics – think about we not me when communicating.

(Rothwell 2007)

Feedback

Giving feedback

ABOUT YOU

- Feedback requires understanding of yourself – knowing clearly how you react when people provide you with their opinion(s).
- Feedback requires courage to listen to the "other" and to hear the gift they have to offer.
- Feedback requires respect of each other during the feedback process and "immediately" after.
- Feedback requires you to be responsible for what you say and to invest in having your messages heard.

THE FEEBACK PROCESS

- *Be specific rather than general*
- *Focus on the behaviour*
- *Give to help and with love*
- *Take your time*
- *Breathe to relax*
- *Listen to understand – hearing with your heart*
- *Seek clarification – paraphrase for understanding*
- *Try not to blame – breathe and listen*
- *Ask for time out if you need it*

Notes

Notes

W4 – Communication II – Speaking in Public

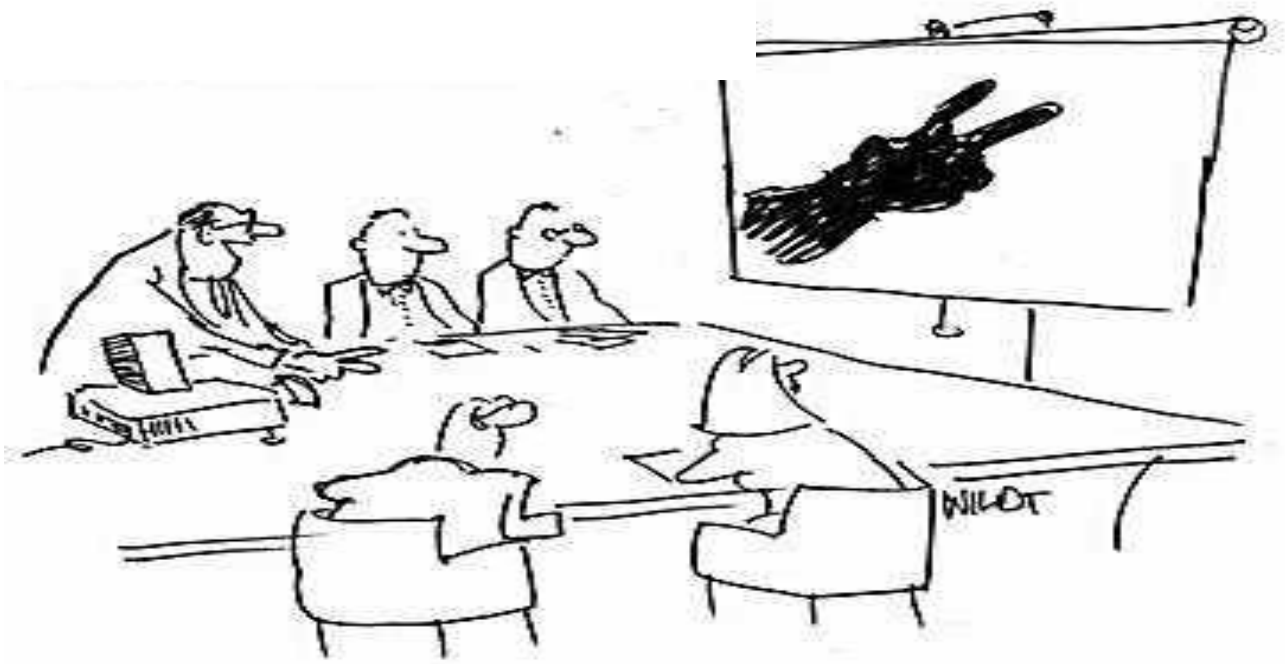
Purpose:

To develop the ability to convey information and ideas with clarity and impact

Outcomes:

Participants will:

- Increase their confidence to speak in public
- Develop an appreciation of the need to prepare
- Experience presenting a prepared speech to an audience



"...but before we begin our slide presentation on accounts receivable...THIS is how I make a bunny!"

Getting audience interest is vital

Public Speaking

Initial Concepts

1. Centre yourself
2. Speak slowly
3. Smile
4. Speak less
5. Say something positive

AND REMEMBER

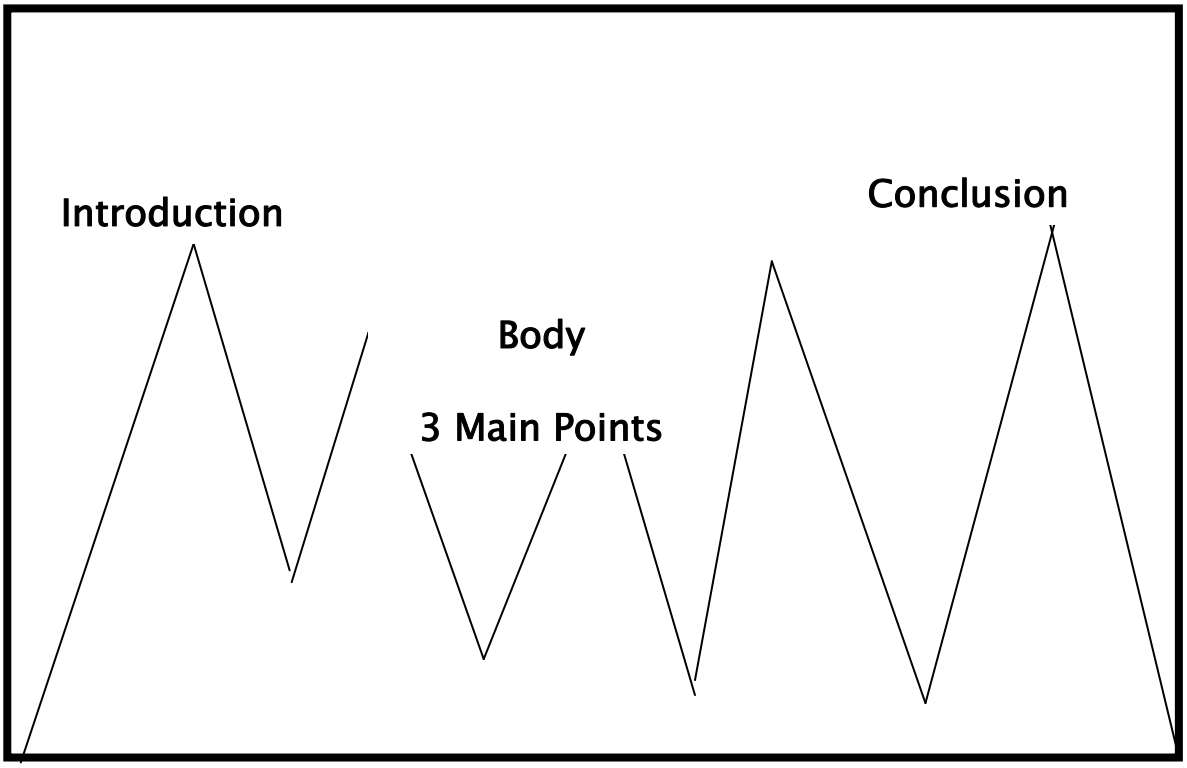
Passion and personal stories remain with an audience.

Individuals only concentrate for 60% of any given presentation

PRESENTATION RESEARCH

- *58% of an audience accepted a proposal from a presenter who was sitting*
- *79% of an audience accepted a proposal from a presenter who was standing*
- *43% of an audience is more likely to be persuaded to your idea if you are standing*
- *People are willing to pay 26% more for the same service when the presenter stood.*

Moments of Impact



Introduction: Preparing the audience

- State and define the topic
- State the purpose and tell how long you will speak for and points you will make
- State how it will end

Body

- The body of the speech should be arranged in sections, usually three to four main ideas. Each point should be a logical progression leading to the conclusion.

Conclusion. :*Your last words are the lasting words*

- A good conclusion should sum up your speech by making the main point as clear as possible. It should give the audience stimulus to activity, either to further thought on the subject or to some definite action. You may conclude with a recommendation.

Delivery

Always deliver a speech on your feet. Eye contact is vital.

Voice

Speak clearly and audibly

Your voice should provide mood, pace and variety. Any statement, however vital, will fall flat if delivered in a monotone.

Language

Be yourself and use natural language.

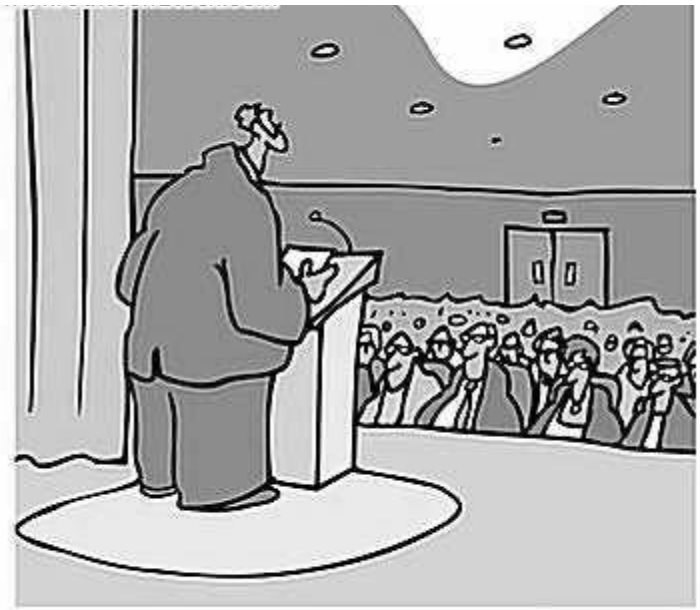
Try to stick to short words and sentences – they are more easily understood.

Gestures

Gestures are used for emphasis and effect. Use your arms, face, eyes and head to reinforce and dramatise what you are saying. Your whole bearing can, in fact, be a gesture if for example if you become very tense or relaxed.

Audio Visual

Ensure hardware is in working order and nearby. Software should be well-presented and support or demonstrate a point.



Public Speaking Activity

Please make sure you include these important areas so that we can get to know each other.

Who you are?

Where you are from?

What are you most passionate about? Vegetable industry and life.

How you would like to be remembered at the conclusion of the VISLC?

Notes

Public Speaking – Some detailed information

Preparation and Practice are the surest way to become an effective public speaker.

Before preparing a speech ask yourself these questions:

1. **What sort of group am I to address?**
2. **How many people will be there?**
3. **Why are they here?**
4. **Are they likely to be hostile, critical, receptive, apathetic or enthusiastic?**

AND

- Why am I going to speak to this group?
- What is my aim?
- Do I want to persuade, inform or entertain the audience?

THEN

How much time do I have or need?

How long can the audience give me? And how long do I really need to make my point? (Follow whichever gives the shorter time)

How many ideas connected with my topic can I afford to use?

How much time will I have for examples or stories illustrating the main points?

It is better to make a few points properly, than to skip over many.

What are the conditions and facilities of the venue like?

If possible, before you go far with your preparation, check the venue for its size, lighting and aids.

THINK ABOUT THESE AREAS

Examine topic for its meaning and suggestions

Get some ideas of what you might cover in your speech.

Gather material

It is important to have some suggestions for your topic, so that you know what to look for when gathering information.

W5 – Personalities

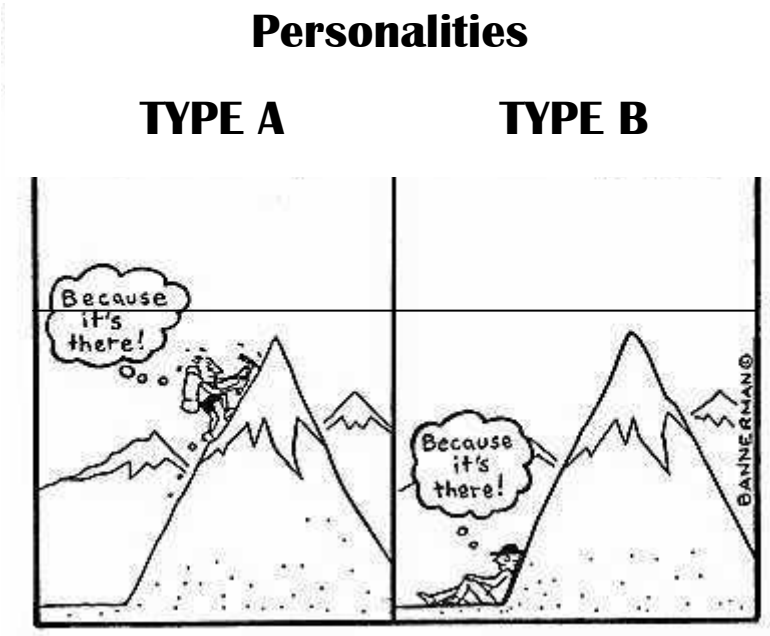
Purpose:

To explore two personality theories and reflect on personality positively impacting on leadership, teams and activity outcomes.

Outcomes:

Participants will:

- Have a personality profile that will assist them when working with others
- Experience personality differences when working in teams
- Develop a personal plan for maximising outcomes through the effective use of personality types.



Personality

Five key dimensions of personality *(Wood et al 2004)*

- *Extraversion/Introversion* – the extent to which an individual seeks the social world or the inner world.

Usefulness to the vegetable industry

- *Conscientiousness* – the extent to which an individual is organised, dependable and detail-focused or disorganised, less reliable and lack perseverance

Usefulness to the vegetable industry

- *Agreeableness* – the extent to which an individual is compliant, friendly, reliable and helpful compared to disagreeable, argumentative and unco-operative

Usefulness to the vegetable industry

- *Emotional Stability* – the degree to which an individual is secure, resilient and calm

Usefulness to the vegetable industry

- *Openness to Experience* – the extent to which individuals are curious, open, adaptable and interested in a wide variety of things.

Usefulness to the vegetable industry

Are you an Introvert or an Extrovert?

Please rate how accurately you believe each sentence applies to you. Then add up the horizontal score					
Questions	Very Inaccurate	Moderately Inaccurate	None	Moderately Accurate	Very Accurate
You talk to lots of different people at parties	1	2	3	4	5
You seem to have little to say	5	4	3	2	1
You don't mind being the centre of attention	1	2	3	4	5
You are hard to get to know	5	4	3	2	1
You describe your experiences as fairly dull	5	4	3	2	1
You know how to captivate people	1	2	3	4	5
You find it difficult to approach others	5	4	3	2	1
You make friends easily	1	2	3	4	5
You are skilled at handling social situations	1	2	3	4	5
You keep in the background	5	4	3	2	1
Total					

Results

10-20	Extremely Introverted
20-30	Mildly Introverted
30-40	Mildly Extraverted
40-50	Extremely Extraverted

www.bbc.co.uk/theoneshow/article/2007/09/mm_introvert - viewed 12/1/2008

Your immediate thoughts and feelings

Introversion

Introverts are energised by what goes on in their inner world. They:-

- Desire space – pursue solitary activities or those which involve few or no other people e.g. reading, meditating
- Like to understand the world before experiencing it & often think before acting

Introverts preference in work situations

- Like quiet for concentration
- Have trouble remembering names and faces
- Can work on one project for a time without interruption
- Are interested in the idea behind the job
- Dislike telephone interruptions
- Think before they act, sometimes without acting
- Work alone contentedly
- May prefer to communicate in writing
- May prefer to learn by reading rather than experiencing or talking

Extraversion

Extraverts are energised by what goes on in the outer world of people and the external environment. They:-

- Need sociability to charge their batteries e.g. talking or working with others
- Need to experience the world in order to understand it and tend to like action

Extroverts preference in work situations

- Like variety and action
- Often good at greeting people
- Sometimes impatient with long, slow jobs
- Interested in how others do their jobs
- Often enjoy talking on the phone
- Often act quickly, sometimes without thinking
- Like to have people around in the working environment
- May prefer to communicate by talking rather than writing
- Like to learn a new task by talking through it with someone

Department of Primary Industries – Victoria 2007

Activity for working I/E – Plan the Team Dinner.

The Belbin Questionnaire

- To complete, tick the far left-hand column the one two or three sentences most applicable to you (no more than three sentences)
- Then in the column on the right apportion 10 points between those ticked sentences, thus indicating the relative extent to which each applies.
- If you select three sentences the one that reflects you closest you would provide the highest portion out of ten to the third sentence you would apportion the least. In each section you should have points allotted to no more than three sentences.

Section A

When involved in a project with other people:

Ques.		Points
1.	I can be relied upon to see that work that needs to be done is organised.	
2.	I pick up slips and omissions that others fail to notice	
3.	I react strongly when meetings look like losing track of the main objective	
4.	I produce original suggestions	
5.	I analyse other people's ideas objectively, for both merit and failings	
6.	I am keen to find out the latest ideas and developments	
7.	I have an aptitude for organising people	
8.	I am always ready to support good suggestions that help to resolve a problem.	

Section B

In seeking satisfaction through my work:

Ques.		Points
1.	I have a strong influence on decisions	
2.	I feel in my element where work requires a high degree of attention and concentration	
3.	I am concerned to help colleagues with their problems	
4.	I like to make critical discrimination between alternatives	
5.	I tend to have a creative approach to problem solving	
6.	I enjoy reconciling different points of view	
7.	I am more interested in practicalities than in new ideas	
8.	I particularly enjoy exploring different views and techniques	

Section C

When the team is trying to solve a particularly complex problem:

Ques.		Points
1.	I keep a watching eye on areas where difficulties may arise	
2.	I explore new ideas that may have a wider application than the immediate task	
3.	I like to evaluate a range of suggestions thoroughly before choosing.	
4.	I can co-ordinate and use productively other people's abilities and talents	
5.	I maintain a steady systematic approach, whatever the pressures	
6.	I often produce a new approach to a long continuing problem	
7.	I am ready to make my personal views known in a forceful way if necessary	
8.	I am ready to help whenever I can.	

Section D

In carrying out my day-to-day work:

Ques.		Points
1.	I am keen to see there is nothing vague about my task and objectives	
2.	I am not reluctant to emphasise my own point of view in meetings	
3.	I can work with anyone provided they have got something useful to contribute	
4.	I make a point of following up interesting ideas and/or people	
5.	I can usually find the argument to refute unsound propositions	
6.	I tend to see patterns where others would see items as unconnected	
7.	Being busy gives me real satisfaction	
8.	I have quite an interest in getting to know people better	

Section E

If I am suddenly given a difficult task with limited time and unfamiliar people:

Ques.		Point
1.	I often find my imagination frustrated by working in a group	
2.	I find my personal skill particularly appropriate in achieving agreement	
3.	My feelings seldom interfere with my judgement	
4.	I strive to build up an effective structure	
5.	I can work with people who vary widely in their personal qualities and outlook	
6.	I feel it is sometimes worth incurring some temporary unpopularity if one is to succeed in getting one's views across in a group	
7.	I usually know someone whose specialist knowledge is particularly apt	
8.	I seem to develop a natural sense of urgency	

Section F

When suddenly asked to consider a new project:

Ques.		Points
1.	I start to look around for possible ideas and openings	
2.	I am concerned to finish and perfect current work before I start	
3.	I approach the problem in a carefully analytical way.	
4.	I am able to assert myself to get other people involved if necessary	
5.	I am able to take an independent and innovative look at most situations	
6.	I am happy to take the lead when action is required	
7.	I can respond positively to my colleagues and their initiatives	
8.	I find it hard to give my best in a job where the goals are not clearly defined	

Section G

In contributing to group projects in general:

Ques.		Points
1.	I think I have a talent for sorting out the concrete steps that need to be taken given a broad brief	
2.	My considered judgement may take time but it is usually near the mark	
3.	A broad range of personal contacts is important to my style of working	
4.	I have an eye for getting the details right	
5.	I try to make my mark in group meetings	
6.	I can see how ideas and techniques can be used in new relationships	
7.	I can see both sides of a problem and take a decision acceptable to all	
8.	I get on well with others and work hard for the team.	

Transfer your point's allocation from the seven sections of the personal inventory to the appropriate boxes below. The pre-print numbers on the grid refer to the question numbers of each section. For example if for section A you scored seven points for question 6 and three points for question1 you would allocate them in the columns headed RI and IMP respectively.

	SH	CH	PL	RI	ME	IMP	TW	C/F
A.	3. _	7. _	4. _	6. _	5. _	1. _	8. _	2. _
B.	1. _	6. _	5. _	8. _	4. _	7. _	3. _	2. _
C.	7. _	4. _	6. _	2. _	3. _	5. _	8. _	1. _
D.	2. _	3. _	6. _	4. _	5. _	1. _	8. _	7. _
E.	6. _	5. _	1. _	7. _	3. _	4. _	2. _	8. _
F.	6. _	4. _	5. _	1. _	3. _	8. _	7. _	2. _
G.	5. _	7. _	6. _	3. _	2. _	1. _	8. _	4. _
Total								

Once you have allocated your points, total each column.

Your Results.....what they indicate

The highest two totals represent your primary and secondary preferred team roles.

The eight individual types identified by Belbin are:-

Role	Contribution to Team	Allowable Weaknesses	Team Roles	Be Aware As a leader
Shaper	Challenging, Dynamic, thrives on pressure. Has the drive and courage to overcome obstacles	Can provoke others. Hurts people's feelings	The person suited to overcoming obstacles and opposition. Turns work into action	You are useful when things go off track but remember to be subtle – take on some co-ordinating skills
Chairperson/ Co-ordinator	Mature, confident, a good chairperson, Clarifies goals, promotes decision making, delegates well	Can be seen as manipulative. Delegates personal work	Should be the one co-ordinating the group effort, ensuring all have a useful role and working towards the goal	Use the Plant in your role. Use your strong co-ordinating skills even in small groups. Don't abdicate when things get tough
Plant	Creative, imaginative, unorthodox. Solves difficult problems	Ignores details. Too preoccupied to communicate effectively	Responsible for generating new strategies/ideas and proposing solutions.	Exercise self-discipline and be prepared to listen. You may conflict with ME and your creativity may be stifled
Resource/ Investigator	Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts	Over-optimistic. Loses interest once initial enthusiasm has passed	Should be responsible for growing the network and new opportunities. Must be asked to report back to the group.	You may become too involved in your own ideas. Don't censor other's concepts to much

Monitor-Evaluator	Sober, strategic and discerning. Sees all options. Judges accurately	Lacks drive and ability to inspire others. Overly critical.	Should be responsible for all options being considered. Key role in planning. Arbiter in controversy	Be careful not to ignore others ideas and work hard to include all. You are fair –minded so use this to your advantage
Implementer	Disciplined, reliable, conservative and efficient. Turns ideas into practical actions	Somewhat inflexible. Slow to respond to new possibilities	Should be the organiser – procedures, practical steps and logistics once the decisions have been reached	Use your clarifying skills to keep the team structure healthy and on task, Also use these skills to understand objectives
Team Worker	Co-operative, mild, perceptive, diplomatic. Listens, builds, averts friction, calms the waters.	Indecisive in the crunch situation. Can be easily influenced	Versatile and can assist others in difficulty. Can use diplomatic skills to overcome conflict	Use your delegation and developing others skills. Also use your conflict management skills
Completer/ Finisher	Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate. Can be a nitpicker.	Should ensure that teams work meets the necessary benchmarks. Looks for errors and inaccuracies.	Ensure that you continue to keep the big picture your focus and watch for criticism.

(Rural Health Boards – Training Manual – Nous Group – 2004)

Activity for working in Belbin styles – Modify a known television advertisement to inform the vegetable industry why difference is essential within the decision-making organisations of the industry.

Notes

W6 - Learning and Leadership

Purpose:

To develop an understanding of learning through forming partnerships and teams.

Outcomes:

Participants will:

- Have firsthand knowledge of the importance of forming strong partnerships to maximise learning throughout the program
- Understand the learning cycle
- Plan a learning program in three specific areas – self, leadership and industry.

Leadership and learning are indispensible to each other.

J.F. Kennedy

Leadership Program Graduates Journey

Notes

Learning Action Plan – What am I going to learn and how?

	Personal Leadership Skills	Business Leadership Skills	Industry Leadership Skills
Skills I have and where I demonstrate them			
New skills to develop.			
How to develop skills			

Learning Planning
Leadership Development Plan.

Initial steps for implementation:

What leadership skill development can I realistically commit to?
List three skills to be developed (further) by August 2009

1._____
_____
2._____
_____
3._____
_____

Who can assist me with my commitment?
List two people who may assist you in the development process.

VISLC Participant (Internal Mentor) _____
_____
Other person (External Mentor) _____
_____

Be ready to share some or all of this information with the team – they might be able to add value and assist.

W7 - Team Dinner

Purpose:

To develop strong relationships within the team and consolidate a vision and potential project concept.

Outcomes:

Participants will:

- Have had a conversation with all other course participants and establish essential knowledge of the whole team
- Formulate a vision for the Australian vegetable industry
- Develop a mission for the VISLC 2008/09
- Develop a plan outline for a VISLC 2008/09 project.

Coming together is a beginning.
Keeping together is progress.
Working together is success.
Henry Ford

What is a vision statement?

University of Southern Queensland - is to be Australia's leading transnational[1] educator. The University will be acknowledged by graduates, governments and industry as Australia's leading transnational educator, delivering programs, characterised by currency and relevance, through a network of university cities within and beyond the nation. http

Launceston – our city of learning and innovation - open to the world http://www.launceston.tas.gov.au/upload/1214/annual_report_2000_01.pdf viewed 19/2/2008

AusVeg is the national peak industry body representing the interests of Australian vegetable and potato growers and is committed to securing the industry's future. We represent the interests of growers to government and assist growers by making sure the National Vegetable Levy and National Potato Levy are invested in research and development (R&D) that best meets the needs of the industry.

HAL Horticulture –a vision for the future, Each of HAL's member industries, acknowledging the environment in which they operate, has developed a vision for the future and strategies to invest in R&D and marketing programs to help make this vision a reality.

The Lakes & Coorong Fishery will be recognised and acknowledged as a world leading sustainable and dynamic fishery which, through responsible management, ethical harvest and innovative value-adding of the natural resource, will be an industry vital to the prosperity of the region.
http://www.coorongfishery.com/awards.htm viewed 19/2/2008

Pacific Nations Climate Group - We will work together, in accordance with our respective national circumstances, to create a new partnership to develop, deploy and transfer cleaner, more efficient technologies and to meet national pollution reduction, energy security and climate change concerns, consistent with the principles of the U.N. Framework Convention on Climate Change (UNFCCC).http://www.state.gov/g/oes/rls/fs/50335.htm viewed 19/2/2008

The Center will create knowledge, cultivate public discourse, and foster policies to help decision makers and institutions grapple with the immense power and importance of science and technology as society charts a course for the future.
http://www.cspo.org/whoweare/twentyyear.html viewed 19/2/2008

Nolan Meats - "Delivering pleasurable meat moments - every time" http://www.cooloola.org.au/content_article.php?CategoryID=64&ArticleID=12 viewed 19/2/2008

What is the 2009 VISLC vision for the Australian Vegetable Industry?

What is a mission statement?

Starbucks Mission Statement

Establish Starbucks as the premier purveyor of the finest coffee in the world while maintaining our uncompromising principles while we grow. The following six guiding principles will help us measure the appropriateness of our decisions:

- Provide a great work environment and treat each other with respect and dignity.
- Embrace diversity as an essential component in the way we do business. Apply the highest standards of excellence to the purchasing, roasting and fresh delivery of our coffee. Develop enthusiastically satisfied customers all of the time
- Contribute positively to our communities and our environment satisfied customers all of the time.http://www.starbucks.com.au/en-AU/_About+Starbucks/Mission+Statement.htmviewed 19/02/2008

The primary mission of The George Institute for International Health is to improve global health through undertaking high quality research, and applying this research to health policy and practice. The Institute seeks to discover modifiable causes of non-communicable diseases and injuries, to identify effective and affordable prevention and treatment strategies, and to strengthen health systems for disease and injury control through: Large-scale clinical, epidemiological and health services research projects. Evidence-based health policy development, implementation and evaluation. Capacity-building in epidemiology, clinical research, biostatistics and policy development. Partnerships with health authorities, academic institutions, governments, non-government organisations and multi-lateral agencies. http://www.thegeorgeinstitute.org/about-the-george/mission-statement/mission-statement_home.cfm viewed 19/2/2008

The mission of the Australian National Botanic Gardens is: 'to grow, study and promote Australian plants'. http://www.anbg.gov.au/anbg/mission.html viewed 19/2/2008

Our Mission at BM Pharmacy is to provide our customers with generic versions of popular branded pharmaceuticals that are produced under Internationally Recognized quality standards in world class manufacturing facilities
http://bmpharmacy.com/mission.php?osCsid=99f0ea133a4b838fe09310480b8f2b53 viewed 19/2/2008

Kids Help Line exists to assist people to develop strategies and skills which enable them to more effectively manage their own lives. An integral part of this mission is the provision of free, accessible national services which are founded on the principles of empowerment. http://www.kidshelp.com.au/template/standard.aspx?s=112 viewed 19/2/2008

The Mission of the University of Southern Queensland is to develop, enrich and serve its regional and global communities.
The University of Southern Queensland works with its stakeholders to develop a knowledgeable and cultured society enriched through learning, scholarship, research, intellectual engagement and social equity. The University serves its multicultural community by preparing global citizens for life-long learning in a diverse and changing world. The University maintains its ability to pursue its Mission through a continual process of introspection, analysis, integration, innovation and improvement. http://www.usq.edu.au/aboutusq/mission/mission.htm viewed 19/2/2008

To grow, manage, promote and showcase the sport of tennis throughout Australia, recognising the health, social, economic and entertainment benefits of sport, and tennis in particular, for people of both sexes, all ages and abilities.
http://www.tennis.com.au/pages/default.aspx?id=4&pageId=10965 viewed 19/2/2008

Its mission is to plan, fund and manage world-leading science for the sustainable use of the Great Barrier Reef World Heritage Area.
http://www.reef.crc.org.au/about/what.html viewed 19/2/2008

What is the 2009 VISLC Mission?

