



KELLOGG
RURAL LEADERSHIP
PROGRAMME



“Increasing field reps’ knowledge of grain trading”

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Course 41 2020

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Foreword

I was brought up on a 445ha arable and store lamb finishing farm 5km from Methven. Our farm has been in the family for four generations and this year we celebrated farming at Bingley for 100 years.

I spent four years in Dunedin at the University of Otago where I completed a Bachelor of Commerce and a Bachelor of Arts. In 2009, after university, I accepted a role with an Australian owned company, One World Grain (OWG) where I was based in Melbourne. OWG was a grain export company specialising in container grain exports into Asia and New Zealand. My initial purpose was to develop a market of feed grain buyers in New Zealand to sell Australian origin grain to. I also handled export/import logistics documentation for our shipments into Asia and New Zealand. When I took on this role, OWG had no customers in New Zealand. I built this role up from nothing to be the largest container importer of feed grain into New Zealand, at the time.

After seven years working for Australian origin grain export companies, in 2017 I decided I needed to broaden my skill set and get some domestic New Zealand grain trading experience. For the past three years I have been working as a domestic grain trader for Farmlands Cooperative. I manage their grain trading position and oversee grain procurement for our feed mills and our large milling and feed end users, working closely with our field reps' team throughout the country. I participate in the Arable Industry Marketing Initiative (AIMI) working group, New Zealand Grain & Seed Trade Association (NZGSTA) in the Grains Group and collaborate with industry to facilitate grain trading.



Executive summary

“The nation must grow its people who are working across the food and fibre value chain.” (Grimmond et al., 2014). The human capability required to meet the primary industry’s strategy for 2025 is a forecasted 4,700 increase in jobs associated with the arable industry (2012 to 2025). It is therefore critical that as an arable industry we are prepared to grow, and our people are trained and skilled to meet our primary industry strategy.

The aim of this report is to research the development of a grain trading course for field reps, specifically targeting field reps in their first two years out on the road with the objective that it is used by agribusiness organisations. Industry could use this research document to inspire further discussion and development on upskilling our people in arable.

The methodology included an exploratory literature review which concluded that there is a gap in arable training and development in New Zealand. I looked at overseas grain trading courses: two that stood out were the Grain Trade Australia (GTA) courses and the Kansas State University - International Grains Programme (IGP). These courses are based in Australia and the midwestern State of Kansas in the USA where grain production is key to their economies.

I created a semi-structured questionnaire, and targeted grain traders from the arable industry with field rep staff and arable growers from the various cropping areas throughout the country.

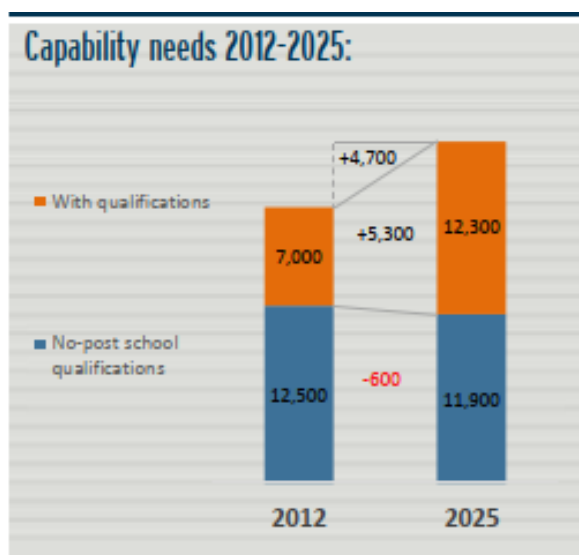
As a result of the information gathered from the literature review and the grower and industry surveys, it is my recommendation that a grain trading course should be developed in New Zealand, with the following guidelines.

- A course template is created that is operated from the industry body, NZGSTA, with the intention of the course operating biennially or as required. I would recommend NZGSTA act as the facilitator alongside an education provider such as Lincoln University, to run the course.
- The suggested course outline is for a 3-day grain trading course for field reps. Day 1, a full day, Day 2, a ½ day. Both days are done consecutively. Day 3, a ½ day, six months later. Speakers with relevant experience would be brought in to present on each of the topics.
- An elected member of the NZGSTA executive committee is appointed to oversee training and development. Personnel training and development needs to be at the forefront of our industry and any course offered, should continue to evolve and remain relevant.
- A customised in-house training option should be available, as we have seen with Ravensdown and their cropping course. This would potentially suit some of the larger companies with rep teams, as businesses can take on the base course content and adapt it to suit their individual company culture. As with the above course template a service provider such as Lincoln University could run the course.
- From the feedback from the grower survey, “that the link the field rep holds between the firm and the farmer is most important,” my recommendation would be that the course provider identifies good growers, that are willing to be mentors, to new field reps. One farmer assigned to one rep. The course provider communicates with the growers before Day 3, to provide constructive feedback, that can help assist individual field reps. This is a similar concept that Primary ITO adopts, where it gets the employer to verify on-farm training.
- Further work needs to be done on the funding for the course. Perhaps, opportunities for industry sponsorship. The intention is however, that the course is funded by the attendees or their employers.

