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**EXPLORING THE PUBLIC VALUE OF THE
NUFFIELD INTERNATIONAL FARMING SCHOLARS PROGRAM**

A Dissertation in

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by

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ABSTRACT

Public value is a contested, subjective issue. The need exists to continue the exploration of this concept, particularly with regard to programs that focus on individual growth and outcomes. This mixed-methods case study uses public value as the lens through which the Nuffield International Farming Scholars program is viewed. Participant perceptions are captured regarding the relationship between key variables (motivation to participate in the program, personal benefit, professional benefit, post-Nuffield engagement, and demographics) and public value. Qualitative analysis of key informant interviews and survey data combine to create a well-rounded view of how Nuffield Scholars define the concept, as well as their perceptions of individual participant and program contributions to public value. This work also intends to contribute to public value theory, affirming the contestedness of the concept and better understanding its relationship with this specific program. Nuffield Scholars overwhelmingly feel that the Nuffield program contributes to public value, and that the experience allows them to contribute individually. Statistically significant relationships were found between all key variables and public value, validating the participants' perception. Scholars indicate an increased personal and professional confidence following their travels, which manifests as a stronger sense of agency and increased voice locally and within the agriculture industry. There is also evidence of a different level of engagement and leadership contribution following their Nuffield experience. Participants also reported personal and professional benefit, and a contribution to public value, from the global Nuffield network. In exploring the Nuffield phenomenon through the lens of public value, there is the opportunity to further understanding of how programs delivered at the individual level may have meaning and significance beyond the participant, and discover opportunities to identify and articulate the impact of Nuffield beyond individual scholars.

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Chapter 1

Introduction and Purpose

This study explores the public value of the Nuffield International Farming Scholars (Nuffield International or Nuffield) program, seeking to better understand its significance beyond the individual participant (referred to as Nuffield Scholar, scholar or participant in this work). Through the Nuffield program, scholars have the opportunity to explore the global agriculture industry through large group, small group, and individual activities. The intention of this research is to better understand perceptions of the Nuffield Scholars regarding how their experiences in the program may contribute to public value. Capturing insight from, and the voices of, participants regarding the value of their Nuffield experience provides a foundation from which it is possible to articulate the perceived significance of the program through the lens of broader benefits (beyond the participant) and, ultimately, the relationship with public value.

This research looks at public value as a function of several attributes of the Nuffield program, chiefly a participant's: 1) motivation to participate; 2) personal benefit from the experience; 3) professional benefit from participating; 4) post-Nuffield program engagement; and 5) the relationship to the individual's demographic profile. The research uses the Nuffield program as a case study to explore the perceived relationship between Nuffield and Nuffield Scholars and public value (also referred to as common good, public good or public interest in this work), delving into how participants view this concept and the contributions they feel the program has allowed them to make to public value at home and globally. This inquiry affords an opportunity to better understand the "ongoing networks of social relations between people" and what the Nuffield experience means in terms of social relationships between and among the Nuffield Scholars and those with whom they interact. Granovetter (1985) indicates embeddedness as indicating a social

relation that “discourages malfeasance.” Through interviews and scholar engagement, this research looks at the potential to extend the concept of embeddedness to create the dynamic where those relationships foster an enabling context that encourages individuals to contribute to public value.

While there is no known prior work focused on capacity building and public value in agriculture, there is research and insight focusing on the outcomes of more formal agricultural leadership programs. This work includes investigation of post-program activities such as participants: 1) going on to public office; 2) taking on new work or volunteer assignments; and 3) accepting formal leadership roles in their communities. In addition, there is work that examines program evaluation, curriculum review, and course structure for state and national agricultural leadership programs. This mixed-method case study intends to better understand the broader ways in which public value can be an outcome of personal capacity building (not formal leadership training), based on qualitative and quantitative feedback shared by Nuffield Scholars (Cochran, 1974; Moore, 1995, 2013; Prebble, 2012, 2016). To explore this connection between personal experience and growth and public value, this research with the Nuffield Scholars will begin to unpack the outcomes of an individual experience that includes transformative travel, social networking, the building of social capital across geographic communities and more theoretical “communities without propinquity” (Webber, 1963; Bradshaw, 2008), along with community development (Granovetter, 1973, 1992; Wilkinson, 1991). By viewing the Nuffield program and its significance for participants through the lens of public value, the goal of this work is to better understand and further articulate the larger common good this type of experiential learning may contribute (Moran, 2005; Nuffield International Board Values, 2015). Another anticipated outcome of this work is the ability to contribute to strengthening the Nuffield Farming Scholars program moving forward.

Public Value and Wicked Problems

Hunger. Poverty. Climate. Policy. Sustainability. Technology. Community. Population. These words are indicative of the many wicked problems facing a world growing to 9.7 billion people by 2050 (Batie, 2008; United Nations, 2017). They are sticky, complex, multi-layered issues with no clear solutions, many players with varied interests, and a tendency for those involved and impacted to take a hands-off approach for a variety of reasons, whether because of their status as free-riders (Schmid, 2004), because they are unaware of/intimidated by the sheer scope and scale of the challenges, or because they perceive themselves to be politically disenfranchised. Yet all these wicked problems have a tie to agriculture, to those who are in the industry, and to the people and places connected to the sector—as consumers and as community members. This interdependence means that, as the “venerable mother of all the arts” (Emerson, 1823), agriculture is arguably the foundation of a stable society (Nuffield International Board, 2015; Vilsack, 2016; World Bank, 2014). Despite decreasing numbers of farms and individuals directly involved in production agriculture in developed nations (American Farm Bureau Federation, 2017; Eurostat Agricultural Census in the UK, 2012; National Farmers Federation of Australia, 2012), all nations and the whole of society rely on the work being done across the agriculture industry. Farms, ranches, and agri-enterprises around the world are more than food production units. They are businesses without walls (Redding, 2017); they are community, economic and workforce development drivers; they are incubators of innovation through trial and error; and they are biofilters in a very real environmental sense. Through all of this, from a social capital perspective, they become the hubs bringing together new ideas and practices, new voices (visitors and employees), and a variety of strong and weak ties (Granovetter, 1973; 1992) that provide benefit to their operation and to their larger community. Agriculture, then, is central to human, socio-political, and ecological interdependencies at the local, regional, national, and global levels. Issues such as hunger, poverty, climate, and health are

massive. However, in breaking down these challenges, it is evident they are intertwined, multifaceted, and far more local than often realized in terms of causes and potential adjustments to improve or mitigate the threat (or take advantage of the opportunities).

These wicked problems, then, also become areas of potential. For agriculture, a growing world population brings challenges as well as opportunities. Looking at how farmers and farms can contribute to addressing wicked problems, how they (farmers and farms) may be able to benefit from changes, and what the ripple effect is on local communities represent conversations that can take place in the context of larger, complex societal issues. These conversations and this way of thinking also form a unique backdrop for the Nuffield International Farming Scholars program. By engaging agriculturalists from the seven member nations (United Kingdom, Australia, Canada, France, Ireland, the Netherlands, and New Zealand) and affiliate nations like Brazil and the United States of America, the Nuffield program gives individuals the space and support to grow, in terms of both production agriculture expertise and global awareness. This expanded knowledge may give agriculturalists who have been free-riders or had limited engagement with wicked problems (or have not thought about issues in this way) new first-hand knowledge and expand their individual capacity, enabling them to carry experiences and expertise back home to share locally.

Through their experiences, new knowledge and expanded connections, Nuffield Scholars become the storytellers who talk of other cultures and practices (Batie, 2008). Theirs are the fencerows neighbors peek over to see what is happening. These farmers not only bring in new technology, they ease the fears of adopting new practices and of embracing a spirit of entrepreneurship that can sometimes be lost in an inherently risky industry. Through this, it can be argued, Nuffield Scholars are contributing public value. The concept of public value or public good is not typically part of the review of programs like Nuffield, so this research begins the conversation by probing into what the Nuffield experience means beyond the Scholar—as articulated by the

participants themselves. This work to view the program through the lens of public value can be extended beyond Nuffield itself. The benefits realized are beyond the sum of those involved.

Farmers and Agriculturalists as Co-creators of Knowledge

Through their Nuffield experience, Scholars have the opportunity to engage in a type of participatory research (Bell, 2004). The Scholars move beyond talking about topics that are important to them and begin to explore related and adjacent issues, with the goal of completing a research paper—and becoming community, national, and potentially global leaders on the topic.

Addressing wicked problems requires discussion and processes, rather than linear steps (Norton, 2005; Batie, 2008), as well as engagement of the individuals, communities, and diverse stakeholders impacted by the messes/sticky issues we face. This opens the door to ideation and engagement outside of our own individual views (and, in some cases, the western view) of what “valid knowledge” is, as well as how the work being done (research) and its results are communicated to diverse localities around the world (Batie, 2008). In this, then, there is space for farmers to become more deeply and meaningfully involved in the creation of new knowledge and finding the intersections between communities, cultures, industries, and industry practices.

Just as Boyte (2004) says we need to deprofessionalize politics in his book, *Everyday politics: Reconnecting citizens and public life*, there is a sense we are at a time when research in the agricultural sector is also being deprofessionalized. In addition to formal research there is space and a need for personal engagement with the practical knowledge (Bell, 2004), technology, markets, and paradigms that will contribute to the feeding and care of a growing world population.

Growing Relationships

Started in 1947 in England, the Nuffield program was created with the sole purpose of giving farmers the opportunity and support to explore agricultural operations around the world to surface and carry back home best practices, enhanced technology, and new insight (Nixon, 2010).

At its core, though, the program is about capacity and relationships—farmers and agriculturalists broadening their networks on a global scale to expand their own vision and capacity, bring new insight and learning back home and to their locales, and provide knowledge and ideas to others. This social network and social capital creates a “small-world” dynamic (Milgram, 1967; Watts, 1999; Balfour, 2017), in which individuals from anywhere in the world can be connected through contacts between no more than six people (or six degrees of separation). The Nuffield group often observes it is far fewer than six individuals in agriculture and Nuffield circles, but this theory holds true: each person’s network is amplified when he or she is connected.

This benefit of the human network is also evidenced through the weak and strong ties (Granovetter, 1973) Nuffield Scholars bring with them and develop during their travel and post-Nuffield experiences. In their local communities, they develop day-to-day relationships grounded in social and economic exchanges based on place; through Nuffield, the scholars expand their network, developing unique dyadic ties through the overlap of the larger Nuffield network and the sharing of resources and contacts encouraged by the program’s core values. This expanded social network has the potential to manifest itself differently with each scholar, but the Nuffield Scholar becomes the intersection of many individuals and networks—the impact of which goes well beyond the participant and even the larger Nuffield network.

Through Nuffield, the scholars also build a “community without propinquity” (Webber, 1964; Bradshaw, 2008), a concept framing the idea that social relations can be strong enough to create a bond among individuals that supersedes geographic boundaries and forms its own community (Bradshaw, 2008). This manifests itself in many ways in the Nuffield program, including 1) inclusion in a broad network of individuals connected by shared programmatic experiences and a spirit of reciprocity encouraging them to share insight with each other; 2) creation of special interest groups among the scholars (dairy, soils, or other sector groups within member

nations and across the world); 2) the use of private technology channels to communicate with each other; and 3) global engagement and exploration through travel to countries/farms of other scholars they have never met. There is a strong bond among Nuffield Scholars upon which participants remark: their perception is that this connection exists because they are all, in a broader sense, like-minded and curious, which sometimes makes them stand out from their geographic communities. As one Nuffield Scholar stated during an interview, it's as if the participants speak a special language they all understand, regardless of geography or background.

These scholars, then, become global intellectual leaders around the study topic that each participant selects for their individual research (as explained in the following chapter) and global agricultural practices; however, they remain active in their local communities. This aligns with what Bradshaw found when noting that many individuals with “post-place community ties” are more connected/networked than traditional residents of small towns (p. 8). The shared norms and inquisitiveness of the scholars (and, in some cases, their common sectors of agricultural production) create strong bonds. Likewise, the shared experience of getting beyond their own borders for conferences and travels builds an enduring sense of community among these scholars, as well as a sense of tradition and connection with the 1,700 previous scholars who traveled before them.

These experiences build close ties. In addition, the travel involved means the scholars not only bring new insight home to their farms/businesses, but they may also bring global visitors back home. This gives residents who haven't traveled the chance to engage with people who have new ideas and insights and reinforces the value of travel and connectivity their neighbor brought back to the community. Through Nuffield, individual scholars act as “agents” or actors who bring about change (Sen, 1999) by sharing their experiences and insight.

Reciprocity and Community

This concept of the scholar being the conduit to find and help disperse new knowledge and ideas is in line with Nuffield International values, which include *humility, integrity, reciprocity, respectfulness, diversity, open-mindedness, and continuous learning mindset* (Nuffield International, 2015). The overarching objective of these values is tied to its vision, which is “to develop people to make a difference in the world of agriculture” (Nuffield International website, 2017). The values were created to provide a contemporary framework for participants to follow beyond traveling the world in search of new ideas, but also for when they return home and are positioned well to add value to their community, their industry, and the network of Nuffield Scholars around the world. Collectively, these values form the ethos of the Nuffield program. The focus on reciprocity reflects the Nuffield commitment to give back beyond the individual scholar. In the formal Nuffield International Values overview, reciprocity is noted as “a mindset of giving back to others and continued engagement in the Nuffield ‘family’” (Nuffield International, 2015). It is also a publicly stated expectation of the program that, just as those around the world have openly shared their knowledge with the Nuffield Scholars, so too will those who have benefitted (the scholars) freely share their insight and experiences with others. The broader view of the program is that these ideas are not proprietary; rather, they are seeds to be shared and planted globally beyond the Nuffield organization.

Why Nuffield International?

The Nuffield Farming Scholars program was selected for study because of its unique positioning as a global scheme, with participants visiting multiple countries during their travel experiences. The program’s 70-year history of farmers and agriculturalists traveling the world makes it one of the longer-tenured agricultural leadership initiatives, providing a stronger historical overview (Nuffield USA brochure, 2015; IPAL Report, 2007). And with more than 1,700 scholars

across multiple nations, there is a broad population of Nuffield Scholars to engage regarding their perspective of the phenomenon and their sense of the significance of the program at the individual, community, regional, and global levels, and their sense of its contribution to public value contribution. In conversations with Nuffield Scholars and leaders of the program in member nations, there is a strong sense of obligation to take what they have been given (in terms of the scholarship and support to explore the world) and, in turn, share their experiences with others and identify and mentor future scholars.

This is articulated in various ways, but across formal interviews and informal conversations with participants, there is an expressed responsibility as a Nuffield Scholar to give back beyond the personal experience. There are also examples of scholars taking the knowledge and experiences from their time of travel and radically changing their agri-enterprises and career paths. These stories and names are passed around within the organization, but have not been captured or profiled in any formal way. Nor has there been a deeper probing of the sense of what a Nuffield scholarship means beyond the individual. With Nuffield there is access to a program with a growing global reputation for developing the capacity of agriculturalists, and a strong sense (both articulated in its values and among participants) of reciprocity and giving back beyond themselves. These factors, along with the support of the Nuffield International leadership team, create a strong foundation to explore the relationship between the perceptions of public value and the Nuffield experience.

Overview of Research

Research Questions

The following five research questions will be examined through this work:

- 1) What is the relationship between the motivations to participate and public value?
- 2) What is the relationship between personal benefit and public value?
- 3) What is the relationship between professional benefit and public value?

- 4) What is the relationship between post-Nuffield engagement and public value?
- 5) What is the relationship between personal characteristics (sociodemographics) and public value?

Relevance of Research

This investigation has implications for how the significance of initiatives like Nuffield is viewed. This could include agricultural leadership programs, Extension and outreach work, and other related programs that typically serve individuals or groups of individuals. An overarching goal of this research is to move the discussion beyond the fiscal return on investment and to elucidate the benefits experienced by the Nuffield Scholars and those around them, both in terms of their formal (i.e., geographic) community and the communities without propinquity” (Webber, 1963; Bradshaw, 2008). This inquiry requires reaching into and integrating theories of community, community development, institutional and behavioral economics, and public value. It is not the intention of this work to measure specific leadership changes or outcomes, the direct impact of the work of Nuffield Scholars in their professional spheres, changes in turnover/income following the experience, or quantified returns to investors. The purpose is to explore the perceptions of public value by the scholars, and how they feel the program may contribute on this front.

As there is no formal curriculum for the Nuffield program, there will be no review of activities and expectations as part of this work, nor is the intention to provide a formal program evaluation. Feedback on both items may be an outcome of the research, but its intention is to use insight from the scholars to explore how individual experiences are connecting people and communities and contributing to public value. Given the comparability to other leadership development schemes and the work of outreach and Extension organizations, this work may have the potential for application on those fronts as well.

The work, using the reflections of the Nuffield Scholars, also gives the actors agency to voice their own journeys and highlight how individual experiences can build to collective action (i.e., hundreds of people having unique experiences may lead to similar manifestations across the population). It will capture examples of how the experiences stemming from Nuffield have impacted the scholars, their community and the industry. It is anticipated that what is collected from the Nuffield Scholars will provide the foundational insight so as to better articulate the public value of programs that seem to focus on the individual.

As part of the mixed-methods work, key informant interviews will collect personal experiences and insights, thereby exploring the public value phenomenon through the Nuffield Scholars. The interviews will also inform survey design and results to broaden data capture and analysis compilation on the scholar experience and its perceived contribution to the public good.

Unpacking the experiences stemming from this type of global journey has not previously been done for agricultural leadership programs, nor has a program such as this been viewed through the lens of public value. This challenge is exacerbated by disputes surrounding the concept of “public value,” as it has been blurred in academic research and public discourse. There is no clear description, no agreed-upon measurement tool to evaluate or frame the concept of public value. To address this challenge, space is being given for scholars to share their own definition and views on this concept (both in the key informant interviews and via survey). By enabling the Nuffield Scholars to set the parameters for what they deem public value, they can contribute to the understanding of the concept. Scholars can also articulate their perception of the public value effects of the Nuffield program, providing insight on how to enhance this relationship moving forward.

This work has the potential to confirm work done in the public value sphere, specifically confirming the contestedness of the concept and consequently its subjective and contextual nature. Furthermore, with this research there is the opportunity to set a new marker for the review and

exploration of programs that use individual growth/capacity–building to plant the seeds of change in communities around the world.

The History of a Phenomenon – The Nuffield Farming Scholars Story

In chapter 2, an historical overview of the Nuffield International Farming Scholars program is detailed. The intention of this chapter is to set a foundational awareness of the initiative, its history, and its more recent global expansion. Insight on the mission, vision, and values will be shared, along with the philosophical underpinnings of the scheme.

A review of literature and theory focusing on public value (the dependent variable in this work) and the concepts reflected in the research questions constitute chapter 3. Later chapters include an overview of research methods, as well as insight on the qualitative and quantitative work performed to capture and analyze data. Research findings will be presented, outlining the results of the interviews and survey responses as related to this work’s research questions. A separate chapter will provide interpretation of the findings, and put forward recommendations for the Nuffield program to enhance the relationship with public value.

Finally, a conclusion section provides a culminating snapshot of the research and suggestions for future research. The intention of this chapter is to create a road map for efforts to explore Nuffield and delve further into the concept of public value in the years to come.

Chapter 2

Nuffield Farming Scholars: A History and an Overview

This chapter provides a foundational overview of the Nuffield Farming Scholars program, its origins, objectives, and organizational protocols. This chapter will contribute organizational awareness and heretofore unreported insight on the more recent international program growth¹.

A brief biographical sketch of the program's patron, Lord Nuffield (nee William Morris), is presented, along with details on the formation of the Nuffield Foundation. From there, the growth of Nuffield around the world is outlined, including a timeline of each member nation joining the network. Historical, philosophical and operational parameters of Nuffield, from its inception in 1947 through early 2018, are detailed. The development of Nuffield International is also chronicled, incorporating insight from the current CEO and the organization's first four chairs.

The Nuffield program has and will continue to evolve over time. The work reflected here provides a snapshot of the program at this moment, showing its growth from a UK-based philanthropy to a global developer of agriculturalists.

Bicycles and Philanthropy

In 1947, the United Kingdom was in the process of recovering from the impact of World War II. British farmers had spent the past decade working diligently to feed the nation during the war, managing pressures from enemy bombs and restrictive national agriculture policies that were disconnected from the realities of geography and food production (Hoyle, 2013).

Prior to these political and production challenges, future industrial leader and philanthropist William Morris, the first and only Viscount Nuffield, was launching a career that would ultimately

¹ To compile this chapter, historical references on the program patron, Lord Nuffield, were reviewed, along with historical documents and publications on the Nuffield Farming Scholars program. Interviews were also conducted with the four Nuffield International chairs and the program's current Chief Executive Officer to capture and clarify information on the program.

amass him a fortune, starting as a bicycle repairman and builder, and later heading Morris Garage (maker of the MG, Morris Minor, and other automobiles) (Nixon, 2010). A young man who dropped out of school at the age of 12, Morris began his career rather inauspiciously; he repaired the tires and bicycles of undergraduates at Oxford University. As he honed his repair skills, Morris also channeled his engineering inclinations, and began developing and building his own bicycles and, eventually, a motorbike (Stewart, 1997). As his interest and ambition grew, he made the transition from bicycles to automobiles, and decided to visit America in 1913 to find the best practices and efficiencies used in automobile manufacturing by visiting Henry Ford and others in the industry (Nixon, 2010). As a result of this tour, exploration, and collection of new ideas, Morris car production rose from 400 vehicles a year in 1919 to 56,000 in 1925 (Bullock, 2017).

Despite World War I and personal health setbacks, Morris grew his motor company into a leader in the UK, and throughout his rise from 1914 on provided financial support to organizations focusing on education and healthcare. While his fortune was vast and growing, Morris himself was known for his fiscal conservatism. He was, to quote Captain John Stewart (the first secretary for the Nuffield Farming Scholars program and later director of the Nuffield Farming Trust), “a man of simple tastes, cantankerous but single-minded in his love of Britain and the Commonwealth...” (Stewart, 1997). He and his wife lived a modest lifestyle and had no children—meaning his fortune sat largely untouched (Bullock, 2017). In 1943, World War II raged, and Morris became increasingly concerned with the implications of what a loss by Allied forces would mean for the wealth he had amassed. Morris’s love of country was matched by his dislike of socialism, and he had a very real fear that, following the War, the Socialists would come to power and there would be a government takeover of private wealth (Stewart, 1997). This fear of his wealth funding a government he would staunchly disapprove of meshed with his desire to support initiatives focusing on health and social well-being, as well as the care and comfort of the aged and poor. Nuffield and a

close adviser found a solution that would allow him to retain control of his wealth while supporting the causes important to him through the creation of the Nuffield Foundation (Stewart, 1997).

Formed in 1943, the Nuffield Foundation began with 4 million five-shilling Morris Motors shares, which were then standing at about 50 shillings each (Stewart, 1997). Historically, the amount put forth to start the foundation is listed as 10 million pounds. The desire of Morris to protect his financial empire should not discount his leaning toward philanthropy; he would disburse multiple millions of pounds to health, social, and academic endeavors prior to his death in 1963.

In the early years of the Nuffield Foundation, it was governed by trustees who included Sir William Goodenough, the Chairman of Barclays Bank (Morris's financial advisor, who first recommended this course of action in response to the socialism concerns); and Sir Frank Engledow, Professor of Agriculture at Cambridge University. As agricultural and industry leaders on a relatively small island, these gentlemen also crossed paths on other boards, including appointments on the government's Luxmoore Committee on Agricultural Education. Named after its chair, Lord Justice Luxmoore, this committee was formed in 1941 with the objective of evaluating agricultural education programs in the country and making recommendations to improve and strengthen them after the war. The committee was tasked with reviewing both formal programs for school students and informal training programs for "landowners, bailiffs, farmworkers, land agents, agricultural engineers, teachers and advisers" (Perkins, 1997). While there was no formal connection between the Nuffield Foundation and the Luxmoore Committee, the overlap of key players in UK agriculture serving as part of both groups certainly had some unplanned advantages.