Draft up a general plan.

Notes

Day 2

W8- Reviewing Day1

Purpose:

To understand the importance of reflection in the learning cycle

Outcomes:

Participants will:

- Understand the ORID process
- Reflect using the first two steps of ORID.

Reflection:

Step #1of ORID – What happened yesterday?

_____
_____
_____
_____
_____

Step #2 of ORID – Describe how you felt about one part of yesterday that was good and one part of yesterday that challenged you.

_____
_____
_____
_____
_____

From your leadership learning plan what are you going to work on today?

_____
_____
_____
_____
_____
_____

Who is a likely person from the group to be your learning partner?

_____
_____

Industry Tour

Notes

W9 - Building Teams

Purpose:

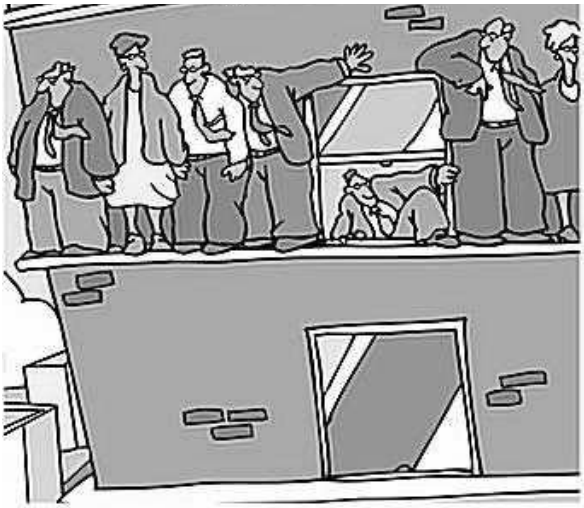
To understand the team development process and the outcomes possible when you form an effective and diverse team.

Outcomes:

Participants will:

- Develop knowledge regarding the process of team development
- Gain an understanding of the key functions of a team
- Reflect on your experience of being part of a team and the characteristics that brought about the achievement of the shared goal
- Experience team effectiveness.

"Try to be more like Mary. Mary's a real team player."



Being a team player is a good thing, until the project goes horribly wrong.

The History of Teams

A successful team

_____

_____

_____

_____

_____

_____

_____

_____

Last Night_____

_____

_____

_____

_____

_____

_____

_____

Group Activities _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

The Phases of Team Development

FORMING	Members get organised and oriented to one another and the group.
STORMING	Chaotic vying for leadership. Conflict arises honeymoon is over. Tension level can be high
NORMING	Sense of team emerges along with norms for handling conflict and transactional and task processes that work. Conformity can be good
PERFORMING	The team completes the work and members have a feeling of accomplishment. Tasks must be meaningful to sustain performing
ADJOURNING	The team ends its function and members find ways to say goodbye to the team.

Bruce Tuckman 1965 (1980)

Teams operate on three levels:

Task:

Teams focus on carrying out a specific 'job' or achieve a goal BUT if too focused the team becomes unaware of operating at the other levels

Individual needs:

Each individual brings a useful skills set to the team BUT if the team is highly focused on the task the team can be blind/ignorant of the complete skill set.

Maintenance:

The team must focus on developing the relationships within the team; this will assist in achieving the task at a higher level and will allow for the discovery of the complete team skill set.

Team Activity

Initial Planning Phase

i. Listening and Speaking
ii. Five key dimensions of personality

Extraversion/Introversion
Conscientiousness
Agreeableness
Emotional Stability
Openness to Experience

Personally

The team

Activity Completed

Belbin Types
Shaper
Chairperson/Co-ordinator
Plant
Resource/ Investigator
Monitor-Evaluator
Implementer
Team Worker
Completer/ Finisher

You

The team

Team Stage

1. At what stage is the team now?

---

2. How will you move through to performing as an industry leadership group in 6 months time?

Team Effectiveness:

For teams to be effective there are a number of concepts that need to be accounted for:

Team Task Level – there needs to be a goal that can be achieved. The 4 C's of teams

- Clear goals, everyone is on the same page;
- Co-operation around the goal achievement must be established and adhered to;
- Challenging goals (denting the universe) or sub-tasks for all team members
- Commitment to the goal

Individual Need Level – we each bring skills and knowledge to enhance a team but we also have a need to be part of the team

- Belonging
- Interpersonal attraction
- Group activities
- Group goals
- Meaning and identity

Team Maintenance Level – need to be aware of how we look after the team and ensure these occur.

- Supporting and Encouraging
- Harmonising
- Communication monitoring
- Feelings

(Wood et al 2006)

Notes

W10 – Industry Panel and Q&A

Purpose:

To practice leadership skills through listening and questioning industry leaders.

Outcomes:

Participants will:

- Gain knowledge regarding the personal benefits and costs of leadership, the current leadership capacity within the vegetable industry and how to become involved in leadership in the industry.
- Practice using established group leadership values.
- Develop understanding of teams and leadership through a practical activity.

QUESTIONING

Question Type	Examples	Nature	Analysis
Open	What were your first thoughts when I broke down? How do you source income for your business?	Begin with How, What, When, Where, Who or Why.	Provides maximum options, can start to the ball rolling in a conversation.
Closed	Did you turn it off when it first broke down? Do you normally source your income through direct sales?	Begin usually with Can, Did, Do, Have, Is, Will, and Would.	Requires yes/no answer. useful for establishing facts and gaining commitment.
Alternative	Would you like to pay cash or charge it?	A form of closed questions	Can focus the mind on the choices. Can be used to manipulate
Probing	What were you really looking for in a business vehicle?	Can be open or closed – usually open	Direct up-front way of getting information and opinions.
Leading	So you'd have no problems meeting these levels of commitment to the program?	Usually a form of closed question.	A closed style question, but wording, context and inflection can suggest that there is only one way to answer the question
Softening up	Would you say that you tend to wear these more stylish lines? And do you think it is better for your highly skilled work force to purchase this higher level of program?	A form of closed/leading question.	Asked in sequence of closed questions with a commitment styled closed question at the conclusion.
Hypothetical	Assuming you were in the market for a new program, what applications and price range would you be looking for?	Can be closed or open	Useful for opening up discussions, breaking deadlocks and responding to observed body-language.
Rhetorical	You wouldn't buy from Toyota would you? Surely after you have looked at all the features, you'd have to look at this program, right?	Closed	Closed but implication is fairly heavy that there is no real choice.
Testing	Is this OK so far? Are you getting a clear picture of the program now?	Can be closed or open	Used to check if information is being received.
Third-party	We supply this type of product to most growers in this region. Is this the type of program you had heard about?	Statement plus question – open or closed.	Endorsement of "product" and it is persuasion by association.

W11 - Developing a mission

Purpose:

To develop a sense of intent and goal for VISLC 2009 through the development of the vision.

Outcomes:

Participants will:

- Further develop the vision into a mission statement
- Consolidate objectives, strategies and perceived outcomes of delivering on the mission.

Review and complete the vision statement.
Define your end point. Create a vision statement that explains the end point

Review and complete the mission statement

Looking at your vision – what will be your mission.

Develop strategies to ensure you reach your end point – at least 5

Each member of the team to define his/her purpose for achieving the mission by implementing the strategies.

W12 - Project Plan

Purpose:

To develop a project plan for the whole group

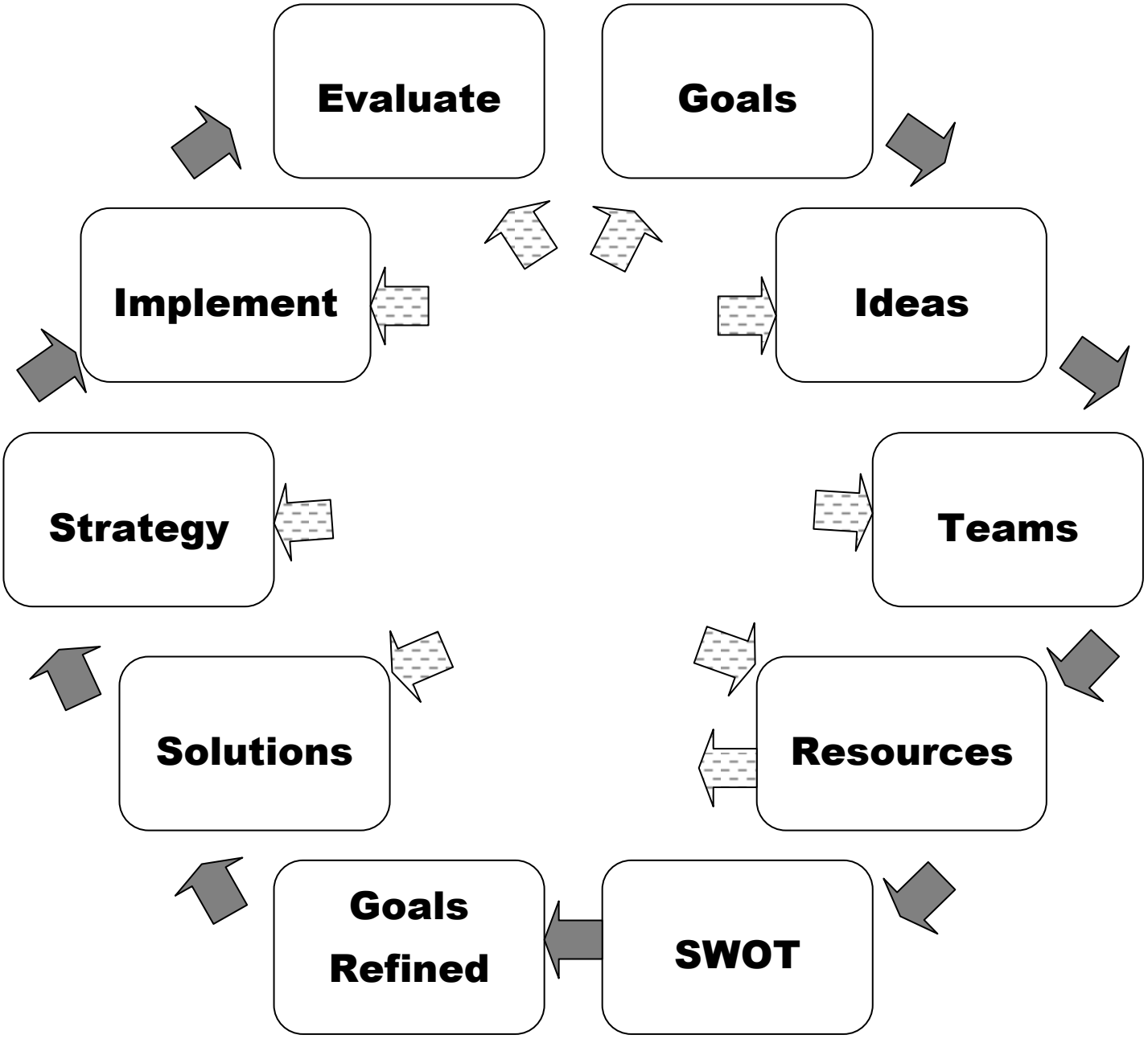
Outcomes:

Participants will:

- Understand the theory of project planning and applications of project planning
- Develop a whole group project plan

"There's always an element of risk. No one has a crystal ball. OK, I have one, but no one knows how it works."

Project Planning and Delivery



Adapted from Leading Industries 2005

Where do you or your team "get stuck"?

What are the ways to get "out of the bog"?

Project Plan

Ensure Team Effectiveness

1.Team Task

2. Individual Need

3. Team Maintenance

W13 – Networking

Purpose:

To understand the theory and practice of networking

Outcomes:

Participants will:

- Develop team and individual networking protocol
- Establish networking goals for each program session and for the project.

Networks

- Involve a range of people who represent a variety of organisations
- Have moderately stable patterns of ties or links between these people or their organisations. These links represent some form of recognised accountability between those in the network
- Ideally built on trust, respect and diplomacy
- Require management to be effective

Key questions to consider when thinking about your network:-

1. Who is important in assisting me achieve my/our outcomes?
2. Why are they part of my network?
3. What do they bring to my network?
4. What are their needs?
5. Who else needs to be in the network?
6. Why aren't they currently in the network?
7. Why do I need them?

Think about the individuals now

1. What is the person's perception of our issue/concept? Similar/Different?
2. What role could this person play?
3. Does this person have resources that will assist in achieving our outcomes?
4. Will this person block my outcomes?
5. How can I make this person's involvement easy?

Network Maintenance

Immediate Strategies

- Manage the interactions between network members to improve the understanding of each other's position – provide relevant and quality information to the network
- Maximise individual involvement – encourage communication between members through an agreed process that is time-focused and regular

Reviewing your network

Department of Primary Industries – Victoria 2007

Who will you add	How will I encourage them to be part of our concept	What role will he/ she have	What resources can he/she contribute	How can I ensure they don't block	How can I keep them informed and engaged

Networking Concepts

What networking is – sharing information, ideas, resources, opportunities.

Your opinion _____

What networking isn't – doing deals and making the sale

Your opinion _____

Before the event

- Know what it is you actually do!
- Set your goals
- Plan your time
- Define your objective.

At the event

- Be enthusiastic, cheerful, confident
- Be real and straightforward
- Be visible and approachable
- Make contact: Select the best approach and initiate the conversation. Wait for a response.
- Mention common interests.
- Maximise your business networking opportunities
- Make an effort to enjoy the event
- Get the contact details of people you meet
- Learn how to move on politely
- Know when to leave
- Involve others

After the event

- Follow up
- Keep track via a system
- Remember relevant points

Six networking issues

1. looking over shoulders
2. talk about yourself 99% of the time
3. shake hands like a wet fish
4. "SELL, SELL, SELL" approach
5. avoid eye contact
6. saying their name incorrectly

How to be visible without really trying while networking

- Ask a question at a conference
- Make a point in a meeting
- Discuss a book with an industry leader
- Make people laugh
- Have an opinion on everything
- Send cards at Christmas or New Year to remind your contacts that you exist.

http://www.usyd.edu.au/sun/images/effective_networking.pdf

W14 – Industry Dinner

Purpose:

To establish relationships within the vegetable industry

Outcomes:

Participants will:

- Practice effective communication
- Develop further networks.
- Establish their presence in the vegetable industry.

Notes _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Day 3

W15 – Understanding Day 1&2

Purpose:

To reflect on key learning from Day 1 & 2 using ORID

Outcomes:

Participants will:

- Complete a full ORID (four step) process during the reflection period
- Establish timetabling of ORID for the VISLC 2008/09 project.

Step #1 – Objective – What happened?

_____

_____

_____

_____

_____

_____

Step #2 – Reflective – How did this make me feel?

_____

_____

_____

_____

_____

_____

Step #3 – Interpretive – What do I now know about myself and how I respond?

_____

_____

_____

_____

_____

_____

Step #4 – Decisional – What will I do differently next time – three specific behaviours

_____

_____

_____

_____

W16 – Leadership Theories and Practice

Purpose:

To understand current leadership theory and develop practical utilisation of theory.

Outcomes:

Participants will:

- Gain an understanding of current leadership theories
- Develop a process of utilisation of one theory through a plan
- Establish how they will use this theory during the project implementation between session #1 and session #2

Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.

– Margaret Mead

Leadership Theory

Situational Leadership – Hersey and Blanchard

The theory suggests that you must be able to analyse what a team needs and then apply one of the following leadership styles:

- *Delegating* – best for high readiness groups – willing and able; high motivation appropriate skills. You provide a goal, listen during the implementation plan process – assist when required
- *Participating* – best for moderate to high follower readiness – able but unwilling. You need to provide motivation but allow the team to help in the decision-making process
- *Selling* – – best for low to moderate follower readiness – unable but willing. Directing people to tasks and jobs will be your activity.
- *Telling* – best for low follower readiness – unable and unwilling. You will be making the decisions for the whole team and telling people what is required.

Task – think about a team that you are involved with and develop an approach using one of the styles outlined above.

Style _____

What do you know about this team that suggests this style? _____

_____

_____

What will you do?_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

An emerging theory – Servant Leadership

To serve other people and put their needs, aspirations and interests above your own.

Characteristics:

- Reinforce communication skills by listening
- Strive to understand and empathise
- Use persuasion to convince others
- Conceptualise long-term and big-picture
- Commit to the personal, professional and 'spiritual' growth of individuals
- Seek to build community in the team

Task – where would the servant leadership model be best used in the vegetable industry?

Wood et al 2006

Leadership - Motivation.

When working with teams it is important to know what encourages people to do the task.

Understanding how they feel rewarded is important

- Extrinsic rewards – motivated by other people providing the reward – money compliments prizes bonuses
- Intrinsic rewards – motivated by self – wanting to get the job done to the best – satisfaction removed from a physical bonus.

How do you like to be rewarded? Intrinsic or extrinsic?

How is it made obvious to others?

Find out how the other reward is made obvious.

Notes

W17 – Meetings

Purpose:

To gain practical experience in managing people during meetings.

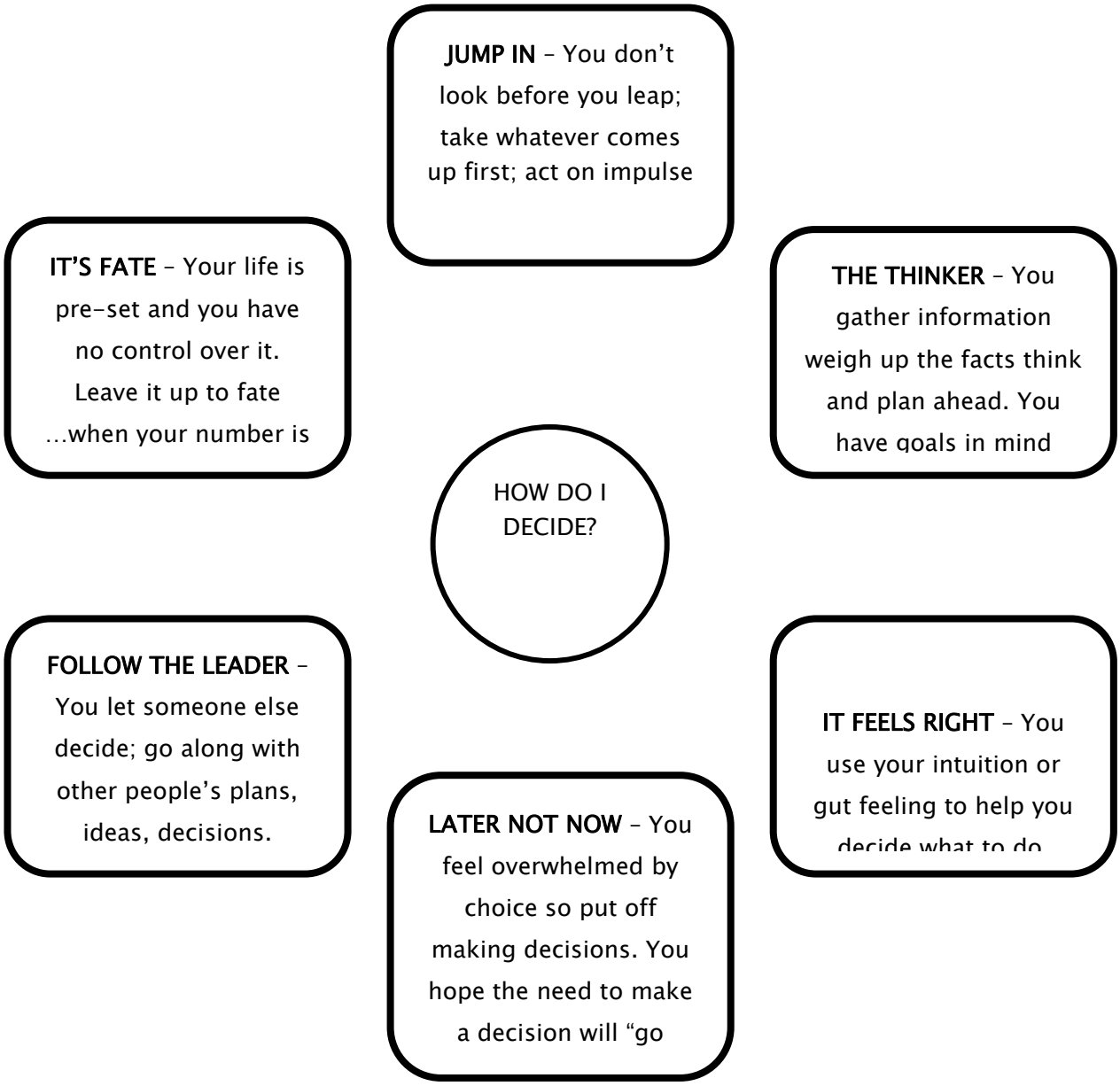
Outcomes:

Participants will:

- Establish historic experience of well-run meetings
- Build a practical template for running effective meetings
- Develop a personal learn objectives for meetings
- Practice effective meetings

Styles of Decision Making

The following styles are not right or wrong, but simply different ways of making decisions in different situations by different people. Look back on decisions you have made and identify the style you have used.



Group Discussion

How did you make your decision about what you would wear today?

How did you make the decision about being part of the program?

How did you make the decision to work in your current job?

How did you make the decision to buy your last household item?

How did you make the decision about your most recent holiday destination?

How did you make the decision about your car purchase?

Decision – Making Theory

Meetings

A Standard Agenda

- Informally welcome attendees, visitors or new members.
- State the purpose of the meeting
- Attendance – list people present
- Apologies – list people who have formally apologised
- Read or table previous meeting minutes and confirm they are a true record
- Business arising – discuss anything from the minutes
- Correspondence – read/table communication – issues arising placed on the agenda
- Reports – key issues for discussion/debate and reports moved – Finance and sub-committees, working groups and employee groups/individuals
- General Business – including extras from correspondence
- Other Business – this is at the chairs discretion
- Next meeting details – time, date and location.

Unwritten Rules of a meeting

THINGS TO REMEMBER

- Every item that appeared on the last agenda that has not been finalised should be included on the next agenda. The agenda is like the memory of the committee
- Each item on the agenda should have time allocated
- Each item on the agenda should have an explanatory note to brief members and assist them make better decisions
- Items on the agenda should be prioritised in terms of allocating quality time to discuss them.

Good Chairing

- Know your agenda – think about time for items and content of discussion
- Know your rules – think about procedure and how to assist decision–making
- Take the lead – each agenda item give a really quick summary and ask someone else to start the discussion
- Stay neutral – you are there to ensure discussion happens – if you want to join in leave the chair
- Encourage discussion – ask questions to encourage discussion, one person at a time, everyone has a turn
- Involve everyone – ask the quite people their opinions
- Focus the topic on the discussion – if the meeting is off the point bring it back on track.
- Summarise – keep notes and at the end sum up before the meeting makes a decision.
- If there is conflict stay in the middle – don't take sides.
- Decision making – make sure everyone is clear about the decision made
- Be democratic – strong but flexible
- Seek approval from the meeting so that you are working as a team.

Some common problems

Latecomers – start the meeting on time and either stop and summarise or ask someone else to do this.

Early leavers – ask if they have any comments about items on the agenda

Distractions – agree on breaks at the beginning of the meeting but do break if it is a long meeting – helps concentration

Slow and Pedantic Meetings – Set time limits (agenda items and speakers); table correspondence; table minutes; table reports.

Confused Meeting – summarising and clarify; no dominant individuals; timeout for people to collect their thoughts

Too much to say – time limits, ask people to speak through the chair; encourage others to talk by asking; tell the dominator during the meeting or after the meeting

Too little to say – new members need to be mentored; quite people need to be asked; break into smaller groups for discussion

Conflict – short break; ask for silence for a moment; break into small groups; stop to clarify and summarise; stop the meeting or adjourning debate till next meeting; ask a neutral person to take the chair. (*Meeting – ATU 1990)*

Differences can impact on Decision-Making

YOU MIGHT KNOW SOME OF THESE…

Type	Behaviour	Management
Porcupines	Always annoyed, agitated	*Ignore as much as you can. For every negative, counter with a positive*
Puppy Dogs	Always saying yes	*Give them time to decide so that they are not caught on the spot. Give them the option to say no.*
Cobras	'Back-stabbing', malicious gossip If you are sure	*If you are sure bring issue out in the open.*
Mules	The 'no' sayers. Blocking new ideas	*Develop team problem-solving protocol*
Rooster	'I know it all', bragging	*Thank them for their input but don't let them go on*
Lion	Aggressive – verbal and physical, bullying	*Diffuse the anger if you feel comfortable. Don't get provoke yourself*
Coyote	Constant complaining. 'Whingeing'	*Acknowledge how the person is feeling, without making a commitment to 'owning' the problem*
Sheep	The 'eternal' victim. Always overwhelmed	*Acknowledge their feelings without offering to step in and own the problem.*

Leadership Meeting Rules

Notes

W18 – Project Proposal

Purpose:

To deliver succinctly the VISLC 2009 project proposal

Outcomes:

Participants will:

- Implement their public speaking and communication skills
- Practice their leadership skills
- Deliver a project proposal that is based on sound project planning and implementation principles

Project Goal _____

_____

_____

Project Objectives _____

_____

_____

_____

_____

_____

Project Implementation Strategies _____

_____

_____

_____

_____

_____

Project Communication Plan _____

_____

_____

_____

Your Role(s) Individually _____

_____

Within the team

Your jobs – Immediately

Four weeks

By May 2009

W19 – Debrief

Purpose:

To conclude the session

Outcomes:

Participants will:

- Have an opportunity to complete a final reflection and formally provide feedback to the facilitators.

Final Reflections

- The three days – Task Need, Individual Need, Team Maintenance
- Going home
- Final Words

Please complete the following:

Mentoree

Name:	
Postal Address:	
Email:	
Phone:	
Mob:	
Fax:	

Mentor (Internal)

Name:	
Postal Address:	
Email:	
Phone:	
Mob:	
Fax:	

1. Outline the reasons you have personally for wanting to be mentored by your chosen person.

2. What outcomes would you expect from a mentoring relationship?

3. What are your career goals for the next 5 years?

4. What skills do you bring as a mentoree?

5. What knowledge, within or beyond the vegetable industry, do you bring as a mentoree?

6. What are your three greatest achievements?

How often will you be able to meet with the mentor? _____

Notes

What makes a good leader?

Primary Heaith Care | Voi 16 No 10 | December 2006 19

Carolyn Mason takes a look at different leadership styles and examines what attributes successful leaders have

One of the most inspiring leaders I have ever met is a district nurse in a small rural Irish border town. Her office has one computer, but it is warm and inviting, and when you go in she makes you feel welcome and special. She is passionate about district nursing and her team. She has a clear picture of what she and her team are there to create: a community where vulnerable older people, people with chronic illnesses and people with disabilities and acute illnesses can be supported to live at home with the best possible quality of health and life, in sometimes isolated houses and farms with little social contact or help. What stood out for me was this nurse's enthusiasm. She seemed to have a special ability to see the potential and personal worth in each of the staff who worked with her. At the time

I met her, she had encouraged every healthcare assistant (HCA) to keep a personal notebook. Each month, the HCA would read an article that related to her work, come and talk about it and then use it to develop the way she worked with her patients. The important part of this was the follow up: it was more than simply a tick in a jotter.

The district nurse team leader would sit with her staff member and talk through the rewards and problems in their practice, getting together to find ways to move forward. She described with pride the pleasure that these individuals

would feel as they built up their skilfulness and confidence.

So what was special about this? At the time, in the early 2000s, the office and its lack of IT support could as easily have been viewed as backward. Clinical supervision was hardly new, and the common rules of teamwork applied.

However, this approach was strikingly honest, with an animation and fervour that that can be obscured by the rules of capability policies and the newer, sometimes tick-box, requirements of the knowledge and skills framework (KSF). The language was everyday, which is often more powerful (and more difficult) than falling back on health service rhetoric. The motivation was genuine and the realisation of people's development was human and rewarding. At the other end of the spectrum from the local and rural, I have worked in government along with other nursing officers, in positions that have a potentially powerful influence on health service policy and the implementation of government plans and the ways that nurses work. Health and social services policy, in my experience, is shaped first by the politics of the party to which the Minister belongs and, no less importantly, by that Minister's personal vision, priorities and sense of urgency. The Minister in turn is informed and guided by civil servants who, through the course of their careers, have normally moved across a variety of departments. This means that the only people in the policy decision making pathway who have direct experience of working with patients and with colleagues in service are the professional advisors: nurses, doctors, pharmacists, dentists and allied health professionals. That is why it is so

important for nurses to be there, in the central government policy making arena, to influence strategic decisions that may directly impact on the lives of nurses and the people they care for. It is absolutely critical that nurse advisers in government have visibility, credibility and voice. These nurses and their professional colleagues may be the only people who fully understand, from operational experience, the consequences of policies that look good on paper as a rallying call to the public, but which may be meaningless or unworkable in the complex world of primary care or hospital wards. Agenda for Change, Health for All Children, the new GMS Contract, the creation of community patrons, and community nursing strategies in all four UK countries are just some examples of central directives that have already shaped the working lives of community and primary care nurses.

Common traits

Bringing together different scenarios and people, what is it that characterises a leader? In your own world, who stands out as having something special that other people want to follow? Who are the people that make change happen? How would you describe these individuals?