1.0 Introduction

In 2012, the primary industries and the Ministry for Primary Industries set a common goal: to double export returns by 2025. Human capability has been identified as a core asset underpinning the achievement of this goal, and we must grow our workforce across the food and fibre value chain if we are to have any chance of doubling exports (Grimmond et al., 2014).

The chart below indicates the human capability required to meet the primary industries strategy for 2025, for the arable sector. It forecast a 4,700 increase in jobs associated with the arable industry - a 24% increase between 2012-2025.



(Grimmond et al., 2014)



(MPI, 2020)

In 2019, the government created a food and fibre skills action plan working group with primary industries. The aim of the skills action plan initiative is to support the development of a skilled workforce that meets the current and future needs of the food and fibre sector. The diagram above represents:

- Knowledge – information and systems to develop.
- Attraction – people, education, training and development.
- Education – learners with sufficient skills required.
- Employment – attract, develop and retain skilled and productive workforce.

It is therefore critical that as an arable industry we are prepared to grow, and our people are trained and skilled to meet our primary industry strategy.

1.1 Background

The arable industry's contribution to the New Zealand economy is substantial, and includes the following annual production:

- 40,000 tonnes of seed off 40,000 hectares.
- Seed with an estimated value of \$150–170 million and seed exports of \$70 million.
- 950,000 tonnes of barley, wheat, maize and oats.
- 350,000 tonnes of grain for human consumption and 600,000 tonnes for animal feed.

The estimated farm-gate value of the above production is \$370 million, the compound feed industry value of \$500 million, poultry and pork products produced from this grain is \$1.2 billion and retail value of cereal products is \$1.2 billion (NZGSTA, 2020).

1.2 Arable industry initiative

The Arable Food Industry Council (AFIC) – the umbrella group for cereal, grains and seeds growers, processors and researchers, has set itself a goal of New Zealand being self-sufficient in milling wheat by 2025 (Lawrie, 2019).

Currently, 25-30% of New Zealand's daily bread content is from wheat grown in New Zealand. An extra 250,000 tonnes (25-30,000ha – depending on irrigated or non-irrigated land) of milling wheat is required to meet the AFIC goal by 2025. In 2018, Countdown made the commitment to use Canterbury grown and milled wheat for instore baked bread and rolls across its 177 stores nationwide. This was driven by consumer demand for locally sourced New Zealand product.



2.0 Aims and objectives

The aim of this report is to research:

- Developing a grain trading course for field reps, specifically targeting field reps in their first one-two years out on the road.
- Provide insights to industry and gain insights myself.

The objectives of this research are that my report is used by agribusiness organisations, industry to inspire further discussion and development on upskilling our people in arable for the benefit of all stakeholders.



3.0 Literature review

This chapter looks at a review of previous work. I investigated a selection of grain trading courses that are available overseas, then secondly, reviewed what Agri-courses are available in New Zealand.

3.1 Selection of grain trading courses that are available overseas

See appendix 10.1

3.1.1 Grain Trade Australia (GTA)

GTA is Australia's grain industry body that was formed to formalise commodity trading standards and standardise grain contracts across the Australian grain industry. GTA runs training and development workshops for its members. Workshops operate twice per annum in a semester 1 and 2 option. Due to the Covid-19 pandemic, the workshops are being delivered via webinar for 2020. GTA offer a variety of workshops for the grain supply chain, with course presenters having substantial grain industry experience. Individuals pay for the course that they partake in, GTA members receive a discount. All courses seek credit toward a GTA Diploma of Grain Management.

3.1.2 CME Learn Institute

Chicago Board of Trade (CBOT) offers a large variety of short webinars on-demand "designed to help you at each stage of your trading journey to improve your understanding of markets" (CME, 2020). Webinars are available for anyone to access to learn about futures and options markets and are free to view. Webinars are short informative focused topics that are presented with a YouTube video along with a written pdf accompaniment.

3.1.3 Kansas State University - International Grains Programme (IGP)

IGP operates in the Grain Science Complex on the campus of Kansas State University. It is the "only university in the world to offer bachelor's degree in the areas of bakery, milling & food science and management". (KansasStateUniversity, Grain Science and Industry, 2020)

Its core curriculum for IGP is focused in 3 main areas.

- Feed Manufacturing & Grain Quality Management
- Flour Milling & Grain Processing
- Grain Marketing & Risk Management
 - Grain Procurement and Purchasing Course
 - Risk Management for Senior Executives Course

The area that interested me specifically for this report was the grain procurement and purchasing course.

3.1.4 Summary

Each course provider has adapted their syllabus to virtual online seminars this year with Covid-19 pandemic conditions. This is interesting, as it shows they are all committed to business as usual and will adapt to changing market conditions to continue to upskill individuals.