Also on the Luxmoore Committee was National Farmers' Union vice president Jack McClean, who grew up as part of a family who owned a coal mine in Kent, and who later studied agriculture at Cambridge and farmed in Hampshire and Gloucestershire (Bullock, 2017). McClean

combined his patrician upbringing and commitment to public service with the belief that “privilege brought the responsibility to serve” (Bullock, 2017).

McClellan suggested the idea to Goodenough and Engledow of having the Nuffield Foundation sponsor travel scholarships for farmers and growers, in light of efforts to expand food production during and after the war. Lord Nuffield agreed to have the Nuffield Foundation sponsor the initiative and the traveling scholarships; however, his motivation was that “a good and plentiful food supply was a necessary prerequisite to promote the nation’s health” (Bullock, 2017). With McClellan’s leadership, the National Farmers’ Union was also in support of the scheme, and the Nuffield Farming Scholars program was born. The principal philosophy behind the scholarship program was to “reward those who had made conspicuous efforts in food production during the War, and emphasized the connection between the Foundation’s concern with health and agriculture with food” (Stewart, 1997). In the ten years since the program was first formed, participation grew to eight participants in 1957. This growth in participants was important to the program because “communications in the farming world were not especially good or swift, and the scholars were able to bring back many ideas which were of lasting benefit to British farming” (Stewart, 1997).

As the program grew and the work of the Nuffield Foundation shifted to focus more intently on academic and health schemes, the agriculture sector was informed that if the farming scholarships were to continue, the industry would need to finance the initiative itself. The Nuffield Foundation continued to provide administrative support for the Nuffield Farming Scholars program until 1970 (Bullock, 2017). Fortunately, industry groups stepped up to meet this funding challenge, supporting up to eight Nuffield Scholars per year from the UK from 1956 to 1970. The Nuffield UK program today supports more than 20 farming scholars per year through private and public investment, including scholarships funded by previous scholars looking to give back to the program.

In the 1960's, the UK program created the Nuffield Farming Scholars Trust (which still exists today) to help guide the fiscal and administrative efforts of the program. The formation of this group coincides with shifting the selection process to ease away from the “farmers only” policy that existed in the first nearly 20 years of the program. At that time, the program broadened its applicant pool to include “persons in a position to influence farmers and growers,” which remains the application requirement for UK participants today (Stewart, 1997).

Growing beyond the British Empire

When the shift occurred to have the agriculture industry self-finance scholars, the name “Nuffield” was retained for the program as a nod to the founding patron, and the model of member countries raising funds through private and public investments to support the scholarships is still in place today. While the funding effort was a challenge for an initiative that previously had the support of a larger foundation, belief in the program and the network of scholars helped the program not only survive this change, but grow its geographic footprint. The Nuffield organization is one where the leaders insist on standing on the shoulders of giants in the industry around the world, and through their efforts, continues to develop the next generation of leaders who will help shape those yet to come. It is also these individuals who, as champions of the program, continue to support efforts to find investors and, in some cases, directly provide the funding to keep Nuffield growing.

Stepping back to look at the program in its earliest form, in 1947 three English farmers were selected to travel as Nuffield Scholars from the hundreds who applied. The first scholars (Edward Stokes, John Roswell, and Jane Bennett-Evans) each had an individual research topic to investigate that had the potential to benefit both themselves and their farms. Their travels were unscripted, self-directed, and very much grass-roots as far as what they found and carried back with them.

The program grew in 1949, when scholarships were opened to farmers from Scotland and Northern Ireland. Further growth within the British Commonwealth took place in 1950 when new

countries were brought on board as member nations. Australia, New Zealand, Canada and Zimbabwe (formerly Southern Rhodesia) initiated similar Nuffield Foundation programs, with their first scholars traveling in 1951. As part of the larger Commonwealth of Nations, these countries all had connections back to the United Kingdom and its monarchy. At this time, Nuffield Scholars traveled for six months, with UK Scholars going to the United States, Europe or the Antipodes, and other countries sending participants to the UK.

As Nuffield Scholars traveled the world and made new connections, other countries became curious about these traveling farmers and the experiences they were having. At the same time, those within the Nuffield organization also began thinking about regions where the program could expand. Then, as now, the addition of a Nuffield nation had to be based on mutual interest and benefit; countries had to not only have interested prospective scholars, but also an investment base to financially support the scheme. Following the expansion into the larger British Commonwealth, some countries that joined the Nuffield network experienced changes in their membership status due to political and financial shifts that caused instability within those nations. In 1963, Kenya joined the Nuffield network. This followed the nation's "war of independence" (technically termed a state of emergency) with the United Kingdom, which lasted from 1952 through 1959. Five Kenyan scholars were selected; however, political, social, and economic instability caused the country to drop out after 1966.

In 1969, Zimbabwe halted program due to civil war. The country was able to restart its Nuffield engagement in 1982; unfortunately, in 2003, the country saw its last scholar go abroad, with the scholars leaving for their Nuffield travels as political tumult within Zimbabwe grew and eventually led to a major political and social change to farming ownership, policies, and practices. In 2017 conversations began to explore the potential to re-engage the Nuffield network in Zimbabwe. Today, Zimbabwean scholars are connecting with each other for informal gatherings

and discussion groups, and scholars from other countries are visiting the country to help re-energize participants and show support for the agriculture community there. There are also Nuffield Scholars for whom Zimbabwe was their birth country, but who have since relocated and participated in the program under the flag of their new nation.

The Nuffield program continued to evolve throughout the 1970's, and in 1982 France sent its first scholar. Within the Nuffield organization it is rumored that a love of French food and wine by the UK Director (Captain John Stewart) is what spurred the addition of this new member (Bullock, 2017). The formal genesis of France joining in 1982 was more business-focused, however. Cpt. Stewart and the UK Nuffield Chairman at that time, John Cyster, met with the agricultural representatives from European countries in Brussels to promote Nuffield and investigate the potential for new members. This was an outgrowth of the visits that scholars were making to the European continent to learn more about policy in Brussels and to attend the Paris Agricultural Show. In engaging representatives to the European Economic Community (EEC) in 1980 and exploring the potential to have their farmers participate in the Nuffield program, many countries felt that because they had smaller farms, their producers would not be able to leave home for the length of time required to complete the travels (Bullock, 2017). The representative from France, however, was "vastly enthusiastic," and the Nuffield team went to Paris to formalize the country's participation (Stewart, 1997).

With the addition of France, the program grew, for the first time, beyond a colonial or Commonwealth nation. The France expansion provided useful lessons in the process of bringing on new nations and, in hindsight, shaped the process that Nuffield International follows today. This includes ensuring financial and administrative stability, securing investor partners, recruiting scholars, and setting a vision for how the nation engages with the larger Nuffield organization.

France also marked the first country where there was the potential for a language barrier. Beginning with the French scholar in 1982, scholars from non-English-speaking nations were required to be fluent in English at the time of their application and interview. The intention of the English language requirement is to create a universal platform for verbal communication. Those scholars who have a primary language other than English are required to be fluent in English to participate, with the understanding that applicants' English may still be improving when they interview and will strengthen throughout their Nuffield journey.

Further expansion of the Nuffield network continued with the Republic of Ireland coming into the fold in 1996, with support from founding investor the *Irish Farmers' Journal*. In the early years, the Irish scholars would present their individual study reports at the UK annual conference; however, the Ireland program has grown to have multiple investors and scholars each year, as well as its own national conference. While Ireland may be a small nation in terms of geography and have a population of just 4 million (World Bank, 2017), it has a robust agricultural sector that is among the top industries in the nation.

Of note in Ireland agriculture is that, rather than simply producing for its own population, the country has invested in adding value to and branding their goods. It does so in a way that makes its farm products stand out and bring a premium price globally (Food Wise 2025 Plan, 2016). Nuffield Scholars from Ireland have (in recent years, at least) played a role in this, influencing Bord Bia (an agency charged with promoting the sale of Irish food and horticulture products globally). This agency helps craft and implement "Food Wise 2025," a 10-year vision for the agri-food sector in Ireland. Irish scholars have also been at the forefront of efforts to address the quota system (particularly for the dairy industry), which was put in place by the EU's Common Agriculture Plan (CAP), and which expired in 2017. Introduced by the European Commission in 1983, milk quotas were a supply management tool designed to reduce "food mountains" that resulted from a surplus of

a particular agricultural product (European Commission, 2018). Under the quota system, production levels were regulated and direct payments made to stabilize revenues and incomes for farmers.

From the outset, Nuffield Ireland proved to have a focus on broadening their awareness of the global market by having their scholars travel and carry insight back home (Wright, 2018). The country requires participation in the Global Focus Program² for its scholars and encourages extensive travel to other countries. This type of connectivity and global exposure was part of the initial prompt for Ireland joining the Nuffield program, as there were muted, and still are, tensions between the Republic of Ireland and the UK given the political dynamics of these nations and recent changes stemming from the recent Brexit decision in the UK.

Nuffield again expanded its reach onto the Continent in 2011 when The Netherlands joined as an ‘Associate’ nation. The protocol for new member nations to join the Nuffield Farming Scholars program includes a staggered timeline to lay the groundwork in-country, beginning as an “Associate” nation, then transitioning to be an “Affiliate” nation. An Associate nation is one selecting scholars that has a fledgling network of stakeholders, but is not able to fund and administer a country-based program in its own right. Once a country can show investment stability (which could be just one scholar annually) and the ability to identify and select appropriate scholars, it can transition to Affiliate status. Countries in Associate and Affiliate status are not full Nuffield member nations, and as such have limited individual autonomy and additional oversight from the Nuffield International board. The Netherlands was accepted by the Nuffield International board as a full member nation in 2014.

Currently, Brazil is in Affiliate nation status, and the United States of America is an Associate nation. Both countries intend to officially join the organization when their administrative infrastructure and funding is firmed up and they complete the Associate and Affiliate status periods.

² The Global Focus Program (GFP) is explained later in this chapter.

Part of the process of the two nations joining involves formalizing the administrative functions of the operations in Brazil and the United States, including active boards of directors, non-profit status, and independent banking accounts. From there, the country members must secure investments for each scholarship and run parallel tracks to find prospective scholars.

For the United States and all other Nuffield International countries (versus existing member nations), the investment level is \$60,000 (USD) per year, per scholar. Half of the funds (\$30,000) cover the scholar bursary (financial support for their group and individual travel costs), which includes \$3,000 for the annual Contemporary Scholars Conference (CSC), \$15,000 for small group travel with the Global Focus Program (GFP), and personal study travels amounting to \$12,000. The remaining funds help offset the costs associated with the selection process, scholar briefings, and presentations. These can include travel, meeting registration, and associated fees, with a line item of \$10,000; costs related to organizing the CSC and GFP (travel, bookings, speakers, facilities) at \$10,000, and overhead and administrative costs of Nuffield International (\$10,000). Both the CSC and GFP are addressed in more detail later in this piece.

The investment level for the United States and other non-member nations participating under the Nuffield International umbrella is higher than that of member countries. This is due to the need to help offset administrative and development costs for Nuffield International, as well as the Nuffield International requirement that U.S. scholars (and those from other nations in the process of becoming members) must participate fully in the Nuffield experience—CSC, GFP, and individual study travels. The requirements for the United States as set by Nuffield International are the same as those for Brazil and for other Nuffield International Scholars coming from countries outside formal membership within the organization.

In many countries scholars wind up contributing out-of-pocket funds to continue or extend their travels, or must help raise funds to participate in experiences like the GFP. The U.S. is

comparable in structure and investment levels to Australia, New Zealand, and Brazil, which also mandate all Nuffield events for scholars. The UK has a lower per-scholar investment level, as participants complete only the CSC and several weeks of individual study travel. The UK, France, The Netherlands, and Canada do not mandate GFP participation; however, in the past several years, all of these countries' Nuffield scholars have been opting in to participate in GFP groups when funding is available. This move has strengthened the ties of the participating scholars with those from other nations and created a more uniform feel for the Nuffield experience across all countries.

Expansion of the Nuffield Network and Program

Since the three farmers went abroad in 1947, there has been steady growth of the organization in member nations, scholars, and investors, leading to 1,677 living Nuffield Scholars in 2017. Nuffield has produced a total of 1,930 scholars since its creation. There has also been an evolution of how the countries work together, as well as in the structure of the larger program and the travel requirements for Nuffield Scholars. In the early days of the program, the scholars traveled for a large block of time investigating a specific topic related to their industry, farm, or professional interests. The travels for these scholars were predominantly on their own or with a spouse/partner for a section of the journey. There was no coordinated effort to have Nuffield Scholars travel together, although they were encouraged to connect with other participants from their home country or the larger global network.

Knowing that a key benefit of the Nuffield program was the global network of scholars, there was an increasing desire among participants (scholars) and the leaders within the member nations to provide the space and support for each year's participants to connect in more formal ways. Some countries were creating their own off-shoot programs, like the Australia- and New Zealand-led "Asian Tour," a two-week, small-group travel experience for Nuffield Scholars from these two countries.

The experience of a smaller group of scholars traveling extensively together across multiple countries seemed to resonate with participants. It extended their time away from home, but gave a sense of cohort that they were not able to find during their individual travels. It also helped form a stronger group bond and sparked a deeper understanding of the value of the Nuffield network by putting it into action immediately for these small groups. These groups were also able to immediately leverage each other's networks, giving them a robust foundation from which to plan and complete their individual travel and Nuffield study reports.

The development of this group travel component came in response to individual scholars from distant countries having a very different Nuffield experience than those from the United Kingdom. Group travel offered the added bonus of strengthening the already-strong connection between Australia and New Zealand, however it put relationships with other countries at a disadvantage given the close bonds formed by scholars from these two nations.

Developing the Global Focus Program

In the early 2000's, positive feedback from participants was met with equal enthusiasm by the leadership of Nuffield Australia to grow this small-group travel concept. Moving forward, Australian scholars would be required to complete a six-week, multi-country travel experience (typically six or seven countries), termed the Global Focus Program (GFP). Limited to groups of ten or fewer, the objective of the GFP is to broaden the global exposure of scholars in a semi-structured way, while giving the group autonomy to manage travel funds, time, and the real-life and real-time challenges and opportunities that come with rapid-paced group travel. Scholars often share that the GFP experience is what really bonds them as a group, gives them the confidence to explore the rest of the world on their own, better manage their operations/business from afar, and gain a stronger awareness of global pressures and situations in and related to agriculture.

As the GFP concept took off, more countries warmed to the idea of this experience and what it could mean for their scholars in terms of building an extensive global network and cementing their connection to other scholars from the same travel group and year. At this time there was no universal Nuffield conference or gathering. This meant participants in GFP groups were the only scholars able to spend time with participants from other countries, although it was limited to those nations that opted in. From the start, New Zealand made the experience mandatory for its scholars.

Since its inception, GFP has drawn more countries that – either require the travel as part of the Nuffield scholarship, financially support select scholars from their country, or provide the opportunity if the scholars can secure additional funding to cover the costs. Given the expenses behind this global journey (approximately 15,000 USD), it is left to member nations to determine whether participation is mandated or encouraged for their scholars. The main exceptions to this are the requirement for GFP for Nuffield International Scholars who come from countries outside the official program network (one example is a scholar from South Africa in 2016) and for those participating from Associate and Affiliate nations.

Participation in the GFP is also mandatory for Australia, New Zealand, and Ireland. It is preferred (when funding is available) for France, Canada and The Netherlands, and growing in popularity with the UK scholars. In 2017, there were six groups of scholars traveling the world as part of GFP from nine countries—Australia, New Zealand, Ireland, France, The Netherlands, Canada, Brazil, the United States, and the UK.

An Annual Gathering Forms – Contemporary Scholars Conference (CSC)

As agricultural markets became increasingly global and the Nuffield program continued to grow, leadership and scholars from member nations were interested in finding a way to connect all scholars from a given year, provide them with a grounding in agriculture in a specific country, and

allow them space and time to engage with each other and strengthen the connection of that year's cohort. In 2006 the Contemporary Scholars Conference (CSC) was started to meet this prompt.

Today, the CSC is the launching pad for each new scholar, bringing together up to 100 Nuffield Scholars, delegates and invited guests at this conference. A mix of tours, speakers, and interactive workshops builds bonds between participants and provides a transitional event to start their travel experience. Hosted by a different country every March, the CSC marks the only time—ever—that the full group is together.

Following this conference, the GFP groups complete their travels, and each scholar participates in individual research on a specific topic (which entails an additional six or more weeks of travel around the world). During the year following these travels, each individual prepares a report and presents at the annual Nuffield Farming Scholars conference in her home country, as well as at other appropriate venues (e.g., industry and government meetings, investor events, and local farm groups).

The Peerage and a Bull: Distinguishing Nuffield Scholars Around the World

With its 70-year history and robust network, the Nuffield Farming Scholars program has achieved strong recognition within its member countries. The Nuffield tie—a dark green tie featuring the red bull of the Nuffield crest—is a subtle indicator that the person wearing the item has been through this program and is engaged in the agriculture industry.

The Nuffield bull dates to 1934, when William Morris was created a Peer of the Realm with the title Baron Nuffield. In recognition of his work as a leading industrialist and philanthropist, Morris was appointed an Officer of the Order of the British Empire (OBE) in 1917, became Baron (Lord) Nuffield in 1930, Viscount Nuffield of Nuffield in the County of Oxford in 1934, a Fellow of the Royal Society in 1939, and was awarded a Knight Grand Cross of the Order of the British

Empire in 1941 (Bullock, 2017; Nixon, 2010; National Trust website, 2017). These distinctions, granted by the Monarchy in England, brought with them a formal coat of arms that still exists today.

With this Lordship, Morris had to select a new name to go with his peerage honor. He selected “Nuffield” in recognition of his residency in the town of the same name, and took the bull from the coat of arms of the City of Oxford (where Nuffield is located) for his crest. A wheel was added to the bull to signify the motor industry of which Morris was a major player in the UK. The bull was adopted by the Nuffield Foundation and later the Nuffield Farming Scholarship Trust to serve as their crest; this image continues to be used as the key symbol of both the Nuffield Farming Scholars program and Nuffield International (Nixon, 2010).



The Nuffield bull, as taken from the Nuffield International Farming Scholars logo

The tradition of the Nuffield tie with the bull continues to be an important identifier of scholars and has come to be respected by allied industry in member nations. It is also indicative of a challenge the program has faced. Despite one of the first three Nuffield Scholars being a woman, until 2012 there was no official corresponding item at the global level for women to denote their status as a scholar. In a program where female participants are in the minority, there was an additional lack of equity in an identifiable accessory when the men were presented with the tie as part of the formal public recognition of Nuffield scholarship at the member nation’s annual conference. When all the countries then gather for the annual CSC, it was a point of discussion among the female scholars as to whether they should ask to receive, and then wear, a tie (which some did and still do), or how they could be distinguished as Nuffield Scholars.

Historically in Australia, female Nuffield Scholars were presented with scarves designed to match the ties awarded to the men. This item, while important in terms of designating female Nuffield Scholars and giving them the same sense of belonging when the scholarships were

awarded, was not terribly practical for women in agriculture about to begin a global journey and later give presentations about their experience in settings ranging from barns to boardrooms. The feeling was that the scarf “was not practical or didn’t do (the female scholars) justice—and they were rarely worn” (Nixon, 2017).

In 2011, Caroline Nixon, wife of Nuffield International chair and former Nuffield Australia chair Peter Nixon, took the idea of a Nuffield brooch to the Nuffield International board. This idea was well-received and gained traction after a positive response from the 2012 female scholars. It was Caroline who felt the scarf was not an appropriate item for the female scholars, based on her decades of experiences with the Nuffield program and close interaction with participants.

In digging into this piece of Nuffield history a bit more, the impetus for this change was one of practicality and acknowledgement that the Australian scarf wasn’t fully serving its purposes. The change, however, addressed an issue the program may not have expected to face: giving voice and agency to participants who struggled to fully gain their sense of place in a room where they were often not the majority.

The concept of establishing the brooch as the representative item for all women in the program, together with the opportunity for female scholars to play a role in selecting the final design, changed the dynamic in the room quite swiftly. For the women participating, there was a sense of equity that hadn’t been there a year before. For these 2012 female scholars, there was a new sense of pride and ownership in the item that future generations of Nuffield Scholars would wear. Today, a brooch featuring the colors and symbols of the Nuffield crest is presented to female scholars. These items are visible manifestations of the Nuffield program and give the owner an added level of respect and authority in industry events at home and abroad, regardless of gender.

Adding the brooch to the program’s protocol for new participants does level the playing field in removing an overt, if unconscious, reminder of the discrepancy between the male and

female scholars. Anecdotal comments indicate it was awkward not to have an official Nuffield item to present to the women. There was also the risk that giving certain participants an item viewed to be either impractical or stereotypical, perceived as reflecting an outdated view of femininity, was at odds with the core of the Nuffield organization, which prides itself on being home to progressive thinkers in agriculture.

While this designation and ability to wear the Nuffield crest is important to the scholars and the larger organization, awareness of the significance of the icon varies across member nations. In the United Kingdom, Australia and, increasingly, New Zealand and other member countries, the Nuffield bull is synonymous with leadership in the country's agriculture industry. The prominence comes from intentional efforts to make the crest visible on all Nuffield materials and clothing, as well as the expectation that when Nuffield Scholars are presenting, they are wearing a tie, brooch or name tag that features this distinct image.

Over time, the level of research and presentations being done by Nuffield Scholars (both their study reports for Nuffield and, later, work on their agri-enterprise or in the industry) locally, nationally and globally made the crest a much more prominent image within the agriculture industry in these countries. The awareness of the Nuffield crest and its association in these countries also reflects the growing number of scholars. For the 2017 scholarship year, Australia had 25 scholars, the United Kingdom 19, and New Zealand six. Giving a larger historical perspective, Australia alone has over 400 Nuffield Scholars. With 135,000 farm businesses across the continent (Australian Bureau of Statistics, 2010) and 93,000 farming families (Australian Bureau of Statistics, 2011), there is a growing percentage of this concentrated industry that has participated in the Nuffield program or interacted with a scholar. This lends more credence to what is being presented, along with an enhanced awareness of the bull and its significance. Nuffield Australia also provides state-based scholarships and opportunities that other member nations may not offer.

This recognition is helped by a cultural tradition in the UK, Australia, and New Zealand, where formal crests or icons and associated accessories become a visible representation of the organizations that have adopted these images. Examples of this include the crests of football clubs, agricultural societies, and even private sector companies. Scholars are reminded upon receipt of the tie or brooch that there is a standard to uphold when wearing the Nuffield crest and a mandate to bring pride to the program for those who have gone before and those who will come after them.

In some more-recent member nations, affiliate/associate member nations, and non-member countries, there is not the same level of awareness about the Nuffield crest and the tie or brooch and their significance. Part of the challenge on this front may be that the scholars from these nations do not fully understand the significance themselves. The CSC in Brazil in 2017 marked the first year an overview on Lord Nuffield and the history of the program was provided in this setting.

While each country has its own process to brief the scholars each year when they are selected and before they travel to the CSC, feedback from participants indicate that a session focusing on the larger Nuffield program (its history and the program beyond their individual country) would be beneficial. This would not only ground the scholars in the history and heritage of the program, but remind them of the importance of telling the story of Nuffield to those they meet during their travels and the groups they present to back home. In this way, they are building awareness of the crest and what it stands for—and explaining why wearing the bull is a major accomplishment for an agriculturalist.

The Challenge of Diversity

This growth of Nuffield, in both geography and awareness of who is part of the program (gender, ethnicity,) has been important for the program to more fully reflect global agriculture. In past years, the program has predominantly consisted of white men from developed nations, with most participants hailing from the United Kingdom and Australia. Efforts at the country levels have

included a stronger awareness about the need to diversify the scholar base, particularly regarding gender and ethnicity, to ensure that the agriculture industry represented by the Nuffield Scholars is reflective of the sector around the world. The diversity of participants is also important in bringing a wide spectrum of insight and experience to the program so the scholars can learn from each other and broaden their awareness of agriculture across the globe.