Common traits, in my view and as reflected in the literature on leadership, are passion for the job, having a clear picture of where we want to get to, a special ability to share that vision with others, and, simply, a 'way with people' that makes those around them feel motivated, valued and encouraged. Leaders will often go the extra mile for what they believe in. They have integrity and courage. As leaders, they will 'be there', actually going to the places where their voice can be heard, whether it is a staff meeting, a trade union rally or a classroom, and will speak out when others are quiet. Their voice will be effective more than loud, they will be unafraid to challenge, and when they make their case this will be driven by genuine commitment to the cause rather than by a desire for self promotion.

Olivier (2004) says: 'The leaders of tomorrow will need to be ordinary human beings with extraordinary talents. The new leader will be both inspired and inspiring. They will be able to find and hold a vision while enthusing others to share that vision. They will be able to manage chaos and complexity while instilling enough stability to ensure smooth daily operations. They will be able to change direction at the drop of a hat... from one imagined future to another without losing the support of associates, staff, customers, suppliers and other stakeholders. And they will be able to manage creatively the emotional impact of constant change.'

Where do we find leaders?

Leaders do not necessarily work in 'top' positions. In nursing, we need leaders at all levels and in all of the locations.

This does not mean that everyone has to be a leader. Nor does it mean that a leader, as a single person, can make change happen on their own; in fact it is usually the opposite, change is most likely to be brought about and sustained when a group of people are working well together, and when a wide population of those affected by the change have had a chance to say what they think. At some point a leader may have to push forward changes in practice that not everyone agrees with, and this is where courage comes into play. Success is most likely when people are asked, informed and persuaded, rather than told.

Leaders are most likely to be successful in creating change when a cluster of small but significant things come together at the right time and through the right people to create a wave that tips the balance towards transformation. This is described in a fascinating book *The Tipping Point* (Gladwell 2000). He argues that big changes in fashion, society and culture have happened when three types of people come together. One type is the connector, who has 'a truly extraordinary knack of making friends and acquaintances'. Connectors genuinely like people, know folks from many different worlds and are good at bringing people together. Another type is the 'maven', who has a fantastic stock of knowledge about the subject and wants to tell you about it too; the type of person whom someone will tell you to look up, because 'they will know'. And the third type is the salesman: an effective and positive persuader who has a subtle energy, enthusiasm, charm and likeability that makes people want to agree. In short, the 'maven' is the data bank, the connector spreads the message and the salesman persuades everyone that it's a great thing to do. When these three come together and the time is right, big changes happen.

Joint effort

The key message is that leaders are most effective when they are working with a team of people who have complementary skills. It may be comfortable to work with a group of people just like yourself, but you are more likely to be effective in achieving change or finishing a project if your group includes a variety of personality types: the ideas person, the visionary, the person who counsels caution, the one who insists on thinking through every detail, the completer-finisher.

Leadership programmes almost always devote a large proportion of the available time to helping individuals understand their own strengths and weaknesses. Tools such as 360 degree exercises, psychometric tests like Myers Briggs, and personal coaching are widely used and most people find these enlightening. Self insight is an important part of leadership. Good leaders will recognise their own skills and limitations and then surround themselves by others who are good at the bits they find difficult. As one leader that I know put it: 'Always employ people who are better than you'.

Another feature of leadership is that different kinds of leaders are right for different places and times. If your organisation is about to undergo major reorganisation, you might need a leader who is a driver - fearless and decisive. Once the reorganisation has settled, it might be time for a more steady, stable, guiding hand at the helm.

Olivier Mythodrama Associates (2001) have devised a fun way to look at this. They identify four types of leader: the 'good king' who maintains order, the 'great mother' who nurtures, the 'warrior' who forces action, and the 'medicine woman' who sparks change (Table 1). No one way is right. The good king and the great mother provide stability, whereas the warrior and medicine woman create change.

If the leaders of an organisation are on the static side of the grid, there is potential for too much order and nurturing, and people will become stale and drown in being over-looked after. On the other hand, if there is too much action and change, people may become burnt out.

Table 1. Four types of leader

Good King - Order	**Warrior - Action**

Sets objectives	Inspiring
Praises success	Persuasive
Informative	Selling vision
Recognises effort	Competitive
Authoratitive	Strong willed
Controlling influence	Confident
Attends to detail	Challenging
Deliberate	Motivated
Precise	Forceful
Methodical	Task focused
Analytical	'Call to arms'
Logical	Rousing
Assessment	Instils beliefs
Practical	Confronting
Static masculine	***Dynamic masculine***
Great Mother - Nurture	**Medicine Woman - Change**
Reassuring	Visionary
Supportive	Creative
Responsive	Creates change
Helpful	Adaptable
Relational	Enthusiastic
Receptive	Demonstrative
Radiates warmth	'Sparky'
Encouraging	Animated
Empathetic	Imaginative
Sharing	Inspired
Relaxed	Paints pictures (with words)
Welcoming	Dynamic

Builds trust Develops others ***Static feminine***	Experimental ***Dynamic feminine***

Another approach to leadership that may be more useful: facilitative leadership is about empowering people to work together to achieve a common goal (Interaction Associates LLC 2004). Facilitative leaders are collaborative, strategic, receptive and flexible, thereby creating a safe environment where others can participate, contribute ideas, make decisions and share responsibility for success. The emphasis in facilitative leadership is on how the work gets done and on relationships, as well as on getting results. In facilitative leadership the steps for achieving change are to:

• focus on results, and in addition, on process (how to get there) and on relationships

• seek maximum appropriate involvement

• facilitate agreement through discussion and by using tools such as prioritisation and polling

• Share an inspiring vision

• Design the pathway to action

• Coach those involved for good performance

• Celebrate accomplishment

(Interaction Associates LLC 2004).

Conclusion

Leadership is subtle but recognisable. It may be about being out there in front, driving new ideas and forcing the pace of change, possibly making history by doing something that turns out to be a turning point for a society or an organisation or a group. However, leadership is also about bringing people with you. Leaders may also be the people who orchestrate the way that a team works, drawing on everyone's strengths, facilitating participation and making people proud of what they give - brightening the future for everyone

Carolyn Mason PhD, BA, RGN, RHV, RNT is head of professional development, RCN Northern Ireland

Journal of Management in Engineering / March/April 2000

Self-managed Teams: Readiness Test

Do you ever wonder why one team works smoothly while another is beset with problems? The answer often lies in the ability of individuals within teams to direct themselves through active and introspective self-management.

"A team's success is all about teaching individual members to gain control over themselves and their futures," contends Donald H. Weiss, president of Self-Management Communications, Inc. He feels that empowered, self-willed individuals ultimately lead to stronger teams focused on accomplishing unified goals and objectives.

Weiss believes most teams fail because of a lack of communication. Team members fail to voice their individual needs in the face of team objectives. Successful self-direction comes from all members knowing what they want personally, pulling their own weight, and committing themselves to the team's overall success.

Weiss believes team members must master the following to successfully achieve self-management:

• Team wholeness: Each member must buy into the team's unified action plan. This plan, however, should not be developed at the expense of the individual. Thus, a first step for the individual is to arrive at a firm sense of his or her own needs and what he or she hopes the team's final goals will be.

• Self-awareness: Individuals need to have a clear sense of their strengths and weaknesses. In short, they need a balanced and realistic vision of their identities. Armed with this personal knowledge, they will enter the team with a stronger understanding of how they "fit" with others. Teams that accept each member for who he or she is allow members to join the team without losing their individuality. A loss of individuality leaves members gravitating aimlessly toward decisions made by others without having expressed their own views.

• Self-confidence: Knowing what you want and how to articulate this effectively to other members of the team is essential to self-management. If team members aren't confident of their own abilities, other team members will immediately pick up on this and view it as lack of "preparation." As a result, the team will not accept these members as fully committed.

• Openness toward others: Each team member should acknowledge other members' points of view. This skill, seen in active listening, allows the individual to objectively analyse opinions without prejudice or preconceived notions.

• Flexibility: Individual team members need to be able to collaborate and reach decisions with others.

This skill tests the individual's ability not only to hear other opinions but also to actually apply them to real goals and plans. However, merely listening to other points of view is quite different from evaluating and accommodating these views.

Excerpted from "Self-managed Teams," by Bradford Agry, *Teamwork,* 1998, Dartnell Corporation, Chicago, IL 0640

SOME Industry Acronyms

Acronym	Organisation
ABARE	Australian Bureau of Agricultural and Resource Economics
ABS	Australian Bureau of Statistics
ACCC	Australian Competition and Consumer Commission
AQIS	Australian Quarantine and Inspection Service
ATO	Australian Taxation Office
AUS	Australian Universal Standard
AUSVEG	Australian Vegetable and Potato Growers Federation
CIE	The Centre for International Economics
COOL	Country of Origin Labelling
DAFF	Department of Agriculture, Fisheries and Forestry
DFAT	Department of Foreign Affairs and Trade
DPIE	Department of Primary Industry and Energy
EMS	Environmental Management Systems
FSANZ	Food Safety Australia and New Zealand
FSC	Food Standards Code
FTAs	Free Trade Agreements
GDP	Gross domestic product
GVP	Gross value of production

HAL	Horticulture Australia Limited
HMAC	Horticultural Market Access Committee
IDON	Industry Development Officer Network
IDOs	Industry Development Officers
Kg / kgs	Kilogram/s
MDBC	Murray-Darling Basin Commission
ML	Megalitre
MRLs	Maximum Residue Limits
NHT	Natural Heritage Trust
OH&S	Occupational health and safety
R&D	Research and Development
RIRDC	Rural Industries Research and Development Corporation
RIS	Regulation Impact Statement
SMEs	Small to medium enterprises
WHS	Workplace Health and Safety
WTO	World Trade Organisation

Belbin Team Results

Name	I/E	Photo # and reason	SH	CH	PL	RI	ME	IMP	TW	C/F
	ME	30 People doing the same and courage to move forward and make choices and direct								
	ME	86 – good communication in the pod – bringing the team along. No-one appears to lead								
	MI	21 – no matter how big the cracks are if you work as a team you can always get across								
	ME	40 – Determination and persistence Share the load regardless of the obstacles								
	ME	47 – Always have a huge obstacle always ways of getting around								
	ME	103 – find a solution to a problem								
	ME	67 – Calm best work when you don't make waves								
	EE	89 – Fellow in stress in adverse conditions show better choices								
	EE	102 – plenty of pain to make a good result – lots of pricks" to get through								
	MI	80 – managing relationships and getting people working together								
	ME	76 – look at the big picture. Bransom as an example								
	ME	68 – storm and chaos. Leadership to get us out of it								
	ME	82 – Leadership is not always about quality. Actually it is about the group working together and being lead.								

Roles and Responsibilities

Name	Devonport	Melbourne	Canberra
	Panel Q&A		
	Table Host		
	Thanked – Panel		
	Chair – Dinner		
	Industry Profiles informal chair of m&V		
	Table Host		
	Thanked Tour		
	Thanker Guest Speaker Day 1		
	Chaired panel Industry Profile		
	Introduced Tour		
	Table Host		
	Introducer and Q&A Guest Speaker Day 1		

Skills of the Team

Name	To Share	By end of Session #1	By end of the Course	Communication Action	
	Empathy, honesty, Trust Passion	Knowing what I don't know understanding limitations and delegation	Pathways for Ideas and concepts thru the industry	Listen and hear perspectives	
	Open-minded, honesty, network and involvement	Personalities and communication skills, conflict resolution - sectoral	Confidence in large meetings with sharing ideas	Stay focused on the conversation	
	Team, vision and motivation	Integrity, communication and listening and big picture	Higher integrity, wide vision and team	Don't interrupt and body language	
	Pro-active, make things happen and work a meeting, trustworthy speaking ability	Empower the farmers and involvement and cohesion	Formula for a high-value meeting for involvement	Listen and absorb and then ask questions	
	Motivation, integrity and pro-active	More confidence at a meeting level	Structure teams with using skills, meeting effectiveness	Define the common ground, know the audience	
	Direction focused, goals managed and achieved	Open-mindedness consideration of others concepts	Two way communication	Grasp others concepts and understand	
	Integrity, teamwork, listener	Confidence in communicating	Communication in large groups	Listen and focus	
	Open-minded, integrity, organisational skills, empathy	Communication skills, motivational skills (staff) conflict resolution	Communication skills, confident in meetings, focus and managing gaol change	Listen for response and stay focused	
	Communication, integrity and honesty	Teamwork Conflict resolution and motivation	Focused teamwork	Remain focused on the conversation	
	Direction, focus, listener, honest, ethical, teamwork, relationships and proactive	Integrity, respect, motivation	Focus confidence	Don't switch off and listen and keep it simple	
	Teamwork, work ethic, integrity, network and doing it	Getting different sectors working together	Prioritise, confidence and time management	Listening and understanding before reply	
	Short-term goals, communication	Open-mindedness and ethical understanding	Time management at a business level, communication, transparency at an industry level	Learn some Mandarin and assist in barriers	
	Teamwork, honesty and transparency	Listening motivation	Calmness, positivity and decisiveness	Listen for understanding	

Skills to Develop – VISLC 2009

Name	Personal	Workplace	Industry
Alan Norden			
Alison Anderson			
Ben Pearson			
Chris McKenna			
Frances Vella			
Andrew Craigie			
Marcus Brandsema			
Phillip Loane			
Kim Vincent			
Stuart Millwood			
Denise Kreymborg			
John Troldahl			
Andrew Bulmer			
Tundra Howe			

VISLC 2009 Evaluation – Session #1 – Devonport Name:

What happened throughout the 3 days – CIRCLE WORDS

Interesting	fun	challenging	informative	satisfying	motivating
Useful	unimportant	thought-provoking	information overkill	supportive	irrelevant
Boring	exciting	threatening	enjoyable	stimulating	appropriate
Easy	humourous	monotonous	straightforward	helpful	educational

What three (3) workshops did you enjoy most and why?

W Number _____

Why?_____

_____

W Number _____

Why?_____

_____

W Number _____

Why?_____

_____

What three (3) workshops challenged you most and why?

W Number _____

Why?_____

_____

W Number _____

Why?_____

_____

W Number _____

Why?_____

_____

What changes will you make:

To yourself: _____

_____

(Cont'd) In your workplace: _____

_____

In your industry:_____

_____

What leadership steps will you take?

_____

Why?_____

_____

How? _____

_____

Who will assist you? _____

Logistics Circle and make comment

Venue:

Very Poor Poor Average Good Very Good

Comments: _____

Meals:

Very Poor Poor Average Good Very Good

Comments: _____

Pre-course information: Very Poor Poor Average Good Very Good

Comments: _____

Application process: Very Poor Poor Average Good Very Good

Comments: _____

Course Materials: Very Poor Poor Average Good Very Good

Comments: _____

Guest Speaker:

Very Poor Poor Average Good Very Good

Comments: _____

Facilitators:

Very Poor Poor Average Good Very Good

Comments _____

Public Speaking Feedback Sheets

Name of Speaker: _____

Person providing feedback_____ Contact phone no._____

INTRODUCTION

- How did the speaker gain your attention?

_____

BODY OF PRESENTATION

- Was the speech well structured?

Yes ☐ No ☐

Comments

_____

CONCLUSION

- Was there a clear conclusion?

_____

- Did the speech keep you engaged for the duration?

Yes ☐ No ☐

COMMENTS

_____

APPEARANCE

- What things about the speaker engaged you?

Explain:_____

- Were you distracted by anything about speaker?

Explain:_____

- Did the presenter maintain eye contact with the whole group?

_____

VOICE

- Comment on the language and voice usage by the speaker

_____

_____

Residential 2

Table of Contents

2. Facilitator Profiles 3

3. Participant Details 4

4. Program Outline 5

5. Session #2 Detail 6

W20 – Re-connecting 7

W21 – Mission and Strategy Updates 12

W22 – Industry Panel and Q&A 18

W23 – Power and Behaviours 21

W24 – Belbin and Teams 28

W25 – Planning for Tomorrow 33

W26 – Industry Tour 35

W27 – Reviewing Day 4 36

W28 –Understanding Your Industry 37

W29 – Industry Networking Dinner Briefing 42

W30 – Reviewing Day 5 and the Dinner 44

W31 – Handling Conflict 46

W32 – Media and Messages 53

W33 – Next Steps 57

W34 – Canberra and Logistics 64

Extra Materials

2. FACILITATOR PROFILES

JILL BRIGGS

Jill Briggs has been a rural consultant and facilitator for over 10 years. She runs her own consultancy – ***Rural Training Initiatives***. Jill works primarily with individuals, communities and rural industries in leadership training and capacity building. She facilitates leadership programs for the Wine, Sugar, Citrus, Seafood and Dairy industries as the principal or co-facilitator.

Jill's qualifications are based on a Masters in leadership and post-graduate adult learning. Her academic background is science and geography. Her career background is teaching and lecturing in primary, post-primary and tertiary learning institutes. Her passion is to support rural people in the development of skills for the future.

Jill is a partner in a primary production business in Northeast Victoria, Australia. She lives in a small rural community west of Rutherglen – Norong – and is an active volunteer at various levels.

Jill's vision is to be part of a team that provides rural communities and industries with ***skills for the future.***

JANETTE OUTRAM

Janette is a private consultant with a wealth of experience working with people in rural areas. Her specialist areas are family business succession, facilitation and leadership training.

Janette has spent significant time living and working in farming communities and understands how they work. She understands from firsthand experience the complexities of farming as a family, the leadership training needs of the rural sector and the requirements for outside facilitation around the challenging topic of change, including climate change.

Janette has worked as a succession planning facilitator, working predominantly with families and their advisers to bring family and business issues to the table and to seek solutions which move the business and family into the future.

She has spent many years working as a trainer in the areas of leadership, communication and facilitation to bring quality outcomes to rural community projects. She is a capable presenter and trainer, with great skill in communication and training delivery. She holds a Masters Degree in Applied Science, Agriculture & Rural Development.

Participants – Vegetable Industry Strategic Leadership Course 2009

Name	Address	Phone and Email	Industry Information
Alan Norden	APVMA PO Box 6182, Kingston, ACT, 2604	026210 4769 Alan.Norden@apvma.gov.au	
Alison Anderson	New South Wales Farmers/ ARRIS P/L, 4 Tay Pl, Woronora, NSW, 2232	(02)95765449, 0400600628 aanderson@arris.com.au	Industry Development Officer
Chris McKenna	131 Gawler Rd, Gawler, TAS, 7315	(03)64253121, 0418966801	Farm Manager
Frances Vella	New South Wales Farmers PO Box 387, Windsor, NSW, 2736	(02) 98383138, 0428228818 vellaf@nswfarmers.org.au	Regional Service Manager
Andrew Craigie	Craigie Bros. P O Box 22, Latrobe, TAS 7307	0418 144 040, 03 6426 1818, heathernoor@active8.net.au	Self-employed Business Partner
Marcus Brandsema	J & A Brandsema P/L, 8 Brandsema St, Turner's Beach TAS 7315	(03)64282319, 0409217131, jbrandse@bigpond.net.au	Grower
Phillip Loane	PO Box 423, Latrobe, TAS, 7307	(03) 64270515, 0418104422, philandrichelle@bigpond.com	Grower
Kim Vincent	Vincent Produce, 138 Crossmaglen Rd, Bonville, NSW, 2441	(02)66534881, 0411189906, vincentproduce@hotmail.com	Owner/ Manager
Stuart Millwood	Simplot Field Service, 90 Granville St, West Launceston, TAS 7250	Stuart.millwood@simplot.com.au 0408038849	Potato Field Officer
Denise Kreymborg	Bowen District Growers Assoc PO Box 489 Bowen 4805 QLD	bdgainc@bigpond.com 07 47852860	Industry Development Officer
David Troldahl	NSW DPI Trunk Rd. 80 Yanco, NSW, 2703	02 69512546 david.troldahl@dpi.nsw.gov.au	DPI NSW District Horticulturist
Andrew Bulmer	30 Bulmer Lane Lindenow, 3865, Victoria	0351571544; 0409518425 andrewbulmer@bigpond.com	Owner/Grower
Tundra Howe	PO Box 46 Don TAS 7310	03 6423 6008 0407 317 533 tundra.howe@tqainc.com.au	Quality Systems Facilitator TQA Inc.

Vegetable Industry Strategic Leadership Course

Program Outline

24th – 26th February Devonport TAS			26th – 28th May Melbourne VIC			18th – 20th August Canberra ACT		
Knowing Leadership			Experiencing Leadership			Implementing Leadership		
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 8
	Industry Tour			Market Tour				
Purpose of the Program	Reviewing Day1	Understanding Day 1&2	Re-connecting	Outcomes for the Mission	ORID Day 4 & 5	Meetings in Canberra Organised by Participants	Looking Forward	ORID & Day 6 & 7
Identifying Leadership	Building Teams	Leadership Theories and Practice	Mission Update	Understanding our Industry	Handling Conflict		Lobbying	Taking the Next Step
Communication I	Industry Panel and Q&A	Meetings	A Supply Chain View of the Industry - Guests	Understanding our Industry	Media and Messages		Industry Panel	Leading the Industry.
Learning and Leadership	Developing a mission	Project Proposal	Power and Behaviour	Understanding Our Industry	Next Steps	Project Planning	Parliament Question Time	Project Presentation & Networking Afternoon Tea
Communication ii	Project Plan	Debrief	Teams and Leadership	Reshaping Our Mission and Reviewing the Mission and Strategies			Parliament Question Time	
Personalities	Networking		Planning for Tomorrow		Debrief	Team Dinner	Project Presentation Preparation	Final Session and Dinner Briefing
Team Dinner Briefing –	Industry Dinner		Team Dinner	Industry Dinner			Debrief and Briefing	Graduation Dinner

Vision								

Session #2 May 2009					
Experiencing Leadership					
Time	**Day 4**	**Time**	**Day 5**	**Time**	**Day 6**
8.30am	Re-connecting	6.00am	Market Tour	8.30am	ORID
11.00 am	Mission and Strategy Update	8.00am	Reviewing Day 4 and Understanding Day 5	9.30am	Handling Conflict
12noon	A Supply-Chain View of the Industry – Panel	9.00am	Understanding the Industry	11.30am	Media and Messages
2.00pm	Power and Behaviour	1.00pm	Understanding the Industry	2.00pm	Mission – Next Stage
3.30pm	Belbin and Teams	3.00pm	Reshaping the Mission and Reviewing the Strategies and Outcomes to Date	4.00pm	Canberra and Closing
4.30pm	Planning for Tomorrow	4.30pm	Dinner Briefing		
	Team Dinner	7.00pm	Industry Dinner		

Day 4

W20 – Re-connection

Purpose

To provide an opportunity to review and further develop communication skills through a 'catch-up' process.

Outcomes

Participants will:

- Develop an understanding of achievements and success;
- Analyse issues that impact on personal output and;
- Reflect on personality style and impacts of those styles.

"Gee, looks like I'm all out of worms. You want to buy a boat?"

Thinking BEYOND your Strategy.

Reflecting on the Leadership Development Plan – Personal, Business and Industry.

What leadership challenges have you taken on since Devonport?

_____
_____
_____
_____
_____
_____

What were the easiest parts of taking on new leadership behaviours/roles/skills?

_____
_____
_____
_____

What were the most challenging parts of the taking on new leadership behaviours/roles/ skills?

_____
_____
_____
_____

What were the outcomes of taking on some of these challenges? Positives and negatives.

_____
_____
_____

What were the outcomes for others through you taking on the leadership? Positives and negatives.

_____
_____
_____

How did you feel about taking on the role(s)?

_____
_____
_____
_____

What feedback did you receive from others about taking on the role(s)?

_____
_____

What do you now know about taking on leadership roles?

_____
_____
_____
_____

What do you now know about you and your personality styles?

_____
_____
_____
_____

What do you now know about you and your leadership style?

_____
_____
_____
_____

What other way(s) might you try next time?

_____
_____
_____

What are your next steps for your Leadership Development Plan?

Personal _____
_____
_____
_____
_____
_____

Business _____
_____
_____
_____
_____
_____

Industry_____
_____

For Aboriginal leaders, the social and moral obligation that comes with community leadership is life-long. Those who lead, who have authority, must care for and look after those who come behind

*Patrick Dodson **(1948-)***

Notes Page

W21 - Mission and Strategy Update

Purpose

For participants to provide an update on the project outcomes to date and work towards leadership development through project team development and management.

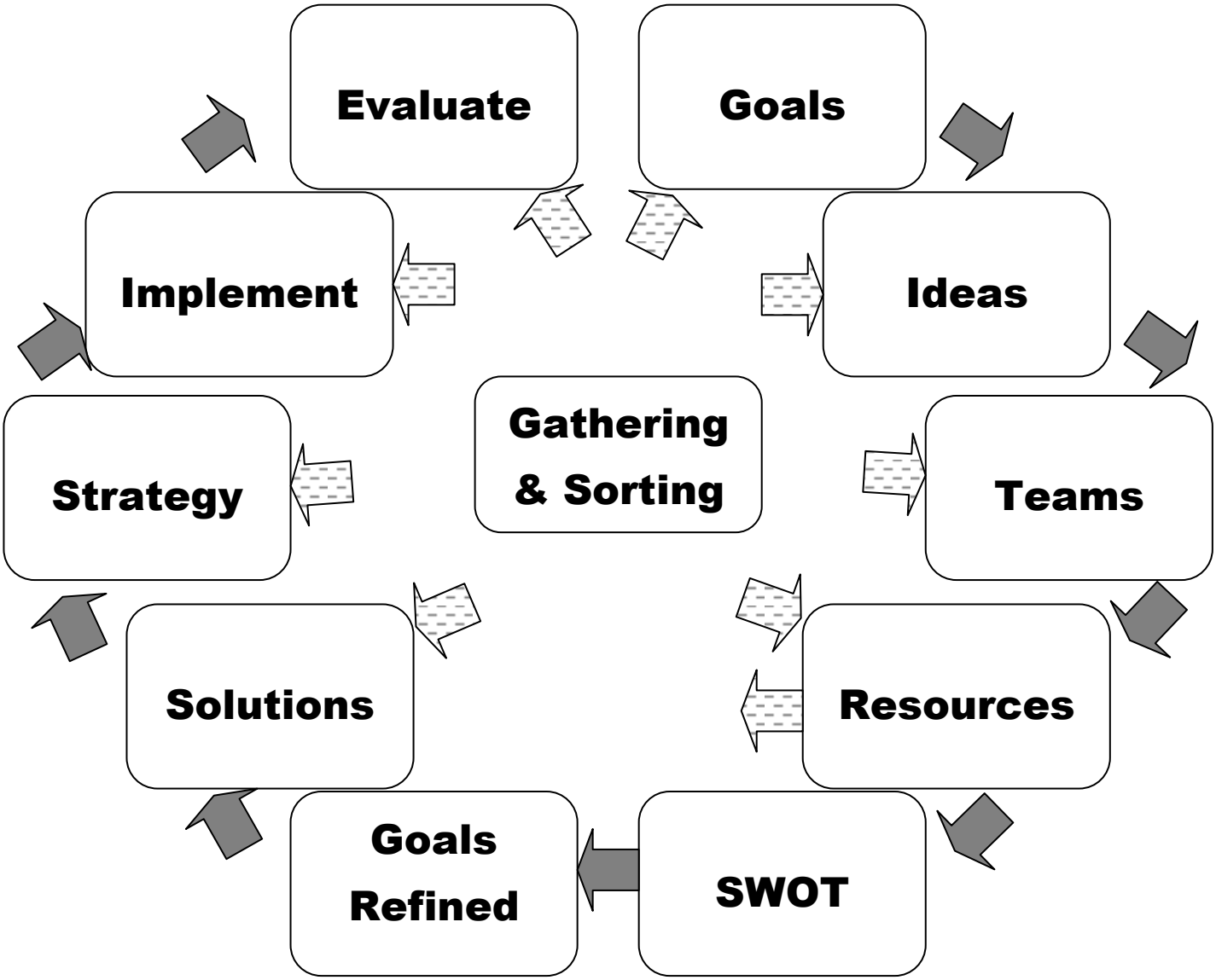
Outcomes

Participants will:

- Have an opportunity to practice public speaking;
- Develop a project team to assist in achieving results;
- Develop a whole-group project concept embedded in the 2009 Mission and;
- Give and receive feedback about project outcomes to date.

Aside from a few minor stumbling blocks, which made vacuuming difficult, the project was going well.

Project Planning Process



Adapted from Leading Industries 2005

Mission and Strategy Update

What have you achieved to date? _____

_____

_____

_____

_____

_____

_____

Does this match with your expectations? _____

_____

_____

_____

_____

What have been the barriers/speed humps that have hindered your outcomes?_____

_____

_____

_____

_____

_____

How have you used your internal mentor? _____

_____

_____

_____

_____

How have you used your external mentor?_____

_____

_____

_____

_____

Describe how you are feeling about your the mentoring process. _____
_____
_____
_____
How might you develop a more productive partnership?
i. Internal Mentor _____
_____
_____
_____
ii. External Mentor _____
_____
_____
_____
What have you learnt about yourself as a leader in a strategy team? _____
_____
_____
_____
_____
_____
What have you learnt about your personality (Introvert and Extrovert) and leadership? _____
_____
_____
_____
_____
_____
_____
_____
_____

Building the Strategy Team

Step One: You should have formed a small project team that is effectively working towards strong outcomes for your strategy for Canberra.