Grain production is key to both the Australian and midwestern State of Kansas (USA) economies. They are both large grain producers and are key grain export origins. This is likely why they have well established grain training

programs. Course content focuses on the grain supply chain and has skilled presenters with industry experience to bring real-life experience to topics.

CME Learn Institute is different to the other two examples as it is offering short, approximately 10-minute presentations on set topics, like a podcast. It is fulfilling its commercial responsibility to inform its consumers by having available information that is accessible for futures and options traders.

3.2 Review what Agri-courses are available in New Zealand that could be used as a guide for a grain trading course.

See appendix 10.2

3.2.1 Primary ITO

“Better knowledge and skills will boost your career,” (PrimaryITO, 2020). Primary ITO is on the ground working with individuals, business and industry.

Most sectors in the primary industries are represented through ITO (Dairy, Horticulture, Meat & Fibre, Seafood, Primary Services and Dairy Processing). The arable sector is not currently offered, but ITO have recognised this gap and in mid-2021 are due to release courses for the arable sector.

Currently, enquiries from arable are put into Horticulture, specifically the vegetable production course which has some cross over. Courses are focused around six training days in person and remaining on job practical work that is verified by an employer, along with some written work. Courses are split into three categories, starting out, 1-2 years’ experience and management responsibilities. Each course gets points that can go towards further qualifications.

3.2.2 Lincoln University

Grain & Seed Reps Course – no longer active last held 2012.

Seed Technology Course – training in seed production, seed quality and post-harvest seed technologies. This course provides the opportunity to work with New Zealand’s leading seed companies and most experienced seed researchers from Lincoln University and the Crown Research Institutes.

Ravensdown Cropping Course – Ravensdown field staff participate in a course yearly held on cropping agronomy with a range of topics presented throughout the week.

3.2.3 Ballance Agri-Nutrients learning modules for Farmlands Cooperative

Farmlands Cooperative has recognised the need for upskilling and has a Centre of Learning division within the organisation. The Ballance training for Farmlands field staff is three modules involving pre-work, individual online training, classroom and a field trip to apply the skills learnt, finishing with an assessment.

3.2.4 New Zealand Grain and Seed Trade Association (NZGSTA)

NZGSTA Grain & Pulses Forum is held bi-annually and is well supported by industry and grower attendance. A range of presenters from financial and international markets, grain traders, and end-users speak at a one-day forum.

3.2.5 Summary

Farmlands Cooperative and Ravensdown are both investing in upskilling staff to increase their knowledge to identify and offer product to benefit the cooperative and grower. The companies are valuing this increased knowledge, with Ravensdown investing in a course from Lincoln University, a well-recognised and respected institution, and Farmlands working with Balance Agri-Nutrients to produce modules that will upskill staff to better service its shareholders.

Primary ITO's focus is on the ground working with people to grow their careers and expand their knowledge and has a different target market compared to the other course providers.

3.3 Conclusion

The grain producing centres of Australia and the State of Kansas both have comprehensive courses to upskill their grain reps. While some companies in New Zealand have short courses for their employees, there are no grain trading course available publicly anymore. Unlike Australia and Kansas, New Zealand's arable industry is very small and has been able to train their field reps in the field. As our industry grows training and development will become crucial as the complexity of farming and quality standards and record keeping continues to increase. All contributors to the food story must become more highly skilled.

4.0 Methodology

The methodology used for this research report included an exploratory literature review followed by a qualitative approach using a semi-structured questionnaire.

Literature review

The literature review explored a selection of grain trading courses that are available overseas, then reviewed a variety of Agri-courses that are available in New Zealand. This helped identify key areas to focus on which were carried through into the semi-structured questionnaire.

Semi-structured questionnaire

The semi-structured questionnaires were conducted with key stakeholders. Two surveys were involved in collecting insights (see appendix 10.3 and 10.4):

1. Industry – targeted grain traders from organisations with field rep staff.
2. Arable growers – a spread of growers from the various cropping areas throughout the country were selected.

In total, there were nine industry questionnaires and ten arable growers surveyed. The written responses were grouped into common themes and are displayed graphically throughout the report. An average was calculated for the responses to Questions 5.1.2, 5.1.5 and 5.1.7 to provide an average ranking for these questions.

It should be noted that the low number of questionnaires and spread of arable growers and industry could be a potential limitation and represent a bias. I did my best to select a range of growers from the Lower North Island to Southland to get a selection from the cropping areas.

5.0 Findings & discussions

5.1 Questionnaire results from Industry and Growers

5.1.1 Value of a grain trading course to industry

Question 1 - industry:

Do you see value in a grain trading course, potentially run by industry?

Table 1: Number surveyed that selected yes or no, for value of a grain trading course to industry.

Yes	8
No	1

Only one individual of those surveyed indicated that they didn't see value in a grain trading course, potentially run by industry. The reason given, was that grain is a function of arable and they didn't see value in a standalone grain trading course.

5.1.2 Importance of the arable rep to growers

Question 1 - grower:

Regarding the performance of your arable rep, rank the following (most important 1, to least important 6).

Table 2: Importance of the arable rep to the growers surveyed (Most important 1, to least important 6).