Conversations with scholars for this work have also included comments that indicate a perception by outside individuals and organizations that the program is elitist. While there are scholars who are in the upper echelon of agriculture, these are not typically producers who were born into top-tier operations. Scholars may develop their capacity and become elite operators, but they are not necessarily in that sphere when they travel as part of the Nuffield program. More insight about the charge of elitism is included in the findings of this research, as it is one that the program must be cognizant of and continue to manage.

Another challenge relates to gender. While the 2017 program included a larger group of female scholars than in past years, there remains the idea among the scholars that it is a “boys’ club” and that, in some countries, women start with a disadvantage heading into the interview process. A lack of female leadership also exists in formal roles at the country levels. While there are five female executive directors or administrative managers among the nine nations represented at the international level, there are only two women currently serving as a country chairs.

Work continues among member nations to identify and select more female applicants for the program. This includes intentional recruitment by leaders at the country level, as well as efforts by other female scholars to share their experiences with women they feel would be interested and would benefit from the program. Given the age parameters of the program, there is a concern about the travel overlapping with starting a family. When required, accommodations have been made for women who find that their Nuffield journeys will be impacted by the birth of a child.

As fathers are also leaving home for multiple weeks at a time, the program must manage how allowances are granted and implemented to ensure equity across participants. Given its unscripted nature, the Nuffield experience creates growth for both sexes because there is a level of personal investment and buy-in that goes well beyond gender. Leaving home for many weeks, regardless of whether an individual is male or female, comes with a personal cost regarding family and loved ones. That is a great leveler across the program and one where an abundance of special accommodations for one gender could have a negative impact. This has the potential to unintentionally form tiers of participation or experiences that may be viewed as overly preferential or even less valuable within the network.

Similarly, there is limited racial and ethnic diversity within the group of scholars and leaders. This is a challenge that is intentionally being addressed at the scholar level by Nuffield International. This includes engagement of delegates from South Africa, India, China, and Japan, along with efforts to grow the Nuffield program in the United States of America, in Brazil and in other countries. Increasing the diversity of scholars also positions the program to have a broader world view represented at all levels of leadership in the future. This diversity goes beyond ethnicity, bringing developed and developing nations together in a forum where the shared experience of agriculture can expand world views, spur innovative thinking, and serve as a catalyst for positive development and growth throughout the global agricultural community.

With the increase of scholars from countries that are not yet established Nuffield members there is a need to more proactively manage the setting and facilitation of the CSC to ensure there is inequality among those who speak different languages. The language challenge was reinforced when Nuffield France hosted the CSC event in France in 2015. Efforts were taken to secure conference speakers who were comfortable speaking in English; however, there was still a need for interpreters throughout the conference. There was also some loss of engagement because the clear

majority of the group, speaking only or predominantly English, felt unable to fully communicate with the hosts and the local community. Feedback from the participants was strong in their desire to avoid translators and their frustration in feeling that they lost some of the meaning and energy of each speaker because of the language barrier. Not one individual providing this opinion made the connection that this is often how non-English-speakers in the group feel at every event.

Feedback from scholar interviews as part of this research indicates there have been instances where scholars who do not speak English as a first language feel, in the words of one participant, “looked down on” by other scholars. Nuffield leadership has taken strides to address this challenge at the CSC, proactively changing how they manage the large group sessions and speakers. One initiative was shifting from a typical individual question-and-answer setting to a “cooperative conversation” model. In this latter situation, small groups six to eight discuss speakers, allowing time for language barriers and personality traits (introverts v. extroverts) to be accommodated and the discussion to be more personalized—and likely less dominated by one or two voices.

This change to the CSC format took place in 2014 and has been evolving ever since. To provide full disclosure, I was part of the team tasked implementing the new facilitation structure for the CSC. This work was done with the intention of staying ahead of challenges related to language barriers and dominant personalities in this critical scholar event.

As an outgrowth of the changes to the CSC, more conversations about managing a diverse group (which includes more than ethnicity and language) are taking place at the country level, more specifically at pre-CSC briefings that member nations host. As the number of Nuffield International Scholars increases, there is a need to find ways to brief those participants to ensure they have as much of an awareness as possible of what to anticipate and what will be expected of them. It will be difficult to fully convey to any Nuffield Scholar what his CSC and larger Nuffield experience will

be, as it is a very personal journey, but where there is not a group of previous scholars to work with, some framing and guidance can be helpful.

In 2017, a new session on global citizenship and empathy was added to help address this. This session can help scholars better understand themselves and their own biases in preparation for visiting different cultures, particularly non-English-speaking cultures and developing nations that may have different norms. With this groundwork, the scholars would be better able to encounter and accept—and learn from—the countries and cultures they are visiting as they exist, rather than how the scholars might expect them to exist.

Understanding and accepting local customs and norms, and flexing to them when needed, is part of the growth experience inherent in the Nuffield program. The work surrounding empathy and cultural awareness can help jump-start self-awareness. It also has the potential to give the scholars a better understanding of how to process trips to countries that challenge their perceptions of “normal” and how things “ought to be done.” Embracing the countries and people they meet and finding lessons from each visit is part of the experience. Whether or not it is intentional on the part of scholars, trying to adjust things to adhere to their own views of “normalcy” does a disservice to both the country they are visiting and causes them to miss some of the learnings and ideas they could carry with them to their home country.

Formation of Nuffield International

In 2008, Nuffield was an organization at a turning point. There was no formal international alliance, just a loose affiliation between countries. There were also tri-annual governance meetings (at the Nuffield Triennial Conference) with leaders from member nations to discuss Nuffield growth, the concept of Nuffield International, and the vision for expanding the program’s global footprint. Yet as the Nuffield Farming Scholars program grew in member nations and expanded its global footprint to include new countries, there was a noticeable gap in setting a path for the future

of the program and the synergies that could come from tighter relationships among member nations and engagement of new countries and scholars.

Some member nations were not fully supportive of the new CSC, as they had concerns about cost and time and did not fully recognize its value. The value of CSC lay in four key areas: 1) in forming bonds between scholars; 2) in providing each year's scholars with a sense of the scale of the Nuffield network; 3) in giving them the opportunity to create some framework for their year of travel; and 4) in introducing them to leaders from other Nuffield countries. Also, participation in GFP was still being evaluated by many member nations, and there was not a clear path forward for new countries interested in becoming part of it. With these administrative challenges regarding the formation of the CSC and participation in the GFP, as well as the need to set a larger path for the future of the Nuffield International organization, the historical process of meeting once every three years with a rotating group of country chairs was less than ideal.

It was against this backdrop that Peter Nixon, a 1990 Nuffield Scholar from Perth in Western Australia, took the reins as Nuffield International chairman. According to Nixon, there were two issues that set the course of his chairmanship. First, he found he was working with no description and leading an organization that, in a formal/legal sense, did not exist. (At this point Nuffield International was a concept, rather than an actual entity.) Second, the full potential of the CSC was becoming evident, but was not fully embraced by the member nations (Nixon, 2017). In 2009, the CSC was hosted in London/Brussels. Despite being mandatory for the scholars, there was nominal representation by national leaders (just a very brief appearance by one chair). As Nixon stated, "At a national level, the boards did not... appreciate the opportunity they provided to their scholars and the future potential and international influence that could flow from it to Nuffield" (2017).

Part of the challenge is that many of the Nuffield member nations' leaders (chair and board members) had never been exposed to GFP nor CSC activities. The leaders building the Nuffield

International umbrella had to lay out a road map to grow the program while working hard to bring along former scholars and current leaders who had a very different view of the program. In some instances, the resistance stemmed from concerns about fiscal commitments to GFP and CSC programs. But there was also a historical view of the Nuffield experience as an individual study journey that needed to be addressed. At the time, there was “certainly no vision or realization of the potential of Nuffield to now step forward onto a truly international stage and be seen as an important conduit in the development of a new generations of leaders (in all fields of Ag) with a real and practical understanding of the potential of, and the forces impacting, the future of global agriculture and its ability to sustainably feed a growing world population” (Nixon, 2017). This thinking—that by harnessing the activities and power of the member nations and building a stronger framework to bring them together—was the foundational vision for what is today Nuffield International Farming Scholars.

To build awareness of the new thinking that was shaping the program, Nixon, along with the CEO of Nuffield Australia, Jim Geltch, undertook a very bold step. The 2010 CSC was to be hosted by Nuffield Australia, which typically would mean the conference would take place in that country. Nixon and Geltch put down a marker to spur the global growth of the organization by having the conference hosted by the Australian organization—but in the United States of America. The U.S. is the only country in the world to host all the GFP groups as they tour the globe, with each scholar going through a Washington D.C. briefing session and visiting at least one state. Many scholars also visit the United States during their individual study travels, creating loose connections between Nuffield participants and members of the U.S. agricultural community. Given the travel that was already happening to the U.S. and the country’s robust agriculture industry, Nixon and Geltch felt Nuffield could not truly be a global organization without building a more formal connection there.

With this rare move beyond existing member nations, the new Nuffield International leaders were able to encourage and entice chairs, administrative staff and board members from their countries to attend. As these attendees experienced first-hand the energy in the room when the year's scholars got together and began their Nuffield journey, any reservations about the CSC and its role in serving as a "blast-off" experience for new participants dissolved. The feedback from participants (who did not know the history behind the CSC) regarding the value of the gathering was conveyed to member country leaders and, in turn, reinforced the value of the personal experiences of those attending the conference. Having the group together for speakers, tours, and global travels pushed each individual out of their own comfort zone from day 1 as a Nuffield Scholar, and allowed the year's cohort to establish their own connections within the group. The building of social capital and exchange of ideas was compelling to the Nuffield leadership group as well as for participants. As Nixon notes, after the U.S. CSC, "there was a new mood of how do we take this forward" (2017). Along a parallel track while in Washington, D.C. and Pennsylvania (where the CSC was hosted), the country leaders were discussing the future of the organization and how to formalize the loose agreement between Nuffield countries and ensure a timelier management process (rather than having meetings only every three years).

In addition, these leaders discussed establishing a formal process for new countries to join the Nuffield network. Scoping papers, legal structure options, and protocols for new members were presented to the NI board in 2011 at the CSC in New Zealand. All countries in attendance signed on to the official formation of Nuffield International as the governing body for the members, with final ratification taking place later that year during the 2011 Nuffield International Triennial Conference in Australia, thereby setting a formal pathway for growing the organization.

As this new chapter of the Nuffield organization took shape, one of the key factors, according to Nixon, was that "we had a sense of the importance of [our] moment in history" (2017). The

program had a strong track record, and the number of member nations was increasing, but there was an awareness of the demands a growing world population would place on food production and the agriculture industry. This reinforced how important the Nuffield program could be in addressing the challenges and opportunities facing the industry on the food production and food policy fronts. As Nixon put it, the industry needed “worldly advocates” (2017).

As the officials from member countries worked toward a new formal structure and vision for growth of the program and the role Nuffield could play globally, there was a need to identify and have in place a key champion to guide the efforts of the new Nuffield International entity. At the urging of Nixon and others, Jim Geltch accepted the dual responsibility of being the CEO of Nuffield Australia and Secretary of Nuffield International. Nixon and Geltch were the driving forces behind the creation and momentum of Nuffield International, and putting Geltch in place in a more formal way meant the work done in 2010 would have a shepherd to help keep the more global pieces moving. There was also a synergistic relationship between the two new leaders, with a shared vision about how Nuffield International and the scholars could play a major role in both the future of global food production and in influencing food policy.

In the Chairman’s Report dated 29 September 2011, Nixon outlines the thinking behind the Nuffield International push and the importance of continuing to grow this unique program:

“We are entering a century where food security is likely to be the key issue facing the world. It is certainly the topic of a growing list of studies and reports, and is increasingly causing concern at national and international levels. In my view, it will be a time of great challenge and opportunity.

The simple reality however is that it is farmers who have the task of delivering on the world’s requirement for food, and our ability to do that is largely dependent on the human capital, both practical and intellectual, within our industry.

Nuffield will play an increasingly important role in helping the personal development of the next generation of leaders in agriculture, providing the opportunity to establish an international network in their chosen field, and the unparalleled opportunity that world travel gives in developing the personal skills and confidence so essential in leadership.”

Following Nixon’s term as chair of Nuffield International, Stuart Wright from New Zealand took over for the next three years. As just the second person to guide the efforts of this new entity, Wright was in a unique position to grow the organization while working to formalize the vision. At the time, the UK was still providing the largest number of Nuffield Scholars (more than 20 each year), with Australia starting to approach this level of participation. (In 2017 Australia surpassed the UK in the number of participants it had at the CSC in Brazil.) There also was (and remains) a difference in scholarship duration, with UK scholars traveling seven weeks, and most other countries traveling from seven to sixteen weeks.

This disparity in travel is a reminder of the nuances that exist between the countries concerning requirements and governance. While the Nuffield program offers a lot of opportunity for self-directed learning, participants who travel as part of a GFP group have a potentially different experience than those from countries where participation in this component is not required. Those scholars who do not complete a GFP have no small group travel experience and no compulsory extended travel experience (the GFP requires six to seven continuous weeks of travel), and do not build the same bonds with other participants or volunteers in host countries.

Furthermore, the governance differences that exist among member nations create a dynamic that requires proactive and intentional management by the Nuffield International chair. As the Nuffield International board is composed of the leaders of each member nation, the potential exists for decisions to be made through the lens of what is best for the country association, not the entire

organization. When crafting or voting on policies and procedures that will define and shape Nuffield International, it is easy for the board to focus solely on how the issue at hand will impact the country a board member represents, rather than the global, higher-level vision.

According to Wright, as the individual nations grew and evolved, “it became clear that for the scholarships to successfully continue, an international, overarching body...needed to be formed to provide a forum to discuss, plan and decide the way forward” (2018). By stepping in as chair of this newly formed group, Wright would play a critical role in not only helping crystalize the vision for the organization, but also in providing a somewhat neutral country-level perspective. Coming from outside the two powerhouse nations (the UK and Australia) gave Wright the ability to work with the larger players while understanding and ensuring space and voice for smaller member countries.

His view as chair was “*to develop an effective working international organisation that all countries participated in*” (Wright, 2018). To do so, Wright felt he needed to avoid having the larger member nations own the room or give in to potential tensions between themselves, while ensuring the individual character of each country’s scholarship was maintained.

During his tenure as chair, Wright saw several key changes as Nuffield International evolved: the successful addition of The Netherlands, the creation of the International Scholar (for agriculturalists from non-member nations), the formal adoption of a strategic plan for Nuffield International at the 2013 CSC, and the establishment of NI as the lead organization for international Nuffield activities (Wright, 2018). In addition, the doors opened for UK scholars to participate in additional NI activities, including individual participants in GFP programs, marking a big change in how the founding nation would interact and participate in NI events.

Following the leadership of Wright, Roger Mercer, a Nuffield Scholar from the UK, took over as NI chair in 2014. If Nixon oversaw the formation of NI, and Wright managed the establishment of NI in terms of governance and strategic planning, Mercer was at the helm for the unification of

NI and its member nations. During his time as chair, Mercer stated his vision was “*to bring a sense of unity and common purpose between member countries.*” This focus is important, because the drive to create NI and have it form a bridge that spans all member nations actually stemmed from leaders in Nuffield Australia. To avoid the risk of the organization being viewed as Australia-centric, NI leaders needed to be intentional in ensuring that it was grown and managed in a way that led to it being seen as “belonging to all the Nuffield countries and the vehicle for development of Nuffield as a whole” (Mercer, 2017).

Under Mercer’s tenure, the organization further refined its goals and strategies, including increasing levels of governance for the board. As previously mentioned, the Nuffield International board typically met in person only once every three years, making it difficult to gain traction and follow up on decisions. Under Nixon and Wright, the board met annually and additional structure was put in place. Mercer, in turn, focused on making the governance structure clearer. The development of board committees under his leadership gave all members a voice in key decisions and issues; it also eased the potential for a loss of momentum when country chairs complete their terms and rotated off the NI board.

Parallel to increasing levels of governance within the board, Mercer also worked with Geltech and other NI leaders to establish two groups to build the financial base for the non-profit. The Global Strategic Partners (GSP) program is a vehicle for external investors to support NI activities outside of, or in addition to, individual scholarships. The concept behind the Global Strategic Partners program is to more fully leverage the potential of working with other organizations in a way that: 1) helps support the mission of NI; 2), underwrites the investment and travel required to grow help this global program grow; and 3) extend awareness of NI through a variety of outlets, including industry partners. The Nuffield International Foundation was also created, in 2016 giving Nuffield Scholars and other close individual investors a way to financially support the new

organization and, at the same time, build the fiscal base for expansion and outreach to identify new scholars, new nations, and new partners. As additional opportunities for Nuffield International Scholars increased, so did the number of participants, with the non-member nation scholars rising from one in 2014 to five in 2017.

In June 2017, Kelvin Meadows from Canada took over as the fourth Nuffield International chair. Given the growth of the organization under the prior chairs, Meadows chose three major areas of focus while at the helm. These areas are: 1) stable, long-term funding; 2) leadership at the board and corporate level; and 3) identifying and surfacing new scholars (Meadows, 2018).

Discussing the potential and the challenges of the Nuffield International organization, funding is an issue that each chair and the CEO Geltch has indicated as a critical area of focus. Beyond the scholarship funding, Meadows notes the need for “*core funding that will allow us to expand strategically rather than opportunistically*” (2018). The funding mix in this scenario would need to not only result in an investment of dollars for scholars and their travel/experiences. It would also need to find funding and support for the behind-the-scenes work that will build and maintain the Nuffield network, administrative costs, and the networking and travel required to identify, review, and develop the organization in new nations.

Regarding leadership, Meadows says “*succession is going to be key to keeping the wheels turning at [Nuffield International]*” (2018). The logistics behind managing a multinational program that works across all time zones are massive, and this predominantly volunteer, non-profit organization relies heavily on its CEO (Geltch) to manage relationships and help guide events. Succession planning is a risk mitigation tool for the organization, but also provides the opportunity to craft a shared vision while building agency for those involved. Member nations, Associate and Affiliate countries, and other countries participating under the auspices of Nuffield International are

the local entities that must implement the vision, so developing ownership and buy-in as this planning evolves will support its overall mission.

While the Nuffield network gives the organization a deep pool of talented agricultural leaders, Meadows acknowledges time as a scarce commodity for the group, given the demands of family, business, community, and country (2018). The dynamics of a volunteer board add to the challenge, as there can be moderate to steep out-of-pocket costs and time commitments. (This is not unique to Nuffield, but the global component can make it a significant burden.) Looking forward, more governance brings with it the need to expand director roles (at the country level) to include global committee work in support of Nuffield International. This can create capacity limitations for the individuals involved or a hesitancy for leaders to step up at the country level.

The rotation of country chairs creates a dynamic of fluidity in leaders heading Nuffield International. This requires “*constant reorientation*” (Meadows, 2018) and creates another challenge—that of developing and implementing meaningful policy while continually onboarding new leaders. These additions to the board are still expanding their knowledge of the administration of Nuffield, which they are now leading, at both the country and international levels. As the number of countries increase, the size of the board may expand beyond what is ideal—or manageable. (Each member nation contributes one board member to the Nuffield International organization in the form of their current national chair. These country chair positions rotate, meaning there is also continuous change on the Nuffield International board) An additional challenge will be balancing the inclusion of country chairs and country executives (administrative staff overseeing day-to-day management of the program) who oversee the day-to-day administration for their country for Nuffield, but are not the recognized chairs or leaders for their countries.

A final area that Meadows indicates warrants attention is recruiting new scholars. Building a network to promote Nuffield goes beyond the investors’ responsibilities. It can be difficult to recruit

individuals (especially farmers) for a program that requires up to (and sometimes more than) 16 weeks of travel over a year. Efforts to get someone to apply may involve multiple conversations and connections, and the process is exacerbated in nations not familiar with Nuffield International and where local scholar-to-scholar support does not yet exist. The growth of the Nuffield International umbrella for scholars outside of member nations means a significant time investment is needed to find applicants and ensure they feel connected to the larger Nuffield organization.

While the Nuffield program does not feature a scripted curriculum, there are rigid dates for the Contemporary Scholars Conference and the Global Focus Program groups. Looking at how the program is delivered and how to best allow for increased global diversity and related seasonality of agriculture around the world will be important in order to review and manage it proactively.

Defining Nuffield in terms of who is in the program (countries and individuals), proactively growing and managing the process, and balancing the “*tradition of Nuffield*” with the “*need to innovate to survive*” (Meadows, 2018) are no small challenges. This blend of historical vision and rapidly changing global dynamics provides a snapshot of the landscape Nuffield International finds itself on in early 2018. It is building on the work done over the past 70 years, but must also take into consideration the need for the organization to be nimble and flexible as it evolves and grows to help develop the capacity of agriculturalists worldwide.

Nuffield International Grows and the Globe Shrinks

From its formalization in 2011, Nuffield International expanded, with a new member nation (the Netherlands) and stronger ties with Brazil and the United States of America. In addition, participants from India, China, Japan, South Africa, Zimbabwe, Ethiopia, and Mozambique have participated in Nuffield activities. New countries are now hosting scholars for GFP, including the list above, as well as Turkey, Qatar, Israel, Kenya, Indonesia, Singapore, Chile, Germany, Italy, Denmark, Poland, Czech Republic, and Ukraine. Additional countries are expressing interest in the

organization, and as the network of scholars widens and the connectivity between scholars and among their broader networks expands (particularly with the use of social media), the Nuffield International entity began requiring more time and resources to manage the growth, vision and goals of the organization.

To this end, Geltch stepped down from his role as CEO of Nuffield Australia in 2016 and transitioned over to lead Nuffield International as its inaugural CEO. In Geltch, the organization gains an experienced Nuffield Scholar (1986) and driving force within the organization. It also obtains a recognized leader of industry, as evidenced by Geltch’s “AM” designation, indicating his appointment as a Member of the Order of Australia for his service to primary industry—in this case, farming/agriculture—in Australia.

Formalizing a New Umbrella Organization

As Nuffield International evolved, the organization undertook a strategic planning initiative to develop its vision, mission, beliefs, and core values. Facilitated by Karen Brosnan, a Nuffield Scholar from Ireland, the process began in 2013 (at the CSC in Canada) and wrapped up in 2014 (in Australia). Deliverables from these in-person sessions and numerous follow-up meetings, calls, and webinars formed the heart of the new organization and have been guiding tenets for scholars and new members of the Nuffield International board alike.

An outcome of these sessions was the creation of an across-the-board statement about the organization and its core beliefs: Nuffield International Farming Scholars is a unique global network of farmers that focuses on personal capacity building; excellence in agricultural production, distribution and management; and local, national and global thought leadership.

The organization’s vision statement says, “Nuffield International inspires people to make a difference in the world of agriculture.” Its mission is “to nurture the values of Nuffield

International, providing a global framework for the cooperation and development of members and associates” (Nuffield USA brochure, 2015).

Central to the organization are the three core beliefs that inform the decisions made about new member nations, new initiatives, the selection of scholars, and outreach to investors. These form the foundational pillars that the entire scheme is built on—regardless of country. The Nuffield International beliefs are:

1. Agriculture is the foundation of a stable society.
2. In order for agriculture to be dynamic, remain competitive, and serve society, [the industry] need[s] leadership and expertise.
3. The outcome of agricultural leadership leads to a stable, safe, and productive society.

(Nuffield USA brochure, 2015).

Furthering these beliefs are the Nuffield International objectives. These are more internal-facing, guiding the leadership team to ensure their decisions look beyond the interests of individual member nations and align with the growth and trajectory of the international program. The Nuffield International objectives are:

- Nurture the Nuffield heritage and build on the legacy.
- Promote, develop, and inspire leadership.
- Provide a model for existing and future countries.
- Influence global agriculture and build global reach.
- Challenge thinking and ensure the transfer of knowledge and ideas.

(Nuffield USA brochure, 2015).

Last, Nuffield International created a set of values that is shared with all scholars to orient them to the organization and give them framework to guide their global exploration. These values are introduced at the annual CSC, with a different country chair outlining one on each day of the

conference. In addition to listing the value, the chairs also testify to the value of the organization, using an example in their lives or Nuffield experiences, and present a charge as to how the scholars can live true to this value during their travels as well as back at home.