Strategy Team: _____

Others that should be recognised as being part of the team (beyond the VISLC 2009). _____

_____

_____

Step Two: The second phase of the mission and your team's strategy (now until Canberra) requires that you work to achieve outcomes. Who else are you going to engage with to ensure strong outcomes occur?

These people might be drawn from:

The VISLC 2009 Dinner Guests;

Other vegetable industry individuals and;

Other people – your boss, your partner.

THINK STRATEGICALLY

Other Names: _____

_____

_____

_____

Why?_____

_____

_____

_____

What will each person add to your mission and strategy implementation and outcomes? _____

_____

_____

_____

_____

Notes Page

W22 - Industry Panel and Q&A – Understanding Your Industry

Purpose

To practice leadership skills through listening and questioning industry leaders.

Outcomes

Participants will:

- Gain knowledge regarding the industry on a big-picture scale;
- Practice questioning techniques and review outcomes;
- Use questioning techniques focusing on closed, open and probing questions and;
- Develop their industry network.

"What we need is a decision, not more foot-dragging."

QUESTIONING

Question Type	Examples	Nature	Analysis
Open	What were your first thoughts when I broke down? How do you source income for your business?	Begin with How, What, When, Where, Who or Why.	Provides maximum options. Can start the ball rolling in a conversation.
Closed	Did you turn it off when it first broke down? Do you normally source your income through direct sales?	Begin usually with Can, Did, Do, Have, Is, Will, and Would.	Requires 'yes/no' answer. Useful for establishing facts and gaining commitment.
Alternative	Would you like to pay cash or charge it?	A form of closed question.	Can focus the mind on the choices. Can be used to manipulate.
Probing	What were you really looking for in a business vehicle?	Can be open or closed – usually open.	Direct, up-front way of getting information and opinions.
Leading	So you'd have no problem meeting these levels of commitment to the program?	Usually a form of closed question.	A closed style question, but wording, context and inflection can suggest that there is only one way to answer the question.
Softening up	Would you say that you tend to wear these more stylish lines? Do you think it is better for your highly skilled work force to purchase this higher level of program?	A form of closed/leading question.	Asked in sequence of closed questions with a commitment styled closed question at the conclusion.
Hypothetical	Assuming you were in the market for a new program, what applications and price range would you be looking for?	Can be closed or open.	Useful for opening up discussions, breaking deadlocks and responding to observed body-language.
Rhetorical	You wouldn't buy from Toyota would you? Surely, after you have looked at all the features, you'd have to look at this program, right?	Closed	Closed but implication is fairly heavy that there is no real choice.
Testing	Is this Okay so far? Are you getting a clear picture of the program now?	Can be closed or open.	Used to check if information is being received.
Third-party	We supply this type of product to most fishers in this region. Is this the type of program you had heard about?	Statement plus question – open or closed.	Endorsement of 'product' it is persuasion by association.

Notes & Questions

W23 Power and Behaviours

Purpose

To understand the bases of power and establish personal power bases.

Outcomes

Participants will:

- Be provided with theory of power bases;
- Review their own perceived power base;
- Receive feedback of personal power base and;
- Develop strategies for working with specific individuals.

"One day, this will all be yours. But right now, I need you down in the warehouse."

Leadership power and influence increases when you share power with others

- Power is complex and understanding individual personal power is complex.
- Power is the potential and/or ability to influence decisions and control resources.
- People in leadership positions all hold power.
- Effective leadership understands power and uses it appropriately.
- Power is classified according to whether it stems from the organisation or the individual.

A Story of Power - Abdullah Ahmad Badawi – Malaysia

Leaders sometimes share the same position at different times and therefore have the same positional power. How they are that power and the types of behaviour they employ to achieve their aims, however can be very different, leading to quite different outcomes.

In the post-Mahathir Malaysia there is a new humility in the Prime Minister's Office and a new style of leadership. Prime Minister Abdullah Ahmad Badawi has a much softer, kinder and gentler approach to his leadership style that is in sharp contrast with the former Prime Ministers style of charge ahead as forcefully as possible. Make no mistake Malaysia is still outspoken on regional and internationally issues and ever ready to articulate its stance on issues ranging free trade agreements to the chaos in Iraq.

"In some ways nothing has changed since Dr Mahathir stepped down" Foreigner Minister Syed Hamid Albar says of the post- Mahathir Malaysia. "The difference is more of style. The new Prime Minister's style may be low-key but (he) really means business. He may not sound as forceful as Mahathir but he can take tough decisions, and once a decision is made, he wants cabinet ministers and civil servants to execute and deliver."

The new tone of conciliation with other countries seeks to build a bridge between regions, cultures and nations. The new softer and gentler style of leadership and diplomacy on the part of Abdullah is reaping benefits not only for Malaysia but the Prime Minister.

Dubrin, Dalgish and Miller *"Leadership" 2006,* Willey and Sons Milton Queensland

<u>Positional Power</u> – Power gained from the person's position in an organisation.

<u>Personal Power</u> – Power stemming from characteristics/behaviours demonstrated by the individual.

Power Derivative	Power Source	Descriptor
Positional Power	Legitimate	Is based on the position held by the leader, manager or owner. This person has power by virtue of the position and/or influence they hold in the organisation. The higher the position, the higher the legitimate power tends to be.
	Reward	Is based on the leader's ability to provide rewards for other people. Compliance with this power may lead to gaining positive incentives such as pay, promotion, or recognition. Reward power works when leaders have access to rewards.
	Coercive	Is based on fear. Coercive power is seen as inducing obedience/agreement because failure to comply will lead to punishments - such as undesirable work assignments, reprimands, or dismissals.
	Information	Is based on the leader's possession of or access to information that is perceived as valuable to others. This power base influences others because they need this information or want to be 'in on things'.
Personal Power	Expert	Is based on the leader's possession of expertise, skill, and knowledge, which gain the respect of others. A leader with expert power is seen as possessing the expertise to influence the behaviour of others. This respect enables a leader to influence the behaviour of others.
	Referent	Is based on the leader's personal traits. A leader with referent power is generally liked and admired by others because of personality. This liking for, admiration for, and identification with the leader influences others.
	Prestige	Is based on the leader's 'connections' and/or status and/or reputation. A leader with prestige power is influential or important to persons inside or outside the organisation. Prestige power induces agreement because others aim at gaining through knowing and being liked by the leader.

Understanding Power at a Personal Level

A Case Study

What power base do you believe Kevin Rudd works from? _____

Justification _____

_____

How would you work with Kevin Rudd and his power to get the most for your industry?

_____

_____

_____

_____

_____

_____

What main power base do you work from? _____

Justification _____

_____

How does this impact positively on others? _____

_____

_____

_____

How might this impact negatively on others? _____

_____

_____

_____

I like the horse 'Divide and Rule'. I've done that for nearly twenty years you know.
***Sir Henry Bolte** Victorian Premier 1955-1973 (1908-1990)*

AND

"When the best and the brightest come together, the possibilities are endless."

Consider conflict and power. Consider a recent conflict or disagreement and think about how you may have worked more effectively within that team and with the team members.
What might you change if you had your time again? _____
_____
_____
_____
_____
_____

Tomorrow many of you will be asked once again to move beyond your comfort zone (it is leadership course after all).How might you manage any adverse use of power by VISLC members?

_____
_____
_____
_____
_____

Develop a positive personal leadership profile for working in your strategy team. Consider the information you now know about yourself and leadership:-

- Communication;
- Personalities;
- Team stages;
- Conflict management;
- Communication skills and;
- Power bases

_____
_____
_____
_____
_____
_____
_____
_____

Further Information

How to Develop Your Power

Understand the Indicators of Power

Hierarchical Indicators

Who defines whom i.e. Does your organisation define you? Do you dictate what another person does?

Whose decisions are followed? Not all decisions are followed but whose are?

Who opposes significant change? How does this change the balances of power?

Non-Verbal Indicators

Space: Who has the biggest room, best chair?

Posture and Gesture: Who is relaxed when in the organisation?

Touch: Who has physical contact with who?

Eye contact: Who looks who in the eye or who stares at whom?

Verbal Indicators

Powerful and Powerless Language: Who use which words and phrases?

Verbal Dominance: –Who has the 'floor'?

Power Behaviours that Enhance

Provide useful and accurate information

Maintain knowledge currency

Demonstrate trustworthiness and credibility

Be certain of facts

Be part of the team not superior to the team

Be generous when praise is warranted

Determine what rewards individuals/groups want

Distribute rewards equitably

Encourage participant decision-making

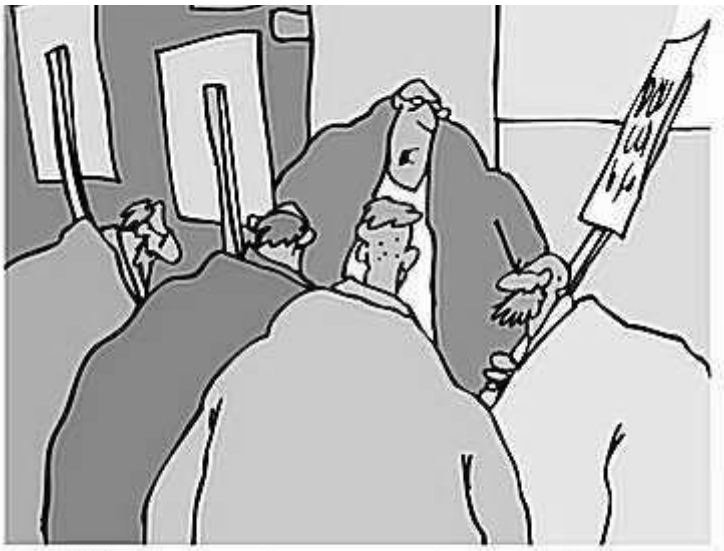
Act ethically

W24 – Belbin and Teams

Purpose
For participants to understand self in team.

Outcomes Participants will:

- Gather greater understanding of personality and effective use of personality strengths;
- Experience difference and the positive effect on team and;
- Discuss and establish some conclusions regarding change processes that will be personally and professionally positive.



"Individuals can and do make a difference, but it takes teamwork to really mess things up."

Once you have allocated your points, total each column.

Your Results.....what they indicate.

The highest two totals represent your primary and secondary preferred team roles.

The eight individual types identified by Belbin are:-

Role	Contribution to Team	Allowable Weaknesses	Team Roles	Be Aware As a leader
Shaper	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Can provoke others. Hurts people's feelings.	The person suited to overcoming obstacles and opposition. Turns work into action.	You are useful when things go off track but remember to be subtle – take on some co-ordinating skills.
Chairperson/ Co-ordinator	Mature, confident, a good chairperson. Clarifies goals, promotes decision making, delegates well.	Can be seen as manipulative. Delegates personal work.	Should be the one co-ordinating the group effort, ensuring all have a useful role and working towards the goal.	Use the Plant in your role. Use your strong co-ordinating skills even in small groups. Don't abdicate when things get tough.
Plant	Creative, imaginative, unorthodox. Solves difficult problems.	Ignores details. Too preoccupied to communicate effectively.	Responsible for generating new strategies/ideas and proposing solutions.	Exercise self-discipline and be prepared to listen. You may conflict with ME and your creativity may be stifled.
Resource/ Investigator	Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.	Should be responsible for growing the network and new opportunities. Must be asked to report back to the group.	You may become too involved in your own ideas. Don't censor other's concepts too much.

Monitor-Evaluator	Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others. Overly critical.	Should be responsible for all options being considered. Key role in planning. Arbiter in controversy.	Be careful not to ignore other's ideas and work hard to include all. You are fair –minded so use this to your advantage.
Implementer	Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.	Should be the organiser – procedures, practical steps and logistics once the decisions have been reached.	Use your clarifying skills to keep the team structure healthy and on task. Use these skills to understand objectives.
Team Worker	Co-operative, mild, perceptive, diplomatic. Listens, builds, averts friction, calms the waters.	Indecisive in the crunch situation. Can be easily influenced.	Versatile and can assist others in difficulty. Can use diplomatic skills to overcome conflict.	Use your delegation and developing others skills. Also use your conflict management skills.
Completer/ Finisher	Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate. Can be a nitpicker.	Should ensure that team work meets the necessary benchmarks. Looks for errors and inaccuracies.	Ensure that you continue to keep the big picture your focus and watch for criticism.

(Rural Health Boards – Training Manual – Nous Group – 2004)

Activity for working in Belbin Styles – Modify a known television advertisement to inform the vegetable industry why difference is essential within the decision-making organisations of the industry.

How would you use Belbin effectively in your workplace or industry organisations?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

How will you use Belbin most effectively in your strategy teams?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

W25 – Planning for Tomorrow

Team Dinner – You have an hour.
Plan the process by looking at the session outline for tomorrow.

You will have more time in the morning to refine the process. Think about…..

1. What you want to find out about your industry that will assist in strengthening your mission outcomes?
2. Why do you want to find this out? Are there other things that are more important?
3. Now I want you all to be plants (Belbin) and think of new ideas....
4. Now I want you all to be implementers (Belbin) what can be done and what can't be done?

VISLC 2009 Vision and Mission

Vision

How can we continue to work to encourage the industry to move towards the vision?

1. Today.

---

2. Between now and Canberra.

Mission

Setting team output extremely high. How might we enhance the mission during the time we have tomorrow?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

How might this add value and 'mission' currency to the strategies? _____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Day 5

W26 Industry Tour

W27 – Reviewing Day 4

W 28 – Understanding Your Industry

Purpose

To further implement the team's mission and experience working as a team and providing leadership.

Outcomes

Participants will:

- Review the mission;
- Develop deeper understanding of the mission through a research and information gathering process;
- Revise the mission through gathered information and strategy outcomes (to date);
- Commence formulating a presentation concept for Canberra and;
- Finalise key messages for Industry Network Dinner – Melbourne.

Enhancing the Mission – Communicating and Consulting

Within and beyond the Melbourne Fresh Produce Market, design and research further information to enhance the 2009 VISLC Mission.

Objectives:

- To work with facts about the industry;
- To form teams (perhaps new ones) and design, communicate, consult, and record information that will enhance the 2009 Mission;
- Practice and observe the skills and knowledge developed during the VISLC 2009 and;
- Present the 'enhanced' Mission and Vision to the Industry Network Dinner guests.

Communication and Consultation

You will need to sort roles and responsibilities. The team manages the process, including facilitating the initial stages.

Potential Plan

Task	Guidelines	Time allocation
Identify what information you could gather that will 'add value' to your mission and therefore your strategies.	Spend time thinking and talking about what you want to get at the end.	20 minutes
Identify skills and strengths in the team that will ensure you end up with data and information to enhance the mission.	Think and talk about the skills and resources you have in the team to get the outcomes. Think about I & E and Belbin.	20 minutes
Plan your process.	What are you going to do? How is it to be done? Who will do what and when?	20 minutes
Consult and Observe	Look at your industry in the environment you are now in. How does this match the Mission. Gather the information you need to know more about how you can implement the Mission.	1 ½ hours
Time Out	As a whole team, have lunch and review what you have achieved and what more needs to happen.	30 minutes
Formulate ideas for the 'enhancement' with the facilitators.	As a group, begin to decide on what you now know.	30 minutes
Gather extra required information and prepare the new Mission.		45 minutes
First individual appraisal.	Individually, review how your leadership skills were used to the maximum.	15 minutes

Mission Reviewed and Developed

What is the enhanced mission?

_____

_____

What are your enhanced strategies now for delivering on the mission and outcomes from today?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Mission Development and Delivery Plan for Canberra

What is the final outcome (end point) for the VISLC 2009 Vision and Mission?

_____

_____

_____

_____

Accountability and Action Plan

Strategy	Action	Who is Responsible	When	Anticipated Result

What did you find out about yourself today?

W29 – Industry Networking Dinner Briefing

Purpose

To demonstrate effective industry leadership through networking at and management of an industry dinner.

Outcomes

Participants will:

- Manage the networking process;
- Manage the dinner from guests arriving to departure and;
- Present an 'enhanced' Mission statement – showing full integration of strategies.

What will do you to increase your effectiveness as a networker tonight? _____
_____
_____
_____
_____
_____
_____
How do you feel about this?_____
_____
_____
_____
_____
_____
Therefore what does this mean regarding developing this behaviour? _____
_____
_____
_____
_____
What outcomes do you anticipate? _____
_____

Notes

Day 6

W30 - Reviewing Day 5 and the Dinner

Purpose

To understand the importance of reflection in the learning cycle

Outcomes

Participants will:

- Understand the ORID process and;
- Reflect using all the ORID steps.

... that ultimate success in community leadership will only be achieved if it stimulates participation by others who are also to be seen as in their own way leaders and not merely helpers
Sir James Gobbo *Former Victorian Governor (1931-)*

Reflection - Review and Feedback

How are you feeling?

What happened yesterday?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

What does this mean about you, your style and your willingness to take on new or challenging leadership behaviour and roles?

_____
_____
_____
_____

What new strategies will you work on between now and demonstrate by Canberra?

_____
_____
_____
_____

Time to Talk to Each Other
Have one honest conversation with someone who can give you one tip to ensure delivery on the third question above.
Have one honest conversation with someone that you need to work with more effectively.

W31 – Handling Conflict

Purpose

To develop strategies for handling conflict in all areas of life including industry organisations.

Outcomes

Participants will:

- Develop an increased awareness of preferences in handling conflict;
- Plan strategies for handling conflict and;
- Practice dealing with conflict in individual and group situations.

"I agreed to guide you. My contract says nothing about pulling a sleigh."

Conflict & Negotiation

* Conflict: A struggle of opposing ideas, interests and feelings.
* Negotiation: To talk and communicate to find agreement.

Managing Conflict – Knowing Yourself

When thinking about handling conflict it is essential to understand yourself.

Reflect on the following:

Do you know what puts you in conflict with others?

Can you identify why others move towards conflict with you?

Do you have known triggers that raise the angst during communication?

Conflict and Communication

Four general categories:

1. **Passive.** Characterised by a desire to avoid offending people at all costs.
2. **Aggressive.** Characterised by pushing people around and loudly demanding what you want.
3. **Passive-Aggressive**. The long suffering passive person will build up aggressions that will be triggered and a vicious outburst will precipitate.
4. **Assertive.** Characterised by the belief that everyone has the right to express his or her own legitimate needs.

Managing Conflict through Assertive Communication

Three F's of Assertive Messages

Feelings
Facts
FAIR REQUESTS

An Assertive Statement:

1. Acknowledge your honest reaction, your personal ***feelings***.

2. Present **facts** as you perceive them, without making judgements.

3. Encompass a final and FAIR REQUEST, basically outlining what you want (making only one request at a time).

Write an assertiveness statement and practice it with two others and get feedback.

Managing Conflict

Five common strategies for dealing with conflict:

- ►Ignoring it
- ►Giving in
- ►Win/Lose
- ►Splitting the difference
- ►Cooperation

Managing Conflict Questionnaire

Q	*When I am involved in a difference of opinion or conflict:*	Never	Sometimes	Often	Always
1	I find a mind point between us	0	1	2	3
2	I smooth things over and avoid the conflict	0	1	2	3
3	I get my own way	0	1	2	3
4	I work with the other person to solve the problem	0	1	2	3
5	I beat the other person	0	1	2	3
6	I let the other person have their way	0	1	2	3
7	I withdraw from the argument	0	1	2	3
8	I find out what the other person's needs are	0	1	2	3
9	I compromise	0	1	2	3
10	I do not put forward my point of view but go along with the other person's	0	1	2	3
11	I come up with other solutions and ideas	0	1	2	3
12	I push my point of view	0	1	2	3
13	I give a little and take a little	0	1	2	3
14	I give in	0	1	2	3
15	I wait and deal with the conflict another time.	0	1	2	3

SCORING:

Q #	Value	Q #	Value	Q #	Value	Q #	Value	Q #	Value
2		6		3		1		4	
7		10		5		9		8	
15		14		12		13		11	
Ignore it		Give in		Win/ Lose		Split the Difference		Co-operation	

Discussion: When would you use each of these managing conflict approaches?

Stages of Conflict

- ►Difference of opinion
- ►Disagreement
- ►Dispute
- ►Conflict

Examples of the Stages of Conflict

Difference of Opinion _____

_____

_____

Disagreement _____

_____

_____

Dispute _____

_____

_____

Conflict _____

_____

_____

Choose one of the above as a case study.

How you would manage the four stages using the approaches from the questionnaire and the assertive communication model?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Notes Page

_____

_____

_____

_____

_____

_____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Further things to consider…

When seeking a negotiated outcome:

- Assess the situation objectively;
- Collect accurate information;
- Identify what you want and;
- Look at yourself and have positive intentions.

Then…

- Know what it is you really want;
- State clearly any changes in behaviour;
- Listen to other points of view;
- Make a proposal having listened to differing opinions;
- Ask for any counter proposals and;
- Work on a compromise.

And remember this…

- Some conflict is inevitable;
- Negotiation involves two parties;
- Separate your feelings from the issue;
- Focus on interests not positions;
- Seek mutually agreeable options
- Be flexible and;
- Be persistent.

What would be your first, second and third steps if you were in a situation of disagreement or dispute?

W32 – Media and Messages

Purpose

For participants to understand the process, complexities, challenges and rewards of working with the media.

Outcomes

Participants will:

- Understand management of relationships with media people;
- Understand the complexities of media releases and;
- Prepare and practice a media strategy for their projects.

"Oh-oh, headline-hunters."

Further Information

Media Strategy

Developing a media strategy depends upon the answers to several key questions:

- What is your goal?
- What is your organisation's function? How well established is it?
- What do you want the media to tell the public about you and your organisation?
- Are you working with others or alone?
- What resources are available to you?
- Do you or people you know have media contacts?

Define Your Purpose/Message

- Get others involved. Form a committee of people to work with you to develop your media campaign. Be as inclusive as you can be, allowing people to contribute to the work.
- Determine your goals and objectives. Define your organization and its goals. Have a clear understanding of what you want to accomplish before you start.
- Create the message. Draft talking points that will answer basic questions about your issue. Make sure that everyone from your organisation is using these succinct and quotable talking points. You want one clear, direct, and simple message.
- Identify your target audience. Who is the audience you want to reach through the media? It is very important to know the intellectual level, social background and nature of the audience you are addressing.

Try to think like the audience you want to reach. The media is the vehicle. If possible, ask a member of your target audience or group to listen to you so you can test the message of your campaign.

- Analyse and assess your media outlets and opportunities. Which type of media will help you to reach your target audience?
- List your resources. These might include, but not be limited to the following: money, in-kind donations of material, the time and talents of involved individuals, outside or related events that you can use to highlight your efforts.
- Remain flexible. Revise your plans if circumstances or resources change, or if parts of your plan are not working. Stick with what works!

Basics of a Media Plan

Some basic points to address before you develop your media plan are:

- Learn about the media available in your city, state and country. Read the paper, watch TV and listen to the radio.
- Determine what will fall into hard news, or feature stories.
- Discover reporters who are covering issues similar to yours and whether they are reporting on them positively or negatively.

Press Releases

What is a press release?

A press release provides information about your organisation that is prepared and presented in a standardised format. It is usually one page in length, but no more than two pages. The purpose is to announce an issue of importance for which you want media attention, whether print, electronic or both. A press release should be brief and to the point.

What information should be included in a press release?

A good press release answers the '**5 W's**' in the first paragraph.

Who What Where When and Why

- **Who.** Who is the subject of the story? They should be identified and described. The 'who' might be a person, group, event or an activity.
- **What.** What is happening that the media should know about? The goal is to get the reader's attention, so that your release will be read and your issue reported.
- **Where.** If it is an event or a press conference, where is it going to take place? Be specific about the address and the location. Include a map with directions. Include information about where to park and if there is public transportation. Make it as easy as possible for the reporters covering your event.
- **When.** When will it take place? The date, day of the week, and specific time must be very clear. No approximations, only specific information.
- **Why**. Why is this so important? The reason for your press release should be compelling. Be specific. Remember, the lead or headline should be written to hook the person into reading the rest of your release.

From the National Women's Justice Coalition Incorporated http://www.nwjc.org.au/ last updated 5/3/01

Notes Page

W33 – Next Stages

Purpose

To further develop the concept of mentoring and mentoree.

Outcomes

Participants will:

- Review outcomes of current internal mentoring arrangement and;
- Develop a personal task sheet for effectively managing the external mentoring process.

"Good boy. Now speed up a little and try sticking your head out even farther."

Mentor Review

This mentoring arrangement is for the VISLC 2009 – Internal and External Mentoring.

How did you communicate with each other? And how often?
Internal _____
External_____

What skills and/or information and/contact did this person share with you?
Internal _____
_____
External_____
_____

What did you give your mentor?
Skills (name them); Contacts; Knowledge (provide some detail)
External_____
_____

Be the change you want to see in the world. – Ghandi

A lot of people have gone further than they thought they could because someone else thought they could. ~ *Unknown*

Re-Investing in Mentoring

Roles in Mentoring Relationships

Element	Role	Function
Assessment	Feedback Provider	Ongoing feedback as mentoree works to learn and improve.
	Sounding Board	Evaluation of strategies before they are implemented.
	Comparison Point	Standards for evaluating own level of skill or performance.
	Feedback Interpreter	Assistance in integrating or making sense of feedback from others.
Challenge	Dialogue Partner	Perspectives or points of view different from mentoree.
	Assignment Broker	Access to challenging assignments (new jobs or additions to current roles).
	Accountant	Pressure to fulfil commitment to developing goals.
	Role Model	Examples of high (or low) competence in areas being developed.
Support	Counsellor	Examination of what is making learning and development difficult.
	Cheerleader	Boost in mentoree belief that success is possible.
	Reinforcer	Formal rewards for progress towards goals.
	Companion	Sense that mentoree is not alone in struggles and that mentoree can achieve goals.

McCauley and Velcro, Handbook of Leadership Development, 2004, Jossey-Bass, San Francisco

Your Internal Mentoring element, role and function.

Referring to the table above your Internal Mentor will take on the Support Element – Counsellor; Cheerleader; Reinforcer; Companion.

Please have a conversation about this role for 5 minutes.
What roles is your mentor going to take on and how will your mentor deliver these roles to you?

From the previous table there are two other elements with eight other roles.

List the above elements/roles that you now need to have filled._____
_____
_____
_____
_____
_____

Detail how you will ensure that your external mentor provides these needs.
_____
_____
_____
_____
_____
_____

How will you manage the potential change in your relationship with your mentor?
_____

In asking this person what do you fear – if anything?
_____
_____

_____

Strategy: Next Steps

(To be handed to Jill prior to departure PLEASE.)

Reviewed and finalised strategy.

_____

_____

Articulation to the VISLC 2009 Mission _____

_____

Increased Project Team (from pg 16): _____

_____

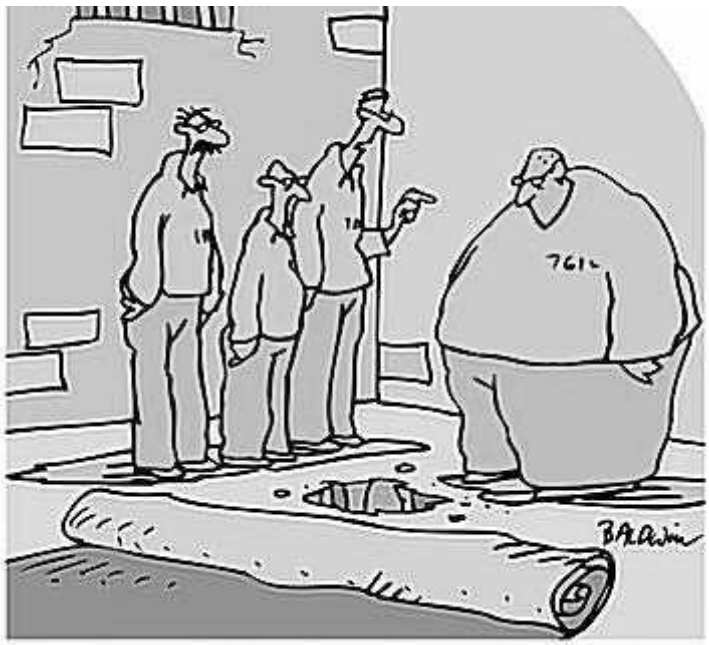
Strategy	Action	Who	When	Anticipated Result

Presentation in Canberra

Potential work beyond Canberra.

Notes Page

W35- Canberra and Logistics



"You never helped us dig, so you go last."

Extra Materials

Further Reading

MAPPING THE CONFLICT

Questions to ask when facing conflict

What's the issue, problem or conflict?
How many parties are there to this conflict? (Are all parties represented at this gathering?)
What is each parties needs
What motivates them?
What interests underlie the problem?
What are the pay-offs from suggested solutions?
Can you identify and/or address each person's anxieties or fears.

READING THE MAP

Look for Common Ground

What are the similar needs and concerns?
New perspectives and Insights
What hadn't you seen before?
What now seems clearer?

Hidden Agendas

What satisfiers (solutions) masking as needs might hint at underlying needs and concerns?
What might be unexpressed underlying fears?
What might be other unexposed payoffs?

Special Concerns

What are the areas of difficulty that need attention?

Leads

What have you noticed worth following through?
What needs more information?

The Next Step

Pick out each party's key needs to be met. Perhaps highlight or star them on your notes. This defines the problem in terms of needs and points to option development.

Leadership
George, W 2003, *Authentic leadership: rediscovering the secrets to creating lasting value*, Jossey-Bass, San Francisco, CA, pp. 1–6,

Introduction

Where Have All the Leaders Gone?

Thank you, Enron and Arthur Andersen.