Average Ranking	
1	Relationship
2	Technical advice
3	Contract options
4	Service
5	Access to lower cost products
6	Market information
7	Other - Open and honest

The growers' answers were averaged, providing the ranking above. However, it is important to note that if you are to group the attributes into technical attributes (technical advice and contract options) and relationship attributes (relationship, service, open and honest), there appears to be two types of growers.

Three out of ten growers prioritised the relationship attributes, whereas another three prioritised the technical attributes. Four growers, however, ranked a mixture of each attribute as the most important. Access to lower cost products and market information was ranked least important by all growers.

The ranking information and comments provided showed that the relationship for growers was key, it either clicks or it doesn't. Growers see the rep as a partnership, and not a salesperson; it is important that the rep gets along with farm employees and the farming family. It was also important to growers that reps were reliable -

doing what you say you will do was a key theme highlighted. One grower noted the importance of having a good back-up structure higher up in firms for reps and farmers to access.

Technical advice can have a big financial benefit to a business and with contract options was ranked as second and third importance. Several growers surveyed mentioned they value independent farm advice by having a farm advisor. Contract options reflected what company the field rep works for, not the on the field rep themselves.

5.1.3 Skills of the arable field rep

Question 2 for grower and industry:

In your view, what are the top 3 skills that are most important for a rep's success?

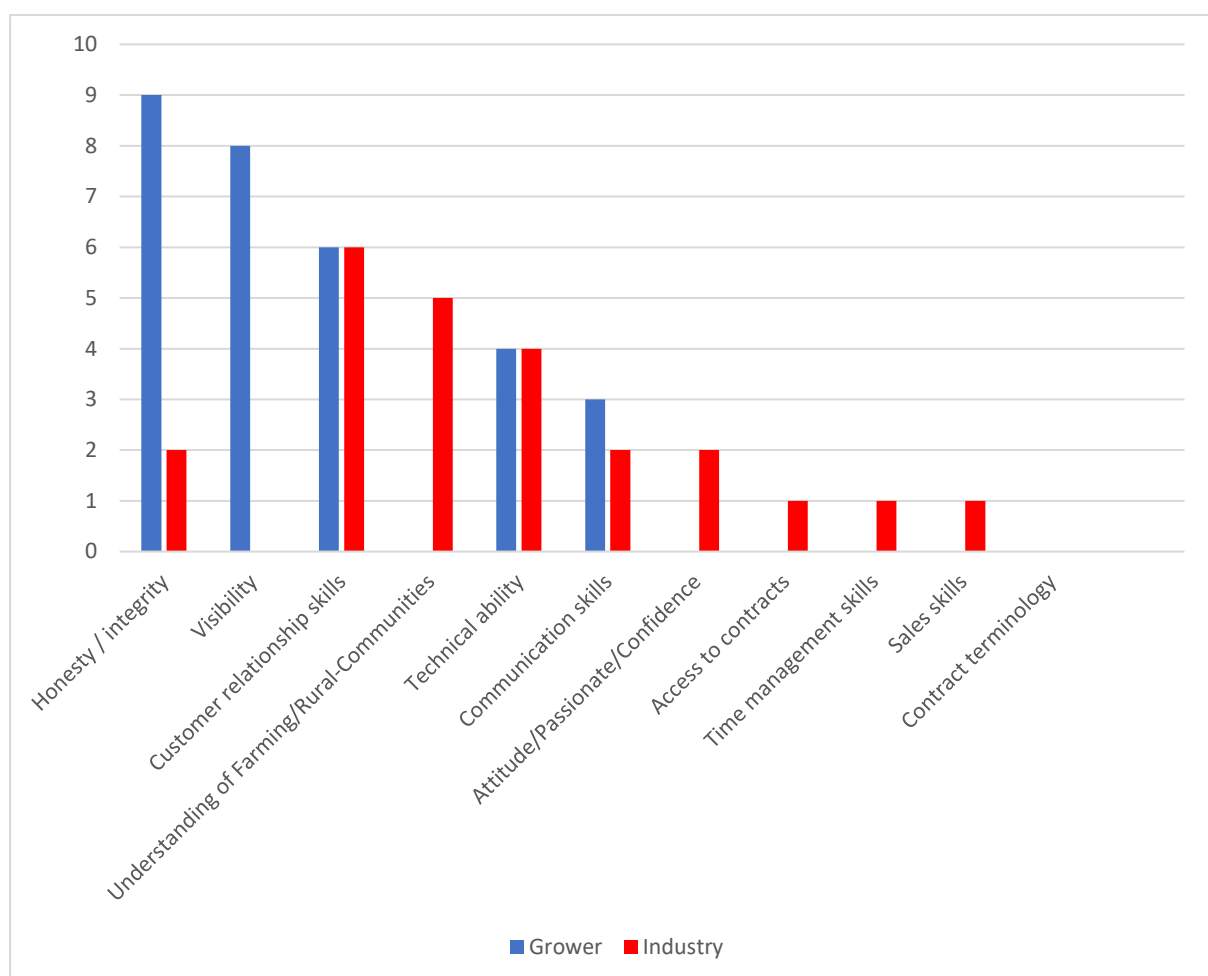


Figure 1: Top 3 skills identified by growers and industry surveyed that are most important for a rep's success

In this question, growers were given a selection of responses and asked to select the three that they thought were the most important. Industry were given the same question but had to come up with their top three rather than being provided with responses to choose from.