The seven Nuffield International values are:

- Humility: Respect the views and positions of others.
- Integrity: Inspire scholars to make a difference and be true to their word.
- Reciprocity: A mindset of giving back to others and continued engagement in the Nuffield ‘family.’
- Respectful: Respect the earth’s resources for future generations.
- Embrace human and agricultural diversity.
- Open-minded: Curious, changeable, solution oriented.
- Continuous learning mindset.

(Nuffield Contemporary Scholars Conference, 2017).

Opportunities and Challenges

Feedback from the chairs gives some insight into the opportunities and challenges facing the organization as it grows. Nuffield International has grown quickly in the past few years, expanding its global footprint and bringing in scholars from new countries, and potentially adding multiple new member nations in the coming years, representing growth on all fronts. Inherent in this are challenges, such as ensuring that all member countries retain an equal voice in the evolving organization and that the nations involved are looking at issues jointly, from a global lens, not from the perspective of their own country’s involvement. Each chair has indicated that managing this dynamic is one of the toughest parts of being at the helm of Nuffield International and is something that takes effort to proactively manage and reinforce with all board members.

The rather rapid growth of the organization is both an opportunity and a challenge, based on feedback from the chairs. There are a number of countries interested in participating in the Nuffield program, which speaks to the quality of the program and global respect for the network. Managing this growth in a way that is sustainable and ensures the selection of quality scholars is important. Likewise, in order for the organization to thrive in a new country entails a lot of foundational work to develop in-residence champions, investors, and a support network for the scholars selected.

The advancement of Nuffield does not happen on goodwill alone. Developing a financial base for the organization and continuing to build investment in the program in addition to that supplied by the member nations will remain a critical focus for the chairs and CEO. A non-profit organization, Nuffield International works largely through a network of volunteers and supporters who donate time and services or, may receive some cost reimbursement for their work. Even with this network of friends, there are extensive administrative costs for building relationships and finding/supporting scholars in multiple countries. Travel, marketing and collateral items, and support of scholars all take funding and investment. Since these costs also apply for member nations, it is crucial that NI be able to raise funds to support its global initiatives in ways that are not competitive with the work done at the country level. This is part of the reason why both the Global Strategic Partners program and the Nuffield International Foundation were formed, ensuring separation between NI and the member nations or between intentional partnering with investors who want to combine their country-level support and funding for NI.

Through Nuffield International, there are opportunities to continue to enhance the relationships across member nations, while bringing new participants on board. This will require thoughtful outreach to new countries and work at all levels to ensure decisions are made by the NI leadership team as a whole, not by individual chairs or executives of the member nations. Likewise, the continual formation of new relationships is needed in developed and developing nations, along

with hard work to integrate these new scholars and countries with the existing nations. Beyond the logistics of bringing new nations into the Nuffield fold, the challenge of meeting these countries where they are and having them be—and feel like—equal members in the organization continues.

Nuffield International and its board will be the governing body to set consistent policy and goals for funding and leadership for member nations. Without agreement and a shared vision at this level, the organization runs the risk of remaining (or regressing to) simply a loose coalition of country groups. Expanding the member nations of Nuffield International is critical to fully embracing the organization's vision that agriculture is the foundation of a stable society; however, Nuffield is not currently present, in a formal way, where the world population is growing and perhaps most in need of stability.

Stretching beyond the organization's comfort zone is necessary to having a truly global reach in capacity building in agriculture. Each current and future nation must be welcoming and appreciative of what new members bring to the strength of the organization and make intentional efforts to avoid scenarios where there seem to be second-class or "less than" countries. This is true at all levels of leadership and governance as well as at the participating scholar level. It also reflects the need of the organization's leadership and members to collectively understand and embrace agriculture at every scale and in all sectors of the industry.

Another area of both opportunity and challenge during this global expansion is harmonizing who a Nuffield Scholar can/should be. The founding scholars were actively involved in primary agriculture (i.e., farmers), which remains the criteria for some member nations today. North American nations involved in Nuffield allow for the selection of scholars who are actively engaged in the agriculture industry, but may not be farmers or ranchers. There is a smaller population of farmers in developed nations, but production and global trade has increased, and the agri-enterprise sector has grown around the world. This may create the opportunity to build personal capacity in

people who are working in agriculture in support of, adjacent to, or slightly further down the value chain from the farmer.

As discussion occurs about who is eligible to be a Nuffield Scholar related to professional categorization, the organization can also look at the educational backgrounds of participants. While there is no formal education criterion for the Nuffield program, most current scholars have secondary and graduate education or degrees (see details provided later in this research). Having intentional discussions on who may benefit the most from the Nuffield experience and what role education plays in that process, particularly as the program grows in developing nations, may be critical to shaping the demographics of the program in the future.

Perhaps the most pressing situation facing the organization is succession planning. While NI chairs have rotated since its most current evolution, there is one steady driver behind the scenes working to help the organization expand—its CEO, Jim Geltch. Geltch is synonymous with Nuffield, and he has been a key architect in the formation and growth of the organization. He is the boots on the ground in potential countries, the contact person for international scholars, a visionary with regard to the continued growth of the CSC and other NI activities, and the living repository of NI insight and ideas. Replacing him seems an impossible task, but developing a plan to bring in the next generation of formal leadership (outside of the board) is shared by each of the chairs as a critical challenge facing the organization. It is a topic they know they must address, leading to conversations concerning how to structure the position or the organization in the future.

From growth to governance, observational experience with the organization indicates to the researcher that numerous opportunities for Nuffield International looking forward exist. Ensuring harmony and a shared vision for all as this growth and succession planning discussion occur will remain a practical challenge for the group, but as the broader organization continues to grow, what develops is an even stronger, wider network for the nations and scholars.

A Steady Philosophy in a Changing Industry

The early philosophy of the Nuffield Trust and the program in the UK has been adopted by subsequent member nations. There is autonomy at the country level regarding applicant requirements (e.g., active farmers only), financing, and governance, but the overall ethos and ideals of the program are intentionally consistent throughout participant nations. The formation of the Nuffield International board was designed to reinforce this consistency as global agriculture and the organization both evolve. This is an easy designation to make on paper, but requires thoughtful leadership and vision to implement in a way that reinforces the ideals to life, creates buy-in among all member nations, sets standards that all countries are held to (regardless of when they joined the network), and is sustainable moving forward.

The original philosophy of rewarding those who have already made conspicuous efforts in food production when selecting Nuffield Scholars has shifted over time. As the program grew, the guidelines in selecting participants focused on those actively involved in agriculture who were looking to broaden their awareness of global initiatives and practices and were willing to carry the new knowledge back to their region. Today, the philosophy of the Nuffield Farming Scholars program is to expand the capacity of those who will guide, shape, and lead agriculture in the future, not rewarding those who have shown excellence in the industry already. This does not mean that some participants are not already recognized as leaders or experts in specific areas. The intention of the interview process in every member nation is has developed so that those selected as Nuffield Scholars will benefit from the experience and carry the insights forward as much as possible.

Even in the early days of the Nuffield program, there was a desire by the organization's leadership and selection committee to find agriculturalists who would benefit from the Nuffield experience and show they were not "merely interested in [themselves] but in some wider

contribution and responsibility” (Stewart, 1997). There still holds today this effort to select scholars who exemplify the program’s values and this vision of sharing their new knowledge with others.

Likewise, the idea that Nuffield Scholars were the conduit to finding and disseminating new knowledge in the industry holds true today. From the presentations they give locally to the formal reports they submit following their travels, they are all still providing insights that will benefit agriculture locally, nationally, and globally for decades to come. Looking forward, this role must continue to evolve so that it facilitates the meaningful and equal integration of member nations that are inclusive of developing nations.

In his reflection on 50 years of the Nuffield Trust, Captain Stewart comments the success of the organization is built on the quality of the scholars selected to represent the program, travel the world, and bring new knowledge, alliances, and friendships back. As someone engaged nearly from the beginning, who was a Nuffield Scholar himself (1964), and ran the Trust for 20 years (1969–1989), Stewart is regarded as the driver of the early growth and vision of the organization.

Stewart’s words from his 1997 reflection on the program offer rare insight about the work it is looking to do through those it supports:

“Times do indeed change and the agricultural revolution of the past half century has surpassed anything that has gone before. Nuffield too has changed and adapted and will continue to do so. More than anything, it must build on success. That success resides in the character of those who are proud to call themselves “Nuffields.”

There are those who regard the award of a scholarship as an end itself. A tour made, experience absorbed, and a return home to practice. But for the majority it is, and should be, much more than that. It should be for a lifetime—of learning, of leading, and of giving in return for what one has [received]” (1997).

The formal adoption of Nuffield International values is a very recent move by its leadership. The philosophy for selecting the right people and instilling in them a sense of both responsibility and reciprocity regarding what they have learned is not. The ethos of having a continuous-learning mindset and giving back remains not only unchanged, it is at the core of what the Nuffield program stands for and how it has weathered, and grown, during periods of struggle in an industry that is among the riskiest and most critical in the world. Through this commitment there is, from the outset, an inclination for the program to benefit not just the individual scholar, but their community and the larger agriculture industry – and thus a contribution to public value.

Moving Beyond the Individual Scholar

With this foundational understanding of the Nuffield program, it is possible to explore the concept of public value and the larger focus of this work. It is the intention of this study to better understand the meaning and significance of the Nuffield experience beyond the scholar. This work is done by gathering perceptions from the scholars themselves, but views all the feedback through the lens of public value. The following chapter will provide a more in-depth look at the concept of public value and the foundational theories involved in this work.

Chapter 3

Perspectives on Public Value

This chapter provides an overview of literature and theory pertinent to public value, including the history of the concept from the early days of Aristotle to more modern incarnations connected to government and public administration. Each variable of the research is also explored, with framing on why it was included in the work. Theoretical review and grounding of literature supports the variables and their role in this research.

Exploring Public Value

Every one of us affects others, just as we are all impacted by others (Schmid, 2004). There exists a variety of wants, needs, and values within each individual and, therefore, within communities and populations as a whole. Herein lies the challenge of sorting out and addressing the concept of public value. What is valuable to whom? Who is the ultimate arbiter of what is valuable? And how is this value measured or adjusted over time?

The notion of public value is and has been used to engage individuals and groups throughout time to act or have opinions on specific issues, often framing how certain actions and efforts can positively impact the greater good. Public value has never been easy to articulate or accomplish, though. In the Federalist Papers: No. 10, James Madison notes “it is in vain to say that enlightened statesmen will be able to adjust these clashing interests, and render them all subservient to the public good,” (quoted in Bozeman, 2007).

Public value is – and has been – a rhetorical device in social and political discourse used to explain to a population why something is for their best interest, or the greater good. Yet discussing the public interest or public value brings with it a challenge of delving into who it is that will benefit from the “public value,” along with how to measure and articulate the outcomes. So, in response,

public value is either misused as a normative term justifying decisions and/or actions, or the concept itself is avoided. Bozeman (2007) indicates that the nature of public value and the inability to provide precise answers is part of the shift away from conversations about this topic. Yet, according to Bozeman, public interest and the related public values are half of the four prongs that form the foundation for governments. He further argues that while our daily lives are more attuned to the practicalities of economic individualism (our own needs) rather than “its philosophical bases,” in this narrower focus we miss the long history of public interest and the set of items deemed to be public values in our society (Bozeman, 2007). More specifically, Bozeman states “indeed, if we consider together economic individualism, public interest, and public values, and, at least equally important, religion, then we have covered most of the terrain on which governments are built.” Having set the task of exploring public value with this research, the challenge of religion in economics and government will be left for others to explore. The Bozeman insight does, however, reinforce that public interest is a force inherent in our lives – whether we chose to embrace the philosophical discussion or not.

Understanding the “philosophical bases,” as Bozeman (2007) puts it, is important for any society, though, because there can be public bad just as easily as there can be public good that stems from decisions of public interest, depending on perspective. Bozeman makes clear public value is not proxy for government responsibility, noting that “to say a public value is held says nothing about responsibilities for providing for the public value,” (2007, p. 16). In fact, Bozeman goes further to make the point that there can be “public values failure”, which occur when “neither the market nor the public sector provides goods and services required to achieve public values (p. 16). To take Bozeman’s statement a step further, it is critical to remember the contested nature of public value; not only is there disagreement in terms of defining the concept, but the reality is that actions

and decisions made in the name of “public value” can create public bad just as easily as they can create public good.

We often, however, hear of individual and group actions framed as contributing to and done in the name of public good. This can include work done by community groups, by organizations such as the Cooperative Extension system, or efforts from public managers, elected officials, or those in the private sector. All of these have impacts on individuals at the local, regional, national and global levels. Yet the individuals involved may have little to no knowledge of the significance and outcomes of the actions they are taking in the name of contributing to the public interest. Exploring public value, then, requires a broader lens through which to view individual activities and how they manifest themselves post-experience. Exploring public value is important to not only frame the evolution of the concept but to also more fully appreciate its contested nature and the challenges that come with the power dynamics of the few impacting the many.

An area of focus regarding public value has been the role of and work done by managers and administrators in the public sector. The work of these individuals, whether with government agencies or even non-government organizations and non-profits, is a critical intersection between public value and individual actions. These individuals often become the arbiters of public value, defining who the public is, what work should be done, and measuring the outcomes. This is a concept that Mark Moore focuses on with his work on the creation and recognition of public value in the public sector (1995, 2013). The insight Moore brings to the concept of public value is applicable across multiple organizations and programs, including non-profit organizations such as the Nuffield International Farming Scholars program, as he recognizes that “even those who lead interest groups could be viewed as important public entrepreneurs or managers,” as these types of organizations may create and implement – or halt – public sector efforts (1995).

Another perspective on the public value conundrum Moore (1995) surfaces is the duty of public managers to act in good faith on behalf of fiscal and policy mandates (among others) set for them. This challenge of acting as administrator and steward, while trying to live true to the above-mentioned definition of increasing public value in the short and long-run is summed up by Moore (1995): “This doctrine produces a characteristic mindset among public sector managers: the mindset of administrators or bureaucrats rather than of entrepreneurs, leaders, or executives,” (p. 17). This mindset keeps administrators focused on checking boxes and completing tasks, not exploring new ways to accomplish the intentions of policies and regulations.

With public funding and policy/regulatory mandates come boxes to be checked and protocols to be followed. However, programmatic evaluation and innovative thinking are not always a focus of managers, and in many instances the final outcomes are recorded and measured as simple metrics carrying over from year to year to ensure compliance. Rather than thinking about the larger challenges they and their programs are trying to address, public managers are often relegated (sometimes by their own making) to roles where they may be less inclined to be proactive or innovative, or seek out more insight on what would be truly beneficial to the public. Public managers face the challenge of potentially being consumed by administrative processes and requirements, or being so intensely focused in one specific area that the more holistic picture, issues, and opportunities are missed.

This issue of serving many masters, including those who are creating or investing in initiatives and programs, is not unique to the public sector. In framing this conversation, it is critical to acknowledge that public value is a contested notion in terms of definition and measurement. The inability to clearly and consistently define who the “public” actually is in any given context, and the subjective nature of “value” creates tension and contestedness. Furthermore, the power dynamics at play in government, communities, industry, and society create scenarios where decisions made with

the public value in mind must be unpacked and examined to understand those who are acting and those who are acted upon, and what the drivers and outcomes are for both sides of the equation. As such, public value is a phrase and concept that is widely used, broadly interpreted, mistakenly applied or completely avoided.

There is, however, growing interest in articulating the larger manifestations of individual experiences in terms of what is contributed beyond the participant with regard to the country's Cooperative Extension system (Peters, et al, 2006; Kalambokidis, 2004, 2007, 2011; Franz, 2011; Corbin, 2017; Texas A&M University, 2017). In examining the larger impact of Extension programs and initiatives, there is the potential to move beyond pure economic decisions and drivers (including public and university budgets) to bring to life the community and societal impact and larger benefit of what is being delivered at the programmatic and personal level. This moves the conversation beyond participation and program evaluation metrics.

Defining Public Value

In defining public value, there are various terms and phrases that have the potential to be used – or misused – when discussing the concept. For the purposes of this research the terms common good (or public good), public interest, and public value will be treated interchangeably. While there are nuanced differences at the academic level, the intention of this work was not to parse out specific definitions or details for each; rather, the focus is to better understand how participants in a specific program articulate the concept and perceive their connection and contribution to it. To accomplish that purpose, the research participants are given the space to use all three terms interchangeably. At the most basic level, defining the concept can start with the difference between “private value” and “public value.” Private value accrues to the individual and is more transactional, coming from the benefit a good or service affords the person; public value is created when “a service benefits society as a whole,” (Moore, 1995; Kalambokidis, 2004).

There is also a related challenge about the awareness of public value. If citizens recognize/acknowledge the value the services contributing public value, there may be a strong will to support them through funding and related resources; if there is no awareness of the public value, citizens will default to treating it as a private value (Moore, 1995; Kalambokidis, 2004). The context of public value has and will further evolve over time, making a unified definition an ongoing challenge and unlikely outcome.

In defining public value there is also the earlier-noted lack of clarity specific to terminology. There are works (such as this one) that will use multiple phrases or ideas in an interchangeable fashion. But there are also scholars who argue that the phrases are more than that; they are distinct concepts that should be approached differently. An example of this is Douglass's argument that common good is not the same as public interest, as indicated by the "subtler nuances of political language ..." (1980, p. 103). Douglass argues that the common good was traditionally an objective or goal of the state. Public interest, however, had to do with "benefits which apply, more or less equally, to all" (1980, p. 110).

As defined by Bozeman (2007), public interest is focused on the outcome, not the intention or action. He states that "in a particular context, the public interest refers to the outcomes best serving the long-run survival and well-being of a social collective construed as a 'public'." With this definition, there is no endorsement of specific policies or actions because the overriding goal is the "public interest ideal," (2007, p. 12).

Combining political nuances, a blurry conceptual landscape, and a shifting historical timeline that shows changes to the terms over time (shifting from common good to public interest, and showing alterations in meaning based on socio-political contexts) does more than reinforce the lack of agreement about public value. The continual and contextual shifting of meaning and terminology has the potential to prevent the exploration of how public value is viewed, articulated,

and manifests itself. The lack of clarity and uniform application means public value is interpreted through multiple lenses in different disciplines. There is no clear academic agreement on the concept – historically or in modern times – and the subjectivity of what is valuable to whom continues to lead to scenarios where public value becomes little more than a catchphrase.

Moore's work addresses public value from the standpoint of public managers, however this approach is also not agreed-upon. There are those who feel Moore's work pushes public managers into areas they should not be influencing (Rhodes and Wanna, 2007; 2009; Prebble, 2012), arming them with the prompt to define and lead initiatives impacting the public rather than solely managing them. Given the extent to which public managers are intertwined with the political process it is naïve to think they are not already in a position of influence (Alter, 2018), but there remains a debate over the legitimacy of unelected officials providing strategic management of public organizations and agencies. Prebble (2012) indicates that the potential for administrators to provide public value leadership can be applied beyond the public sector. He indicates the concept also applies to challenges faced by groups not producing tangible products and participating in straightforward exchanges or transactions, as well as programs/initiatives providing outcomes to individuals rather than the broader citizenship.

An example of this challenge can be seen in the work of the U.S. Cooperative Extension system. Extension programs receive a mix of federal, state and local funding (public dollars), with some (increasing) private support through user/resource fees and program costs. Initiatives include specialized training and outreach about production agriculture issues, food and health, community and businesses, youth and family, and natural resources (Penn State Extension website, 2017). In most instances, the outreach and practical education provided includes courses, programs or resources delivered at the individual level or to specific populations through in person courses/programs, through hard copy resources or via online trainings/videos/materials.

Kalambokidis (2011) frames the public value concept with regard to Extension in the following manner: "... Extension also creates *public value* when its programs induce participants to act in ways that benefit others in the community When an Extension program teaches a farmer ... and [he/she] subsequently adopts those techniques, [he/she] not only improves [their] own business outcomes, [they] contribute to a more stable local economy." This connection between Extension efforts and public value is insightful, as it acknowledges not only the potential for new knowledge to have a significance and impact beyond the individual learner, but also considers the public funding stream (through actual line items or support from Land Grant Institutions) that go into programs and personnel.

With its engagement of individual farmers and focus on experiential learning to increase individual capacity, the Nuffield program is not dissimilar from Extension. Investors who support Nuffield scholarships include public entities (governments), research organizations, producer groups, the private sector and non-profit foundations. Some investors may fully fund an entire scholarship (cost per scholarship shifts across member countries; total investment is \$60,000 in the United States), or there may be larger consortiums that provide various levels of funding to build the scholarship. This aligns with Extension funding, in that there are various players who contribute and have the opportunity to help frame objectives and parameters of the programs, but do not actually direct implementation or delivery of individual activities.

Given their shared work to engage adults, provide specialized experiences/training to introduce new ideas and options for areas like production agriculture, business operation, community growth, and natural resource management, the public value definition crafted by Kalambokidis (2007, in a training with Bipes) seems appropriate for Nuffield as well:

"The value of a program to those who do not directly benefit from the program."

This is the higher-level definition that will be used throughout this work, however it is recognized that individual perceptions of public value may still apply. In addition to defining public value in terms of how it is viewed for this work, this study also gives space for the Nuffield Scholars themselves to contemplate public value and establish how they perceive this concept and apply it (or not) to their work as global agricultural explorers. Delving into how the scholars' view of public value was done to capture how they define and articulate the concept, as well as perceptions of their potential contribution. Examples will also be captured on how scholars may be contributing to public value beyond the farm/business walls.

Public value, as noted earlier, is not only positive in nature. Depending on the perspective of impacted audiences there may be negative outcomes and impacts to public value. This adds to the contestedness of what constitutes public value in terms of the subjectivity of what is valuable, to whom, and whether there is a positive or negative outcome. While parsing out positive and negative outcomes/manifestations of public value is not a focal point of this research, it is considered in the framing of the larger concept of public value, and how actions and efforts at the individual level impact others in both positive and negative ways. As stated earlier in this chapter, just as decisions and efforts can contribute to common good, so too can they create common bad.

Contemporary debates about agricultural policy highlight the power dynamics of public value, and the myriad of players involved in decisions that have multiple pathways to address a specific topic – but no clear answers. This research looks at public value through the lens of those engaged in the production agriculture sector. It is unrealistic to think that every citizen views agriculture with the same sense of contribution to public value as Nuffield Scholars do. In reality, there are many whose view of production agriculture would include perceived negative contributions in terms of environment/ecology, cultural, community, and market impacts. This is evident in topics such as the use of genetically modified seeds, water policy in the United States,

global trade agreements, and consolidation of agribusinesses. In all of these topics there are varying lenses through which to view the topic, as well as the outcomes and their potential (positive or negative) contribution to public value.

History of Public Value

An early term related to public value is “Commonwealth.” This concept of “common good” (or “common weal”) has its roots in the days of Aristotle, referencing a collective/community focusing on the common good. This phrase still lingers today, as evidenced by four Commonwealths still existing within the United States of America: Pennsylvania, Kentucky, Virginia, and Massachusetts. The Commonwealth of Pennsylvania, for example, was founded with this status to indicate it was a “community formed for the ‘common weal’ – that is, for the common good and welfare of all – in which the citizens choose their and make their laws by majority vote” (Fortenbaugh and Tarman, 1940).

As referenced earlier, Douglass argues that the common good, from a more historical or traditional perspective, was “an explicitly political idea,” (1980). He further relates that the notion was “common” in two ways. First, it covered all citizens with the intention of being inclusive of all members of society. Douglass cites the example of Aquinas’ teaching on this front, where efforts are to be taken so that “no person goes in want” and gainful employment/wages are available to the heads of households (1980, p.104). Second, the benefits involved are just that – objectively beneficial. The benefits had to exist in an actual sense. It was not enough for something to be thought or felt to be beneficial and good (in a moral sense). The benefit had to contribute to a full and robust life for the citizens (Douglass, 1980). The benefits had to be applicable across the entire population and provide demonstrable value.