The depth of your misconduct shocked the world and awakened us to the reality that the business world was on the wrong track, worshiping the wrong idols, and headed for self-destruction. Like the proverbial frog that dies when temperatures are gradually increased but immediately jumps out when tossed into a boiling pot of water, we needed this kind of shock therapy to realize that something is sorely missing in many of our corporations. What's missing? In a word, leadership. *Authentic leadership*.

What began as a few executives charged with violating the law morphed into issues of corporate governance and the failure of our governance systems. As we begin to understand these same issues at a deeper level, we realize that the missing ingredients in corporations are leaders committed to building authentic organizations for the long term.

Every generation has corporate thieves who break the law to reward themselves. This time around the excesses are not limited to a few. I believe deeply that the vast majority of corporate CEOs are honest leaders dedicated to building their companies. Unfortunately, far too many leaders got caught up by the short-term pressures of the stock market and the opportunities it brought for personal wealth. Under these pressures and enmeshed in the quest for personal gain, they wound up sacrificing their values and their stakeholders.

Our system of capitalism is built on trust—trust that corporate leaders and boards of directors will be good stewards of their resources, providing investors with a fair return. There can be no

doubt that many leaders have violated that trust. As a result, investors lost confidence and withdrew from the market. In the process, many people got hurt, not just the perpetrators.

A *Time*/CNN poll taken in the summer of 2002 reported that 71 percent of those polled feel that "the typical CEO is less honest and ethical than the average person." In rating the moral and ethical standards of CEOs of major corporations, 72 percent rated them "fair" or "poor." A similar survey by the *Wall Street Journal Europe* reported that only 21 percent of European investors believe that corporate leaders are honest.

In the midst of the current crisis, we must ask ourselves, *where have all the leaders gone?* Where are today's versions of James Burke of Johnson & Johnson, Walter Wriston of Citicorp, John Whitehead of Goldman Sachs, and David Packard of Hewlett-Packard? These people not only built great enterprises but were statesmen in the business community and leaders in addressing societal issues as well.

In contrast, most leaders of today's best-run corporations remain silent. Are they afraid that by speaking out they may invite scrutiny of their companies? In so doing, they give the impression that they have something to hide or are also part of the problem. Only a few CEOs, such as Henry Paulson of Goldman Sachs and Henry McKinnell of Pfizer, have been willing to condemn these practices publicly, recognizing the larger issue is one of public trust in the capitalist system. Paulson's acts were doubly courageous, as he risked not only criticism from his peers but his customers as well.

Andy Grove, chairman of Intel, commented recently, "I find myself embarrassed and ashamed to be a businessman." These sentiments were echoed by a rising star at Medtronic, the medical technology company I led for a dozen years. He told me how angry he was at the executives who had damaged the reputations of all business leaders, saying he was reluctant to tell friends that he too is a corporate executive.

Capitalism Becomes the Victim of Its Own Success

How did we get in this situation? Is this a recent phenomenon, or have these activities been going on all along?

We are witnessing the excesses of the shareholder revolution that began fifteen years ago. In its early stages, pressure from shareholders did much to improve the competitiveness of American corporations, as companies trimmed unnecessary expenses, improved profitability, and increased cash flow. However, the financial rewards from their actions, both corporate and personal, were so great that companies and shareholders alike developed an inordinate focus on short-run results. In a booming stock market, it all seemed to be working.

Then capitalism became the victim of its own success. Instead of traditional measures such as growth, cash flow, and return on investment, the criterion for success became meeting the expectations of the security analysts. Investments were cut back to reach earnings targets, limiting the company's growth potential. Driven by speculators and security analysts, expectations kept rising, just as companies were struggling to make their numbers. Companies that met or exceeded the "magic" earnings number were handsomely rewarded with ever-rising stock prices. Those that fell short, even if they recorded substantial increases, were inordinately punished, and shareholders demanded replacement of the CEO. No wonder many CEOs went to extreme measures to satisfy shareholders!

However, revenues and earnings do not escalate forever, especially in the face of economic downturns, events like September 11, and operating problems. To offset financial problems, many executives stretched the numbers and the accounting rules well beyond their intended limits. Some of these accounting schemes, like calling operating expenses "capital equipment" to avoid the P&L and booking revenues before they were earned, violated even the most basic rules of accounting. Now the chickens are coming home to roost.

In the past five years stock options went from modest perks to mega-grants for top executives, especially CEOs. Because options had no cash impact and were not charged against profits, many executives and boards viewed these grants as free. The effect was to shift CEOs' focus almost entirely to getting the stock price up—by whatever means necessary. Realizing they could not sustain their earnings, many CEOs cashed in their options for huge gains just before their stock collapsed.

The general public played a role in this tragedy as well. In idealizing the high-profile personalities that ran these companies, we made them into heroes. We equated wealth with success and image with leadership. To our dismay, we have learned that these celebrity CEOs have been filling up their personal coffers at their shareholders' expense, while destroying the pensions and life savings of thousands of people.

The media turned these short-term earnings artists into the folk heroes of the business community. While making wealth, image, and star power the criteria for success, the media overlooked the many solid corporate leaders building quality companies for the long term. Ken Lay, Bernie Ebbers, and Dennis Koslowski were the focus of intense media worship before their fall. Just one year before he was led off to jail in handcuffs, *Business Week* named Koslowski "CEO of the Year" for being first on its Nifty Fifty list of top stock performers. These three executives alone have destroyed over $300 billion in shareholder value.

Back in 1998 I met with one of these leaders to talk about acquiring one of his companies. In our brief meeting he explained how his offshore headquarters enabled his company to avoid U.S. taxes, how he automatically issued pink slips to 25 percent of the workers on the day he acquired their company, and how he shut down every research project or investment that didn't pay off in the first year. As I walked out of his office, I held onto my wallet and decided to cancel further talks with him. You cannot do business with people you do not trust.

The Case for New Leadership

In response to the violations, policymakers and politicians have crafted new laws and regulations to close the loopholes. But although some changes in regulations are appropriate and necessary, they do not address the deeper issues at stake here. It is impossible to legislate integrity, stewardship, and sound governance.

Somewhere along the way we lost sight of the imperative of selecting leaders that create healthy corporations for the long term. The lessons of building great companies like 3M, Coca-Cola, Johnson & Johnson, General Electric, Pfizer, and Procter & Gamble were lost in the rush to get the stock price up. We forgot that those of us who are fortunate enough to lead great companies are the stewards of legacies we inherited from past leaders and the servants of our stakeholders.

The lessons from this crisis are evident: if we select people principally for their charisma and their ability to drive up stock prices in the short term instead of their character, and we shower them with inordinate rewards, why should we be surprised when they turn out to lack integrity?

We do not need executives running corporations into the ground in search of personal gain. We do not need celebrities to lead our companies. We do not need more laws.

We need new leadership.

We need authentic leaders, people of the highest integrity, committed to building enduring organizations. We need leaders who have a deep sense of purpose and are true to their core values. We need leaders who have the courage to build their companies to meet the needs of all their stakeholders, and who recognize the importance of their service to society.

If you yearn for authentic, moral, and character-based leaders, read on. If you aspire to be an authentic leader, this book is written for you. My objective is to offer a fresh approach to the business leaders of tomorrow, refined in the crucible of real-world experience. I

believe it is an approach that not only will produce better leaders for our organizations but also will ensure the long-term viability and success of their companies.

Challenges Confronting Emerging Leaders

In recent years, I have gotten to know many rising leaders. Almost without exception, they have solid values and a sense of purpose. They are looking for something different in their lifetimes—the opportunity to contribute to a worthwhile cause through their work, to make a difference in the world, to find a reasonable balance between their work and home lives, and, most of all, to work for a company where they trust the leaders and share a similar set of values.

In my discussions with them, I hear a common set of questions:

- What's the purpose of my leadership? Do I really want to devote my talents to business?
- How can I find a job where I can make a real difference?
- Do I have to check my values at the office door?
- Is it possible to have a meaningful career and a successful family life? Is it worth it to work so hard?
- How can I stay true to my values when there are so many pressures to compromise?
- How do I balance the conflicting needs of my customers and my employees with the requirement to make the bottom-line numbers?
- Can I develop close relationships with my subordinates and still achieve my objectives?
- Do I have a responsibility to our society, for the environment, for global sustainability, for the gap between rich and poor? What can I do?

Behaviour in Teams

Groupthink

The term 'groupthink' was coined by Irving Janis to describe

> a mode of thinking that people engage in when they are really deeply involved in a cohesive in-group, when the members' striving for unanimity override their motivation to realistically appraise alternative courses of action

After reading accounts of the catastrophic attempt by the Kennedy administration in 1961 to support an invasion of Cuba designed to overthrow Fidel Castro, Janis speculated on how such an able and intelligent group could make such a disastrous miscalculation. How could they have accepted the proposal that relatively poorly equipped force of around 1400 exiles could land at the Bay of Pigs, sweep past the assembled Cuban militia, well-equipped with their Russian armaments, incite the local population into spontaneous revolt, and take over the island?

Looking other well-documented military catastrophes, Janis developed his model of groupthink which suggests that, given certain antecedent conditions, a group will develop a 'concurrence-seeking tendency'. This will lead to the symptoms of groupthink which in turn will lead to symptoms of defective decision-making:

The antecedent conditions

IN his later book, Janis defined three main conditions:

- That the decision-makers are a cohesive group
- That there are what he called 'structural faults of the organisation', such as the group being very insulated from outside influences and the members being very similar in background and attitudes
- That there is a 'provocative situational context' involving high stress and external threats

The symptoms of group think

He defines eight major symptoms including the illusion of invulnerability' which are of three main types:

- Overestimating the groups position and rights
- Rigid and closed patterns of thinking which include strong stereotypes of the other groups

- Very strong pressures towards uniformity with some members of the group acting as mindguards and ensuring everyone toes the line

The symptoms of defective decision-making

He defines seven main symptoms which include the general failure to clarify objectives, to consider alternative actions, or to develop contingency plans.

The results are poor or catastrophic decisions. Several descriptive studies have supported Janis's model to some degree. Perhaps the most detailed is a study by Tetlock *et al.* which examined all the historical incidents used by Janis plus a couple of more recent American examples from the Ford and Carter administrations. They found that a simpler model could predict the onset of groupthink, focusing upon the structural faults in the organisation. The following features were most characteristic of groups with groupthink tendencies:

- Restricted information flow between the leader and members
- A leader who restricted the range of views consulted by the group
- A leader who was not open to any other points of view
- Very formal communication within the group
- Few open disagreements

This places emphasis back on the leader's responsibility to keep information flows open and to encourage debate and discussion.

Explaining grouplink

Although Janis offered a detailed description of the processes, his attempts to explain the phenomena have seemed less emphatic and have developed in a number of ways. His 1972 book emphasised the precondition of high group cohesiveness. In 1977, he defined groupthink as concurrence-seeking behaviour with emphasis on the leader's role:

> When a directive leader announces his preference on a policy issue... the members of a cohesive group will tend to accept his choice somewhat uncritically as if it were equivalent to a group norm.

Experimental studies have also tried to investigate the causal link between cohesiveness and concurrence-seeking, and have reported mixed results. Michael Hogg has pointed out that Janis's own interpretations have moved further away from cohesiveness and more seeing groupthink as an outcome of individual responses to stress. Stress produces coping reactions of avoidance and defence. These coping strategies lead to the symptoms of groupthink: 'symptoms of groupthink are behavioural consequences of a coping pattern of defensive

avoidance, which is mutually supported by the group'. Hogg offers his own interpretation based upon notions of self-categorisation:

> From this perspective, groupthink represents an unremarkable group phenomenon in which defective decision-making processes are adopted because group members identify (i.e. self-categorise) very strongly with a group that either has no procedures for effective-making, or has norms that explicitly encourage groupthink.

This line of argument suggests that once the members of a group are committed to a very strong self-categorisation as members of the group, then the high 'cohesion' which Janis observed is a parallel by-product. Hogg supports this analysis by pointing out that group cohesion can be defined in two rather different ways: as 'depersonalised" where members are loyal to the group as an entity; and in a more personal way as interpersonal liking and attraction between individual members. The evidence suggests that 'cohesion' as depersonalised social attraction is very strongly related to group-think, whereas 'cohesion' as interpersonal attraction or friendship is not related.

Final thoughts of practice

Perhaps the one critical generalisation which comes out of this chapter is that groups do have a very wide range of choice in the way that they approach problem-solving and decision-making. Whether groups decide to take advantage of this range of choice, or even recognise its existence, is another matter.

Groups can also learn from their experience. For example, Janis also highlights ways of avoiding groupthink. He notes how the same Kennedy administration which supported the Bay of Pigs later adopted strategies to make sure that important decisions were thoroughly researched, like electing one member of the group to act as 'devil's advocate' at every meeting who had to find possible flaws in every proposal put to the meeting.

Perhaps the most appropriate final word comes from recent research which investigated the detailed impact of group communication and interaction processes on decision-making. The four critical functions were as follows:

- Thorough discussion of problem
- Thorough examination of criteria for successful solution
- Complete proposal of realistic alternative solutions
- Full assessment of the positive aspects of each proposal

Hartley, P Group Communication, 1997, Florence USA p148 - 151

Abilene Paradox

The **Abilene paradox** is a paradox in which a group of people collectively decide on a course of action that is counter to the preferences of any of the individuals in the group. It involves a common breakdown of group communication in which each member mistakenly believes that their own preferences are counter to the group's and do not raise objections.

It was observed by management expert Jerry B. Harvey in his article *The Abilene Paradox and other Meditations on Management.*[1] The name of the phenomenon comes from an anecdote in the article which Harvey uses to elucidate the paradox:

On a hot afternoon visiting in Coleman, Texas, the family is comfortably playing dominoes on a porch, until the father-in-law suggests that they take a trip to Abilene [53 miles north] for dinner. The wife says, "Sounds like a great idea." The husband, despite having reservations because the drive is long and hot, thinks that his preferences must be out-of-step with the group and says, "Sounds good to me. I just hope your mother wants to go." The mother-in-law then says, "Of course I want to go. I haven't been to Abilene in a long time."

The drive *is* hot, dusty, and long. When they arrive at the cafeteria, the food is as bad. They arrive back home four hours later, exhausted.

One of them dishonestly says, "It was a great trip, wasn't it." The mother-in-law says that, actually, she would rather have stayed home, but went along since the other three were so enthusiastic. The husband says, "I wasn't delighted to be doing what we were doing. I only went to satisfy the rest of you." The wife says, "I just went along to keep you happy. I would have had to be crazy to want to go out in the heat like that." The father-in-law then says that he only suggested it because he thought the others might be bored.

The group sits back, perplexed that they together decided to take a trip which none of them wanted. They each would have preferred to sit comfortably, but did not admit to it when they still had time to enjoy the afternoon.

The phenomenon may be a form of groupthink. It is easily explained by social psychology theories of social conformity and social cognition which suggest that human beings are often very averse to acting contrary to the trend of the group. Likewise, it can be observed in psychology that indirect cues and hidden motives often lie behind peoples' statements and acts, frequently because social disincentives discourage individuals from openly voicing their feelings or pursuing their desires.

This anecdote was also made into a short film for management education. The theory is often used to help explain extremely poor business decisions, especially notions of the superiority of "rule by committee." A technique mentioned in the study and/or training of management, as well as practical guidance by consultants, is that group members, when the time comes for a group to make decisions, should ask each other, "Are we going to Abilene?" to determine whether their decision is legitimately desired by the group's members or merely a result of this kind of groupthink.

The Abilene Paradox is related to the concept of groupthink in that both theories appear to explain the observed behavior of groups in social contexts. The crux of the theory is that groups have just as many problems managing their agreements as they do their disagreements. This observation rings true among many researchers in the social sciences and tends to reinforce other theories of individual and group behavior.

Roles and Responsibilities:

	Devonport	Melbourne	Canberra
	Panel Q&A	Mission and Vision & Panel Thanker	
	Table Host	Panel Chair & hosting Peter Walsh	
	Thanked – Panel	Hosting Special Guest & Venue Logistics	
	Chair – Dinner	Profiler & Table Host	
	Industry Profiles informal chair of M&V	Hosting Simon Ramsey & Thanking Guest Speaker Media person	
	Table Host	Market tour Introducer & Thanker	
	Thanked Tour	Introducing Guest Speaker Media person & Table Host	
	Thanker Guest Speaker Day 1	Profiler	
		Table Host & Market Logistics	
	Chaired panel Industry Profile	Mission & Vision	
	Introduced Tour	Panel Q&A & Table Host	
	Table Host	Dinner Chair	
	Introducer and Q&A Guest Speaker Day 1	Table host & Team Dinner manager	

Residential 3

Table of Contents

1. Session #3 Detail 2
W35 – Looking forward 3
W36 – Lobbying 7
W37 – Industry Panel 15
W38 – Parliament Question Time 17
W39 – Project Presentation Preparation 22
W40 – Debriefing, Briefing and Planning for Success 24
W41 – Learning – Review 25
W42 – Taking the Next Step/Leading the Industry 26
W43 – Graduation Dinner 29
W44 – Closing 30
3. Extra Materials .....

<table>
<tr><th colspan="6">Session #3 August Canberra 2009</th></tr>
<tr><td colspan="6">Implementing Leadership</td></tr>
<tr><th colspan="2">Day 7 – Tuesday 18th August</th><th colspan="2">Day 8 – Wednesday 19th August</th><th colspan="2">Day 9 – Thursday 20th August</th></tr>
<tr><td colspan="2" rowspan="4">Meetings in Canberra organised by participants</td><td>8.30</td><td>Looking Forward</td><td>8.30</td><td>Review – Day 6&7</td></tr>
<tr><td>9.30</td><td>Lobbying – Guest speaker and Skills session</td><td rowspan="2">9.30</td><td rowspan="2">Taking the Next Step & Leading the Industry</td></tr>
<tr><td>11.00</td><td>Industry Panel</td></tr>
<tr><td>1.30</td><td>Parliament Question Time</td><td>1.30</td><td>Project Presentation and Networking</td></tr>
<tr><td>3.30</td><td>Strategy Presentation Planning</td><td>4.00</td><td>Project Presentation Practice</td><td></td><td></td></tr>
<tr><td></td><td></td><td>5.00</td><td>Debrief and Briefing</td><td>5.00</td><td>Final Wrap and Graduation Dinner Briefing</td></tr>
<tr><td>7.00</td><td>Team Dinner</td><td>7.30</td><td>Team Dinner</td><td>7.00</td><td>Graduation Dinner</td></tr>
</table>

Day 8

W35 – Looking Forward

Purpose

To provide participants with an up-to-date briefing for Canberra and commence thinking about "beyond VISLC".

Outcomes

Participants will:

- Understand what will be achieved by the conclusion of Canberra;
- Set the scene for post-Canberra;
- Provide the whole team with an update on mentoring outcomes and;
- Establish needs of individuals in the team that will ensure personal and team success.

Leadership in its best sense has never been about the pre-determined role cast on some to lead others

AND

The essentials of leadership are all about the use of one's talent in the interests of society

Sir James Gobbo Former Victorian Governor (1931-)

Initial Conversation (Monday evening)

How is life? _____

What have you left to get here? _____

What faces you when you return? _____

_____

_____

Canberra.

What will happen from now until 10pm Thursday? _____

_____

What can the team do to make sure you get to this point? _____

_____

_____

After Canberra

What will happen after 10pm Thursday? _____

_____

Your thoughts_____

_____

Our expectations _____

_____

_____

_____

_____

_____

How can the team support you in your journey to this point? _____

_____

_____

_____

_____

_____

Mentoring

What has happened with your mentor?

_____

_____

_____

_____

What has worked? What hasn't?

_____

_____

_____

_____

What is your understanding about mentoring now?

_____

_____

_____

_____

Would you be willing to mentor future VISLC participants?

_____

What would you provide in a mentoring capacity?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Notes Page

W36 – Lobbying

Purpose

For participants to gain an understanding of the complexities of lobbying.

Outcomes

Participants will:

- Be provided with information from an experienced networker;
- Develop understanding of lobbying processes;
- Identify an operating environment for lobbying and;
- Initiate the building of a lobbying case.

Lobbying for the Australian Vegetable Industry

Political Advice

When You Meet with a Politician

Kay Hull MP 2005,

Federal Member for Riverina.

- Prepare and send material prior to your meeting.
- Assume your member knows nothing about your issues.
- Remember, a member is expected to be an expert in everything, yet cannot possibly read pages of material.
- Keep your issue and answer to one page.
- Come with a suggested solution.
- Deliver me from email!! We are dealing with three hundred or more a day.
- Put your residential address in the subject box so we know!
- Ask the diary secretary how long you have in the meeting.
- Be on time and keep to time.
- Remember politicians are human beings, when you cut us we bleed just as you do!!

Australian Services Union

Where?

- The politician's electorate office will have suggestions.
- Alternatively, you may wish to suggest your own location.

Who?

Ensure good representation of local constituents

- Be sure to invite interested people from the politician's electorate.
- Try to encourage new / different members to join in.

Useful extras

- Always write to thank your politician(s) after the meeting and make sure you follow up on any promises that they have made to you.
- If you meet as part of a delegation, wear badges/stickers/shirts: This establishes an identity and makes you easily identifiable for your politician.
- Take a photograph of your delegation and/or with your politician, and forward a copy to your local press.

Bono the Lobbyist

- "I explain AIDS as the leprosy of our age" – ***putting the issue into common language.***
- "This is a real moment in time where it is possible, if we want to, to be the first generation that says no to (extreme poverty)" – ***providing a solution.***
- "This is our shot at greatness. Other ages had a chance to put a man on the moon." – ***providing a sense of notability.***
- "And I think we shouldn't be blaming (the politicians)." – ***no blaming – finding a solution.***
- "The first fence we could have fallen at was just not knowing the subject. I enrolled in … and I went to him." – ***knowing what you know and finding out what you don't.***
- "I wanted to know the downside of the argument. I then went to visit people who could stop me. I just went to everyone." – ***building a coalition of people.***
- "We've managed to get both sides of the barricade." – ***knowing the other side – the people and the argument.***
- "We all singing off the same hymn sheet on…" – ***developing a common message*** .

Denton – Enough Rope ABC Online

DAFF – Departmental Liaison Officer

- The Minister wants to hear about industry-wide issues with solutions – think big picture.
- Knowing a way around the diary secretary – he/she is a time juggler.
- Build a relationship with the advisor for your sector – they decide what is worthy of the Minister's time.
- Provide meeting agenda and outcomes to the adviser prior to the meeting.
- If there are action outcomes, ensure that you have the advisor's contact details.
- Follow-up action from the meeting – yours and others.
- Write a letter of thanks with outcomes and action.
- For most impact DON'T contact the advisor during the parliamentary sitting weeks.

Interview conducted in 2007

Lobbying Process

Step 1: Taking Action

- Recognise the issue
- Define the issue
- Research the issue

Step 2: Planning for Change

- Understand the effect of the change process
- Identify advocates and adversaries

Step 3: Detailed Research

- Watch the media
- Look for hard copy
- Scan the internet
- Begin your list of people to involve

Step 4: Form your Group

- Write a "shopping list"
- Prepare a skills audit
- Assess the Belbin styles and preferred E or I
- Identify areas of interests for individuals
- Develop delegation processes
- Identify reporting processes

Step 5: Design your Mission/Vision

- Allocate time and resources to complete this step
- Design a footprint – one page information sheet
- Design a checklist for targeted individuals

Step 6: Form Alliances

- Identify and research all the individuals/organisation involved in the issue
- Open dialogue with others
- Identify discrete areas for group focus
- Review mission – are you still on track?

Step 7: Strategic Plan

- Long-term and short-term goals
- Co-opt members who can take on goals
- Continue to review the issue and your purpose – Ask: 'Why are we doing this?'

SUCCESSFUL LOBBYISTS CHECKLISTS

Direct Lobby

- Personal meetings;
- Telephone conversations;
- Personal written letters;
- Individually addressed mass-mail;
- Mass mailings;
- Electronic deluge; and
- Petitions.

Indirect Lobby

- Media campaigns;
- Targeted political campaigns;
- Media hits;
- Professional experts;
- Community organisations;
- Party organisations;
- Mass demonstrations and
- Forming your own political party.

Tactics of a Lobbyist – Irrespective of how we reach the person we want to influence. Therefore ask: "What tactics will convince the other that this is an important issue that they should pursue on our behalf? What tactic do we use to sway them our way?"

- Sweet reason;
- Appeal to ideology;
- Truth or consequences;
- Appeal to self-interest and
- Help the good guys.

Time to Lobby – Ask your team, "When is it the best time to lobby?"

- Before an election;
- Before an issue goes public;
- At publicity peaks;
- Before the issue gets to Parliament;
- During the passage of legislation; and
- Generally.

Activity

You are going to lobby the Federal Minister around an industry issue.

1. Plan a meeting with the Minister
2. Build lobbying team
3. Develop a communication plan
4. Develop an action plan for working with the industry

Notes Page

W37 – Industry Panel

Purpose

To practice leadership skills through listening and questioning guest speakers.

Outcomes

Participants will:

- Gain knowledge regarding the vegetable industry from a national and international perspective;
- Work as a team to gain significant information through effective questioning techniques and;
- Enhance their industry network.

Notes Page

W38 – Parliament Question Time

Purpose

To expose VISLC participants to parliamentary question time and political teams.

Outcomes

Participants will:

- Locate and observe their local member and watch political participation at a Federal level;
- Observe and understand the team activity of both party front benches;
- Pay attention to extravert/introvert behaviour and;
- Analyse communication processes within and beyond the parliamentary teams.

Reviewing Leadership Skills

Communication What evidence of active listening and effective communication did you witness?

Personalities – I&E and Belbin

What personality styles and types were evident?

Teams

What stage of team development do you think was displayed? What evidence do you have for this?

What can you imagine occurs during closed meetings?

Planning

How would you plan for this type of environment? And how would you manage a plan within this environment?

Meetings

How is this meeting managed and accountable? What three pieces of advice would you provide to the speaker regarding effective meetings?

Networking

Was there any obvious networking occurring during observation of both houses?

Power

Detail what power was on show and what type of power would be underlying. Has your opinion changed regarding the type of power Kevin Rudd uses? What about the front bench of the Government and the front bench of the opposition? What about the independents?

Media

What did you observe regarding the media? Did the politicians use the media while in the chambers?

Strategic Thinking

W39 – Project Presentation Preparation

Purpose

For all participants to hear a number of project presentation practices and to provide effective feedback.

Outcomes

Participants will:

- Practice project presentations;
- Refine presentation to a level of excellence;
- Hear and provide additional assistance to the team and;
- Perform as a team.

Notes Page

W40 – Debriefing, Briefing and Planning for Success

Day 9

W41 – Learning – Review

What was the highlight yesterday?

What have you learnt?

What is one leadership skill you used yesterday when working with the team?

Where are you spending most of your VISLC 2009 time – comfort, learning, trauma?

How can you make the most of the experience by placing yourself into the learning zone?

Strategy 1

Strategy 2

Strategy 3

What is going to be the highlight of today?

W42 - Taking the Next Step and Leading the Industry

Purpose

For participants to examine their personal leadership style and make strategic changes to it for the future of the vegetable industry.

Outcomes

Participants will:

- Understand themselves through others' perceptions and opinions;
- Strategically plan their leadership journey and learning and;
- Set leadership targets for the short-term and mid-term.

"They p-p-put m-me in ch-ch-charge."

Taking the Next Step - Activity

Step 1

Using a blank "business card" list the leadership skills you believe you currently exhibit.

Step 2

Evaluate this list with two other VISLC members.

Step 3

Finalise the leadership characteristics you believe you would like to demonstrate.

Step 4

Draw your image of leadership on the reverse side of the business card.

Who's who in the zoo

Final concept – Hand of Promise

Personal Leadership Plan (reflecting on the leadership plan developed in Devonport).

Leading the Industry

As individuals_____

As a Graduate Group _____

W43 – Graduation Dinner Brief

Purpose

To celebrate graduation and demonstrate team and leadership.

W44 – Closing

Final Comments:_____

I know: _____

_____

_____

_____

_____

_____

I feel:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I understand: _____

_____

_____

_____

_____

_____

_____

_____

_____

I will_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LEADERSHIP PAPERS - Deconstructing leadership extracted from Management Today via USQ connect.

What does it mean to be at the helm of affairs today? In the rapidly changing world of business, ideas about leaders and their style of operation are keeping pace with a democratic world. By ***Deborah Tarrant****.*

Microsoft Australia's former Managing Director Steve Vamos has a salutary tale of one of his earliest lessons in corporate leadership. As a young sales employee at technology behemoth IBM, he was describing the challenges he faced in cutting a particular deal when one of the company's senior sales executives started dragging Vamos away by the arm. The younger man put up quite a protest. "Why won't you come with me?" asked his boss. "Because I don't know where you are taking me," replied Vamos.

That lesson stuck with Vamos, and its significance has played out in various ways across a stellar career in the fast-moving technology industry, through the vagaries of a start-up with ninemsn and the challenges of running the regional operations of Apple in the mid-1990s. Without doubt he's applying the most important rule of leadership in his latest post as the Vice President of Online Services at Microsoft's global HQ in Seattle.

Put simply, leadership is about defining the common purpose, says Vamos. "My job is to provide clarity of vision and alignment of people to the broader cause." Yes, people need to know where they are going.

Vamos is in the frontline of corporate leadership in Australia. Schooled in the finer points of heading the pack at Harvard, he's observed the impact of leadership across large, complex organisations in a sector that has revolutionised the way we work and live. In both an industry and an era where the only certainty has been change, he's seen the notion of leadership evolve.