Honesty and integrity were strongly identified by growers but was not the key skill set identified by industry. Growers also found visibility in the top three skills as most important for a rep's success. Customer relationship

was valued similarly by both growers and industry. Industry also listed understanding of farming and rural communities as important which is a similar skill set to the customer relationship skills.

Technical ability and communication skills were valued similarly by both growers and industry. It was commented that reps need to understand the ever-changing environment of the rural industry but still apply old fashion ethics to communicate with growers or clients. It was also mentioned that understanding the needs of growers and customers will allow the rep to be able to knit the needs of both together, in order to complete a trade, that is satisfactory to both parties. Contract terminology was not ranked by any grower surveyed in their top three.

5.1.4 Attracting talent to the arable sector

Question 3 for grower and industry:

With the current economic downturn, we may see an increase in individuals seeking employment in the arable sector. What are your thoughts on how we attract talent?

Table 3: Important factors that were identified by industry and growers surveyed on how to attract talent to the arable sector

Industry	Grower	
1	4	Opportunities for career progression, flexibility and lots of variation.
1	4	Growth industry with opportunities, constantly evolving industry, also a long-term career opportunity.
1	4	Training and development. Mentors, strong company support and backup.
3	1	Align ourselves with the food sector so producers see past the commodity. Encourage use of NZ grown to support local NZ growers (GMO free grains).
3	1	Rural economy vital role for NZ economic recovery, Agri has a solid future. Boarder closers, opportunities for employment with lack of seasonal labour.
1	3	Good Salaries.
2	2	Good people, team environment, culture, and good employers.
	3	Work independently with plenty of responsibility.
2	1	Marketing to promote arable, and the positives attributes to arable/plant-based protein. Actively promoting pathways to jobs in arable at Universities. Marketing good stories in social media platforms e.g. Facebook, Twitter.
	2	Don't be afraid to hire people outside of industry that will bring different skills and mindset.
2		Headhunt talent from other firms.
2		Agronomy you get to see the results of your decisions, be involved in the complete plant lifecycle.
1	1	Innovation develop new ways, ideas away from traditional methods. Cutting edge, young people can aspire to be part of something special and be part of this development.
	1	Work outdoors.
	1	Helping to facilitate a deeper understanding of how an arable system works.

This question was an open answer question for both growers and industry and provided a wide variety of responses.

The top themes from the surveyed growers were opportunities for career progression, flexibility with freedom to develop the business, and lots of variation along with arable being a growth industry that is constantly evolving. Growth industry was a key theme especially with the AGIC vision to produce an extra 250,000 tonnes of New Zealand origin milling wheat by 2025.

Training and development, this is echoed by government's skills working group for food and fibre sector "we need to build an education and training system that is responsive and fit-for-purpose" (MPI, 2020). Working independently with plenty of responsibility also listed by growers surveyed.

Industry recognised the need for arable to align itself with the food sector and to encourage the use of New Zealand grown to support cereal production. This has been successful with Countdown bakeries using New Zealand origin wheat. From a feed grain perspective this is being driven by financial incentive from Synlait to its farmers who cut palm kernel out of their cows' diet. The palm kernel-free premium is paid to certified farmers who supply milk that is 100% free of palm kernel in their feed. Fonterra's fat evaluation index (FEI) grading system also encourages limiting palm kernel use and incentivises using grain rather than palm kernel.

Table 4: Total North Island, New Zealand Palm Kernel Imports for years 2017 to 2019.

Year 2019	1.354379 (T)
Year 2018	1.520431 (T)
Year 2017	1.763284 (T)

(NZFMA, 2020)

Industry also identified the vital role the rural economy will have for New Zealand's economic recovery following the Covid-19 pandemic. The food and fibre sectors underpin New Zealand's economy, in 2018:

- GDP per capita 59,995 (11%)
 - Percentage of NZ working population with jobs in primary sector 6.1%
 - Exports of food and fibre products \$42.58 billion.
- (Proudfoot, 2020)

Both growers and industry identified good team culture, people and employers. Growers highlighted hiring people from outside the industry that bring different skills, ideas and mindsets. In the grain industry there is the opportunity to be innovative and aspire to be part of a food marketing story rather than simply selling commodities.

General marketing of arable and promoting good news stories on channels that will educate customers and New Zealanders, e. g. New Zealand is in the top three producers of carrot seed in the world.

5.1.5 Skills ranked by industry

Question 4 - industry:

In relation to a grain trading course, please rank the below skills as most to least important, for a rep to gain so that they can be put into action immediately (most important 1, to least important 8).