Over time, with the rise of monarchies and other formal, forceful heads of state/communities, the notion of common good shifted. Rather than providing the actual benefits to

all noted above, the concept began to serve as proxy for the “justification for royal demands” (Douglass, 1980). The rhetoric of common good and the increasingly used term, public interest, was used to justify mandates from monarchies and dictators, rather than serve its earlier purpose of providing for the welfare of all (Douglass, 1980).

As society and democracy evolved, so did the concept of public interest – or, as Cochran (1974) presents it, the politics of interest. Douglass discusses the distinction between common good and public interest, indicating the latter “originally arose as an innovation of liberalism,” (1980, p.103) with the distinction between the two being increasingly blurred “because of a moral revolt against liberal and utilitarian thinking.” Douglass notes that “in the interaction between political ideas and political events, the insurgents [chose to] create a new alternative,” (1980, p. 107). Rather than simply accepting the royalist view of common good as defined and implemented by a ruling class, the concept of public interest emerged (Douglass, 1980).

Public interest, in this context, is more than the aggregation of private wants/needs (interests). As a concept, public interest “became popular as an instrument for articulating an essentially individualist conception of the public good” (Douglass, 1980). In essence, public interest is giving voice to the needs (in many instances the material needs) of the public as a whole. The challenge of public interest, its critics claimed, was the ability for this concept to be “little more than a brief for selfishness” (Douglass, 1980, p.107). Even Douglass (1980) notes the struggle to determine whether public interest is what the public wants, or what they should want. At this same time, the moral authority about the common good and public interest began to slip away, with the realization and awareness (informed at least in part by a Hobbesian view of human self and human behavior and the related selfishness and competition) that in reality everyone pursues their own self-interest in some way. Because human beings are different, their wants and needs will vary widely among the population – so the objective good that was pursued in the days of Aquinas could not

exist (and possibly never did). What did remain was the challenge of whether public interest was objectively beneficial or simply a dynamic where people thought or felt it was beneficial (Douglass, 2017). While Douglass outlines the nuanced differences that exist between common good and public interest, his article “*Common Good, Public Interests*” (1980) also shows this shift in time and societal context that contributes to this evolution from one concept to the next.

Extending the evolution of public interest and its modern interpretation and meaning is the work done by Moore (1995, 2013, 2014). With Moore, the shift begins to public value (Moore, 1995, 2013, 2014; Prebble, 2016). Prebble notes that in Moore’s work, public value is assessed by arbiters that include the public as a whole, meaning the public should have a voice in what is considered valuable on their behalf. While conceptually this may have appeal in terms of bringing to the forefront works, projects, and initiatives that are for the common good or benefit the public interest, it is unrealistic. “The public” is incredibly ambiguous in both definition and in its wants. It is not simply the summation of the individuals (Dewey, 1927; Moore, 2014). In this, Moore’s work faces a similar challenge: valuable for whom, and defined by whom. Moore delves into the role of public administrators and managers with regard to public service, but does not address issues of power and public value or the potential for both positive and negative outcomes. This is important to note, because power is an inherent part of public value and the decisions made on behalf of others and the larger public. What is valuable is subjective, so those who make the determination of who to serve and what to focus on have an incredible amount of real and implied power.

Prebble (2016) further shifts the conversation about public value by moving beyond Moore’s focus on the public sector and its administrators/managers. Prebble makes the argument that individuals can, in fact, be trusted as arbiters of public value. Individualism is not necessarily directly equated with selfishness, according to Prebble (2016), who states “selfishness is a very restrictive assumption” (Prebble, 2016). Individuals, while not selfless, are moved by varying

motivations, cultural norms, community engagement, context and a variety of other factors.

Furthermore, scholars argue, individuals are, basically, reasonable people (Barry, 1995; Scanlon, 1998; Sen, 2010). In short, while individuals may make quick and sometimes contradictory decisions, “when it matters (and especially in relation to joint decisions),” (Prebble, 2016) individuals do have a basis for the decisions they make – “reasons that can be publicly supported for doing one thing rather than another” (Barry & Hardin, 1982).

In addition to individuals being basically reasonable, Prebble notes that they both influence and are influenced by social and cultural factors. Regarding the issue of who speaks for whom in “situations of joint choice” (2016, p. 10), Prebble indicates that the challenge is separate from whether individuals can be arbiters of public value. In discussing the dignity of man, Prebble reminds us that respect for individuals means moving beyond a vague concern for others. He notes that we must listen to [individuals] and respect their agency in deciding what is best – for themselves and the public (2016). Prebble shifts the conversation beyond the public as a whole by noting that “individuals must have some involvement in arbitrating issues of public value,” (2016).

In terms of this exploration of Nuffield and public value, there is, then, backing for delving into the views of the scholars themselves and extracting their concept of public value and how they contribute. This research begins to give the individuals involved a voice in how the program manifests itself beyond them, and lays the groundwork for further efforts that involve scholar families, associates, communities and even investors.

A further challenge with the theory of public value, as Moore outlines it, is that the concept was not developed for scholars. Moore’s intention was to “lay out a structure of practical reasoning to guide managers of public enterprises,” (1995), as these managers are creating public value through their individual efforts and the use of public authority (Prebble, 2016). These individuals must develop and implement efforts that contribute to public value by interpreting policies,

regulations, and laws they do not control, for a governed body (i.e. public) that is their key constituency, yet in some ways foreign to the managers. Moore (1995) lines up the work of Prebble (2016) by unpacking the work of the public sector administrators and managers with an outlook that they are “explorers commissioned by society to search for public value.”

The concept of exploration resonates with the Nuffield Farming Scholars program, as the participants are given a mandate to search for ideas and best practices across the globe. Through the program, scholars are met with a sense of *sittlichkeit*: the feeling that there are “moral obligations to the community of which I am a part,” (Hegel, 1894; Prebble, 2016). The Nuffield initiative instills in participants an expectation of reciprocity – creating *sittlichkeit* in both their geographic community and the Nuffield community. As there are few instances of a static community/environments, this concept may be used by individuals as they make not only their own, but also joint decisions about areas that could contribute to public value.

Moore (2014), Cochran (1974) and Prebble (2016) all indicate public value is a concept focused on “the general good of a whole community,” (Cochran, 1974). There is no indication, however, that the only programs or initiatives to contribute to public value are those delivered to groups or a large populace. Looking at the perceived public value contribution of a program provides a qualitative lens outside of traditional program evaluation and delivery metrics to use when looking at the significance and impact of initiatives that are delivered to individuals or small groups of people, with the goal or potential to have a much broader final impact.

Expressing Public Value

Throughout this work, it is acknowledged that public value is subjective, contested, and incredibly personal. This awareness shaped the research that was conducted, and made capturing the voice of the Nuffield Scholars themselves a foundational objective. Giving space to bring the *experiential truths* of the participants to life was an important component of the work, as the

scholars are the storytellers who, ultimately, express through words and actions the meaning and significance of the Nuffield program and its relationship to public value (Personal Narrative Group, 1989; Peters, Alter and Shaffer, 2018). As stated previously, Nuffield Scholars are explorers tasked with finding new knowledge, and with an obligation to share that insight beyond themselves. To accomplish this and attempt to contribute to public value, they must extend what they have learned and share the experiences and knowledge they have gained through this journey.

Experiential truths is the phrase used by Peters, Alter, and Shaffer (2018) to acknowledge the work done by a group of scholars termed the Personal Narratives Group (1989) on the insight revealed by humans when they share stories and thoughts. According to the Personal Narratives Group, humans sometimes get things wrong when talking about their lives – whether getting it wrong comes from being intentional, forgetful, deceitful or confused. What is related by people is not the objective truth, rather it is “the truths of our experiences,” (2018, p. 261). The insight and information shared by people includes their own interpretation, and is influenced by contexts.

Peters, Alter and Shaffer (2018) indicate that these *experiential truths* can be positive, they can be negative, and can even be dangerous. They have the potential to reinforce stereotypes or hatred, and yet they are also “precious gems” that offer a unique way – storytelling – to offer personal narrative and “one of humanity’s most important ways of knowing,” (p. 7).

The work presented in this dissertation has a focus on the perceptions the Nuffield Scholars themselves have about public value. Key information interviews and open-ended survey questions provide space for personal narratives, examples, and deeper perceptions that lend themselves well to storytelling (Smith, 2004; Prebble, 2016). Nuffield Scholars are sharing their experiential truths in first person narratives at home and abroad. These stories share the “deeper truths” that come from hearing and telling experience-based stories (Peters, Alter, and Shaffer, 2018).

Smith (2004) viewed storytelling from a public manager standpoint, noting the ability this vehicle provided to mix languages and lexicons to communicate public value. The presentations and conversations shared by Nuffield Scholars does just this; Australian Nuffield Scholar, John Foss, shared that following the program experience, scholars are “fluent in two languages: business and agriculture.” The group also carries with them a lifelong language that they can speak in and translate – that of their local community. These are individuals who can mix colloquialisms, technical terms and jargon, and accents in a way that gives them a special voice both in terms of what they are saying and how they are saying it. This ability to effectively use storytelling to convey what they have learned, are implementing, and recommending is important in terms of surfacing the needs of the public and articulating the value of their new discoveries to others.

Because the public is “defined and redefined through social and political interactions,” (Smith, 2004), this storytelling puts the scholars at the forefront of debate, discussion, the introduction of new ideas, and challenging the status quo in agriculture and in communities. When interviewing Nuffield Scholars for this work, it became clear that bringing the experiences to life is an important way for them to articulate to the people they have relationships with the perceived value of the program in their life. Through their own journeys and stories, as well as stories about other scholars, they can draw in family, professional partners and colleagues, potential investors, and neighbors, giving them a sense of what this individual journey was like. The stories also help show the depth and breadth of the Nuffield experience, because inevitably there are tales about what other scholars have done or are doing.

Listing dates and travel locations is not enough to bring Nuffield to life; it is the people and the experiences they have that really form the heart of the program. The stories are what highlight the experiences, and the experiences are what drive change at the personal, professional and community levels. The stories are emotive, engaging and personal, and they are a way that the

scholars and the larger Nuffield program can begin to better understand and discuss their contribution to public value. By sharing their *experiential truths*, Nuffield Scholars are able to extend this ancient way of knowing, sharing new insights and information with those they are connected to or encounter.

Understanding the history of public value, the challenges association with this topic, setting its definition, and discussing how it may be expressed by and among people serves to build a framework for the concept that is specific to this research. The rest of this chapter will look at the conceptual model and operational framing for this research, providing an overview of each regarding the Nuffield program and its inclusion in this study.

Exploring the Variables

In this work, five variables are explored with regard to the personal experience and perceptions of the Nuffield Scholars. These variables were selected to provide insight about the various stages of the Nuffield journey from why individuals apply to how they engage following their travels and completion of their study report. Through this exploration it may be possible to better determine the factors that predict a scholars' inclination to contribute public value. For this research, the independent variables are: 1) Motivation to participate in the Nuffield Farming Scholars program (X_1); 2) Personal benefit of the Nuffield experience (X_2); 3) Professional benefit of the Nuffield experience (X_3); 4) Post-Nuffield engagement (X_4); and 5) Sociodemographics (X_5). These variables are explored relative to their potential relationship with public value (dependent variable). Figure 3.1 shows the conceptual model for this research. The work can also be expressed:

$$\text{Public Value (PV)} = f(X_1, X_2, X_3, X_4, X_5 \dots X_i)$$

The following paragraphs provide insight and linkages between the variables of this work and public value.

Dependent Variable: Public Value

By viewing this work through the lens of public value, the intention is to explore how an initiative that focuses on individual participation and engagement may allow those involved to contribute beyond themselves. In addition, there is the opportunity to better understand how the Nuffield International Farming Scholars program as a whole can engage with public value, based on the concepts, ideas, and insight shared in the preceding pages.

Independent Variable: Motivation to Participate

Today, there are more than 1,700 Nuffield Farming Scholars spanning the globe. Each of them made the commitment to step away from their family, professional commitments and life, to travel the world and craft a lasting report capturing findings of their intellectual trade mission. Coming from an industry where many are self-employed or part of a family operation/small business enterprise, and a day's work can literally change with the weather, the thought of leaving for weeks at a time is a hard concept to embrace. Yet they go. This research explores why scholars decided to apply and potential pre-existing perceptions of contributing to public value as a Scholar.

In exploring the motivation to participate in the Nuffield program and the role of the larger network of scholars, social capital is a critical factor. Social capital is a "valuable asset" and that value "stems from the access to resources that it engenders through an actor's social relationships" (Moran, 2005; Granovetter, 1992). Characterized by lasting and interwoven human relationships, (Moran, 2005; Bourdieu, 1986; Coleman, 1990) social capital is built with those that we connect with on a day-to-day basis, potentially in a bound geography or groups (strong ties) or perhaps virtually, and with others where the connections are not as defined and may come through contacts, networks or experiences beyond our daily life activities (weak ties) (Granovetter, 1973, 1992).

Nuffield Scholars take deliberate steps to seek out new sources of information, ideas and exchange, thus developing a network of weak ties. Tonnies (1887) terms this *Gesellschaft*, which is

German for “society.” Weak ties are reflected in *Gesellschaft*, as this concept represents connection via indirect interactions, impersonal roles and acknowledging/adopting values and beliefs based on this loose connectivity. A counterbalance to this is *Geimenschaft*, which is German for “community” and reflects shared norms that are known and tightly shared (Tonnies, 1887, 1988), and represent the strong ties of a specific geographic (Granovetter, 1973, 1992).

Gesellschaft and *Geimenschaft* can be applied to Nuffield Scholars, as they are actors in their local communities, sharing norms and values with their neighbors, but also develop a larger society of which they are a part. It is this larger society that has the potential to impact their community, through their exploration and experiences as a Nuffield Scholar. As individuals see new places, interact with new cultures, challenge their existing norms and ways of thinking, and surface new practices, options, ideas and polices, they become the vehicles to carry this knowledge home and act on it (whether by implementing changes or by making decisions to not use what they saw). With these new and extensive weak ties, there are also great opportunities for mobility (Granovetter, 1973), both in terms of formal relocation of self, family or business, or in repeated ventures away from home to connect with new or return to existing contacts/ties. Through all of this exposure and growth, the individuals benefit from the “seedbed of individual autonomy,” (Simmel, 1950; Coser, 1975) in which they can manage and live by the norms, values and beliefs of one place, while investigating and being open to the same in other cultures – giving them the opportunity to adjust their own behaviors and actions related to their individual goals, rather than being constantly driven by those of the community in which they are centered.

This individual autonomy can be a challenge to strong ties, as it can lead to a feeling of isolation or create tension within a community where there is one actor bringing new ideas back or adjusting their views, norms and beliefs. Going back to a place that hasn’t changed armed with a different mindset and new views of the world can be a challenge, in that the growth of the individual is clear

and very different from the status quo of the family/community. Having this type of growth and network expansion is can also be beneficial to the family and community, though. The weak ties can be used to model and reinforce positive changes, giving others a sense of what is possible; even if they are hesitant to be the early adopters or go travel themselves.

Weak ties also help alleviate what the Australians refer to as “tall poppy syndrome.” With strong ties, flexibility and self-direction is not always encouraged (Granovetter, 1973). The social structure is more rigid and there is lower individualism. The adoption of innovation is low in settings with strong ties, because it’s not the way things have always been done, there is change, there is risk and roles are well defined for individuals and groups. With weak ties, there is flexibility and adaptation. Risk can be encouraged and even minimized through early work and exploration about the changes up for consideration (Granovetter, 1973). There is also resiliency within the individual to regroup if the risk doesn’t work out as planned. This individual autonomy leads to growth, which can push a person (or group, or organization) to a higher level (Moran, 2005), creating a critical tension that may manifest itself in an individual’s family, business operation, community or industry. In some cultures, there may be a desire to minimize this uneven growth of one individual ahead of the community. The tendency is to try to cut down the tall poppy that grows higher than the rest of the field – to limit the growth of one so there is uniformity across all. This is a negative outcome of social capital, but one that should be acknowledged and accounted for.

Through weak ties, individuals can capture new knowledge, ideas, and networks, and “act as bridges to novel or more timely information” (Moran, 2005). With regard to Nuffield, there is a focus on finding insight, information, perspectives, and techniques from their new network (weak ties), and carrying this new knowledge back home to their enterprises, communities, and daily contacts who have the potential to benefit from what has been experienced and learned. The scholars become the link between community and society, putting them in a broker role (which they

may not be actively aware of) to disseminate information and potentially drive change. In the words of Simmel (1923, 1950), they become a *'tertius'* or a “third player among unconnected others,” – which puts them in a position of enhanced value, but also has the potential to demand much of their time and drain their resources (Moran, 2005). As Moran (2005) and Granovetter (1985) note, sharing experience is an important driver of trust and engagement. In this research, understanding the motivation to participate in the program gives insight on whether the scholars are cognizant of and interested in the social capital (i.e. network) and to what extent that factors into their application and subsequent travel. Assuming social capital and this inter- and intra-connectivity may influence application is not enough to explore fully the relationship between why a person applied and how they perceive public value.

Putnam (1993, 1995, 1996, 2000) worked to redefine social capital, arguing it is a resource that “can be aggregated to the level of the community or even the nation state,” connecting it also to a civil society and giving it positive (rather than neutral) outcomes. While, as Bridger and Alter state, “in Putnam’s hands, social capital became normatively appealing ...” (Bridger and Alter, 2016), there are challenges related to this new view. From Putnam’s (2000) perspective, civic engagement and routine interaction within the local community are what build social capital. Bridger and Alter (2016) push back on this view, noting that assumptions Putnam puts forth about community and place are “problematic,” and not realistic given the changes in communities and how citizens interact (or not) locally. While the everyday interactions within a community may have changed, the social interaction aspect remains strong according to Bridger and Alter (2016), and create a dynamic where “community can emerge in almost any setting.” This interactional approach to community development that Bridger and Alter (2016) outline highlights the importance of creating linkages across interest lines, noting that while the connections may not be as strong (i.e. less dense), they are more resilient and may continue to exist over the long term. This interactional

approach and the idea that community can emerge beyond daily routines supports the concept that as global connectivity expands and networks like the Nuffield International Farming Scholars program are formed and grow, social capital can exist across the agriculture industry locally, regionally and globally.

Discussion still rages on the intention of social capital and whether it is truly beneficial and positive-leaning or, at best, neutral, however what appeals in this context is the understanding that social capital is driven by connections among people and the connection Bridger and Alter (2006) make between the human intersections and how it impacts and overlaps with place. Given the ties between people and place (and, sometimes more specifically to the land) in agriculture, social capital is what ties individuals to each other, a place and the larger community (whether geographic, industry or other). As individuals change jobs (and likely communities as a result), there is a challenge to forming a connection to place and an emotional or even social investment in a community. A decreased connection to place and growth of the individual outside of the home geography (through work or travel) creates a dynamic where the community itself may be impacted because those who are now traveling away from home more often may not have consistent local interactions or establish the same level of relationships and connections locally (Bridger and Alter, 2006). This can lead to uneven growth or power tensions locally that have a lasting ripple effect on the larger community (Bridger and Alter, 2006).

Putnam adjusts the Granovetter (1973) terms to introduce bonding and bridging social capital. Bonding is connectivity and engagement found in a heterogeneous network. It is more restrictive in its definition than Granovetter's (1973) strong ties, because it goes beyond simply daily interaction and acknowledges niches or incredibly dense networks with strong shared norms or cultures (i.e. ethnic or religious groups). Bridging social capital is more aligned with weak ties

(Granovetter, 1973), in that it is the connection or access to outside resources and relationships across typical interactions or exchanges.

Ideally, communities (local, global or in industry) have a blend of bonding and bridging social capital. This can be a challenge in both rural and urban communities, as rural communities tend to rely more on strong ties or bonding social capital. Regardless of where one works in agriculture, much of the production work and directly-related activities/engagement is local. Even major social events (such as county or community fairs) are close-knit affairs run by and mainly attended by community members. It is tough to step into these communities as an outsider and have an immediate support network, and the members of the community have a strong shared history that may influence their decisions and growth. Bridging ties may be viewed with suspicion, and those who serve as the bridges for the community risk the “tall poppy syndrome” mentioned earlier. Infrastructure and connectivity (i.e. internet) challenges limit the opportunities for bridging social capital unless it is driven by an individual; even then it may not be wanted back home.

Urban communities face a deficiency of both bonding and bridging social capital (Bridger and Alter, 2006). Having grown up in a large city, the reality is a network of small neighborhoods forms the larger geographic region. In these neighborhoods there may be an abundance of bonding social capital and no bridging social capital. There are also neighborhoods where citizens are transient and fluid, with little to no bonding social capital and not enough interaction to provide bridging social capital. There is also a challenge with regard to infrastructure, in that many residents do not own their own transportation – meaning they travel solely where public transit will take them and are therefore limited in broader bridging social capital. In either community setting, the need for both strong and weak ties or bonding and bridging social capital exists, reinforcing local connections and the routine exchanges of everyday life, while also introducing outside knowledge, skills, resources, and support. The challenge of developing and balancing both is real, and shared.

Understanding what interests individuals enough to go through a rigorous selection process and make the commitment to a Nuffield scholarship may give insight regarding their perception of public value. Understanding what scholars considered as they made the decision to apply – both the positive and negative factors – is helpful to understanding their implied or aspirational outcomes, and can then be related to their views of public value. The reputation of the Nuffield network is global and dates back nearly seven decades, yet these are individuals that span the global and multiple sectors of the agriculture.

Independent Variables: Personal Benefit and Professional Benefit

In meeting with Nuffield Scholars representing a cross section of ages, year of travel, nationalities, and agricultural backgrounds, there has been an interesting consistency in their stories and thoughts about their Nuffield experience: there is not always a clean separation between personal and professional benefit. This is not unique to participants in this program, as it is a challenge faced by farmers and ranchers the world over. Agriculture can be both a business and a lifestyle, which means the personal and professional blend to the point where it is hard to parse the two. This is evident in conversations focused on succession planning in agriculture (Navarra, 2016), and came through in key informant interviews and conversations with Nuffield participants. Exploring these two variables allow for a better understanding of how scholars perceive their individual and business growth as contributing public value.

Mezirow (1991) explores transformative learning in adults, looking at the psychology of this theory and introducing the concept of *meaning*. How new knowledge and experiences are construed, internalized, validated, reformulated and, ultimately, acted upon or not acted upon also matter. Adults make sense of what they have done and experienced differently than children.

Those in agriculture may also construe experiences differently than those outside the industry – and the experiences and takeaways may differ among the various sectors in agriculture.

These differences within agriculture are influenced not just by the jargon and norms of the larger industry, but also the specialized sectors that farmers, ranchers and allied industry work in. Seasons, practices, language, and in some instances culture, varies from sector to sector. Another influence may be the multi-generational potential for agricultural operations. There is shared learning and insight regarding these operations and businesses passed down among generations. This tacit and organizational knowledge can be helpful and inform contemporary decisions. It can also form a barrier for individuals who are seeking out new insight and practices to carry back home when it comes to actual implementation of new ideas that can seem (literally) foreign and risky to the person who has not had the chance (or interest) to see them first hand in other settings.

Mezirow (1991) talks about the notion of ‘meaning’ in his book *Transformative Dimensions of Adult Learning*, where he notes that early conceptions of transformative theory were for adult educators, by adult educators – without really delving into how adults process new information. He critiques his own early efforts by noting that he overlooked the “centrality of conscientization” in the learning process, as well as the importance of entrenched power in the community development process. As shared by Mezirow (1991), Freire (1970b) defines conscientization as a process whereby adults “achieve a deepening awareness of both the sociocultural reality which shapes their lives and ... their capacity to transform that reality through action upon it.” Adults learn differently than youth, with an additional barrier of having to overcome their own histories to process and utilize the new knowledge they have acquired. This conscientization of knowledge creates a blending of individual knowledge, personal action (or inaction), and community development, which lays the groundwork for a ripple effect that goes beyond the person and bubbles up to affect the broader collective or community.