The new connectedness that's changing our economy and, ultimately, our world, has morphed the old iconic, heroic leader into a far more humble figure, he suggests. The accelerated pace of business means leaders no longer know all the answers. "Their role is to tap into collective know-how by creating environments that enable everyone to lead and to make a difference."

Indeed, Vamos espouses the clearest trend in 21st century leadership. As business has gathered speed and complexity, leadership roles have grown from CEO's offices and boardroom chairs to divisional, team and individual leaders. Meanwhile, the concept of leadership has devolved and become more difficult to grasp.

Following the leaders

Evidence of the quest to define what makes a truly effective leader today is all around us. Witness the library of management books and academic papers devoted to the topic. Research projects seek to nail down the vital characteristics and behaviours of successful leaders. Critical among them, say the latest, are respectfulness, fairness, compassion, spiritual respect, humility, courage, passion, wisdom, selflessness, integrity and honesty.

The habits of the world's most successful leaders in business and beyond, from Richard Branson to Jack Welch, are repeatedly scrutinised, analysed and emulated. And an abundance of courses also offer guidance. In Australia, some 40-plus institutions now offer insights into the enigma of leadership through MBA programs. Executive short courses also abound.

Pick almost any medium or large employer today – from Westpac to Woolworths – and you'll find a focus on developing and fast-tracking leaders to meet the needs of the new high velocity and quick churn of business. In tow is the growth in executive coaching and mentoring.

Leadership trends

Indicative of the pace and nature of change are the findings of a 2006 paper, *The Changing Nature of Leadership*, by the Centre for Creative Leadership, a US-based global research and education organisation. Of the 500 respondents who took part in the study, the paper shows 84 per cent insist that the definition of effective leadership has altered in the past five years. The rise of a new leadership skill set saw finite qualities such as resourcefulness, decisiveness and "doing whatever it takes" being supplanted by participative and change management, and building and mending relationships. A clear conclusion emerged: leadership is changing, and approaches focusing on flexibility, collaboration, crossing boundaries and collective leadership are expected to become high priority.

Leadership is no longer one thing to all people, running on the traditional model exemplified through centuries by the military and the church. There's no easily applicable set of rules or attributes.

Professor Gayle Avery of the Macquarie Graduate School of Management, author of several books on the subject, has identified four paradigms of leadership that are alive and well in our contemporary corporate landscape.

Best-known is the classical, the old command-and-control style, which involves telling others what to do, and usually depends on fear or great respect. Familiar also is transactional leadership, which relies on performance management and contracts with employees on the terms and conditions under which they work. High priority today is visionary or

transformational leadership because it's associated with performance. "It's where many organisations are trying to shift," says Avery. "It needs a higher purpose, recognising that people don't just come to work to get a bonus." A standout example is the transformational leadership style at Insurance Australia Group where CEO Michael Hawker engages staff with a vision for sustainability.

"Transactional leadership gets the day-to-day work done, but to reach that higher level and increase performance you have to use your people and buy into their discretionary effort," Avery attests. However, it's the last paradigm – organic leadership – that's pushing the boundaries and challenging the basis of leadership as we understand it. The problem with traditional thinking on leadership is that it focuses on the individual, insists Avery. "We're hard-wired into thinking it's all about one person telling others what to do, but leaders are part of a system in which followers are an enormous component."

Organic leadership moves away from the all-controlling figurehead leader to shared vision, decision making and accountability. Indications are that organisations operating this way, such as manufacturer W. L. Gore, employer of some 7500 people worldwide and a consistent topper of Best Employer lists, enjoy enduring success. Key to Gore's high performance is its "flat lattice" structure based on teamwork with no chains of command or predetermined channels of communication. Groups of 150 or more are split in two by the company so people are able to communicate and trust each other.BMW in Germany is also considered to be a trailblazer for its similar approach. "If you design the work environment properly there's no need for leaders to be running round reminding people of the company values or having a lot of transactional processes," explains Avery. It's a point on which Vamos concurs, and it certainly buys into the collective leadership trend.

So what happens to the overall leader in this situation? "He or she lets go of control and can focus on strategy," says Avery. "The leader's role, functions and activities may be dispersed as well. At Gore, part of the CEO's role can be taken on by multiple people." Such a concept may seem a stretch, and the organisations that are using it tend to have been set up that way, although different styles of leadership can – and do – prevail in different parts of today's organisations, Avery points out.

Long live the boss

The idea of shifting the focus entirely from the individual, however, won't sit comfortably for everyone. Not-for-profit (NFP) organisations, for example, commonly kick-off and thrive on the strength of one person's vision, led by someone deeply passionate about creating social change, explains Jan Owen, Executive Director of Social Ventures Australia, an organisation that delivers business know-how to over 20 Australian NFPs.

Indeed the commercial sector can learn from NFPs on leadership, Owen observes. "Millions are spent to train people in the commercial sector to gain the skills that social entrepreneurs naturally bring," says Owen who cites instances where big corporates, such as AMP, have engaged NFPs to conduct training programs for senior staff to build self awareness, set up more effective teams and utilise their skill sets in a diverse range of contexts. With the passion of the social entrepreneur comes the essential leadership skill, the ability to motivate, inspire and win others. "One thing we've lost in deep analysis and the focus on information technology is the ability to tell stories. Facts have overwhelmed the narrative. This is a skill non-profit leaders have because they work with people at a real level," she says.

The recent research of London Business School Professor Jay Conger supports this. Conger found that skilled leaders are great storytellers who can engage their staff with emotive stories that connect organisation goals with personal values. Conger also outlines the need for leaders to build relationships across their entire network, inside and outside the organisation. This connectedness enables them to know what is going on. By necessity, social entrepreneurs have unique leadership skills for garnering resources and as relationship builders, often bringing together disparate interest groups to design new solutions to seemingly intractable problems. They solve problems in the most unlikely situations, Owen points out, and as we move through the information age and the era of the knowledge worker, this skill is becoming increasingly relevant for commercial enterprises and the public sector.

The new skills

To meet the needs of the new millennium enterprise, leaders require "flexible expertise", according to Professor Robert Wood of the Australian Graduate School of Management. "They need to be able to think analytically and develop their language skills to talk about complex ideas in simple and compelling ways; to deliver the clarity of vision and the narrative that binds people to the cause. Leaders require high energy and self-management to engage in multiple tasks, to take risks and to learn."

Honing leaders is the hot topic. The best ones are home-grown, and well-entrenched in their organisational cultures, it seems. A study by management consultants Booz Allen Hamilton, in conjunction with the Business Council of Australia, shows performance of internally promoted leaders outstrips the efforts of external appointments.

In a perfect world, a high-flying employer holds on to its leaders. But with the "war for talent" and "retention" currently cliches, inevitably, leaders keep moving on.

So where do good leaders come from? Certainly, some are natural born. "These people are successful because they are active thinkers who can reflect on their experiences, diagnose why things are happening and wonder: What if…?" suggests Wood. The good news is there's evidence that the flexible expertise that's so important for today's leaders can be refined and developed. Beyond reflection, perhaps the most powerful skill for today's leader is listening, argues Steve Vamos. "People are afraid to tell the boss what they think, or that we're wrong. In an era of more collective leadership, creating environments where people feel free to speak out – and taking criticism kindly – has become vital," he says. Establishing channels to facilitate feedback is important. If you're about realising a vision through others, then you must hear them out, says Stephen Dunne, Managing Director, AMP Capital Investors. For the past three years, some 200 AMP managers have received feedback from their teams on one day in May. "From the points raised, they discuss and work up a development plan," Dunne says. Formalising the process gives leaders within the company a starting point for dialogue and conversation.

As a result, not only have the company's leadership "scores" improved, the overall culture has also picked up. In a global business with a diverse 800-strong workforce, creating alignment for the broader purpose is not easy. "It must be something greater than a profit motive," Dunne insists. "In our case it's about creating greater wealth for clients." Just as Vamos's earliest leadership lesson demonstrated, people need to understand where they are going.

Learning to be leaders

Are leadership skills born from experience, or can they be learned in a classroom? The latest research suggests a combined approach may be optimal. Confronting today's talent shortage for leadership roles, Professor Robert Wood and a team of researchers at the Australian Graduate School of Management have launched the Accelerated Learning Laboratory (ALL), a program to fast-track emerging leaders. Senior executives from IAG, ANZ, Macquarie Bank and Qantas are participating in a five-year research program that is exploring ways to speed up the development of their "flexible expertise". Wood's team is aiming to crack "the 10-year rule". Fighter pilots, elite athletes and chess players typically take a decade to produce the pattern recognition and response skills needed to become experts in their fields. "The decisions that senior managers and executives face involve even more complexity and require more sophisticated mental models," notes Wood.

In the ALL program, classes of 15 use computerised simulations to practise decision making in changeable virtual worlds. They also undertake role plays, followed by coaching in the workplace, to develop their interpersonal skills and to practice the leadership essential – "creating a binding narrative".

Deborah Tarrant is a Sydney-based business writer. Article from Management Today

The innovation thing - extracted from Management Today via USQ connect.

Innovation is more than just the invention of the next big thing. Today's managers must think of ways to harness innovative creativity for better goods, processes and services. By ***Cameron Cooper****.*

When in need of great business concepts, Remo Giuffre does not turn to his management team or staff; he simply sends an email to his army of customers around the world. The founder of cult retail brand REMO General Store, Giuffre unashamedly takes his cues from his customers through real-time feedback courtesy of the cyber world. Buyers are invited to vote on potential products, designs, images and colours. In return, they get loyalty points for their feedback and purchases. The side effect is that this customer focus "binds" loyalty and clients "evangelise" the brand. "The unique take that we've had is tapping our customers as a source of ideas for the business, recognising that the customers are the people who are most likely to be able to innovate on behalf of the business," Giuffre says.

As innovative leaders go, few think outside the square like Giuffre, whose fashion store earned rare loyalty from customers when it opened in Darlinghurst, Sydney, in 1988. The store developed an international following via a popular 100,000 subscriber-strong mail-order catalogue selling distinctive wares that included a swimming cap emblazoned with a bright yellow light bulb and an own-brand "stripy thing" T-shirt. Then things fell apart and, amid a capital shortfall, Giuffre closed his doors and went off to the US to consult to the likes of Honda and Motorola.

Now, four years into a rebirth through an online-driven model, the REMO business has won over old and new devotees and sells products to about 100 countries. REMO sits high on respected international branding website Lovemarks's list of the world's most-loved trademarks, up there with Google and Coca-Cola. Giuffre says being a small, nimble business has helped its innovation credentials, while the internet has been a godsend for his customer-centric business model. "With the internet it's an architectural [tool], and once you've set the structure up, the ideas will come; then it just becomes a matter of editing them."

Not just invention

Australians pride themselves on being an inventive lot: the Hills hoist, the bionic ear, the black box flight recorder system, penicillin…

The dilemma, some analysts believe, is that innovation is too commonly associated only with the creation of something new, such as the latest IT gadget or a groundbreaking software program. Peter Westfield, a director of Adair Innovation, which promotes entrepreneurship through its role as organiser of the Australian Innovation Festival, believes the concept of innovation in Australia needs "a jolt". It is time, he says, for the discussion to move on from a preoccupation with science and technology initiatives. "In fact, innovation is really about individuals and smaller companies looking at new ways of doing things and then being given the opportunity to make those happen," he says. Westfield adds that systems-driven larger corporations often lack the flexibility to be truly creative. "It really is the smaller and middle-ranking companies that bring in the new ideas … that really drive not just innovation but business opportunities for the whole economy." To engender innovation in an organisation, Westfield advocates the four Cs - creativity, connections, collaboration and commercialisation.

The final point is especially critical. A think-tank, conducted by the Australian Business Foundation, observed that Australia has a historically poor record of commercialising public sector research. The ABF's study suggests the nation's drive for innovation will stall unless links improve between public and private sector research and development. The report compares Finland, Sweden and Australia and identifies the latter's "commercialisation gap" as a serious issue that requires fixing. It concludes that many small businesses eschew truly innovative ideas for reasons ranging from the inability to diversify risk to a fear of high capital costs.

Managing for innovation

Through its Innovation Policy, the Federal Government is trying to drive greater business creativity, with the aim of transferring ideas into saleable goods, processes and services.

The government agrees that innovation is more than just invention; rather, it is about new ideas, responding to trends and finetuning existing products and services. In its policy outline, businesses wishing to become more innovative are urged to follow these ideas:

- listen to customers
- get the input of all staff
- create a culture that is not afraid of risk-taking
- allow employees time to come up with ideas
- treat money spent on ideas generation as an investment rather than an expense
- encourage an environment of continuous learning through training.

Peter Newman, Managing Director of the Applied Innovation Centre, wants governments and institutions to focus on developing an environment in which innovation can thrive. "We should be putting our money into fostering a culture of innovation in every company in the country," he says. And that requires accepting new ideas from staff, rather than "kicking them in the guts" if one brainwave does not succeed, Newman believes.

An Applied Innovation Centre survey of senior managers reveals that all managers pinpoint innovation as an important part of their strategy, but only 3 per cent have a structured approach to promoting innovation.

"People don't know how to make the jump from having it in their vision statements to making it operational," Newman says. Factors Newman thinks are crucial to increase innovation include understanding environmental and cultural factors in business, planning, recruiting the right people and formulating better corporate processes. Leadership from senior management is also essential. "If you don't have that it's very hard to take it forward," says Newman. "If you want to take a culture of innovation throughout your organisation you've got to have your leadership group walking and talking the language."

The Business Council of Australia (BCA) shares the view that a rethink is required on innovation throughout the country. In its report, titled New Concepts in Innovation, the BCA argues that many companies view innovation primarily as the development of new gadgets through research and development spending. Yet in a knowledge-based economy, it says, the key to progress is the quality of human capital. The BCA champions "organisational innovation" and recommends ways to foster a more advanced business environment: a greater commitment to staff development; heightened awareness of the impact on innovation of stifling tax, regulatory and workplace relations policy settings; creation of superior capabilities through training; and education about the importance of innovation. Workplace skills such as communication, teamwork, problem solving, creativity, entrepreneurship and leadership must come to the fore.

Learning from failure

Think of some of the best business leaders that Australia and the world have seen: Henry Ford of auto manufacturing fame, Virgin's Richard Branson and Australians such as Rupert Murdoch, Dick Smith and Gerry Harvey. All, like Remo Giuffre, have had troubles at some point in their business careers, and all have been able to adapt and change their business models as markets shifted around them.

According to Adair's Westfield, businesspeople who learn from their failures stand a better chance of being innovative: "and we don't really have that culture of acceptance of failure the way the US does". Westfield says innovative CEOs start with a vision and, while being entrepreneurial, do not lose sight of where they are going. He also contends that the publicly listed business model, in fact, inhibits innovation because companies trading on the share market" have to deal with analysts that are looking at your company on a quarterly or monthly basis".

"That's one of the deficiencies of a public company: that you always have to be able to respond to the wishes of the market. They have to think short term."

A growing appetite

The appetite for innovation seems to be growing. A recent survey by STW Communications Group for its new research study, The Australian Report, found that three in four respondents like to try new products, 60 per cent say they would pay a premium price for an innovative product or service, and one in two want brands to be more innovative. Some sectors seem ripe for new ways of doing business, including the senior healthcare sector. With Australia's ageing population, finding creative ways of running aged homes represents an opportunity for smart businesses.

TriCare, a Queensland-based manager of aged-care facilities, is one business showing the way. Its model emphasises the importance of human relations and people, rather than the sector's traditional concentration on managing buildings efficiently.

CEO Jim Toohey says the HR point of difference has been crucial to TriCare. "Our product isn't actually the lovely place you drive past that looks like a beautiful new hotel," he says. "Our 'product' is the old lady in the shower getting bathed. It's an enormously confronting experience for her. So where I think we're innovative is we've had an approach to the delivery of those services that says we really have to bring to the health sector a customer focus. How is it impacting on the person I'm helping go to the toilet? What about privacy? What about dignity?" In fact, Toohey believes innovation is vital for the future of aged care. "If we are to move from a government-regulated convalescent home mentality to a vibrant, export-focused service sector, the innovation in terms of human resource management and information technology is just absolutely critical. Innovation is going to be the single factor that determines the successes from the non-successes."

At REMO General Store, Giuffre says quality and passion will continue to be at the heart of the business's innovative business model. They may seem like old-fashioned values for such a progressive business thinker, but Giuffre says "those notions are timeless, and everything old is new again." He admits that the internet has been a godsend for the new incarnation of his company, allowing the REMO business to tap into the minds of customers in real-time.

"It has the added benefit that regardless of how much you use the reservoirs of customer creativity, the fact that you're setting yourself to do so communicates a very positive message to the customer network," Giuffre says.

He agrees that risk-taking is essential for innovation to flourish, saying: "It's part of the culture of the business to make decisions intuitively, often times in the face of conventional wisdom."

Giuffre has a warning, though, that businesses must not "deify" the ideas people within an organisation to the detriment of business-driven management and client-service teams. "You've got to be careful to balance that encouragement of creativity with respect for the bean counters."

Empire builders - extracted from Management Today via USQ connect.

They are at the top of their game in business, turning small, backyard operations into world-class enterprises. What are their secrets? What drives them and their businesses? In the first of a two-part feature, Management Today talks to three outstanding Australian leaders and entrepreneurs. By ***Cameron Cooper****.*

Jim Penman - Founder of Jim's Group

In the early phase of his burgeoning gardening business, Jim Penman gave his franchisees a strange option – feel free to leave, take your clients and set up another business if you please.

The walk-out clause may seem at odds with a man who prides himself on attracting and retaining the best people. But for Penman, the founder of Jim's Mowing and Jim's Group, it is commonsense. "It's not particularly good if you have a person in a franchise simply because they signed a contract," he says. "They tend to sour the network." Rather than merely protect intellectual property and goodwill, Penman strives to earn the trust of his franchisees. If scale is any gauge, it is working: he now runs the largest mowing franchise in the world.

Twenty-two years since launching Jim's Mowing, Penman controls, through Jim's Group, more than 2600 franchisees and branches around Australia, New Zealand, Canada and Britain. Mowing aside, service divisions handle tasks such as cleaning, dog washing, handyman and fencing services, and paving and pool care.

Putting people before profit has been a driving philosophy for Penman – and it has paid off financially too. "The advantage I have of being a private, wholly owned company is I don't have to refer to shareholders. To me putting people before profit in the long term is putting profit before anything. Because everything we do is built on reputation. You've really got to lean over backwards to do the right thing by franchisees, because in the short term there's always a lot of money to be made by not doing it. But in the long term it'll destroy you."

Born in England in 1952, Penman's family returned to Australia in 1955, and he grew up in Adelaide, and later in Melbourne. Before starting university, Penman worked in a variety of jobs: farmhand, door-to-door encyclopaedia salesman and public servant. Later, in 1982, as his PhD in cross-cultural anthropology and zoology wound down, his part-time gardening business started to thrive.
Penman soon found he had more lawns to mow and shrubs to prune than hours in the day would permit. Franchising seemed a logical way to go. Penman is committed to constantly improving the care Jim's Group provides to its franchisors, franchisees and customers. "I do feel very responsible. If a franchisee fails that's very painful to me. If a client gets poor service, I hate it." This pledge means that he takes a firm stand with his network of staff when it comes to customer service. He is demanding of franchisees, who are the public face of the business in Australian backyards.
"Most of our franchisees get zero to one complaint a year," Penman says. "But you've got some franchisees who are getting one a month, which to us is absolutely appalling. So we need systems – every time a complaint comes through, the franchisor needs to ring the franchisee pronto, discuss it, find out what happened and why."
The message is clear: lift your game or go. Equally, he expects a team of franchisors under headquarters to serve their franchisees. "If they don't do it we'll take their power of attorney off them. And they can't find new franchisees until they look after the ones they've got." Such a stringent regime demands a high level of staff skill across the organisation. Penman explains: "There's a big secret in business and that is that you hire people who are better than you. I don't have any trouble with that because I'm not very good at very much." A sophisticated back-end IT department supports the human element to remove and streamline administrative tasks. And Penman eschews power hierarchies in the organisation, believing they are dangerous; so he tries to maintain a sense of equality throughout the organisation and makes himself accessible to staff.
Life has changed over the past two decades for Penman, but he still keeps a balance between work and a hectic home life (he has nine children). That includes doing some gardening. "I don't mow my own lawns but I still enjoy the garden," he says. "I just potter around."And Penman doesn't miss the simple old days of firing up a mower or garden shears. "I live on five acres next to the office and love that side of life. But to me the intellectual challenge of business is so much fun. It's like an immensely enthralling permanent computer game."

Ten Ways to Judge a President
Published: July 22, 2009 in Knowledge@Wharton

Corporate leaders in the United States often draw leadership lessons -- good and bad -- from the examples set by American presidents. But in looking to the White House, it's important to recognize that history's take on presidential performance is subject to change, according to presidential historian Richard Norton Smith, who spoke at a recent Wharton Leadership Conference. He offered 10 rules for presidential evaluations that stand the test of time.
For example, he said, Dwight D. Eisenhower was considered something of a do-nothing president, ranking below Chester A. Arthur, during the dynamic Camelot era of John F. Kennedy. In contrast to the PR-driven Kennedy, Eisenhower used to say, "The job of the president is to persuade, not to publicize." Indeed, the Supreme Commander of the Normandy invasion was so subtle and self-effacing as president that historians judged him mediocre.
Nearly 50 years after Eisenhower left office, however, scholars are revising their opinions. His presidential papers revealed a skilled political operator who worked quietly behind the scenes, but was driven by policy, organization and intellectual rigor. Despite pressure to rescue the French, he kept the U.S. out of Vietnam in 1954, reasoning with prescience that the cost of war in Southeast Asia would far outweigh any strategic benefits.
"Americans have been revising their estimates of presidents for as long as we have had presidents," said Smith, who has published biographies of Thomas E. Dewey, Herbert Hoover and George

Washington, and is the presidential scholar in residence at George Mason University in Fairfax, Va. People forget that the revered Washington "was in fact an enormously controversial president" who was burned in effigy and denounced as a "betrayer of the Revolution" while he was in office.
Bouts of historical revisionism and counter-revisionism explain why assessments of the nation's leaders "bounce around like corn in a popper," Smith said. For example, Arthur M. Schlesinger, Jr., the Kennedy and Nixon historian, favored "transformative" presidencies with charismatic leaders promoting a more powerful federal government, exemplified by Teddy and Franklin Roosevelt. A more nuanced approach, evaluating leaders in the context of their time rather than in hindsight, has kindled reappraisals of Gerald Ford, Ronald Reagan and even Calvin Coolidge -- all of whom tended to be underrated because they were modest advocates for a more limited role for government.
"The presidents who promise freedom from government" -- Thomas Jefferson, Coolidge and Reagan -- "are as legitimate in their own time and place as the presidents who, in effect, promise freedom *through* government" -- the Roosevelts, Woodrow Wilson and Lyndon Johnson, Smith said. "You can take a Coolidge seriously now, something you couldn't do before Ronald Reagan."

10 Rules to Judge a President
Smith offered his personal list of "10 rules to judge a president" as a more objective approach avoiding the distorting effects of changing societal values, such as the pro-government activism of the New Deal and the 1960s:

1) History rewards the risk-takers. The list of presidents and the bold initiatives that pushed them up in the rankings are obvious, including Thomas Jefferson (the Louisiana Purchase), Harry Truman (stopping Communist aggression in Korea), Lyndon Johnson (Civil Rights Act of 1964), and Richard Nixon (dialogue with Red China).
But risk taking does not always conform to our notion of a "swashbuckling, agenda-setting executive" that began with Teddy Roosevelt 100 years ago. "Sometimes, doing nothing is the most difficult form of leadership of all," Smith said. He cited George H.W. Bush's diplomatic refusal, despite strong pressure, to attend "the photo opp of the century," the destruction of the Berlin Wall that symbolized Soviet domination of Eastern Europe.
"By not rubbing Mikhail Gorbachev's nose in the humiliation of the demise of the Soviet empire, he made it possible for Gorbachev to go along with a peaceful integration of Germany and for the Soviet Union to support Bush's coalition in the First Gulf War," Smith said, noting that few would have predicted Soviet acquiescence to these American initiatives.

2) A president who actively campaigns for his historical place is engaged in a self-defeating exercise.
Warren G. Harding hoped to be "the best loved" president and came to office in a landslide victory after promising a "Return to Normalcy" following World War I. In the end, Harding couldn't extricate his administration from the Teapot Dome bribery scandal and quickly fell into obscurity, widely ranked among the worst presidents.
Smith said he found it "profoundly disturbing" that Bill Clinton pondered his legacy aloud with former advisor Dick Morris, who later wrote a memoir that included critical observations of the former president. According to Morris's book, Clinton wondered if the fact that he had not led the nation during a time of war would diminish his ranking among the presidents. Surprisingly, "Clinton's reputation and the significance of his presidency have risen significantly," Smith said. "Clinton's presidency is being weighed, as each president is ultimately, against his successors" -- in this case, against George W. Bush's record of war, deficit and economic crisis.
Clinton's most important legacy may be his success in "moving the Democratic Party to the middle of the road to a point where it had fiscal credibility and a muscular foreign policy, without surrendering its fundamental social justice principles," Smith said.

3) There is no single theory of presidential success. Proponents of the "strong presidency" as a prerequisite for greatness often cite Teddy Roosevelt's concept of stewardship: "The president was free to do anything he wanted that was not expressly forbidden by the Constitution," Smith said. He offered an alternative theory valuing presidents who viewed stewardship as protecting taxpayers and who did not seek power by expanding government -- a theory underlying reappraisals of Coolidge, Truman and Ford.
Derided as "silent Cal" (Dorothy Parker, when informed of his death in 1933, famously asked: "How could they tell?"), Coolidge deserves reappraisal "for his authenticity as much for his ideology," Smith said. An introvert who battled with "paralyzing shyness," Coolidge's "reticence was matched by his canniness.... He created a public persona that held the world at bay while allowing him to indulge in a humor as sharp as Vermont cheddar." Coolidge's honesty and lack of an overpowering ego should be all the more valued in an age "when so much of our public life is riddled by fakery, when candidates without ideas hire consultants without scruples," Smith said. "For lack of a better word, I would say that Coolidge was grounded," exhibiting a strength of character that he said Truman, Ford and Reagan also possessed.

4) Presidents can only be understood within the context, conventions and limitations of their time. Invariably ranked among the greatest presidents, the populist Andrew Jackson fell from grace during the time period when historians realized that millions of Americans -- women, blacks and Native Americans -- had been politically or economically marginalized. Social activism led to a revisionist view that "changed the lens through which we viewed Jacksonian America." Smith argues for a more objective approach in dealing with the past, "to understand someone in the context of their own time and not make the mistake of applying our conventions to an earlier time." Those who judge presidents do not have license to simply dismiss earlier generations; instead, "the obligation is ours to try to understand them."

5) If presidents are governed by any law beyond the Constitution, it is the law of unintended consequences. Although Woodrow Wilson wanted to be the father of the "new freedom," his idealistic vision was overtaken by the massive increase in government regulation and spending required by World War I. "In his second term, events beyond his control overwhelmed him. Foreign war, domestic upheaval, shameful outbreaks of racial and ethnic intolerance mocked his idealism and reordered his priorities," Smith said.

6) Presidential power, although awesome on paper, is based largely on moral authority. Franklin Roosevelt and Ronald Reagan understood how to use moral authority to achieve their objectives, although their goals were diametrically opposed. Broadcasting fireside chats to generate hope through the New Deal, Roosevelt banked "emotional credit and credibility" that he used throughout his presidency to win support for creating the modern social welfare state. Similarly, Reagan gained enormous influence through his response to the assassination attempt in 1981. "His legend began when millions saw a side of Reagan they never knew existed -- the jokes that he cracked [and] the grace that he displayed," Smith said.

7) The president requires a talent for making useful enemies. History's most admired presidencies were often locked in struggles with adversaries who gave them power. "Roosevelt and Reagan had a genius for exploiting their opponents, whether European dictators in the 1930s or the Evil Empire that haunted [Reagan]," Smith said.

8) Every great president marches to the beat of his own drummer. Reagan personified the principle that great leaders "are essentially mysterious figures," with capabilities not fully understood. Reagan's national security adviser, Robert McFarlane, remarked: "He knows so little and accomplishes so much."

9) The challenge posed by any crisis is equaled by the opportunity for leaders to forge an emotional bond with the people they lead to gain moral authority and expanded powers. Franklin Roosevelt, having rescued democratic capitalism, "was all but immune from" right-wing attacks accusing him of Stalinesque power abuses. Lincoln was called an "incipient dictator" for suspending *habeas corpus* barring unlawful detention, but Americans never doubted his belief that he had to suspend one clause in order to save the rest of the Constitution.

10) Greatness, like beauty, is in the eye of the beholder. Social and economic conservatism had their heyday under Reagan, demonstrated when Clinton declared the era of big government was over and produced balanced budgets. But the Reagan consensus that "markets were sacred" and "Wall Street invariably knew better than government regulators" has been repudiated, "at least provisionally," by the financial crisis that led to Democratic sweeps of Congress and the presidency. "All of that is up for grabs," Smith said, although it's too soon to predict what will replace "the age of Reagan."