Table 5: Skills ranked by industry surveyed (1 most important, to least important 7).

Ranking	Skill (1 most important, to least important 8).
1	Communication skills
2	Customer relationship skills
3	Visibility
4	Technical ability
5	Confidence
6	Sales skills
7	Contract terminology
8	Other (Understanding the industry – 2), (Time management – 5 & 6), (Honesty & Integrity – 1)

Industry ranked communication, customer relationship and visibility skills highly as stand out top three. Technical ability, confidence, sales skills as middle rankings very similarly ranked. Contract terminology ranked as clear bottom. Interestingly two industry personal who completed this survey identified time management skills around 5th 6th ranking as another listed skill set. One individual out of the nine surveyed listed honesty and integrity as their number one most important skill set for a field rep.

5.1.6 Course delivery

Question 5 - industry:

Would an online course (split into modules) or an in-person course be preferred?

Table 6: Numbers for each course delivery option

In-person	4
Online	1
Either	3

Overall in-person was the preferred option, but most mentioned it could work both ways or a mixture. The ability to demonstrate in person any practical skills and having person to person interaction is valuable, as grain trading is a people person industry.

5.1.7 Course content

Question 6 - industry:

Rank the following topics as the most to least important to be included in the course. (most important 1, to least important 8).

Table 7: Course content ranked by industry (most important 1, to least important 8).

Ranking	Topics
1	Sales Skills
2	Contracts
3	Conflict Management
4=	Environmental Responsibility
4=	Grain Sampling & Testing
5	Logistics
6	International Grain Markets
7	Motivational Speaker
8	Other - Agricultural Knowledge relating to Grain

Sales skills and contracts ranked closely 1st and 2nd. Conflict management 3rd. 4th equal environmental responsibility and grain sampling and testing, closely followed with logistics. International grain markets and motivational speaker ranked 7th and 8th. It was identified that a motivational speaker can be good but isn't a critical skill required. Other; one individual surveyed identified topic agricultural knowledge relating to grain.

6.0 Conclusions

The nine industry and ten arable grower questionnaires provided valuable insights for my research and helped guide the course content. The results of the survey showed that a grain trading course would be received positively by most industry participants.

Regarding the performance of their arable rep, growers largely fell into two groups, those who valued technical attributes and those who valued the relationship attributes as the most important. This identified that not all arable growers value the same attributes.

The grower and industry answers were combined for the question that asked them to identify the top 3 skills of an arable rep. The difference between industry and growers for the question was that industry had to identify their top 3 skills, as opposed to growers selecting theirs from a list of options. If I was doing this research again, I would have made this question the same for grower and industry. Interestingly, honesty and integrity were strongly identified by growers as the top skill set, customer relationship skills and technical ability identified equally importantly by industry and growers. Industry identified that a rep's understanding of farming and rural communities stood out as important. Interestingly core skills such as contract terminology, access to contracts, sales skills ranked lowly or not at all by growers and industry.

The top two skills ranked by industry in relation to a grain trading course were communication and customer relationships. Industry's preference was for an in-person course delivery. In the course contents, sales skills and contracts were ranked as the most important, with conflict management skills ranked 3rd.

There was a wide variety of answers in response to the question of how to attract talent to the arable sector. It was evident arable is in an exciting space, with lots of opportunities. Key conclusions were for arable to align itself closer with the food sector which will allow growth in new products for growers to produce. It was recognised that better marketing of arable and the promotion of good news stories needs to happen to educate customers and the general public. In the future the field rep's role will involve marketing, as telling the story of where our food comes from, becomes more important.

7.0 Course outline

Day 1

8.30 - 9am - Welcome and set the scene for the course

9 - 10am – Agricultural knowledge relating to grain

Break

10.30 – 12pm – Contracts & grain specifications & logistics

Lunch

1 - 2pm – Sales skills

2 - 2.45pm – Conflict management

Break

3.15 – 4pm – Environmental responsibility

4 – 4.45pm – “Food” not the commodity

Day 2

8am – 8.30am – Reflect day 1 and introduce day 2.

8.30 - 9.15am – Market update international and domestic

9.15am – 10am – Supplementary feed for dairy cows

Break

10.30 – 11am – Grain sampling, and testing

11.30am – Field Trip visit to either flour or feed mill (e.g. Champion Flour Milling or NRM Rolleston)

1pm – Finish

Day 3

9 – 10am - Motivational speaker

10 - 10.30am – Market update

Break

11- 1pm – Review, feedback from growers/mentors, next steps forward.

8.0 Recommendations

My recommendation following the literature review, and feedback from the grower and industry surveys, is that a grain trading course should be developed in New Zealand, with the following guidelines.

Course template

- I propose a course template be created that is operated from the industry body, NZGSTA, should with the intention of the course operating biennially or as required. I would recommend NZGSTA to act as the facilitator alongside an education provider such as Lincoln University, to run the course.
- The suggested course outline is for a 3-day grain trading course for field reps. Day 1, a full day, Day 2, a ½ day. Both days are done consecutively. Day 3, a ½ day, six months later. Speakers with relevant experience would be brought in to present on each of the topics.