Furthermore, learning is a social concept. Just as youth take cues from parents and authority figures, as we age there are still triggers or rewards that we look for relative to our learning and

related efforts. Bowers (1984) and Mezirow (1991) note there is a sociology of knowledge in terms of the connectivity between socialization and how people learn the process by which learning is informed throughout people's lives. Bowers summarized this concept into five propositions:

- 1) *Social reality is shared, sustained, and continuously negotiated through communication.*
- 2) *Through socialization the individual's subjective self is built up in a biographically unique way. It serves as a set of interpretational rules for making sense of everyday life.*
- 3) *Much of the social world of everyday life is learned and experienced by the individual as the natural, even inevitable order of reality. This attitude toward the everyday world is taken for granted.*
- 4) *The individual's self-concept is constituted through interaction with significant others. The individual requires not only socially shared knowledge but an understanding of who they are in relation to that knowledge.*
- 5) *Human consciousness is characterized by intentionality: it is the intentionality of consciousness that assures that socialization is not deterministic.*

Socialization begins internally, then extends outward as we check our ideas and knowledge with/off of others. While Mezirow (1991) notes that "we will never be total free from our past," or without some potential level of oppression, we can reformulate what and how we learn based on experiences, processing and socialization (Bowers, 1984). It is this process of reformulating that stretches adults to grow in their learning, thinking and processing.

"Liminal spaces" is the term Mezirow (1991) uses to indicate an individual being "between established patterns of thought and behavior," (p. 3) which is when he indicates "new definitions and new concepts of authority can be negotiated." It is an uncertain, transitional phase – and can

also serve well as a way to more formally explain the time of travel and exploration undertaken by a Nuffield Scholar. Mezirow further explains his theory of transformative learning by noting that we have to know our reality divorced from what we took for granted and have historically known; we must find our own voice. He goes on to indicate that it “becomes crucial that the individual learn to negotiate meanings, purposes, and values critically, reflectively, reflexively, and rationally instead of passively accepting the social realities defined by others” (1991, p. 3).

By reflecting more upon their historical experiences and beliefs, and changing how they filter and process new ideas and knowledge, Nuffield Scholars are changing the meaning of the things they are finding out. This is a critical part of the Nuffield process, because as Mezirow states, “meaning is an interpretation,” (1991, p.11). Meaning is central to learning, particularly in adults, because it must have relevance to them to drive action (which may include inaction). While in the liminal spaces and as scholars move out of them, they are changing their ingrained expectations and creating new ones – allowing them to reflect on previous experiences differently and use new lenses to view future interactions.

Understanding others and making ourselves understood is a key part of the learning process. Mezirow also notes that this dynamic is where the most significant learning takes place in adulthood (1991). This type of learning requires “understanding, describing, and explaining intentions; values; ideals; moral issues; social, political, philosophical, psychological, or educational concepts; feelings and reasons” (Mezirow, 1991, p. 75). In short, communicative learning means being able to articulate all of the things that shape individuals and, in turn, be open to the same in others. It means recognizing a personal lens/view and acknowledging that others have the same – and working to understand and be understood.

Why does this matter? Communicative learning is what takes place in the absence of pre-set metrics or evaluations/exams and replaces rote memorization. Instead, in this type of learning

context, learning happens through or with others. It relies on rational discourse to discuss, disagree, debate and ideate. While this may seem aspirational in some ways, it is happening to us and around us each and every day.

Conversations and asking opinions are part of the communicative learning process. Communicative learning requires active engagement by participants, both in terms of seeking out information, and in managing their way through the discussions and conversations that surround them. It reflects how we learn – through stories and metaphors; by taking in opinions and ideas and news from others; by accessing prior knowledge and bumping that against new information.

Communicative learning also provides tools to confront the unknown and handle expectations or habits (Mezirow, 1991). Agriculture is an inherently risky endeavor, with shifting weather, markets, consumer demands, and profit margins. It is also, for many involved, a multi-generational enterprise where personal and professional lives overlap. Confronting the unknown can come from new challenges on the farm or in business, but it can also come from growth activities like the Nuffield program. Through an expanded network, global experiences, and new ideas and opportunities, imagination and curiosity can take flight and, literally, take root. But it is not without challenges. The personal and professional growth found through the Nuffield program can cause tension and conflicts in personal and professional relationships. There is an uneven growth, with one individual having experiences that those they are connected to can never fully replicate. Carrying home new knowledge can also prompt heated discussions over new ideas and options, personally and professionally, and highlight how communicative learning is not always guaranteed in a family or business dynamic. There is an assumption that the individuals carry back new knowledge, which was explored in this study. What remains unknown is perceptions on how the knowledge is met by those the scholars live, work, and connect with.

Field-Based Learning in Agriculture. In reviewing programs that focus on engaging those in agriculture, there is a connection to the Rowland (2016) and Heslin and Keating (2015) arguments: farmers and ranchers learn best in more informal, hands-on settings (Franz, et al, 2009). In examining how farmers prefer to learn and what that means for programs like Cooperative Extension, research is clear that learning by doing is preferred. This does not mean avoiding moments to challenge conventional thinking or eliminate other more formal learning programs in terms of vehicles to help farmers and ranchers learn and develop, but it reinforces the existing knowledge on experiential and transformative learning and allows this insight to be more directly applied to the agriculture industry.

A Virginia Cooperative Extension study (Franz et al, 2009) surveyed farmers in focus group settings, and found that 99% of participants preferred hands-on learning; 96% demonstration; 94% farm visits; 88% field days; 87% discussion; and 85% one-on-one discussion. The data show that relationships and peer engagement matter in terms of growing knowledge and then actually taking action on that new insight. It also reveals that farmers enjoy learning from other farmers. Whether this is the passing down of generational information, or peer-to-peer insight, they trust information that has been tried and tested by others. In this, there is space for innovators in agriculture – but notes that at times there are progressive farmers who may prefer to simply be early (or early-ish) adopters and allow others to go through the initial trials of new techniques, equipment or practices. This can hold true in the fields/barns and on the personal development side as well.

Practical Wisdom. In terms of learning, and ultimately personal and professional growth, the concept of *phronesis* is important to understand. A concept developed by Aristotle, *phronesis* is a “true state, reasoned, and capable of action with regard to things that are good or bad for man” (Aristotle, 1976; Flyvbjerg, 2001). *Phronesis* is a balance to *episteme*, the knowledge, science or understanding of something, and *techne*, which technical knowledge or craftsmanship. *Phronesis* is

practical wisdom. Its actual definition is “wisdom personified; practical understanding; wisdom, prudence, sound judgement” (Oxford Dictionary). The Oxford Review (2018) indicates that *phronesis* leads to breakthrough thinking and creativity and enables the individual to discern and make good judgement about what is the right thing to do in a situation.” In *Phronesis* there is an intellectual value that blends education, virtue, and external application that builds a connection to public value through its impact on others and to individual growth within the setting of interactions with others. It is beyond academic attainment or pure craftsmanship; it is prudence (Flyvbjerg, 2001, p.56). Looking at Aristotle’s take on this (1976):

“prudence cannot be science or art; not science [episteme] because what can be done is variable ... not art [techne] because action and production are generally different What remains, then, is that it is a true state, reasoned, and capable of action with regard to things that are good or bad for man ...”

This practical wisdom is personal, and just like public value it is subjective. Also like public value, it is impacted by power and the individual players involved (Flyvbjerg, 2001). But in this context, *phronesis* is an important concept to inform our understanding of personal and professional growth, as it is a reminder that learning goes beyond the academic and technical. The application, prudent application, of what is gained from the experiences and learning is an important outcome and that holds true for the Nuffield program and the myriad of journeys the scholars take. Through the Nuffield program, individuals both gain and contribute to practical wisdom by extending their experiences and knowledge beyond themselves. This extension may come through formal seminars and presentations, individual sharing of insight, or even modeling by doing in terms of production practices or operational changes.

Mindset Matters. Just as application of what they gain as a scholar matters, how the participants approach this journey can have manifestations in terms of their growth and benefit. A Nuffield

Scholarship comes after a demanding application and interview process, and has requirements in terms of travel, group experiences, and a final study report. It is also a reminder of the importance of how participants themselves approach their participation in the activities related to Nuffield.

Growing personally and professionally requires commitment and cultivation. Bennis (1994) notes “people who cannot invent and reinvent themselves must be content with borrowed postures, second-hand ideas, fitting in instead of standing out,” (Heslin and Keating, 2015). In this statement is the necessity for some poppies to grow tall – and to continue their growth. But how does that happen? And how can those who are growing embrace it and ensure they are in the right frame of mind to be explore and self-direct their learning process? This curiousness and willingness to pursue new knowledge opens the doors to insight and ideas from around the world, and a myriad of industries that may seem very far removed from what the individual does on a day-to-day basis.

Being ‘*in learning mode*’ (Heslin and Keating, 2015), or “intentionally framing and pursuing each element of the experiential learning process with more of a growth than a fixed mindset,” allows individuals to approach challenges, setbacks, and opportunities to learn in a way that they are open to the experience, reflective on what is happening, and able to act on that new knowledge. Being in learning mode means understanding how leaders perceive themselves, how they reflect on challenges and frustrations (real or potential), and being aware of assumptions that can guide actions (positively or negatively). As noted by Rowland (2016), learning mode means developing the inner, along with the outer.

Creating a growth mindset requires identification of areas of self-growth, as well as areas of potential and effort for those that work for them. It can also be setting forward-thinking examples for those near them (family members, employees, partners, customers or neighbors) to help spur ideas and movement (rather than horizontal motion). A growth or learning mindset also steers away from the challenges of elevating one individual over another, or one group over another. Research

done with MBA students ranked by Graduate Management Admission Test (GMAT) scores shows how a fixed mindset – in this case a focus on self-achievement and how that compares to other individuals or ranks one school versus others – can encourage misrepresentation of achievements (i.e. lying about GMAT scores). In this instance, scores and labels created a sense of self-enhancement that created different mindset cues than an open, learning mindset where there is a broader sense of everyone trying to achieve (Heslin and Keating, 2015).

There is a reminder in this that creating a learning or growth mindset requires not only a focus on self, but the ability to step away from competitiveness and understand that positive and negative outcomes (successes and failures) are part of the journey and should both be used as learning experiences. Receiving and giving this type of feedback is important to a continued growth mindset (Heslin and Keating, 2015). Given the earlier noted nature of agriculture and increased potential for isolation and stresses, a growth mindset can help individuals handle the challenges that they may face. There is also the opportunity for these individuals to encourage this mindset in others, both having and serving as mentors that help look at the bigger picture and the opportunities for growth personally and professionally.

It is anticipated that there are personal and professional benefits that will accrue to the Nuffield Scholar as they travel, and that they may continue to experience opportunities and benefits beyond their scholarship year. Understanding how the individuals themselves must contribute to this experience with a mindset of curiosity and critical thinking is important to create a baseline awareness of how to best prime and ground the scholars before they begin to travel the world and surface new knowledge. With framing of the importance of the mindset of participants the intention is to better understand not just the outcomes of the Nuffield experience, but how the curiosity of the participant with regard to personal and professional benefits and growth may connect to their perception of public value.

Independent Variable: Post-Nuffield Engagement

While the Nuffield Farming Scholars scheme does not promote itself as a leadership program (it focuses on the phrase ‘capacity building’), it is important to look at what the outcomes of this personal growth may be – one of which may be increased leadership. Part of the challenge of engaging local community members to take action – potentially exhibiting leaderfulness – is that even those who go through this type of program may struggle with how to take what they have experienced and translate that into ways to foster and lead change. Rowland (2016) notes that the vast majority of leadership programs are “set curricula delivered through classroom-taught, rationally based, individual-focused methods.” Removed from their everyday settings, participants read, talk and listen about leadership strategies and tactics, build a new network, and are sent forth to “lead” upon completion. This, Rowland argues, is part of the problem; it creates a “mismatch” between the leadership development process and what these potential leaders actually need. This variable allows for the exploration of how activities beyond the farm or business (following participation in the Nuffield program) are perceived to contribute to public value.

Sitting and passively listening is a challenging setting for many individuals in the agriculture industry. Typically, farmers, ranchers, agribusiness professionals spend much of their times outdoors or at least away from a desk or meeting room, and the experience of multiple days in a meeting room at the annual Nuffield conference can be very frustrating. There is a desire to be out on farms and looking at production agriculture, however that is not the intention of the Nuffield conference; the participants must develop off the farm as well as on it, expanding their capacity in meeting settings and within groups rather than solely as agricultural producers or business people. Rowland (2016) presents four factors that are critical to practical leadership development: experiential learning; developing the inner leader (influencing one’s “being”); understanding that the organization an individual is a leader in may need to change; developing the leaders of leaders.

Being active, learning via experience, engages our brain and triggers both environmental awareness and self-awareness (Rowland, 2016). Rowland calls this type of set-up “living laboratory” leadership development. Providing self-directed experiences for the participants allows them to work through individual, small and large group dynamics, while placing them in real-life scenarios. Self-organizing visits, participating in unstructured dialogues, traveling in groups all come into play and resemble real-life, while providing “powerful experiential catalysts for learning and change” (Rowland, 2016).

The mental and emotional state of a leader is key to ensuring their “inner game” is settled as they work to develop the plan of what they actually need to do (Rowland, 2016). Courageous conversations and engagement on tough challenges without solutions requires inner stability and the ability to embrace change, conflict and disturbance with the view of these as transformational, not problematic. This includes developing understanding and “cultivating the vital skills of purpose, self-awareness, empathy, and acute attentional discipline,” (Rowland, 2016).

Understanding that leadership is not taking place in a vacuum is also critical, because taking a leadership course and going back to an organization (or farm/ranch/family) that hasn’t changed creates what Rowland (2016) calls the “parallel universe” syndrome. Creating a leader with new skills to guide an organization with the same bad habits is frustrating for all involved. Continuous adaptation, refinement and growth is required – which takes time and patience.

Being a leader of leaders is challenging, particularly for professionals used to having their role be to know all the answers. Those who are facilitating and guiding leadership programs must be open to ideas, methodologies, group dynamics and creating safe spaces to allow participants to grow and push boundaries, while bringing the newer leaders along with them – and still develop and grow themselves. Rowland (2016) gives the analogy of having “the educational equivalent of Sherpas ... carry part of the load in order to guide participants toward their personal and

organizational summits.” Programing, then, should continuously change, as time, participants and context continues to change. This is important for the leaders of the Nuffield program to be keep in mind. As there is no scripted curriculum for the scheme, programming and experiences must be intentionally designed to bring these lessons to life. The staging for this must occur at the annual Contemporary Scholars Conference, as this is the only time all of the scholars are together, but the delivery must carry throughout their travels and experiences. In addition, there is the need to build in a sense of mentorship, making other scholars the “Sherpas” who provide longer term guidance and insight into navigating post-Nuffield life and experiences.

“Could ‘just citizens’ working with just citizens ever change anything?” This question, posed by Mathews (2016) is framed around the need to rethink the concept of leadership, particularly regarding communities. What is needed, rather than individual leaders, is the notion of “leaderfulness” – initiative takers from all facets of a community who step up to work, and work together. The work may encompass simple tasks, or complex issues without clear solutions, but the prompt is to have citizens engage themselves to create change that is “more than cosmetic” (Mathews, 2016). This concept of leaderfulness shifts beyond one person with the contacts and procedural ability to manage a project; it looks to create civic energy and sustainable movement related to issues that are important to a geography or group of people.

Mathews (2016) notes that governments face challenges that citizens do not. “Governments ... can’t define their own purposes, set the standards by which they will operate, or chart the directions they are to follow. Citizens have to do that” (p. 4). He goes on to describe the roles citizens play that bureaucracies do not and cannot: “Governments can command obedience but they cannot create will.” “We can elect our representatives but not our purposes.” And, fittingly for this work, “only the public can define the public’s interests” (2016). This engagement of the many to

define and work to implement the will of the many is how there is “change *by* and not simply *in* a community,” (Mathews, 2016).

To make change *by* and not change *in* (or of), requires deliberative decisions, leading to deliberative actions. This process, Mathews states, gives a sense of possibility. This shifting to a forward-looking mindset matters, because even when citizens do not change their personal opinions on an issue, they may change their minds about the opinions of others because of the deliberation and better understanding the “why” behind the mindset. To put it another way, “as we internalize the views of others, we change” (Mathews, 2016). And, as these views change, we are open to options and actions that may have been dismissed before. Community change driven by leaderfulness happens when citizens can change their perceptions of the problem, and their perceptions of each other.

This does not negate the need or role of government, but drives a more organic, sustainable process to create mutually reinforcing, or complementary actions. If official (i.e. government) interactions are vertical, leaderfulness is happening horizontally, creating a warp and weft of actions that form the cloth of our communities. This process also makes citizens co-producers of actions, services, and ideas. And this process can play out in geographic communities, agricultural sectors and groups, regionally and at the national level. There is no boundary on leaderfulness, or the need to move beyond leadership and into coproduction. As Mathews powerfully states, “leaderfulness and shared learning are inseparable” (2016).

Leaderfulness, the deliberative decision-making process, changing views, examining tradeoffs, all help reframe grey issues that come with multiple definitions and pathways and no one, right, end point. One person stepping in to develop a plan and implement it may seem like leadership, but without the deliberation, the public voice, the accountability that comes with it, citizenship is passive and bound to repeat mistakes of the past. By moving beyond the historical

notion of leadership and helping build capacity in individuals, they can become leaderful and help guide the communities, industries and organizations they are part of.

Linking Community and Social Capital. As agriculturalists, many Nuffield Scholars are rooted (literally and figuratively) in their local communities. Even those scholars that do not own or operate a farm may have a place-based connection through the industry and the close-knit ties in agriculture and farming communities. This connection is important because there is much discussion in academia on the disintegration and demise of place and the growth of outside influences and groups (Bridger and Alter, 2006).

Bridger and Alter (2006) discuss the interactional approach to community development, building from the social capital work of Granovetter (1973) and Putnam (1993) by expanding it to look at how these connections can hold communities together. The step from social capital to community is not a long one; Bridger and Alter note that “community simply depends on interaction,” (2006) – so community can develop in nearly any setting. This reinforces Wilkinson’s work (1991) where he discusses the community field and how it “combines the locality relevant aspects of the specialized interest fields, and integrates them into a generalized whole.” In this process, individuals become citizens, engage with each other to become community members, and the actions among and between them – cutting across all their specialties, interests and abilities – form the community field, which binds them all to each other as a larger whole.

These interactions rely on community members being linked in both bonding and bridging ways (i.e. across interest lines), building trust and reciprocity, and engaging with each other for purposes that are beyond individual gain or benefit. Through this, the community can address concerns and issues that impact that are shared across members. Having the community members involved is also important to ensure that the community field continues to grow and evolve, and that the issues being addressed are dynamic and relevant at the moment. The people, process and issues

must shift and change given time and context, or risk being without value or simply a power play by specific actors in the community. It is clear, though, from the work of Wilkinson (1991), Putnam (1993), and Bridger and Alter (2006) that having citizens engaged – and engaged as true community members – is critical to an interactional approach and to helping link place, community and social capital. The link between social capital and community engagement is not explored in this research.

The Nuffield scholarship experience spans approximately 18 months from initial selection to completion of the required individual study report. Understanding what happens when participants in the program go back home, and how their experience as a Nuffield Scholar continues to manifest itself in the years following is important to understanding any potential relationship with public value. In this, the individual cannot be decoupled from their community, so exploring community engagement and how individuals act and are acted upon following a program like Nuffield plays a key role in this research. The interactions that scholars have personally, professionally, as leaders, and as part of a global network are all interconnected with their perceptions of public value and its potential relationship with the Nuffield program.

Independent Variable: Sociodemographics

In exploring agricultural leadership programs across the globe, they are predominantly found in developed nations with a vast major of participants/alums being male (When and Leising, 1992; Kaufman et al, 2012; McGill, 2015; National Farmers Federation, 2018). Quite often, when diversity is discussed, it is pertaining to geography and agriculture sector, rather than gender balance, socio-economic strata, education levels, age or experience. When programs themselves talk about diversity, it is often with regard the professional backgrounds or home location of participants. An article on the Minnesota Agriculture and Rural Leadership program (MARL) highlighted the programs featuring “education, diversity,” with images and profiles on four participants, all of whom were white, with three being males (Van Loh, 2017). Rather than being a

criticism of the MARL program, this is a reminder of how homogenous the agriculture industry is within our leadership programs. Unpacking how scholars with differing sociodemographic profiles view public value allow the Nuffield program better understand nuances among scholars and adjust recruiting and engagement practices to serve all those who participate.

While existing studies on agriculture leadership and development programs continue to report that outcomes do not significantly differ across gender or countries (Whent, 1992; McGill, 2015; Lamm et al, 2016), there is the risk that a predominantly homogenous population across agricultural leadership programs globally stifles innovation.

In the 2014 article *Diversity Makes us Smarter*, Katherine Phillips notes that “diversity enhances creativity. It encourages the search for novel information and perspectives, leading to better decision making and problem solving.” Phillips makes the argument that “informational diversity” is needed, which would support the industry-sector diversity of global agricultural leadership programs (IAPAL, 2018). But there is also a benefit filling rooms with people who look and sound different than each other. A joint project between Stanford University and the University of California, Los Angeles in 2004 examined the race, influence, and opinion through small group discussions (Antonio et al, 2004; Phillips, 2014). In the research, diversity and complex thinking were reviewed with regard to organizational behavior and group dynamics (Antonio et al, 2004).

In conducting the work, Antonio and researchers used *groupthink* (Janis, 1972) and *minority influence* (Nemeth, 1992) as undergirding theoretical constructs. While cohesiveness and solidarity within a group can increase problem-solving outcomes (Nemeth and Wachtler, 1983; Mullen and Cooper, 1994), *groupthink* can also create such a strong unanimity of opinion that the positive effects of the solidarity are negated and poor decisions are made (Antonio et al, 2004). With *minority influence*, having several members of a group (a small minority) hold opinions that differ from the remainder/majority increases divergent thinking and perspective taking within the group

(Antonio, 2004; Nemeth, 1992). Looking specifically at groups that include black and white members, the research done by Antonio et al (2004) found that the presence of a black collaborator in a group of white participants led to an increased *integrative complexity* (Antonio et al, 2004) and increased minority opinion, which also boosted *integrative complexity* levels. As noted by Antonio (2004), the findings are supported by earlier non-experimental research (Astin, 1993; Gurin, 1999).

A joint study completed by the University of Illinois, Oklahoma State University, and Ohio State University looked at political differences (Loyd et al, 2013; Phillips, 2014) as an influence on decision making. In this work, *preinteraction* (Loyd et al, 2013) was explored, with a focus on how individuals prepare for interactions with a diverse group, specifically those who have differing views along political party lines. As summed up by Phillips (2014), “when disagreement comes from a socially different person, we are prompted to work harder. Diversity jolts us into cognitive action in ways that homogeneity simply does not.”

Globally, women represent 43% of the agricultural labor force (FAO, 2011). In the United States 14% of the nation’s farms (2.1 million total) had female principle operators (USDA, 2012). The Australian agriculture industry composition has 14.6% full-time female workers; however, the industry has a further 16.3% part-time female workers (30.9% total) (Australian Government, 2016). The U.S. principle operator numbers are slightly lower than overall participation of women in agricultural leadership programs, which tend to have 15% to 20% female alums (Whent, 1992; McGuill, 2015; Lamm et al, 2016). When combined, the Australian numbers are higher than the percentage of women completing agricultural leadership program, showing room for growth in terms of women participating in agricultural programs focusing on capacity building and leadership development exists.