Southwest Airlines' Colleen Barrett Flies High on Fuel Hedging and 'Servant Leadership'

Published: July 09, 2008 in Knowledge@Wharton

At a time when the airline industry is under assault from skyrocketing fuel prices and a sluggish U.S. economy, it's hard to imagine that a talk by the president of the leading American carrier would not be dominated by discussions of job cutbacks, reduced routes, higher fares and a difficult future ahead. But then there aren't too many major airline executives quite like Southwest Airlines' Colleen Barrett, 63, who rose from legal secretary to the front of the corporate suite over a span of 23 years. It was Barrett, working closely with mentor and company co-founder Herb Kelleher, who pioneered Southwest's unusual and now legendary approach to customer service, which aims to treat the company's 35,000 employees like family, to make the workplace fun -- and then to carry that upbeat attitude to consumers. It's a strategy that has made an upstart discount carrier into America's busiest airline by passenger volume.

"Our mission statement is posted every three feet, all over every location that we have, so if you're a customer, you've seen it," Barrett noted in her recent talk at the 12th Annual Wharton Leadership Conference, sponsored by Wharton's Center for Leadership and Change Management and Center for Human Resources. "It's to follow the Golden Rule -- to treat people the way that you want to be treated, and pretty much everything will fall into place."

To be sure, Southwest's success took more than being nice to customers and employees. For example, Southwest's innovative policy on fuel costs -- a complicated system of hedging against future price gains that is saving an estimated $2 billion this year and made Southwest the only profitable major U.S. carrier in 2008 -- is the talk of the airline industry. But Barrett -- who's stepping down as president this summer -- only mentioned that in passing during her remarks. Instead, she showed a six-minute video that she prepared for a recent board meeting, featuring heartfelt testimonials from flyers and employees who showed, for example, how they use a roll of toilet paper to fashion a "birthday cake" for travellers.

Millions of Frequent Flyers

"Customer service is really my passion," Barrett said, adding that she probably spends 85% of her time as president dealing with worker issues -- what she called "pro-active customer service to our employees" -- with the underlying idea that a happy and motivated workforce will essentially extend that goodwill to Southwest's customers. "When we have employees who have a problem -- or have employees who see a passenger having a problem -- we adopt them, and we really work hard to try to make something optimistic come out of whatever the situation is, to try to make people feel good whatever the dilemma is that they're dealing with," Barrett said.

Dallas, Tex.-based Southwest has posted a profit for 35 consecutive years -- something no other American carrier can boast. In 2007, the airline pulled in nearly $9.9 billion in revenues and reported a net profit of $645 million. But Barrett said that the numbers that mean the most are not the ones on Southwest's balance sheet, but rather those that indicate how many millions of people have become frequent flyers because of the airline's low-fare, high-volume strategy. She noted that when Southwest flew its first Boeing 737s out of Dallas's Love Field in 1971, only 13% of the American public flew regularly. "Those 13% were all male, quite frankly, and they were all businessmen," Barrett said. "Women only flew if there was a family crisis.... We have changed the way that people thought about flying." She pointed out, for example, that low-fare air travel has held together couples in long-term, long-distance relationships and helped divorced parents in far-off cities watch their children grow up.

The string of profitable quarters and the feel-good stories don't mean that Southwest is immune from unprecedented pressures facing the industry. Barrett acknowledged that the company is looking

nervously to 2012, when the company's fuel-cost advantages will largely disappear, and beyond. "If fuel goes any higher, nobody will be flying -- it really and truly is scary," Barrett said. "We're just going to have to come up with something else." On the same day that Barrett spoke at Wharton, Southwest CEO Gary Kelly was telling a conference in New York that the carrier would probably need to push fares up "gently" in 2008. In addition, Southwest is looking toward the future by slowly phasing out some of its older 737 models, adding wireless Internet access to flights, and negotiating new code-share deals with international carriers.

Meanwhile, Barrett -- who will keep an office and continue to work on customer-service oriented projects for Southwest after relinquishing her president's title in July -- remains the evangelist of the company's remarkable story and her own improbable rise within it. Raised in what she called "a poor little family that never had much" in rural Vermont, Barrett studied to become a legal secretary and then got the break of a lifetime when she went to work for Herb Kelleher, the New Jersey-born lawyer who migrated to Texas and in the late 1960s became legal counsel and co-founder of Southwest with Rollin King in 1971.

The colorful and charismatic Kelleher believed in a collaborative style that involved his associates, including his legal secretary Barrett, in every step of the process. In the early years of Southwest, many of the company's efforts took place in the courtroom, battling repeated efforts by larger carriers to restrain the upstart airline in the era before the industry was deregulated. Eventually, Kelleher became the company's chairman in 1978 and three years later -- with the industry in turmoil over a strike by air traffic controllers -- its CEO. Naturally, he brought his longtime aide Barrett with him, and the two grew Southwest from a little-known Texas carrier to the coast-to-coast consumer powerhouse that it is today. (She and Kelleher actually took a leave of absence from the law firm, which to this date has not been cancelled.) Barrett says now that the key to Kelleher's success -- and her rise along with him -- is that he is "an egalitarian spirit."

"He never embarrassed you -- even when you did something really silly or foolish or not too bright," Barrett said. "He always supported me and always treated me as a complete equal to him." Barrett -- who often wears tennis shoes and T-shirts to the office and has no formal training in aviation -- became vice president-administration in 1986, executive vice president-customers in 1990 and president in 2001, when Kelleher was trying to surrender some of his duties, a mission that was complicated by the September 11 terrorist attacks. Over time, Barrett has been widely recognized for her leadership -- winner of the Outstanding Woman in Aviation Award in 2007 and named to *Forbes'* list of the 100 Most Powerful Women in business on more than one occasion.

Barrett is also a persistent problem solver. "I like being part of a team. Tell me I can't do something and I'll kill myself trying. I'm an overachiever. I didn't score off the IQ charts or anything but I plug away.... I'm kind of a firefighter." She described her management style as "servant leadership," using a term first coined by management guru Robert Greenleaf in the 1950s.

A Trip to the Movies

It was Barrett who made the Golden Rule -- which was drilled into her by her mother when she was growing up -- into the company motto and model. She also developed the unusual pyramid that focuses on employee satisfaction and issues first and foremost, followed by the needs of the passengers, which in turn creates a profitable business that satisfies the shareholders below them. A typical move by Barrett, during an earlier economic slowdown, was to offer reservation clerks a chance to stay with the company rather than laying them off.

She believes the payback from that strategy is the extra effort that Southwest employees put into serving passengers. For example, she noted that when planes were grounded across America after the September 11 attacks, a number of Southwest jets were forced to land in cities where the airline doesn't normally fly -- creating some unusual dilemmas. Several members of the flight crews took in stranded unaccompanied minors for the week, becoming so close that they still keep in touch at Christmas and Thanksgiving. In Sioux Falls, S.D., where one of the stranded jets ended up after September 11, the pilot decided his passengers were watching too much television and rented a bus to take them out to the movies."Somebody told me that they flew on Southwest on Father's Day recently and the attendants asked if everybody had remembered Father's Day," Barrett told the Wharton audience. "For the people who didn't, the attendant went around and gave them Father's Day cards."

The company's quirky culture has its roots in the 1970s, when the original Southwest female flight attendants wore hot pants and white go-go boots. Today, the emphasis is somewhat different. "If you are not a touchy-feely type person, you are going to be so uncomfortable in our environment," said Barrett. That approach carries over into hiring. "We literally say that we hire for attitude and we train for skill," said Barrett, quickly reassuring the audience that Southwest only brings in top-notch pilots and mechanics. "And we are far more likely to terminate someone for attitude and behavior and lack of respect than just about anything else."

Ultimately, Barrett says, she wants Southwest employees to do what she clearly has mastered: To simply be themselves on the job. "We have always thought that your avocation can be your vocation, so that you don't have to do any acting in your life when you leave home to go to work, that you don't have to take off the real person that you are and throw it down on the couch."

Bridging Your Goals with Their Goals: A 'Context-driven Approach to Leadership'

While changing jobs and shifting careers is hardly unusual in today's business world, Russ Palmer is somewhat unique in that he has been the leader of three very different organizations over the past several decades. He was CEO of Touche Ross (now Deloitte & Touche) for 10 years, dean of Wharton for seven years, and now owner, chairman and CEO of The Palmer Group, a corporate investment firm. Each of these positions required very different skills and the ability to adapt to a unique set of challenges -- what Palmer calls "a context-driven approach to leadership." In his new book, *Ultimate Leadership: Winning Execution Strategies for Your Situation,* Palmer describes how today's leaders can adapt to, and succeed in, any business environment. He recently spoke to Knowledge@Wharton about his book and the challenges of leadership.

Below is an edited transcript of the conversation.

Knowledge@Wharton: Can you explain briefly what you mean by the "context-driven approach to leadership?" Is this the same thing as having the ability to read and react to a new situation, or is it broader?

Palmer: I think that it's broader. Let me say that I have 20 books in my library and they are all about leadership. They take the form of either principles of leadership or what some leaders have done. But I don't know of any that talk about context, which is how you execute leadership. Principles that we know include things like the personal integrity of the leader, judgment, serving as a symbol -- but context is all about execution. In top-down organizations, the environment is one of "do it and do it now." In academic organizations, it's much more collegial. In non-profits, with volunteers, there's a persuasiveness that has to take place all the time.

But when you change context -- either because you have changed jobs or you are in a different environment, such as one where the leader of a top-down organization suddenly has to share a business roundtable with his or her peers -- there definitely has to be a different kind of style in order

to be persuasive. Or [it might be a situation where] a business person goes into academia, such as I did. I think that most of the people who have done that have found it very difficult and many have failed. So, it's much broader: Context is about execution of leadership in different environments.

Knowledge@Wharton: Can you give us two examples -- one a situation where a leader successfully applied this context-driven approach to a particular situation or organization, and one where he or she quite obviously failed to do this?
Palmer: When I first came to Wharton, the first exposure I had was to the faculty, who were very apprehensive about some accountant from a big accounting firm, with a BA degree from Michigan State University, coming in and being the Dean. So I had to go into a totally different context than what I was used to and try to win their acceptance.
During the first faculty meeting that I spoke at, I saw that I wasn't really making headway. But at the end, I said to them: "If we are going to be the best, we are going to have to have the best faculty. And if we are going to have the best faculty, we are going to have to pay them at least equal to our competitors, Harvard and Stanford. I have done a study and you only make two-thirds as much as they do. I'm going to try to do something about that." I think that that was the thing that clicked with them, and [made them think], "Well, maybe this fellow from the business world isn't all that bad and we should give him a chance and see how he does."
As far as a situation where I think someone went into a different context and wasn't able to handle it, there is Bob Nardelli. He was from GE, as you know. He went to Home Depot, which had a completely different culture -- a family culture that had been built up over many years. He tried to change that culture for whatever reason, in very short order. He brought in a lot of people from the outside. He treated the board differently than it had been treated in the past. He had some good results. But, as one analyst said, he alienated his stockholders, his board and his employees. He's now at Chrysler and I think that that's probably a little more akin to the environment that he had at GE, although GE makes money, so we'll see how he does there.

Knowledge@Wharton: In a top-down organization, including the ones that you have cited -- like the airlines, automakers, defense contractors, the military, hospital operating rooms -- what are the landmines that lie in wait for leaders?
Palmer: The top-down organization tends to be more autocratic, although there are many top-down organizations that have very fine leaders who don't hit the landmines. But in companies like construction companies, auto companies, airline companies -- where it is a 'do it and do it now' situation -- leaders sometimes have a tendency to remove themselves from the real world around them.
After a while, they don't listen as much. They tend to think that they know all the answers. They often say to people, "We tried that four years ago and it didn't work." They become more insular; they don't get down to the lower levels and talk to the people who are having day-to-day contact with customers and others. And they have a tendency often to hang on to their job for too long. It's an exceptional situation where someone should stay at a job for more than 10 years. So, particularly in top-down organizations, this can be a problem.

Knowledge@Wharton: You were 37 when you took over as CEO of Touche Ross, the youngest person ever to attain that position in a "Big Eight," now "Big Four," accounting firm. But these days, CEOs, presidents and other top executives are often in their twenties. How much harder is it for young people to understand context-driven leadership, when they have had so little experience outside of the firm they started or helped make successful?
Palmer: You can be a leader at almost any particular age. So the fact that they are in their twenties doesn't preclude them from being a leader. Many young people I have met are very fine leaders and they have good judgment. The thing that they lack, in some cases, is they haven't had the experience.

In some way this has to be supplemented over some period of time so that they don't fall into the trap that many companies do.
You see buy-out firms purchasing companies that have been great -- that have been built up to a certain level but no longer have the [right] leadership. You will find it's because the original owners or founders haven't broadened themselves to do the kinds of things we are talking about here. So, I would say that for these young leaders, it's good to have some people around who have been through the fire, been through the wars, who they can listen to and who do understand context. On the other hand, I would say that one of the hallmarks of a leader is to be able to intuitively understand situations, and you can do that as well at 22 as you can at 37 or at any age.

Knowledge@Wharton: You relate the experience you had when you were a board member of Bankers Trust, and suggested to the CEO that he form a small group to identify potential threats to the bank. Two potential problems were a crisis in the Japanese stock market and a crisis in the derivatives area. Ironically both crises did come about and the bank still had done nothing to prepare for them.
Now, we see the whole subprime mortgage mess, in which banks and others failed to follow proper risk management procedures and ended up losing billions of dollars for investors. What prevented people from seeing and preparing for this outcome? Was it greed, arrogance, a herd mentality? Or is it just wishful thinking to hope that leaders who are making huge piles of money will stop and say "Hey, wait a minute, let's set up a crisis contingency plan."
Palmer: I believe that number one, it's greed, and number two, "everybody else is doing it so it must be a good thing." But how could we possibly imagine that what was happening wasn't going to be a calamity in the end? We had people selling mortgages, saying ... "Come in and we'll give you a mortgage, and we'll give you some money back."
Why could they get away with that? It is because they had no risk. They sold somebody a mortgage, or gave somebody a mortgage and then they sold it to somebody -- and at that point, they had no risk. The 'somebody' that they sold it to bundled these mortgages and sold them to somebody else. And then we broadened it out and securitized these mortgages in different forms and kept passing them around. Only at the last stop, in many cases, was there any risk involved.
But, if anyone had stepped back, they would know that this situation couldn't go on forever. I think it was the herd mentality -- the same herd mentality that said many years ago, "We know that there is a law against parking stock, but everyone knows that everybody does it." Then a few people went to prison and then people didn't think that any more. Not everybody joined this herd mentality. T. Rowe Price got out early on. They had a chief financial officer who said, "This doesn't make any sense." If anybody else had looked at it, they would have said the same thing.

Knowledge@Wharton: You talked a few minutes ago about your first Wharton faculty meeting, which was an example of understanding the self-interest of your constituents. But isn't the constituent's self-interest often at odds with what the organization needs or can afford?

Palmer: Yes, and it's your job to bridge their goals with your goals. I'll give you an example. We had students at Wharton and we had something that we called "The Plan for Preeminence." The students didn't seem too interested in it because they had given up a high paying job [to come to Wharton]; they were paying high tuition; they were forgoing two years of their salary; they were [getting an MBA] to get an even better job and make lots of money. They had very little interest in something that some dean called a Plan for Preeminence.
We constantly and consistently told them or suggested to them that the Plan for Preeminence was very important and that for the rest of their lives people were going to be asking them, "Where did you go to school?" They were going to be saying something like "Wharton" or "Harvard" or "Stanford," and people were going to be fairly impressed, at least initially. And that was going to help them get jobs. It would help them open doors and it would help them in innumerable other ways.

So it was in their interest that they help us make Wharton the best business school in the United States. Once we convinced them of that and once they could see that, they jumped in and helped us implement The Plan for Preeminence. So we bridged our goals -- The Plan for Preeminence -- with their goals, which I've already described, and moved forward.

Knowledge@Wharton: When describing your tenure as head of Touche Ross, you write about how you saw an opportunity to expand into the Middle East, specifically by establishing a relationship with Saba & Company, the main accounting firm in that area. As you recount in the book, a chief reason that Saba ended up joining with you was that you and three others from Touche Ross actually went to their offices in Beirut to meet with the top partners.
Most other Americans at that time were choosing a safer place to meet, where bombs weren't going off and buildings weren't getting blown up. But these days, everyone travels almost everywhere and most companies know that they must staff their offices abroad with local leaders, etc. So, what kinds of competitive advantages are there for leaders seeking business abroad, from the perspective of the context-driven approach to leadership?
Palmer: Find out what their goals, needs and desires are and help them fulfill them. It's one thing to say, "We want to sell you something or we want to buy something from you." That's a simple business transaction. But, it won't forge the kind of relationships that you need in today's world, our flat world with businesses and multiple companies.
In addition to doing business with them, you can find out: "Do they need certain types of training that you have in your organization?" You can be helpful in training them. Or maybe they can be helpful to your organization with certain technologies that you can share, marketing expertise. Be more of a supplier or a customer -- be someone who has an interest in their business -- and do your best to help them achieve their goals.

Knowledge@Wharton: You also talk about the need, every few years, to 're-seed' or 're-pot' yourself, so that you make sure that you get new challenges, whether it's in the same organization or in a totally new organization. Do you still believe that? About how often should people consider finding these new challenges and how do you ensure that they'll actually be available to you?
Palmer: Well, I do believe it. Ten years is a long time to be in a job. I was the CEO of Touche Ross, now Deloitte & Touche, for 10 years. We had 400 offices in 90 countries. I traveled constantly, over 200,000 miles a year. And after 10 years, number one you get worn down a little and number two, what's new? You're doing the same things, you've had the same experiences, you've been to the same restaurant in Paris when you met with the head of the Paris firm. You need to re-pot yourself. John Gardner wrote a great book on renewal. Everybody should read it. So, yes, you need to reinvigorate yourself, get your blood moving. Going into a new challenge is a great way to do that.
Conversely, if you stay too long, it's not a good thing. There are very few leaders who can stay in a job 15 or 20 years and not have a lot of people thinking, "When are they going to go? It would really be good for the organization."

Knowledge@Wharton: You say that the ultimate pitfall is hubris. Is that a personality trait or is it something leaders inevitably pick up once they get into positions of power and start believing that they are invincible. And, how you do recognize that you have become so ego driven that you are no longer effective and in fact could be dangerous?
Palmer: Well, it's something that is picked up: You weren't born with it and you probably didn't learn it early on. But you got yourself into a situation where everybody came into your big corner office and told you many times what you wanted to hear. They said, "That was a great speech that you gave" -- even though they know somebody else wrote it for you. "That was a great article that you were in, in the *Wall Street Journal*." At cocktail parties people always wanted to meet you and say, "This is so and so, the head of such and such." And so, after a while, you start believing your own press clippings.

Again, as I mentioned earlier, you have a tendency to stop listening. You have a tendency to have all of the answers, not only for your business, but for everything. You know about global warming, about Iraq and AIDS ... so forth and so on. You can go to a cocktail party and pontificate, and as long as someone doesn't know too much about the subject, he might be impressed. You have more and more meetings to tell people how it's going to be. And you have less and less meetings to tell people how it should be.
You don't really have town hall meetings with your employees because you just know that you are going to go out there ... and because they don't know the facts, they are going to start bitching about a bunch of stuff. You just don't want to hear that anymore. And then, your last act, you have a big reorganization and put out a new corporate manual -- and that's just about the end of you.

Knowledge@Wharton: You talk about how in times of crisis, a leader often has to make difficult decisions, without consensus and even without explanation. But, since it's almost always preferable to work with your team and to communicate well with everyone, how do you decide that the crisis is so great or so unique that it warrants this kind of go-it-alone approach?
Palmer: You determine that because you have great judgment. Leading in a crisis is your job. It's not anyone else's job in the organization. You don't have an office that you delegate this large crisis to. You are the leader and you take charge in a crisis situation. You know it's a crisis because your judgment tells you that this is a real crisis.
I just want to add that there's been a controversy forever on whether leadership can be taught. Leadership can be taught to a point. Leadership can be learned through experience. But you can't make a person a great leader if, for instance, they don't have judgment -- and judgment can't be taught. Judgment can be matured through experience. That's why, even though we don't like to think about this sometimes, there has to be a selection process. In that selection process a very heavy factor is the judgment of the individual.
I can reiterate the story that I told in the book of the school that came to me and wanted me to lead their new business school. I asked them what the objective was and they said, "The objective is to train outstanding leaders." And then I said, "Well, how are you going to draw these?" They were being drawn from the various parts of the other school. And then they said, "Anybody can get in." I then said, "How do you bridge those two things.... Can everybody from the other schools be outstanding leaders?" They said that they were going to think about that. Anyway, judgment, leading in a crisis -- you will know it when it happens.

Knowledge@Wharton: Apart from your own experiences, you also draw upon the experiences of other leaders, one of whom is General P.X. Kelley, the former head of the Marine Corps. There's a story in your book about how he motivated one of his marines. Can you tell us that story?
Palmer: Yes. I can't remember if it was in Vietnam, but it was one of our war zones. Kelley had a soldier who was a malcontent and who was [causing trouble, couldn't get with the program and so forth. He called him in and he talked to him and found out that he had a background in music, particularly the violin. The next time the supply officer -- the person who gets everything that you need, no matter what he has to do or where he has to go to get it done -- came in, Kelley told him that he wanted a violin.
He was able to get this violin and called this marine in and said, "I have something for you. Turn your back to me." He [then held out the violin]. The marine turned around and broke into tears. After that he played the violin, including at some of the evening gatherings they had, and he became a totally different soldier -- a very productive soldier. It shows that non-rational means can be some of the best means of motivating people.
We think about money as the motivator, or the bonus as the motivator. But the non-rational motivators are equally important and sometimes have greater impact than the traditional money, bonus, promotion, etc. type things. In American Education Centers, a large group of schools that I

owned, we had a yearly get-away called the Presidents Club. The people worked all year long to see if they could go to this. We went on cruises and different types of things. I can tell you that that was as important to our organization and to motivating people as the bonus system ever was.

Knowledge@Wharton: My last question is: What do you think is the most important lesson, in your book, that leaders and managers can draw?
Palmer: The most important lesson is that integrity is the foundation of leadership. If there is one thing that's even more important than judgment, it is that everyone around you believes that you are ultimately fair and honest and believe in what you say. The leader has to have integrity that is above reproach.

2. Useful References to keep your leadership mind ticking.

In no order of preference fiction and non-fiction that may be useful

Willmot E. 1987, "Pemulwuy – The Rainbow Warrior", Batman Books
Hunter D, 2007 "The Art of Facilitation"
Haddon M. 2003. "The Curious Incident of the Dog in the Night-time", David Finkling Books
Carnegie D. 2003 "How to wine friends and influence people", Harper Business
Bosch H. 1997 " Conversations with a New Director", Southwood Press
"Innovation and Imagination at Work" - Australian Institute of Management,
2004, McGraw Hill
"The Seven Heavenly Virtues of Leadership" – Australian Institute of Management, 2003, McGraw Hill
Dubrin A, Dalgish C, Miller P, 2006 "Leadership", John Wiley and Sons
Adler R, Rodman G, 2000, "Understanding Human Communication" Harcourt College Publishers
Mandela N, 2006, "Long Walk to Freedom", Abacus
Digh P,2008 "Life is a verb 37 Days to wake up, be mindful and live intentionally"

Websites
Knowledge @ Wharton - http://knowledge.wharton.upenn.edu/
Businessballs - http://www.businessballs.com/
Johnnie Moore's Weblog - http://www.johnniemoore.com/blog/
Chris Corrigan - http://chriscorrigan.com/parkinglot/?page_id=2
St James' Ethics Centre - http://www.ethics.org.au/

DVD
"Goodnight and Goodluck" – DVD
"Syriana" – DVD
The Outsider" – DVD
"Thank you for Smoking" – DVD
"Hotel Rwanda" – DVD

Writers and researchers worth hunting down
Peter Reason
Chris Argyris
Bob Dick
Pam Swepson
Ortrun Zuber- Skerrit
Kemmis and McTaggart

3. VISLC 2009 Roles and Responsibilities – Canberra

Lobbyist

- Introducer – 1 participant
- Q&A and Thanker – 1 participant

Graduation Dinner

- Chair – 1 participant.

Concept – No profiling – job is to manage the night – introduce self, overview of the evening, managing the processes during the evening (facilitating speakers to and from the microphone)

- Profiling – 3 participants–

Concept – Extension – why is this sector of the industry essential. 9 mins max

- Special Guest Host – 3 participants
- "Table" Hosts – 6 participants
- Program , Mission and Strategy Implementation – 3 participants –

Concept – Provide an overview of the program (Marcus), Talk about the mission and why it was important for the team to have a mission (Phil) and provide a summary of the strategy outcomes (David). 6 mins max

- Graduation Participant Profilers – 2 participants Stuart and Frances.

Concept – As each participants accepts their certificate a short 30 sec profile is to be read – who, where and future aspirations.

- Responding from the Group – 1 participant –

Concept – After certificates have been handed out Kim will respond on behalf of the team – thanking HAL and others for the program and what the VISLC 2009 team would like to see in the future. 5 mins

Industry Panel

- Chair – 1 participant
- Q&A Manager – 1 participant
- Thanker – 1 participant

Presentation of Mission and Strategies

- Chair – 1 participant

Concept – Responsibility is to introduce the course to the guests at the session and set the scene about what this session is about and how it will run.

- Q&A Manager – 1 participant

Concept – Responsibility is to manage questions from the guests (and participants) to the participants

- Thanker – 1 participant

Team Manager – 1 participant

Venue Liaison person – 2 participants – The Brassey Hotel

Name	Canberra
	1. Presentation of Mission and Strategies – Chair 2. Special Guest Host – Minister or his Representative 3. Graduation Dinner – Table Host
	1. Graduation Dinner Profiler – Extension 2. Team Manager 3. Graduation Dinner – Table Host
	1. Industry Panel Session – Q&A Manager 2. Graduation Dinner – Table Host
	1. Graduation Dinner Profiler – Extension 2. Graduation Dinner – Participant Profilers
	1. Presentation of Mission and Strategies – Manager Q&A 2. Graduation Dinner Special Guest Host – Ausveg CEO or Chair;
	1. Graduation Dinner – The Program, Mission and Strategy Implementation 2. Graduation Dinner – Special Guest Host – HAL
	1. Chair – Panel Session; 2. Graduation Dinner – The Program, Mission and Strategy Implementation
	1. Mission and Strategy Presentation Session – Thanker 2. Graduation Dinner – Response from the Group 3. Graduation Dinner – Table Host
	1. Lobbying Guest Speaker – Introducer 2. Graduation Dinner – Table Host 3. Graduation Dinner – Participant Profilers
	1. Industry Panel Session – Thanker 2. Graduation Dinner – The Chair
	1. Graduation Dinner – The Program, Mission and Strategy Implementation 3. Industry Panel Session – Thanker
	1. Presentation of Mission and Strategies – Thanker 2. Graduation Dinner – Table Host 3. Venue Liaison Person – The Brassey
	1. Lobbying Guest Speaker – Q&A and Thanker 2. Graduation Dinner – Profiler – Extension 3. Venue Liaison Person – The Brassey

Appendix 4 – VISLC 2009 Graduate Details

Participants – Vegetable Industry Strategic Leadership Course 2009

Name	Address	Phone and Email	Industry Information
Alan Norden	APVMA PO Box 6182, Kingston, ACT, 2604	026210 4769 Alan.Norden@apvma.gov.au	
Alison Anderson	New South Wales Farmers/ ARRIS P/L, 4 Tay Pl, Woronora, NSW, 2232	(02)95765449, 0400600628 aanderson@arris.com.au	Industry Development Officer
Chris McKenna	131 Gawler Rd, Gawler, TAS, 7315	(03)64253121, 0418966801 tazmck@gmail.com	Farm Manager
Frances Vella	New South Wales Farmers PO Box 387, Windsor, NSW, 2736	(02) 98383138, 0428228818 vellaf@nswfarmers.org.au	Regional Service Manager
Andrew Craigie	Craigie Bros. P O Box 22, Latrobe, TAS 7307	0418 144 040, 03 6426 1818, heathernoor@active8.net.au	Self-employed Business Partner
Marcus Brandsema	J & A Brandsema P/L, 8 Brandsema St, Turner's Beach TAS 7315	(03)64282319, 0409217131, jbrandse@bigpond.net.au	Grower
Kim Vincent	Vincent Produce, 138 Crossmaglen Rd, Bonville, NSW, 2441	(02)66534881, 0411189906, vincentproduce@hotmail.com	Owner/ Manager
Stuart Millwood	Simplot Field Service, 90 Granville St, West Launceston, TAS 7250	Stuart.millwood@simplot.com.au 0408038849	Potato Field Officer
Denise Kreymborg	Bowen District Growers Assoc PO Box 489 Bowen 4805 QLD	bdgainc@bigpond.com 07 47852860	Industry Development Officer
David Troldahl	NSW DPI Trunk Rd. 80 Yanco, NSW, 2703	02 69512546 david.troldahl@dpi.nsw.gov.au	DPI NSW District Horticulturist
Andrew Bulmer	30 Bulmer Lane Lindenow, 3865, Victoria	andrewbulmer@bigpond.com	Owner/Grower
Tundra Howe	PO Box 46 Don TAS 7310	03 6423 6008 0407 317 533 tundra.howe@tqainc.com.au	Quality Systems Facilitator TQA Inc.