Personnel training and development

- That an elected member of the NZGSTA executive committee is appointed to oversee training and development. Personnel training and development needs to be at the forefront of our industry and any course offered, should continue to evolve and remain relevant.

In-house training option

- A customised in-house training option should be available, as we have seen with Ravensdown and their cropping course. This would potentially suit some of the larger companies with rep teams, as businesses can take on the base course content and adapt it to suit their individual company culture. As with the above course template a service provider such as Lincoln University could run the course.

Grower mentors

- From the feedback from the grower survey, “that the link the field rep holds between the firm and the farmer is most important,” my recommendation would be that the course provider identifies good growers, that are willing to be mentors, to new field reps. One farmer assigned to one rep. The course provider communicates with the growers before Day 3, to provide constructive feedback, that can help assist individual field reps. This is a similar concept that Primary ITO adopts, where it gets the employer to verify on-farm training.

Further work

- Further work needs to be done on the funding for the course. Perhaps, opportunities for industry sponsorship. The intention is however, that the course is funded by the attendees or their employers.

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10.0 Appendix

10.1 Selection of Grain Trading Courses available overseas:

Provider/Course	Course Layout	Topics Covered
Grain Trade Australia (GTA) Understanding Grain Markets (GrainTradeAustralia, 2020)	One day workshop designed for grain traders or grain producers.	Supply and demand of international markets and how it affects Australia. How the Australian price is derived and the relationship to foreign markets, including the components of price determination, risk management, contracting principles and dispute settlement mechanisms.
Grain Trade Australia (GTA) Trade Rules & Contracts (GrainTradeAustralia, 2020)	One day workshop designed for grain traders or grain producers.	Interpretation of the GTA Trade Rules – placing the Trade Rules into a commercial context in relation to the GTA contracts. GTA dispute resolution – methods, process and legal authority.
Grain Trade Australia (GTA) Grain Merchandising (GrainTradeAustralia, 2020)	Two-day workshop designed as an extension of Understanding Grain Markets workshop.	The operation of the Australian grain supply chain. Determination of Australian grain prices using futures, foreign exchange and basis. Tools to manage price and counterparty risk. Relationship between managing price and GTA contracts and trade Rules.
Grain Trade Australia (GTA) Dispute Resolution Service & Arbitration (GrainTradeAustralia, 2020)	One-day workshop, suitable for traders, legal executives and all levels of management.	The workshop provides an appreciation and understanding of the role of arbitration, the process and the legislative framework along with the processes that should be followed at the commencement of and duration of arbitration. Topics covered include: Overview of the GTA DRS and the current Commercial Arbitration Act, GTA Dispute Resolution Service, Commencing and Conducting an Arbitration, GTA Arbitrators – their appointment, role and responsibilities, Common Issues faced by Arbitrators and Awards.
CME Learn Institute – Chicago Board of Trade Wheat Production, Use, and Transportation (CMEGroup, 2020)	Webinars On-Demand	578 webinars on course catalogue, under a selection of headings. This particular webinar shares an overview of wheat markets.
Kansas State University - IGP Grain Science & Industry Grain Marketing & Risk Management Grain Procurement and Purchasing Course (KansasStateUniversity, IGP Institute, 2020)	Two consecutive (back to back) one-week sessions, with an option field trip in between.	Week 1: Investigates the U.S. supply chain, USDA quality standards, international freight markets, and how grain moves from the farm into export markets. Introduction to futures and derivative markets, basis trading, along with discussions of current market events. Looks at the underlying fundamentals of each commodity (wheat, coarse grains and the oilseed). Contract terminology, and terms used in international trade, also how to establish a well-written contract, along with related dispute resolutions and arbitration processes. Week 2: Trading strategies, an introduction to options, along with price risk management strategies and an overview of current market events. Practical examples exercise where participants can apply what they have

		learned. In addition, a field trip is planned to gain a better understanding of the supply chain that delivers grain into trade of international agricultural commodities.
Kansas State University - IGP Grain Science & Industry Grain Marketing & Risk Management Risk Management for Senior Executives Course (KansasStateUniversity, IGP Institute, 2020)	1 week Targeted at CEO's, GM's, bankers, government officials and supply chain managers.	Principles of commodity risk management related to trading and merchandising of grains, oilseeds and other agricultural commodities. Topics include identifying risk, appropriate measurement of risk types, and information on how to report and manage risks facing business and organisations. Further discussion will include how to appropriately account for derivatives and futures positions on a "mark-to-market" basis, the establishment of risk limits and appropriate business structures, and how to incorporate this information into a comprehensive risk management policy for your organization.