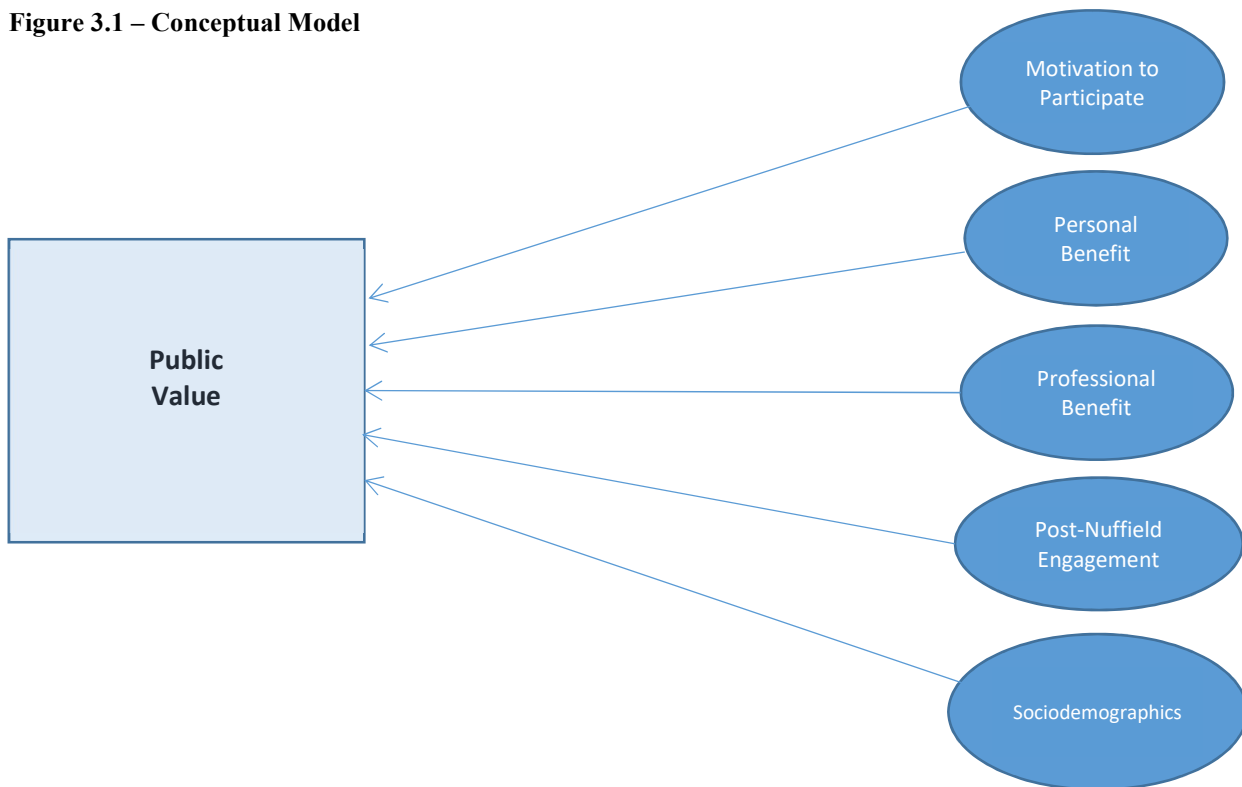
As the world continues to both expand and shrink in terms of global markets and the development of nations, it is critical that organizations like Nuffield understand the value of

diversity and work to recruit, retain, and actively engage scholars that reflect this new world dynamic of the agriculture industry. Nuffield is comprised of multiple participating countries and scholars representing various communities, educational levels, and a broad range of ages, making it important to explore the relationship between sociodemographics and public value. Understanding how perceptions may shift based on the demographic composition of participants may not only help inform this work, it can also be used when recruiting and selecting scholars in future years.

Visualizing this Research

The preceding pages give narrative to this work, the dependent variable (public value) and the independent variables. Figure 3.1 provides a visual representation of the conceptual model guiding the exploration done as part of this research.

Figure 3.1 – Conceptual Model



Summary

A theoretical foundation for the concept of public value was provided in this chapter. A history of common good, public interest, and public value is outlined, along with insight regarding the contested nature of the concept. A conceptual model was also established for this work. The

framing and insight focusing on public value sets the foundational knowledge of the dependent variable in this work.

Five independent variables were also outlined for the research: 1) motivation to participate; 2) personal benefit; 3) professional benefit; 4) post-Nuffield engagement; and 5) sociodemographics. A review of literature and overarching theoretical framing for each variable was also shared.

The variables were selected to look at the full sequence of the Nuffield experience, from why individuals agree to participate, the personal benefits they may accrue from the experiences, the manifestation of professional benefits, the overlap of personal and professional benefits for the scholars and individuals in the agriculture industry, how the experiences are carried forward with the scholars and utilized following their Nuffield experience, and the potential for demographics to be significant contributors to the public value relationship.

With this grounding in the conceptual model and associated dependent and independent variables, the next chapter looks at the research being conducted. Research methods and analysis plans are outlined, providing insight into how Nuffield Scholars were engaged and information was captured. An overview of the mixed methods work is provided, along with specifics on the key informant interviews and surveys conducted as part of this research.

Chapter 4

Research Methods

This research (Penn State IRB approved STUDY00005826) explores the relationships between specific variables and public value, as perceived by participants in the Nuffield International Farming Scholars program. Through this work there is also the ability to better understand the unique concepts and variables that shape the conceptualization of public value. By looking at the significance of the Nuffield program through the lens of individual participants' perceptions of public value, this research differs from existing work in the sphere (Whent and Leising, 1992; Kaufman et al, 2012; Lamm and Carter, 2014).

The study is designed to explore the Nuffield phenomenon and how scholars view public value. To accomplish this, data was captured focusing on specific independent variables: 1) motivation to participate in the Nuffield program; 2) personal benefit; 3) professional benefit; 4) post-Nuffield engagement at the local, national, and global levels; and 5) demographic information.

A mixed-methods case study approach was selected to ensure there was both a breadth and depth of exploration across as many Nuffield participants as possible (Berg, 2007; Creswell and Clark, 2011; Stoecker, 2013). Key informant interviews were conducted to allow for probing into public value perceptions (Elmendorf and Luloff, 2001; Bowne, 2005; Dodd et al, 2006; Peters et al, 2006; Stoecker, 2013). The interview results also informed the online survey more broadly distributed to Nuffield program participants. To explore the program and the perceptions of participants, the research captured and analyzed qualitative and quantitative data, using insight from and voices of the participants to articulate the experiences and their potential relationships to public value (Dodd et al, 2006; Peters et al, 2006; Berg, 2007; Creswell and Clark, 2011). By capturing both types of data, it was possible to triangulate these for analysis (Fielding and Fielding, 1986;

Berg, 2007; Maxwell, 2013). Triangulation is the process by which different methods of, and settings for, collecting data are utilized to see if these methods support a conclusion (Fielding and Fielding, 1986; Maxwell, 2013). As a strategy, triangulation helps reduce the risk that data and conclusions reflect only a single method, thereby increasing the validity of the findings and understanding of the issues being investigated (Maxwell, 2013). Details on program selection, research design, interview locations, participant selection, and survey data collection efforts are included in this chapter.

Choosing the Case Study

The Nuffield International Farming Scholars scheme was selected as the focus of this research. The Nuffield program is one of the oldest leadership/capacity building programs in the global agriculture community. Dating back to 1947, this program offers more than 70 years of history to explore. Such rich history allows for the capturing of rich insight on the experience, as perceived and shared by the Nuffield Scholars themselves. Because there are still living scholars who traveled in the 1940s, and 50s, this research can investigate the relationship with public value over time. Additionally, it is possible to explore the concept based on the scholar's participation timeframe and age, at the time of both travel and survey.

In addition to its longevity, the Nuffield program has a broad span of participant age, country, agricultural sector, and year of participation. The varied background of participants lends itself to exploring the perception of public value across a variety of demographics. While there are limitations in the Nuffield Scholar profile regarding gender balance and ethnicity, it provides the broadest cross-section of agriculturalists in existence in an agricultural development program.

Support of this research from the Nuffield International board of directors from the outset was vital. Their backing has allowed access to the scholars, Nuffield International events, the organization's database, and assistance from CEOs and organizational administrators.

The focus of this work on the Nuffield International Farming Scholars program comes with two limitations that should be acknowledged. First, the researcher for this work has been involved with the Nuffield International program since 2010, hosting one conference and serving as facilitator for four Nuffield CSCs. From these experiences, relationships were developed with program leaders and participants creating the potential for researcher bias. To minimize the potential for bias, Nuffield events never attended by the researcher were selected for key informant interviews. There was also an intentional effort to select interviewees not known by the researcher and not put forward by program leadership to prevent the potential for undue influence in the answers and reflections provided about the program. Distributing the survey to scholars who traveled before 2014 decreased the number of participants who might know or have connection to the researcher. Leaders from the Nuffield International program were provided with the opportunity to provide resources and insight for Chapter 2 of this work, but were not able to revise outcomes or findings reported. Personally, it was required that the researcher continually self-check to not influence insight or make assumptions based on personal experiences with the program. This was particularly critical with the key informant interviews, so there was a strict commitment to scripted questions and maintaining consistency across all interviews. Likewise, it was critical to constantly assess for potential personal influence or interpretation bias and to remain neutral during interviews, when compiling field notes, and while reviewing and coding interview responses. It was important to be conscious of the potential for bias and work diligently to remain open to the data and what it was sharing in terms of the perceptions of those interviewed and surveyed. Given the personal curiosity held by the researcher about Nuffield International and its potential to contribute to public value, along with the historical engagement with the program, acknowledging the potential for bias was important and constant throughout the program. External reviewers, including the experts on the dissertation committee, also helped question and probe for bias. Related to the personal

connection to Nuffield is the acknowledgement that because of the connection the researcher had to the program there was a level of access granted that may not have been otherwise available. A second limitation is that the data collected reflects the perceptions of Nuffield Scholars themselves. As such, there is limited ability to generalize research findings across other organizations. Despite the limitations in terms of generalizing findings beyond Nuffield, this work does create a foundation for comparisons to other groups such as the Woskob International Research in Agriculture Scholars, Eisenhower Fellows, participants in International Association for Programs of Agricultural Leadership (IAPAL) members, and other related programs being delivered at the individual level.

Research Design

This research features case study examinations using mixed methods to provide rich qualitative examples and narratives, along with aggregated statistical insight (Tashakkori and Teddlie, 2003; Mayring, 2007; Greene, 2007; Black and Earnest, 2009; Creswell and Plano Clark, 2011, Maxwell, 2013). Specifically, exploratory design was used to delve into Nuffield (Creswell and Plano Clark, 2011; Stoecker, 2013; Riveros et al., 2016). Beginning with qualitative data and analysis, the data captured was used to enhance and refine the survey instrument (Creswell and Plano Clark, 2011; Maxwell, 2013). Qualitative data served to triangulate (Berg, 2001; Grove, et al., 2005; Black and Earnest, 2009; Stoecker, 2013) what is captured and provide the ability to more deeply explore potential variances of the statistical data captured via survey (Netemeyer et al., 2003; Smith, 2004; Fairhurst, 2006; Prebble, 2012).

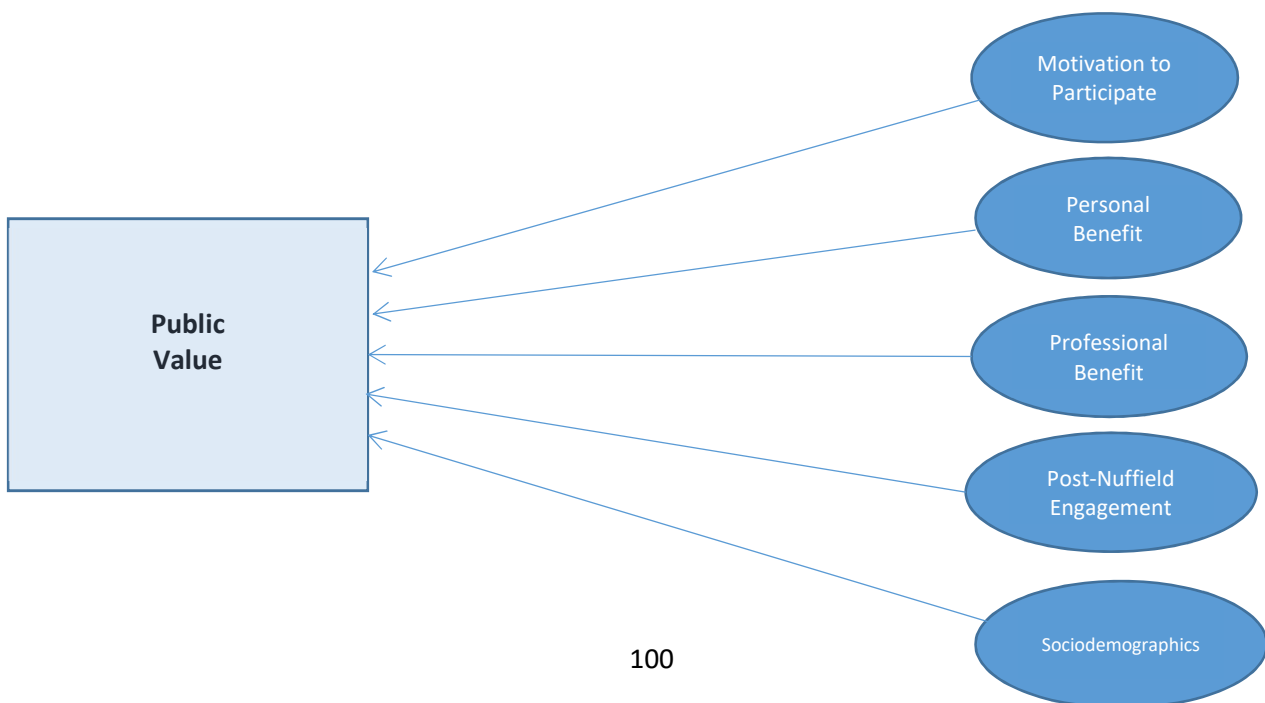
Exploratory sequential design was selected as the framework of this research (Creswell and Clark, 2011). As noted by Creswell and Clark (2011), exploratory sequential design is recognizable because the researcher “starts by qualitatively exploring a topic before building to a second, quantitative phase” (p. 86). Utilizing personal insight and feedback from Nuffield Scholars is

supported by work by Patton (1990) and Miles and Huberman (1994) regarding qualitative design and data collection, bringing “formation-rich cases” (Patton, 1990, p. 169) to bear on the research.

With this mixed method research, there is the ability to bring in multiple perspectives and thought processes (Greene, 2007; Creswell and Plano Clark, 2011). By exploring public value across perspectives and demographic backgrounds, more robust data can be mined on the perceptions of public value and how the concept may relate to the Nuffield experience. This also allows a more holistic look at the concept, without relying solely on aggregate, generalized data that focuses on a non-existent, representative individual, creating the potential to “miss the essential character of network complexity” (Schmid, 2004 p. 64).

The conceptual mode for this research is shown in Figure 4.1. The perceptions of Nuffield Scholars about their definition of, and contribution to, public value are explored using this model as the framework for the research. The independent variables of *Motivation to Participate*, *Personal Benefit*, *Professional Benefit*, *Post-Nuffield Engagement*, and *Demographics* are explored through the perceptions the Nuffield Scholars have about public value. The dependent variable is *Public Value*, which is the lens through which the rest of the work will be viewed.

Figure 4.1 – Conceptual Model



Operationalization of Concepts and Variables

The dependent variable of public value provides the perspective for examining the five independent variables. Table 4.1 provides an overview of how each variable is explored in the key informant interviews and survey.

Table 4.1 – Interview and Survey Questions by Variable

Variable	Key Informant Interview Questions	Survey Questions
Dependent Variable: <i>Public Value</i>	Q 5 with 4 probing questions Q 6 with 4 probing questions Q 7 with 3 probing questions Q 8 with 1 probing question	Q 19, 20, 21, 22, 23
Independent Variable: <i>Motivation to Participate</i>	Q 1 with 4 probing questions	Q 6
Independent Variable: <i>Personal Benefit</i>	Q 2 with 4 probing questions	Q 9, 10
Independent Variable: <i>Professional Benefit</i>	Q 3 with 4 probing questions	Q 11, 12, 13
Independent Variable: <i>Post-Nuffield Engagement</i>	Q 4 with 4 probing questions	Q 14, 15, 16, 17, 18
Independent Variable: <i>Sociodemographics</i>	3 demographics captured: - Country - Year of travel - Gender Other anecdotal demographic information may be captured in responses.	Q 1, 2, 3, 4, 5, 7, 8, Q 24, 25, 26, 27, 28, 29, 30, 31

Dependent Variable: Public Value

As stated above, public value is treated as the dependent variable for this study (Moore, 1995; Bozeman, 2007; Taylor, 2011). Given the continuing discussion and disagreement over public value, this work provides an opportunity to benchmark the concept within the context of the Nuffield Farming Scholars. The scholars provide insight on their definitions of public value and how their experiences may have contributed to the concept. A more established definition of public value from Kalambokidis was used to frame the work: “the value of a program to those who do not directly benefit from the program” (2007, in a training with Bipes).

Independent Variable: Motivation to Participate

Exploring why individuals participate in a capacity building program offers the opportunity to determine if their motivations correlate to their perception of public value. As participants in the program are required to travel for up to 16 weeks, the intention of this variable was to capture insight on a deeper understanding of how participants became aware of the program, why they were interested in applying, and what they thought outcomes of the experience might include. It is anticipated a positive relationship will exist between the motivation to participate and public value, with this research providing further insight into the strength of this relationship. In addition, it offers the potential to look at the motivations of participants and determine whether they are predisposed to the perception that they contribute to public value.

Independent Variable: Personal Benefit

Personal benefit was viewed as an important variable to measure, as the focus of the Nuffield program is on individual capacity building and development (Conger, 1998; Black, 2007; Black and Earnest 2009; Odom, Boyd, and Williams, 2012; Burbaugh et al., 2017). The questions prompted scholars to contemplate how their Nuffield experience impacted them personally. The Nuffield organization makes an assumption of personal benefit for individuals who participate; however, there has been no work done to explore the significance of the personal value of being part of the program. Understanding the personal merit of Nuffield travels gives insight into how individual capacity building may have a relationship with public value. A positive relationship is anticipated between personal benefit and public value, with the expectation that individual growth creates a platform for engagement and awareness beyond the self.

Independent Variable: Professional Benefit

Given the travel that Nuffield Scholars complete, exposure to new ideas, practices, technology, and scenarios in and related to agriculture may manifest itself in changes once

participants return to the farm or agribusiness (Kalambokidis, 2004; Diem & Nikola, 2005; Kaufman, Rateau, Cater, & Strickland, 2012, p.124; Burbaugh et al., 2017). With this variable, the objective was to gain insight from participants on the significance of the experience related to their agricultural enterprise or business. Questions focused on farm-level changes, with framing and options designed to consider those who work in agriculture or an allied industry rather than directly on the farm. The intention is to learn whether there is a relationship and, if there is, the direction of said relationship between professional benefit and public value. Exploring professional benefit is important because changes at the operational level (i.e., farm or agribusiness) have the potential to contribute to public value. The expectation is that there will be a positive relationship between professional benefit and public value. This is based on the access to best practices and global exposure participants will have across the full spectrum of the agriculture industry and the insight and network they will bring back to their operations.

Independent Variable: Post-Nuffield Engagement

In reviewing ways to capture post-program engagement, a main challenge was identifying what this work truly wanted to measure. A simple inventory of activities would have provided quantifiable metrics, yet this list would not have revealed the full story of how the scholars engage when they return home. This variable presents the opportunity to explore how the scholars' activities and leadership roles may expand or contract following their travels, along with contributions they may be making at the local, regional, national, and global levels (Foster, 2001; Abbington-Cooper, 2005; Grove et al., 2005; Black and Earnest, 2009). While there is not an expectation that scholars may be active in more groups following their travels as scholars, a positive relationship is anticipated between post-Nuffield engagement and public value. Following their return from Nuffield travels, scholars have a broader world view that can be offered to or harnessed

by groups in many areas (locally, regionally, nationally, globally), setting the expectation of a positive relationship between post-Nuffield engagement and public value.

Independent Variable: Sociodemographics

Demographic information was captured as part of the survey to provide additional data to analyze and review. For this research, demographics analyzed included the country represented, year of travel as a scholar, gender, education level, age when a scholar, current age, community type, and CSC and GFP participation. This section will look at the correlation of the demographics of the scholars and their views on public value. The items selected for review were based on the potential to explore the relationship between the scholars and the dependent variable, to better understand and infer how specific demographics may correlate with the concept of public value.

Sample Selection

Given the two-phase process of this research, understanding and selecting the proper sample and locations was critical to the work. For this research, sample selection used what Maxwell (2013) terms *purposeful selection*, which is also called *purposive sampling* by Palys (2008), where “particular settings, persons, or activities are selected deliberately to provide information that is particularly relevant to ... questions and goals, and that can’t be gotten as well from other choices” (p. 97) (Berg, 2007).

In cooperation with Nuffield International, a list of all living program participants through 2014 was secured. Of the 1,385 scholars provided, 242 did not have email addresses, and an additional 99 opted out of communications from the organization. A total population of 1,044 scholars were eligible to receive the survey. The decision to survey only scholars through 2014 was to avoid requesting feedback from those who were still traveling or completing their report and potentially not able to fully respond to questions about the benefit or significance of the Nuffield program following their participations.

Qualitative Design and Interviews

The key informant interviews set the tone and foundation for the exploratory sequential design work being done in this research (Creswell and Clark, 2011; Maxwell, 2013). Access to a diverse group of participants and the ability to use the qualitative interview process to inform the quantitative survey development was critical for this work. The Nuffield International Farming Scholars Triennial Conference in June 2017, was targeted for the key informant interviews.

Hosted in the United Kingdom, the longstanding conference drew 186 Nuffield Scholars to explore agriculture in the region, connect with other scholars, and provide thought-provoking educational sessions and forums on global agriculture topics. The Triennial conference is the only event where all scholars from all countries and years are invited to attend. Upon reviewing registration data, it was determined that this event would provide a representative population of the Nuffield program in terms of country, age, gender, year of travel, and sector of agriculture. Furthermore, the participants have varying levels of engagement and interaction with the larger Nuffield organization at both the country and international levels, minimizing sample bias (Berg, 2007; Creswell and Clark, 2011; Maxwell, 2013).

Having access to a cross-section of scholars was important to the research in providing a more holistic view of the significance and manifestation of the experience with regard to the perception of public value. Without the ability to interview participants who represented a range of sociodemographics, the concern was that the data would simply reinforce a similar view from a homogenous sample. The relative diversity of Triennial conference attendees also provided the opportunity to interview, in-person, participants who spoke English as a second language, allowing for deeper probing and clarification without the potential issue of errors in translation.

Several steps took place leading up to the interviews at the conference to build awareness of the research and provide an open invitation to scholars attending the Triennial to participate. An

email message went out from the Nuffield International Chairman and head of the Triennial planning committee, outlining the research and introducing the research project and personnel, drafted by this researcher. From this initial message, two Nuffield Scholars replied they were willing to participate in the interviews. A follow-up email was sent explaining the research and inviting scholars to participate in the interviews. A further 17 potential interviewees expressed an interest in response to this message.

Once attendees were on site in the UK, the chair announced the project and research during the open reception. The comments provided high-level narrative intended to legitimize the researcher's presence and express Nuffield International's endorsement of the study. From there, and as an outcome of the researcher attending the entire conference, additional participants directly communicated their willingness to participate in interviews. As a result of these efforts, more than two dozen Nuffield Scholars volunteered to be interviewed, and 14 key informant interviews were completed during the Triennial conference (3 June through 12 June 2017). A fifteenth interview was completed at the Nuffield Australia Conference in September 2017 with a scholar who agreed to participate at the Nuffield Triennial, but time precluded the session taking place in the UK. The final interview was completed with a specific goal of bringing more diversity in gender, country, and year of scholarship to the key informant group.

Interviews taking place at the Triennial conference were conducted at the convenience of the participant, with no details on participants shared with the Nuffield organization. From those who volunteered to be interviewed, a final decision was made on whom to interview (time constraints made it impossible to interview all those who self-nominated in person). This helped avoid bias and increase diversity among the sample. Having access to the registration information and to conference attendees enabled high confidence that the scholars interviewed did not differ drastically from non-respondents.

Key informant interviews were selected as the qualitative research tool for gathering personal insight from participants and provided the chance to delve more deeply into their experiences in the Nuffield Farming Scholars program as they related to the concept of public value (Maxwell, 2013; Creswell and Plano Clark, 2011). The intention was to complete all interviews in person, capturing more fully the tone, attitude, and emotion of the key informant. The ability to be with the participant as public value was discussed also strengthened a critical element of the research, as the concept is contested at the academic level and can be nebulous at the individual level (Berg, 2007; Stoecker, 2013; Maxwell, 2013).