Appendix 5 – VISLC 2009 Guests – Speakers and Dinners

Guest Details – Devonport 2009

Name	Details
Speakers	
James McKee – **Programs and making the most of them**	Chief Executive Officer NRM North Level 2, McKenzie Building 63-65 Cameron Street (PO Box 1224) Launceston TAS 7250 Ph: (03) 6333 7777 Fax: (03) 6334 2822 jmckee@nrmnorth.org.au
Mr Neil Armstrong – **Leadership Panel**	Managing Director of Forth Farms Produce Fresh vegetable exporters in Tasmania – also advised that his company does its own market visits to develop its business overseas. Forth Farm Produce Pty Ltd are a company based in Forth in the Australian state of Tasmania. Their main business area is vegetables. Forth Farm Produce Pty Ltd have 80 members of staff, and have achieved revenues of AU$25,000,000 of which export revenues have accounted for AU$8,500,000. 288 Leith Rd, Forth, Tas 7310 Ph: (03)64282505 Fax: (03)64282952 www.harvestmoon.com.au
Nigel Carey – **Leadership Panel**	Marketing Manager – Marketing, Sales and Freight – Global Field Fresh Tasmania Field Fresh grows world-class vegetables in the lush soils of north-west Tasmania and exports nearly 80 per cent of production. Sales of Cream Gold onions, red onions, Koyo carrots and other vegetables are underpinned by the high regard buyers have for Tasmanian produce. PO Box 1283, Devonport 7310 Tasmania Telephone: 03 64283942 Mobile: 0418140571 Email: nigel.carey@websterltd.com.au www.fieldfresh.com.au
Richard Bovill – **Leadership Panel**	Chair, Australian Vegetable Industry Development Group Fair Dinkum Food campaigner and named Tasmanian Australian of the Year 2006 Mr Bovill established Freshgro P/L in 1982 as a joint venture company with Woolworths to manage their Northern Tasmanian fruit and vegetable buying and distribution. Mr Bovill has 20 years experience in produce buying and distribution. Mr Bovill was also the Woolworths Tasmanian produce buying and distribution manager for four years until 2001 and he was instrumental in Woolworths import replacement with local product. Mr Bovill has extensive knowledge of fresh vegetable production, from growing through to retail. He is involved in a joint family business growing various crops and cattle on 1600 hectares in various parts of Tasmania. He is a member of the Tasmanian Food industry

	Council, a Director of Lemonthyme Lodge and Vice president of the Cradle Mountain Tourism association. richardbovill@bigpond.com
Industry Tour	
Rudy Gilham	Production Manager Responsibilities: Factory and Field Operations rudy.gilham@websterltd.com.au
Dinner Guests	
Daryl Connelly	Quality Systems Facilitator – Tasmanian Quality Assured Inc PO Box 46, Don, TAS 7310 P: (03) 6423 6008 F: (03) 6423 6112 M: 0439 139 436 E: daryl.connelly@tqainc.com.au W: www.tqainc.com.au
Linda Connelly	C/- Daryl Connelly (above)
Colin Birch	Prof Colin Birch, Tasmanian Institute of Agricultural Research University of Tasmania Cuthbertson Research Laboratories, Private Bag 3523, Burnie Tas 7320
Rosemary Grant	ABC Reporter – Northern Tasmania PO Box 201 Launceston TAS 7250 P:(03) 6323 1011 F:(03) 6323 1099
Richard Bovill	Chair – AVID Group TAS – as above
Ian McCallum	GM Devonport City Council PO Box 604 Devonport Tas 7310
Roger Jaensch	Exec. Chair – Cradle Coast Authority TAS PO Box 338 Burnie Tas 7320

Guest Details – Melbourne 2009

Name	Details
Speakers	
Hugh Tobin **Media and Messages**	hugh.tobin@ausveg.com.au Hugh Tobin joined the AUSVEG team in March 2009 and manages all vegetable and potato communication projects. Hugh recently completed his Masters of Communications at RMIT University and in his previous role worked as Public Affairs Manager for a public policy think tank. Hugh works full time from the AUSVEG office.

Panel – The Supply Chain	
Luis Gazzola	Producer – Gazzola Farms President of Vegetable Growers Association of Victoria Director – Gazzola Farms 0418172320 luis@gazzolafarms.com.au
John Roach	CEO - Fresh State John.roach@freshstate.com.au Victorian Chamber of Fresh Produce Wholesalers Inc. Melbourne Market Box 113 542 Footscray Rd, West Melbourne, 3003 T:(03) 9689 3233 F: (03) 9689 9223
Industry Tour	
David Fussell	Marketing Manager – Melbourne Market Authority 039258 6102 David.fussell@melbournemarkets.com.au
Dinner Guests	
Katie Fisher	Industry Development Officer Vegetable Growers' Association of Victoria Inc Mail Box 111 Melbourne Markets, 542 Footscray Road, West Melbourne VIC 3003; Tel: 03 9687 4707 Fax: 03 9687 4723 Mobile: 0429 990 553; Email: ido@vgavic.org.au www.vgavic.org.au
Tony White	Chief of Staff Joe Helper Minister for Agriculture – Victoria
Simon Ramsay	VFF President
Ian James	Vegetable Industry Economist Phone: 0439 440023; Fax: (03) 5678 3354; idea@jiskapark.com.au
David Costa	
Oliver Draganovic	03 9368 3355 0434 656 168 odraganovic@blushtomatoes.com.au www.blushtomatoes.com.au
Peter Walsh – MP	Member for Swan Hill 274 Campbell St, Swan Hill 3585 Vic Peter.walsh@parliament .vic.gov.au 0350323154
Luis Gazzola	President of Vegetable Growers Association of Victoria Director – Gazzola Farms 0418172320 luis@gazzolafarms.com.au
Gloria Gazzola	Gazzola Farms
Graeme Smith	President – Australian Hydroponic & Greenhouse Association

	PO Box 789, Woodend 3442 Victoria, Australia 03 5427 2143; 0427 339 009 president@ahga.org.au; www.ahga.org.au
Lisa Mahon	Herb Grower; Women in Primary Industries Advisory Panel Member; RIRDC Rural Woman's Award – Victoria Winner ken-duell@bigpond.com
Richard Mulcahy	Ausveg – Chief Executive Officer t: 03 9544 8098 f: 03 9558 6199 m: 0418 566 647 e: richard.mulcahy@ausveg.com.au
John Roach	Chief Executive Officer – Fresh State Melbourne Market Box 113 542 Footscray Rd, West Melbourne, 3003 0396893233; john.roach@freshstate.com.au
Hugh Tobin	As above
Meg Parkinson	Victorian Farmers Federation Policy Council mparkinson@vff.org.au

Guest Details – Canberra 2009

Name	Details
Panel	
Dianne Fullelove	Director – Dianne Fullelove & Associates Pty Ltd Mobile: 0413 101 646 Phone: 07 3374 0453 Email: diannefullelove@optusnet.com.au
Ian James	Vegetable Industry Economist Phone: 0439 440023 Fax: (03) 5678 3354 idea@jiskapark.com.au
Mission Launch	
Gary Tongs	Agri-Food – National Industry Career Specialist Rural Skills Australia 02 6273 2308 (w) 02 6273 7364 (f) 0409 970 912 (m) www.agrifoodcareers.com.au
Dianne Fullelove	

Stuart Swaddling	Managing Director – National Service Centre 6 Pedvin Place ANNANGROVE NSW 2156 TEL: 02 9679 4000 FAX: 02 9679 4040
Peter Ottesen	General Manager, Livestock Industries Branch & General Manager, Crops, Hort, Irrigation & Wine Branch Agricultural Productivity Division, Department of Agriculture, Fisheries and Forestry
Morgan Kiely	Horticultural Policy | Agricultural Productivity Division Department of Agriculture, Fisheries and Forestry P | 02 6272 5269 F | 02 6272 3778 Morgan.Kiely@affa.gov.au
Warwick	Warwick Scherf l General Manager Industry Services l Horticulture Australia Limited l Level 7 179 Elizabeth Street l Sydney NSW 2000 Australia Ph: +61 2 8295 2323 l Fax: +61 2 8295 2399 | Mobile: 0401 700 980 l Email: warwick.scherf@horticulture.com.au
Graduation Dinner	
Luke Hartsuyker	Member for Cowper 39 Little St, Coffs Harbour NSW 2450 0266526233 Luke.hartsuyker.mp@aph.gov.au
Hon Richard Colbeck	Shadow Parliamentary Secretary for Agriculture, Fisheries and Forestry Liberal Senator for Tasmania Ph: 03 6424 5960 Fax: 03 6423 5244 Email: katherine.mulcahy@aph.gov.au
Gary Tongs	Agri-Food – National Industry Career Specialist Rural Skills Australia 02 6273 2308 (w) 02 6273 7364 (f) 0409 970 912 (m) www.agrifoodcareers.com.au
Arthur Blewitt	CEO – AgriFood Skills Australia Address: Lvl 3, 10-12 Brisbane Ave Barton 2600 Tel: (02) 6163 7240 Fax: (02) 6162 0610
Peter Ottesen	General Manager – Crops, Horticulture, Irrigation and Wine Branch Agricultural Productivity Division Aust Govt Department of Agriculture, Fisheries and Forestry p. 02 6272 3060 f. 02 6272 3778 e. peter.ottesen@daff.gov.au
Elly Brandsema	8 Brandsema St, Turner's Beach TAS 7315 (03)64282319
Tony Gregson	Chair Plant Health Australia Suite 5, 4 Phipps Close, Deakin ACT 2600 www.planthealthaustralia.com.au Main: (02) 6215 7700 Fax: (02) 6260 4321
Lucy Keatinge	Industry Services Manager – Vegetables Horticulture Australia Limited

	Level 7 179 Elizabeth Street Sydney NSW 2000 Ph: 02 8295 2342 Fax: 02 8295 2399 Mob: 043 960 1198 Email: lucy.keatinge@horticulture.com.au
Alan Davey,	Senior Research Manager New Plant Products Rural Industries Research and Development Corporation. PO Box 4776 Kingston ACT 2604 Alan.davey@rirdc.gov.au
Bruce Bowen	General Manager of ABARE's Agriculture Branch Australian Bureau of Agricultural and Resource Economics Postal address GPO Box 1563, Canberra, ACT 2601 Australia
John Roach	Victorian Chamber of Fresh Produce Wholesalers Inc. Melbourne Market Box 113 542 Footscray Rd, West Melbourne, 3003 john.roach@freshstate.com.au
Jim Geltch	CEO Nuffield Australia Farming Scholars PO Box 586 Moama NSW 2731 Direct Ph: (03) 54800755 Fax: (03) 54800233 Mobile: 0412696076 Email: jimgeltch@nuffield.com.au Internet: www.nuffield.com.au
Dirk Platzen	Project Manager National Agricultural Monitoring System Bureau of Rural Sciences - Department for Agriculture, Fisheries and Forestry W: 02 6272 5041 M: 0421 798 238 GPO Box 858 Canberra ACT 2601 www.brs.gov.auwww.nams.gov.au
Rob Delane	Deputy Secretary and Executive Director, Australian Quarantine and Inspection Service Department of Agriculture, Fisheries and Forestry Rob.Delane@aqis.gov.au Tel: 02 6272 5440 | Fax: 02 6272 4906
Stuart Swaddling	Managing Director - National Service Centre 6 Pedvin Place ANNANGROVE NSW 2156 TEL: 02 9679 4000 FAX: 02 9679 4040
Ross Ord	Ross Ord - Training Advisor-Agrifood Industry Training consultant 8 Collingridge St Weston ACT 2611 rossord@hotmail.com 0412430728

Appendix 6 Media
Press Releases

14/2/09

Growing a great future – Horticulture Australia Ltd. initiates the Vegetable Industry Strategic Leadership Course – 2009

The HAL Vegetable Industry Strategic Leadership Course2009 commences on 24th of February 2009 in Devonport and concludes on the 20th August 2009 in Canberra. The HAL Vegetable Industry Strategic Leadership Course2009 is the leadership platform being delivered through funding from Horticulture Australia Ltd. in response to Vegevision 2020.The HAL Vegetable Industry Strategic Leadership Course2009 will managed and facilitated by Rural Training Initiatives' Jill Briggs. Jill has a significant leadership training profile in primary industries delivering a number of national and regional leadership programs and working internationally in capacity development.

The HAL Vegetable Industry Strategic Leadership Course2009 is the only national industry specific leadership program for the vegetable industry and will be designed in consultation with the industry. Local vegetable industry member..... from ..... will be one of thirteen participants who come from all sectors of the industry including growing, harvesting, processing, extension, exporters and marketing.

The course focuses on developing skills that participants can apply at three levels – personal, business and national industry. >>>>>>> will be encouraged to develop and implement plans associated with these three areas. The HAL Vegetable Industry Strategic Leadership Course2009 participants will also be involved in a nationally strategic project. Outcomes for participants will focus on personal, business and industry change and management. The content of the program ensures that participants are exposed to handling conflict, effective communication, efficient meetings, high performance team building, managing change and media training.

The program is designed for people wishing to take up leadership roles at all levels of the vegetable industry – workplace, supervisor through to industry representation. These roles maybe at a sector level or regional level but participants may also have national and international leadership aspirations. The focus, however, of the program is for participants to develop an understanding of how to impact positively, resulting in constructive outcomes for the vegetable industry at all levels.

Program manager and facilitator, Jill Briggs, Rural Training Initiatives, believes having all the industry in the room learning together adds enormous value. "To see people succeed in achieving specific goals through increased leadership capacity is definitely my high point," said Ms Briggs. "The HAL Vegetable Industry Strategic Leadership Course2009 has received enormous support from the industry through funding from Horticulture Australia Ltd. The project has been facilitated by HAL in partnership with industry and has been funded as part of the across industry program. The Australian Government provides matched funding for all HAL's R&D activities.

For further information please contact Jill Briggs 0260357284; 0409455710; rti@dragnet.com.au

22/5/09

Growing Leaders – Vegetable Industry Strategic Leadership Course – 2009

Press Release – May 20th 2009

The **HAL Vegetable Industry Strategic Leadership Course 2009** commenced on 24th of February 2009 in Devonport and concludes on the 20th August 2009 in Canberra. The **HAL Vegetable Industry Strategic Leadership Course 2009** is the leadership platform being delivered through funding from Horticulture Australia Ltd. in response to Vegevision 2020.The **HAL Vegetable Industry Strategic Leadership Course 2009** is managed and facilitated by Rural Training Initiatives' Jill Briggs. Jill has a significant leadership training profile in primary industries delivering a number of national and regional leadership programs and working internationally in capacity development. The **HAL Vegetable Industry Strategic Leadership Course 2009** is the only national industry specific leadership program for the vegetable industry and was designed in consultation with the industry.

The participants in the program are in residence in Melbourne from 26th of May until the 28th of May. "The Melbourne residential focuses again on sectors of the industry so an early morning tour of Melbourne Markets will ensure that all participants in the course have a clear appreciation of this section of the supply chain", said Jill Briggs of Rural Training Initiatives Pty. Ltd.

The second residential being held in Melbourne, also incorporates skill development sessions on media, conflict, power and personalities. "The second day however provides the participants with time to understand their industry in greater detail and enhance the course mission through a team research activity which will be planned, managed and implemented by the participants. "They have a real chance to experience leadership in action on the second day" Jill said.

The course focuses on developing skills that participants can apply at three essential leadership levels – personal, business and national industry. The course is designed for people wishing to take up leadership roles at all levels of the vegetable industry – workplace, supervisor through to industry representation. "We have participants from nearly all the sectors of the industry and from many regions of Australia. The diversity of the participants is one of the great strengths of the program as the participants learn informally about their industry from each other". The industry stakeholders and experts will join the participants as guest speakers and at the industry networking dinner held at North Melbourne Rydges on the 27th of May. In attendance at that dinner are politicians, government representatives, industry leaders and farmer representative organisations.

For further information, photos and interviews please contact Jill Briggs 0260357284; 0409455710; rti@dragnet.com.au

17/6/09

How Leaders Grow – Vegetable Industry Strategic Leadership Course – 2009

The inaugural **HAL Vegetable Industry Strategic Leadership Course 2009** commenced on 24th of February 2009 in Devonport and concludes on the 20th August 2009 in Canberra. The **HAL Vegetable Industry Strategic Leadership Course 2009** is the leadership platform being delivered through funding from Horticulture Australia Ltd. in response to Vegevision 2020. The **HAL Vegetable Industry Strategic Leadership Course 2009** is the only national industry specific leadership program for the vegetable industry and was designed in consultation with the industry.

The VISLC is a six month course and has drawn participants from across the nation and the supply chain. Marcus Brandsema – grower from Tasmania's north says that the diversity of the participants in the program has been of great benefit to all "We are obviously developing relationships that I expect will be good to continue, particularly as we progress our leadership within the industry, to be able to maintain this "network" with a group of such a diverse background." Jill Briggs, course facilitator adds "The team have been drawn from right across the eastern seaboard of Australia and this diversity brings great knowledge to the group. Knowledge of different growing systems, governments and markets provides a really high level of informal learning"

The course requires commitment from the participants at a number of levels. The first significant commitment are the three residentials, one in Devonport, one in Melbourne and one in Canberra, spread evenly across the six months. Denise Kreymborg participant from Bowen in Queensland says "I am doing the course to gain vital leadership skills that I can use to encourage the industry to move forward and implement change for a more sustainable future." Marcus also suggests that the best thing about the course is the opportunity to gain some leadership skills to assist in the involvement in the industry going forward". The industry dinners, guest speaking session and panel sessions are all essential elements. Participants have provided Jill Briggs with opinions via the comprehensive evaluation that the industry dinners can be stressful as there is a high level of expectation and performance however the networking opportunities are great considering the CEO of Ausveg, Fresh State were in the same room with the Ministers Chief of Staff and a numerous of industry leaders giving participants access to all guests through conversations around tables and throughout the night.

The course, of course, ensures that participants have an opportunity to be involved in skill sessions which allow for understanding of self but provides opportunity for participants to set personal leadership benchmarks. The course evaluation to date indicates that at the last residential many participants indicated that the conflict resolution session was excellent but the contra feedback is that a small number found it difficult and challenging which illustrates that fact that all sessions are useful but enjoyment has differed amongst the 2009 team. The same can be said about responses to the communication session focused on public speaking. Nearly all the participants spoke of how confronting this session was but also about how proud and positive they felt when the session concluded. Throughout all the sessions the facilitators are encouraging the participants to set their own goals and work towards them. "This philosophy is driven by our significant knowledge regarding adult learning processes – we are really mindful that adults like to learn in many different ways and so we craft our sessions to allow for as many different ways of learning as possible" says Jill Briggs. The course also incorporates many guest speaking opportunities from graduates of leadership programs through to industry leaders; supply chain experts through to economic analyst. The whole team spoke extremely highly of the three main speakers during the second residential in Melbourne – Luis Gazzola – Gazzola Farms, Hugh Tobin – Ausveg and John Roach – Fresh State. The team spoke of organised, key messages and passion and knowledge as areas that impressed the most for all the speakers that they have had the opportunity to listen to.

But so much for practicalities what about learning in action, what have the individuals and the whole team achieved to date. Well if it can be measured changes Marcus suggests has given him useful skills, "For example personality types including my own, how knowing this can be of benefit in approaching other people, and it has made me aware of how people around me need to support me in specific ways, how this knowledge can be useful in running a meeting and learning that my target is to be assertive.". It is clear that at a personal level the participants have gained new insight and skill practice. They also have spoken to each other about areas identified for personal action, improvement and implementation. At an industry level the participants have sighted such action as:- managing efficient and high-value meetings, understanding and implement positive team behaviour in the industry and confidence in expressing new and important issues to the industry. At a business and workplace level participants have set similar personal outcomes:- increased time management; effective communication; understanding others strengths and using them efficiently.

Throughout the course six months the participants are encouraged to monitor their own progress through conversation based sessions during the three residentials and also through support from the facilitators between the residentials. These leadership learning plans will also be a part of the focus during the public presentation of outcomes in Canberra on the 20th of August.

Gains for the industry can be measured in three ways. One measure is how the participants, at this early stage, have implement their learning at a personal, business and industry level and these are articulated through feedback sessions with indication that all the participants have made change – new roles in industry organisations, more careful use of staff skills, clearer understanding of presenting clear and concise messages in various forums. The second is witnessing the practicing of skills during the residentials and in between. The participants are provided with numerous opportunities to "have a go" and all are more than willing to explain how they would improve with a second attempt Denise says that "The leadership skills I have gained during the course, so far, have enabled me to better understand the industry at all levels. It has helped me enhanced communication flow of information".

The third measure of industry gains from the course is the activity surrounding the mission that the VISLC 2009 participants designed and continue to refine. By the second residential in

Melbourne the team had refined for a third time their six months (and beyond) mission. From the teams mission three strategies were developed.

The Vegetable Industry Strategic Leadership Course 2009 Mission

To enhance communication to benefit the vegetable industry.

And the strategies that are being developed are:

Strategy 1 – Identify existing networks including relevant groups and bodies

Strategy 2 – Create a network to improve communications

Strategy 3 – Develop a National Vegetable Industry Services Guide.

This group is clearly passionate about their industry and as a team believe that they can make a positive impact on to the industry but some of the key questions that have been asked by the participants are: Can we really make a difference? Will the industry want to be involved with our mission? Can we really do this? But as a team they are coming to the conclusion that the answer these complex questions and more challenging questions are usually yes or why not? Jill Briggs mentions that, "some of the participants and others beyond the course might feel more

comfortable if control was constantly being applied but the reality is that control is not productive when learning is occurring – directing and small touches to the steering wheel are important. The course is about learning, trying things out, practicing and possibly making mistakes – isn't that what happens when you are providing leadership?" Marcus adds "That it is a work in progress, but all these skills are of benefit" Denise also suggests that "I would like to continue to build networks and see improved communication within the industry. I would like to be part of the process of change."

To date the program has been successful, of course not everyone has had all the sleep they needed but the course encourages, through feedback sessions and conversation activities, the participants to continually improve on their outputs. If industry is interested in change and positive leadership then engage with the HAL funded and industry supported course and connect with the thirteen participants, there is bound to be one not far from you.

25/8/09

How Leaders Grow – Vegetable Industry Strategic Leadership Course – 2009

Twelve (12) passionate vegetable individuals graduated as a team of leaders from the inaugural HAL Vegetable Industry Strategic Leadership Course (VISLC) 2009 in Canberra on the 20th of August 2009. They presented three (3) strategies to the industry that the team of leaders believe will assist the whole industry to move forward. The Vegetable Industry Strategic Leadership Course were officially graduated by Tasmanian Senator Richard Colbeck and witnessed and congratulated by key industry stakeholders at the Graduation Dinner on the evening of 20th August.

The VISLC is the leadership platform being delivered through funding from Horticulture Australia Ltd. in response to Vegvision 2020. The VISLC is the only national industry specific leadership program for the vegetable industry and was designed in consultation with the industry. The program commenced on 24th of February 2009 in Devonport and the final residential finished with the Graduation Dinner on the 20th August 2009 in Canberra.

The six month course drew participants from across the nation and the supply chain. Marcus Brandsema – grower from Tasmania's north says that the diversity of the participants in the program was of great benefit to all. "We have developed relationships that I expect to continue, particularly as we progress our leadership within the industry – to be able to maintain this "network" with a group of such diversity is vitally important."

During final stages of the Vegetable Industry Strategic Leadership Course the participants are self-managing the majority of the activities. "The industry meetings, the mission launch and the graduation dinner in Canberra are all self-managed activities" said Jill Briggs, Project Manager, "The course is carefully constructed to provide the team with skills, confidence and feedback to ensure that during the final stages the participants are operating as a leadership team with little input from the facilitators". VISLC 2009 graduates were successful in securing meetings with the Federal Minister for Agriculture, Fisheries and Forestry – Tony Burke, Research Organisations including Rural Industries Research and

Development Corporation and members of the Shadow cabinet. “By the third residential and final stage in Canberra we have complete confidence in the group and we know that they are more than capable of managing a professional meeting resulting in strong “action” outcomes for all involved” said Jill.

At the final residential in Canberra last week, participants presented a Mission Launch to the industry. The launch consisted of three strategies that the participants believe will make a difference to how the industry communicates and interconnects – a database, a communication network and an industry services guide. The strategies will be managed by the VISLC 2009 team until a clear industry partner is identified who can ensure that these valuable resources are used to benefit the whole industry.

Further Information and interviews contact; Jill Briggs – Manager – Vegetable Industry Strategic Leadership Course 2009 – 0260357284; 0409455710`

16/9/09
VISLC 2009

Graduates Speak of Their Leadership Experience

Tasmanian Senator Richard Colbeck graduated 12 participants from the Vegetable Industry Strategic Leadership Course 2009 in Canberra in August. The graduates were joined by current industry and political leaders as well as industry stakeholders and the course funders and supporters to celebrate a six month learning experience that commenced in Devonport in February. The third and final residential session in Canberra was the culmination of nine days of face-to-face learning, industry tours, guest speakers and networking events.

David Troldahl – NSW DPI says that the highlight of the program from him was the incredible network he has built and the high calibre of the industry stakeholders he has been introduced to during the activities “We met people across all the organisations of the industry including connecting with the Federal Minister of Agriculture Fisheries and Forestry.” Marcus Brandsema – Tasmanian Hydroponic Tomato grower adds “We met some of the current leaders and we also were able to have conversations with them which allowed us to understand their industry perspective”

Although the course is six months the commitments for participants is to attend three course residentials held in three different locations in Australia – Devonport in February; Melbourne in May and Canberra in August. Each residential involves skills sessions, industry tours and industry networking activities including dinner and guest speakers and panels. Apart from the formal sessions VISLC 2009 graduates would suggest that there are other expectations of participants; a commitment to working in a team to deliver a mission strategy which is similar to a team project and a willingness to implement new leadership processes. “The Vegetable Industry Strategic Leadership Course wasn't just about showing up during the residentials’ says Tundra Howe from Tasmania, “there is a commitment to working with your team on the groups mission and team strategy beyond the time spent face-to-face”.

The 2009 VISLC mission was to form a network to provide communication to benefit the vegetable industry. Three strategies were developed from the above mission and managed and delivered by participant strategy teams were:-

1. Identifying existing networks including relevant groups and bodies

2. Create a network to improve communication

3. Production of an Industry Services Guide for national and state

The strategies were fully or partially delivered by the conclusion of the course and many of the 2009 VISLC graduates have made a commitment to follow on their outcomes for the industry.

Over the planning for the first vegetable industry leadership course decisions were made about where to deliver the three residentials and what time of year would suit the industry. The course starting date had to be adjusted from November 2008 after the clear response from the industry was "Wrong time! Wrong Date!", The skills sessions were developed from the ongoing identification of what leadership requires of its leaders. The mission was developed by the team which matched with conversations prior to the course indicated that the industry would benefit through focusing on the future. Guest speakers and industry networking activities were partially developed by the participants including guest invite list and topics to be covered during panel sessions.

There are some non-negotiables in the course structure and one is to observe the Federal Parliament during question time. "I loved question time and I am definitely going back to sit through a whole session. But I also enjoyed the personal development particularly the conflict resolution, Belbin, and Information session on power, I loved it all." said Tundra Howe of TQA Australia. "I think the course should run for 12 months if that was possible", Tundra added. Stuart Millwood, Potato Field Officer, Simplot said "The course has equipped me with the necessary tools to better my leadership skills. The course has given me a better understanding of communication, facilitating high value meetings, networking and team building. Also the group's diversity brought great knowledge to the group."

"From an outcomes perspective I believe that course has enabled 12 industry people to now take on roles of responsibility within the industry at various levels" says Jill Briggs, course designer and manager. Daivd Troldahl says "I am sure we all learnt but the confidence I built during the program is an indication that others have also developed confidence and we are all more aware of how to access people in decision-making positions. If we can continue to develop 12 or more people each year the industry will be in a great position going into the future".

The participants spoke of the lasting benefits of the program. Stuart stated that "I am hoping that the Tasmanian potato industry will benefit from my personal leadership development. I am hoping that any positive influence I can make will help keep this exciting industry recognised, sustainable and unified." Marcus spoke of the participant's having an impact "As participants complete the course and use their skills in their own circumstances, it will benefit not only that individual, but also the people around that person. So that being the case, as we find ourselves in various leadership roles, we will be better equipped to handle the situation including our industry. As more people complete the course, there will be more leadership skills being used, so this has to create a positive impact in the horticultural industry." Tundra spoke of her new understanding having a lasting impact "The vegetable Industry has a lot of people with amazing skills and commitment but I now understand that the sometimes the people that hold positions of power don't have all the answers.

"The lasting benefits are also the amazing mission results the team achieved within six short months. Not only do the graduates know now to work together under duress they also have two extremely

tangible assets that the industry should embrace. Also there is an appropriate amount of time for individuals and groups to analyse their achievements throughout the course and this is a strong part of the learning that the graduates will take into their future leadership roles," said Jill Briggs.

Rural Training Initiatives designs and manages leadership training across a number of primary industries and in rural communities. "It is our process of evaluation and ongoing consultation which ensures that we are continually improving what we deliver. We have thoroughly evaluated the program from the participants perspective and ongoing conversations will occur with industry to ensure that we are matching both stakeholders needs" said Jill. "Having said that we also have been researching and managing programs for well over a decade and have clear indicators of success that we continue to incorporate into all our programs."
All reports suggest that there will be ongoing national leadership training for the vegetable industry. Interested individuals and organisations contact can be made through Dianne Fullelove - Vegetable Industry Development Program - People Development on Mobile: 0413 101 646 Phone: 07 3374 0453 Email: diannefullelove@optusnet.com.au