10.2 Review what Agri-courses are available in New Zealand that could be used as a guide for a grain trading course.

Provider/Course	Course Layout	Topics Covered
Primary ITO Horticulture – New Zealand Apprenticeship Horticulture Outdoor Vegetable Production	Level 3 & 4 40 weeks course For individuals working in vegetable production.	Skills to work in a self-managed capacity with some responsibility for other staff and have an overview of key aspects of outdoor vegetable production operations.
Lincoln University Grain & Seed Reps Course	1 week, held in August For field reps working in arable or individuals interested in working in arable.	No longer active, last held in 2012.
Lincoln University Seed Technology Short Course	Run by Dr John Hampton, Professor of Seed Technology, Bio-Protection Research Centre. 3 weeks held in July. For individuals working in the seed industry.	Involves training in seed production, seed quality and post-harvest seed technologies. Opportunity to work with New Zealand's leading seed companies and most experienced seed researchers from Lincoln University and the Crown Research Institutes.
Lincoln University Ravensdown Cropping Course	Run by Dr Derrick Moot, Professor Plant Science, Faculty of Agriculture & Life Sciences. 3 days For Ravensdown Field Staff	Focused on agronomy of cropping, soils & fertiliser, seed quality, crop growth & development, identifying weeds/insects.
Ballance Agri-Nutrients Farmlands Agronomists, Field & Store Staff Fertiliser Science Training Sessions	Level introductory to Medium experience. 10 days For agronomists, field and store staff.	Course is in 3 session modules. Pre-work, individual online training, classroom, field trip to apply your skills and assessment. <u>Session 1:</u> (2 days) Soils, phosphorus & sulphur, soil and herbage testing & dairy farm systems. <u>Session 2:</u> (3 days) Nitrogen, potassium, magnesium, calcium & sodium, animal health, pastures & pests, & sheep & beef farm systems. <u>Session 3:</u> (3 days) Trace elements, crops & pests, decision support tools & arable & horticultural farm systems.
New Zealand Grain & Seed Trade Association Grains and Pulses Forum	One day Held in June bi-annually Targeted at industry and growers.	Speakers present to forum on range of topics, finance, international markets, grain traders' perspective, and end users.

10.3 Arable Grower Survey

I am currently undertaking the Kellogg Rural Leadership Programme (course 41). As part of this course we undertake a project. My project is to research the development of an 'understanding grain trading' course for industry, for reps in their first 1-2 years out on the road.

Course purpose

- To upskill and retain talented reps in the arable sector.
- Upskill new reps in the arable sector, giving them the knowledge and confidence to make a greater impact from day one.

As part of my research I am conducting an informal survey with industry and arable growers.

I would appreciate your time (about 10 minutes) in answering the following questions to assist with my research project. All responses will be kept confidential.

Questionnaire: ARABLE GROWER

1. Regarding the performance of your arable rep, rank the following (most important 1, to least important 6)
Service
Access to lower cost products
Technical advice
Contract options
Market information
Relationship
Other, please specify
- 1b. Please provide comment on why you have given this ranking:
2. In your view, what are the top 3 skills that are most important for a rep's success? (please tick or highlight)
Communication skills
Confidence
Sales skills
Visibility – calling in/follow through
Technical ability
Contract terminology
Customer relationship skills - understanding a grower's business
Honesty/Integrity
Other (please specify)
3. With the current economic downturn, we may see an increase in individuals seeking employment in the arable sector, what are your thoughts on how we attract talent?

Thank you for your time.

10.4 Industry Survey

I am currently undertaking the Kellogg Rural Leadership Programme (course 41). As part of this course we undertake a project. My project is to research the development of an 'understanding grain trading' course for industry, for reps in their first 1-2 years out on the road.

Course purpose

- To upskill and retain talented reps in the arable sector.
- Upskill new reps in the arable sector, giving them the knowledge and confidence to make a greater impact from day one.

As part of my research I am conducting an informal survey with industry and arable growers.

I would appreciate your time (about 15 minutes) in answering the following questions to assist with my research project. All responses will be kept confidential.

Questionnaire: INDUSTRY

1. Do you see value in a grain trading course, potentially run by industry?
(please tick or highlight)
YES
NO, If no please provide comment:
2. In your view, what are the top 3 skills that are most important for a rep's success?
 -
 -
 -
3. With the current economic downturn, we may see an increase in individuals seeking employment in the arable sector, what are your thoughts on how we attract talent?
4. In relation to a grain trading course, please rank the below skills as most to least important, for a rep to gain so that they can be put into action immediately (most important 1, to least important 8).
 - Communication skills
 - Confidence
 - Sales skills
 - Visibility – calling in/follow through
 - Technical ability
 - Contract terminology
 - Customer relationship skills - understanding a grower's business
 - Other (please specify)
- 4b. Please provide comment on why you have given them this ranking:

5. Would an online course (split into modules) or an in-person course be preferred?
(please tick or highlight)

Online

In person

5b. Why?

6. Rank the following topics as the most to least important to be included in the course.
(most important 1, to least important 9)

- a. Motivational speaker
- b. International grain markets
- c. Contracts
- d. Logistics
- e. Sampling
- f. Sales skills
- g. Honesty/Integrity
- h. Conflict management
- i. Environmental responsibility
- j. Other, please specify.

Thank you for your time