A contingency plan would have utilized technology (Skype, Zoom or something similar) to complete the interviews with visual and as well as audio connectivity. Due to the response and insight captured during the completed interviews, alternative methods did not need to be pursued. This decision was made based on the diversity of the interviewees and their responsiveness. With 15 completed interviews ranging in length from 45 to 90 minutes, the volume of insight collected was in line with pre-established targets. The goal included a minimum of 12 interviews, a span of at least five countries, a minimum of two English-as-a-second language speakers, and the diversity of the generations of scholars (the year they traveled), as well as the agriculture sector. With the autonomy and flexibility to make real-time decisions related to the interview process at the Nuffield Triennial, these goals were met and no additional interviews were scheduled.

The 15 completed interviews are supported by literature on data saturation for qualitative research (Ritchie et al, 2003; Crouch and McKenzie, 2006; Charmaz, 2006; Mason, 2010). As Mason (2010) indicates, more data does not guarantee more information, particularly since this work is not looking for frequencies; rather, it is mining for meaning (Crouch and McKenzie, 2006). Ritchie et al (2003, p. 84) outline seven factors that may impact qualitative sample size: “the heterogeneity of the population; the number of selection criteria; the extent to which ‘nesting’ of criteria is needed; groups

of special interest that require intensive study; multiple samples within one study; types of data collection methods used; and the budget and resources available.” As this work featured both qualitative and quantitative data, the population was fairly homogenous, and time resources were limited, 15 interviews were deemed sufficient to provide the necessary insight for exploration and review (Lee, Woo and Mackenzie, 2002; Ritchie, 2003). The work of Guest et al (2006), where 60 women were interviewed and saturation was reached after the first six interviews, supports this, with only one additional code arising between interviews six and 12.

Personal experience with the Nuffield program reinforced 15 interviews meeting saturation prompts. It was important to seek feedback from a cross-section of scholars representing not only various sociodemographic categories, but also 1) those who do not speak English as a first language; and 2) participants who have not had extensive leadership roles within the Nuffield program. The interviews included a lot of repeated phrases and anecdotes; the names changed, but the overarching themes were similar across the interviews, and key codes were settled within the first half of the group.

Given the nature of the Nuffield Farming Scholars as an experientially focused capacity building program, key informant interviews were preferred to capture a depth of data on public value not otherwise be available in surveys. Through this process it was possible to capture the words and stories of the Nuffield Scholars themselves, acknowledging their role as the carriers of the knowledge about the significance of the program for those involved and their perceptions of its external manifestations. This feedback is important to understanding program opportunities and issues, as well as what shapes the scholars’ experiences and new knowledge following the experience (Fowler, 1993; Babbie, 1998; Krannich, 1986; Schwartz, et al, 2001).

In addition to completing the individual interviews, being present for the Nuffield Triennial and Nuffield Australia Annual Conference allowed for wider immersion and networking with Nuffield Scholars (Emerson, Fretz and Shaw, 1995; Berg, 2007; Creswell and Plano Clark, 2011;

Maxwell, 2013). These opportunities provided rich insight, as well as potential topics for further exploration specific to the Nuffield program, its outcomes, impact on partners and families, and other related areas. Additional considerations for holding the interviews at the Triennial and Nuffield Australia conferences were the associated cost and time efficiencies of conducting the sessions over the span of multi-day activities. Rather than requiring multi-country travel, just two trips afforded the researcher access to hundreds of Nuffield participants. Because each group of attendees remained together for the respective full conferences, minimal time conflicts arose with outside meetings or other commitments. Given the flow of the conferences, it was important to be able to set interview sessions that spanned travel time, meals, and free space after the sessions, without competing with family, work, or other life events.

A limitation of this approach to the interviews was that the population providing the participants did include those who have retained some level of activity with the Nuffield scheme. Thus, there existed the potential that those interviewed—and the insight shared—would be biased toward positive reflection on the Nuffield experience and be limited to only those who have had Nuffield leadership experience. To minimize the potential for measurement errors related to this limitation, informal conversations were used to probe for activity level and background among the volunteers, which helped when finalizing the list of interviewees.

Being with the group in person also allowed for engagement with scholars who were not known to other Nuffield International leaders and the opportunity to ask them if they would be willing to participate in the interview sessions. In two instances this brought voices forward that would have been missed had there just been a general call for participants, and it provided new feedback from previously inactive scholars. Responses from the participants were candid, including program liabilities and concerns, as well as positive experiences and thoughts.

Another step was taken in to address the possible bias of those interviewed, with separate messages going out to a group of scholars who had completed the program requirements (conferences, travel, study report, and final report) but did not stay connected to the program. Names were provided by former directors of the Nuffield UK and Nuffield Australia programs (5 and 6 scholars, respectively) as non-participants. A message to these 11 scholars was sent in late August asking for their time and insight (Dillman, Smyth and Christian, 2009). This attempt was made to engage participants who may have an alternate perspective on the Nuffield program and, therefore, potentially differing views on its connection to public value.

Prior to arrival in the UK for the key informant interviews, the questions and interview scripts were reviewed by an expert panel and adjusted based on their feedback. This expert group consisted of Nuffield participants including more recent scholars and former country and Nuffield International chairs. It also represented both genders along with reviewers who speak English as a second language. An expert panel is recommended to ensure content, construct, and other methodological validity (Creswell and Plano Clark, 2011; Radhakrishna, 2015). The proposed final interview script was then field tested with several country leaders of Nuffield Farming Scholars to ensure flow and wording and to avoid translation issues (DeVellis, 1991; Dillman et al., 2009, p.189; Creswell and Plano Clark, 2011; Maxwell, 2013; Radhakrishna, 2015).

Designing the Key Informant Interview Script

For each conceptual area a main question was developed, along with probing inquiries to gain additional insight. The design of the interview script flowed from motivation to participate to personal and professional benefits to post-Nuffield engagement, and culminated with prompts about public value. Select demographics were captured as part of the interview process.

Dependent Variable: Public Value

Public value was examined in key informant interviews through three questions that followed those focusing on the independent variables. Questions in this category gave the informants space to explore the prompts and share their own insight on public value.

1. Do you feel your Nuffield experience allows you to give back to others or to the industry?

Probing questions for this included: A) Can you share an example or story of how Nuffield enabled you to give back? B) Do you believe this is an important part of the Nuffield program? C) Are you also giving back to the Nuffield program? D) Do you feel it is important to give back to the Nuffield program? Why or why not?

2. In your opinion, what is the overall meaning and significance of the Nuffield program?

Probing questions for this included: A) What did your experience as a Scholar cause you to think about the Nuffield program at the country level? B) Can you share an example of Nuffield making a difference in your country? C) What role do you see Nuffield playing at the international level? D) How do you think Nuffield Scholars can make this a reality? E) Do you feel that you and the other Nuffield Scholars, overall, contribute to the public good? F) How would you define public good or public value? G) Is public good/value relevant to Nuffield? In what ways? H) Can you share a story or example about how you or other scholars you know contribute public value?

3. How do you communicate that Nuffield has public value to other key stakeholders or investors?

Probing questions for this included: A) Can you share an example of a time when you were explaining what Nuffield contributes to your community or the industry to someone not familiar with the program?

Independent Variable: Motivation to Participate

Key informant interviewees were asked to provide insight on how they came to be Nuffield Scholars. The question was casually framed to give them the opportunity to provide as much background information on themselves as they wanted. Probing questions were used to garner additional detail on how they first heard about the program, the journey of applying (including any hesitations they may have had), and what they hoped to get out of the program. The specific questions/follow-up prompts were:

Tell me a bit about yourself—who you are and how you came to be here today. I'd love to hear about the experiences and people in your life who played an important role. Probing questions included: A) How did you come to be a Nuffield Scholar? B) What was your motivation to apply, who encouraged you to participate, how many times did you apply, etc.). C) What did you hope to get out of being a Nuffield Scholar? D) Was there anything about being a Scholar that made you hesitant to apply? E) Are you still active with Nuffield? Why?

Independent Variable: Personal Benefit

Participants were asked to reflect on their experience and its meaning and significance at a personal level. The intention of the questions was to parse out personal versus professional benefits from the experience. Specific stories and examples were requested to help clarify the perceived personal benefit. The question and follow-up prompts were:

With regard to your Nuffield experience, what was the most meaningful and significant effect for you as a person? Probing questions related to this included: A) Why would you consider this the most meaningful effect? B) Can you share an example or story that shows how your Nuffield experience impacted you personally? C) As you think back, what was the biggest personal benefit gained from your Nuffield experience? D) If I were to ask someone close to you what they felt the biggest personal impact the Nuffield program had on you was, what do you think they would say?

Independent Variable: Professional Benefit

During personal interviews, participants were asked about the experience from a professional perspective. The objective was to understand the transition back to the operation/work following their travels and explore the longer-term manifestations that may have stemmed from new knowledge, ideas, skills, and connections. Additionally, there was a probing question about the relevance of Nuffield in the participants' current business life. The specific question/probes were:

What was the most meaningful and significant effect on your farm/business/enterprise and why? Probing questions for this included: A) How did it feel going back to the farm/work following your Nuffield travels? B) Did you make any business changes when you got back? Were these before or after you presented your study report? C) In terms of your farm or business life, what was the biggest benefit of being a Nuffield Scholar? D) Is your Nuffield experience still relevant in your business life today?

Independent Variable: Post-Nuffield Engagement

Gleaning insight to better understand connections and actions following the Nuffield experience was the focus of this section. While some organizations were mentioned and specific examples shared, the intention of the questions here were not meant to capture a full inventory of activities or engagement. Rather, the goal was to have participants reflect on their activities after the Nuffield experience. Space was given so the informants could take this question in several

directions, including engagement in the agriculture sector, the local community, educational or religious organizations, or sporting clubs or groups. The question and prompts focusing on the connection between Nuffield participation and the participants' local communities were:

In your observation, what was the most meaningful and significant effect of your Nuffield experience for your community? Probing questions included: A) Can you share an example or story that shows how your Nuffield experience may have provided a benefit to your community? B) Have you hosted Scholars in your home community? How do your neighbors or co-workers react to meeting these Scholars? C) Can you share whether or not your level of activity in your community changed following your Nuffield experience? D) Did you get involved in organisations beyond your local community? Can you share what groups and at what level (regional, national, international)?

Independent Variable: Sociodemographics

Key informant interviewees were asked their year of travel and their home country. Gender was captured in written field notes, as was other demographic information that may have been offered by the participants but was not specifically requested.

Online Survey Design and Data Collection

Both qualitative and quantitative data was captured through a survey of Nuffield Farming Scholars. The intention of this survey was to provide broader details about the intersection of personal and professional benefit, community engagement, awareness of public value, and demographic information, as well as the relationship of these to the public value of the program (Creswell and Plano Clark, 2011). Survey design began in April 2017, with field testing occurring in July 2017. Distribution took place in August/September 2017, following work in early August to finalize the target audience and secure contact information. Data clean-up was completed in November 2017, and analysis took place from December 2017 through February 2018.

As mentioned earlier, a survey questionnaire was created in April of 2017. A review of the questionnaire by a panel of professional experts from within the Department of Agricultural Economics, Sociology, and Education at Penn State was performed in mid-May to identify potential issues with the survey and to ensure that the flow and categorization of questions was appropriate

and aligned with the conceptual model (Willis et al., 1999; Dillman et al., 2009; Olson, 2010; Maxwell, 2013). Feedback from three experts led to changes in the structure of the survey, specifically prompting adjustments regarding how variables and their related questions were organized in the survey. Given the length and depth of the survey, removal of extraneous items was recommended to keep a focus on the stated research questions. Several questions were reworded to sharpen clarity and intention when read by respondents. In addition to tightening closed response questions, discussions were held with the panel on the inclusion of open-ended questions. To encourage survey engagement and completion, the number of open-ended items was decreased. Only those text fields felt to be important to the research questions were kept in the final survey, as the key informant interviews would allow for deeper exploration. Modifications suggested by the panel of experts were aimed at increasing response rate and validity, and no major adjustments were required following their review.

A print version of the survey was also reviewed in early June 2017 by three individuals familiar with the Nuffield program. The intention of this review was to ensure language regarding the Nuffield program itself was appropriate and accurate for the intended audience. One of the reviewers spoke English as a second language, which was deemed important to avoid phrasing and terminology that could be confusing to participants or difficult to understand for non-native English speakers. With a mix of countries represented, it was also possible to review for potential colloquialisms or terminology that did not have consistent meaning across the English language. No revisions were recommended from the Nuffield review panel.

Beta testing of the survey and methods took place with a group of 10 current Nuffield Scholars in late June/early July 2017 (Dillman, Smyth and Christian, 2009). This group was composed of 2017 Nuffield Scholars, ensuring they would not be part of the surveyed population. Those providing initial beta testing of the survey were selected to represent participating Nuffield

nations, provide gender balance in the beta test group, and ensure participation of scholars for whom English was not their primary language. Of the group, five completed the survey and provided feedback. When contacted, two of those who did not complete the beta test survey indicated their travels were a barrier to taking the time to participate. Feedback from respondents was aligned with a sense that the survey was geared toward participants who had already completed the program (which is correct). Based on comments from the beta test group, a notice was included in the survey messages indicating that using a computer, laptop or larger tablet would provide the optimal user experience (Dillman, Smyth and Christian, 2009).

A modified Total Design Method (TDM) was used to deliver the survey tool (Dillman, Smyth and Christian, 2009; Smyth, Dillman, Christian and O'Neill, 2010). A plan was developed to deliver messages from key Nuffield International leaders to the targeted participants (n=1,044). Its intention was to decrease the potential for recipients to think the message was spam, and to increase the response rate through having familiar names in their inbox. To ensure confidentiality and anonymity, a survey link was generated without importing email addresses into Qualtrics (online survey tool). It was also decided to use the anonymous link to give a stronger level of comfort to scholars for being candid in their feedback (Dillman, Smyth and Christian, 2009).

Two key members of the Nuffield International organization, the chairman and the CEO, were involved in delivering survey links to the sample. Their role was solely to validate and endorse the research. All messaging was written by this researcher and worded such that respondents knew the Nuffield International personnel were separate from the research control. At no point did either the chair or the CEO have control or input into the research—nor access to the data collected. The use of outgoing messages from the Nuffield International chairman, program CEO, and the researcher was done in an effort to address non-response bias by presenting the survey link from multiple sources to encourage participation across the sample.

The first message alerted scholars to the research and provided an overview of the project. This was sent from the Nuffield International chair. The advance notice was provided to the Nuffield International chair, which included a link to the survey for those who wished to participate immediately. Three subsequent notices were scheduled and sent out directly from the researcher to survey participants. Each message had different subject lines and messages to capture the attention of recipients. A final message was scripted by the researcher but sent from the Nuffield International CEO. This email included a thank you to all who had already completed the survey and a closing reminder for other scholars to participate (Dillman, Smyth and Christian, 2009).

All the messages sent out included statements about confidentiality and anonymity, as well as the voluntary nature of the research and the ability to opt out at any time (Dillman, Smyth and Christian, 2009). Feedback from the participants reinforced the value of this approach to sending the survey link, as many indicated they had ignored original messages because they were not sure if the larger Nuffield organization supported the project, or because they did not know the person sending the email.

With the global nature of the program, there was not a specific time that was deemed optimal (Dillman, Smyth and Christian, 2009). As growing seasons vary by country/continent, it was decided to move forward with the release of the survey in August. A specific timeline of messages is provided in Table 4.2.

Table 4.2 Survey Distribution Timeline

ACTION	DATE	SENDER	PURPOSE
Survey Notice	2 August 2017	Nuffield International Chair	Introductory notice to Scholars; included link for immediate action
First Survey Link	6 August 2017	Researcher	Details on research; survey link
Second Survey Link	10 August 2017	Researcher	Reminder notice and link to survey
Follow-up Prompt	16 August 2017	Nuffield International CEO	Thank you from CEO and push for additional respondents
Inactive Scholars - Interview Request Sent to 11 scholars	23 August 2017	Researcher	Note sent to sampling of UK and AUS Scholars who have not remained active with the program

The steps that were taken to ensure confidentiality within a well-connected population gave confidence to participants that answers would not be tied back to individual respondents with ease. Responses to the survey were imported into SPSS on August 29, 2017, to begin the data analysis phase. At this time total of 368 responses was captured in Qualtrics, representing a 35% response rate.

Survey Questionnaire

Dependent Variable: Public Value

Participants taking the survey received a variety of Likert scale and open-ended questions focusing on their perception of public value and exploring perceived links between the concept and their Nuffield experience. These types of questions follow.

Please select the description of “public value” most closely aligned with your definition. 1) Working with other people for a common good, rather than for my own personal benefit; 2) The result of the collective actions and interests of individuals, and their impact on the public or common good; 3) It depends on the situation, but it involves preserving and/or improving a community (geographic or industry); 4) I don’t think there is a “public value.” Individual growth is more common and potentially more important than the concept of common good; 5) Other (open-ended question).

Based on your definition of “public value,” do you believe that your experience as a Nuffield Scholar enabled you to provide value to the public? 1) No (if no, why do you think your Nuffield experience did not contribute to public value?); 2) Yes (if yes, why do you think your Nuffield experience contributed to public value?).

Please share how much you agree or disagree with the following statements about your Nuffield experience with regard to public value. (All options were given a Likert scale of 1 to 5, with 1 being Strongly Disagree and 5 being Strongly Agree.) 1) What I learned as a Nuffield Scholar has benefited my community; 2) My experiences as a Nuffield Scholar allowed others around me to grow; 3) I think differently now about my community and the challenges/opportunities it faces; 4) I am more likely to get involved in local issues; 5) I am more likely to get involved in global issues; 6) Giving back as a Nuffield Scholar is important; 7) Nuffield Scholars are making changes around the world; 8) My country benefits from our scholars’ work.

When you hear the phrase “public value,” what comes to mind? (open-ended question)

Independent Variable: Motivation to Participate

For the online survey, two prompts were included to capture insight and perceptions from participants on their interest in the program and willingness to apply/participate. One question

focused specifically on legacy participation (more than one generation in the family participating in the Nuffield program). A second question used a Likert scale to capture insight from the scholars about their motivation to participate. The questions as they appear in the survey are:

Is anyone else in your family (grandparents, parents, siblings or children) a Nuffield Scholar? 1) No; 2) Yes.

For each of these statements below, please indicate which best describes your level of agreement regarding your motivation to be a Nuffield Scholar. (Likert scale from 1 to 5 was used, with 1 being Strongly Disagree and 5 being Strongly Agree.) 1) Nuffield Scholars are viewed as agricultural industry leaders; 2) Nuffield has a strong network I wanted to be part of; 3) Being a Nuffield Scholar would benefit me personally; 4) Being a Nuffield Scholar would benefit me professionally; 5) My Nuffield experience would benefit my community; 6) Specific topic/issue I wanted to investigate as a Nuffield Scholar; 7) I saw the benefit Nuffield provided to other scholars; 8) I wanted to explore agriculture in other countries; 9) Nuffield was a way to serve my industry/agricultural sector.

Independent Variable: Personal Benefit

Those participating in the online survey received three prompts to react to regarding their post-experience perceptions specific to personal benefit:

Please rate the following based on your Nuffield experience PERSONALLY (a separate section will ask about impacts on your farm/business). (Likert scale from 1 to 5 was used, with 1 being Strongly Disagree and 5 being Strongly Agree.) 1) I am able to use the skills gained during my Nuffield experience in my personal life; 2) I use the networks/contacts from Nuffield in my personal life; 3) My Nuffield experience was personally challenging.

Please share insight on how the Nuffield experience impacted you personally. (open-ended question)

Please rate the following statements about your PERSONAL growth as a result of your Nuffield experience. (Likert scale from 1 to 5 was used, with 1 being Strongly Disagree and 5 being Strongly Agree.) 1) I have more confidence in myself; 2) I believe I'm more connected to my family; 3) I can better handle stress in my life; 4) I believe I'm more empowered to make personal life changes; 5) I grew as a leader; 6) I grew personally through experiencing different cultures; 7) I grew personally from being surrounded by others who were different than me; 8) I understand others more now that I have experienced different cultures; 9) I believe I'm more connected to my community; 10) I believe I'm more connected to the global community.

Independent Variable: Professional Benefit

For the survey, participants were also asked to report how they felt the Nuffield experience benefitted them professionally. In addition to two Likert scale questions, one question was included

to capture a baseline inventory of enterprise/business changes that were implemented following Nuffield travels. It is acknowledged that not all of the changes will be direct outcomes of new techniques and ideas garnered through Nuffield. However, insight from the scholars does indicate that their travels and experiences in the program create more confidence to try new things at a business level and exposes them to alternate ways of thinking and producing, which can all influence change back home. As it is hard to specifically denote which changes/practices may have come directly from Nuffield knowledge rather than larger growth and maturity, all changes post-Nuffield are being captured in the survey.

Please rate the following based on how your Nuffield experience impacted you PROFESSIONALLY (related to your farm/business). (Likert scale from 1 to 5 was used, with 1 being Strongly Disagree and 5 being Strongly Agree.) 1) The skills/tools gained during my Nuffield experience benefitted me professionally; 2) The networks/contacts made during my Nuffield experience have been beneficial professionally; 3) I found the Nuffield program professionally rewarding; 4) The Nuffield program was professionally challenging.

Please indicate how strongly you agree or disagree with the following statements about your Nuffield experience and the development of your PROFESSIONAL skills and abilities. (Likert scale from 1 to 5 was used, with 1 being Strongly Disagree and 5 being Strongly Agree.) 1) I have more confidence in my business skills; 2) I am more comfortable in leadership roles; 3) I believe I am more connected to the farm/business; 4) I can better handle professional stress; 5) I believe I am empowered to make business changes; 6) I better understand markets in my industry; 7) I believe I am more innovative professionally; 8) I feel a stronger sense of entrepreneurship; 9) I believe I am better informed about global ag issues; 10) My farm/business is stronger because of my Nuffield experience; 11) My farm/business is more profitable because of my Nuffield experience.

Please check all of the following items that reflect changes that occurred on your farm/in your business following your Nuffield experience (check all that apply). (options for each line item were No, Yes, and Not Applicable)

Succession planning	Left a cooperative
Expanded the operation	Have a new value-added component
Created a new business venture	Added a retail/direct-to-consumer component
Began a new collaboration/partnership	Changed operational locations
Hired new employees/expanded staff	Increased total turnover
Found new employment (yourself)	Dissolved the business

Am now participating in branding scheme (national/regional)	Left the agriculture industry
Joined a cooperative	Other (open text box)

Independent Variable: Post-Nuffield Engagement

Survey participants were asked for specific information regarding their involvement outside of the farm/business once they completed their travels and individual reports. This was captured through questions asking for their degree of agreement with specific statements, their level of engagement in specific areas, and organizations they may have become active with because of Nuffield.

Thinking back on your Nuffield experience, please indicate how strongly you agree or disagree with the following statements regarding your motivation to participate in organisations off the farm/outside of your business. (Likert scale from 1 to 5 was used, with 1 being Strongly Disagree and 5 being Strongly Agree.) 1) I believe the industry needs more leadership; 2) Others will benefit from my efforts; 3) I believe I have a responsibility to give back; 4) My Nuffield experience challenges me to be more involved; 5) I am involved as a way to support my community; 6) I am involved as a way to support the industry; 7) I scaled back my involvement with organisations to make better use of my time; 8) I am now more strategic about groups I work with; 9) It is important to me that I know I am adding value to an organization I work with; 10) Other reasons (open-ended).

Please list how involved you currently are in the topics listed below at the local, regional, and international levels: (Likert scale from 1 to 5 was used, with 1 being Not At All Involved and 5 being Very Involved.) 1) Local agricultural advocacy; 2) Local agricultural policy work; 3) Local government and politics; 4) Leadership in my industry sector; 5) Leadership in my local community; 6) Supporting other farmers/agriculturalists; 7) Regional agricultural advocacy; 8) Regional policy work; 9) Regional government and politics; 10) National agricultural advocacy; 11) National policy work; 12) National government and politics; 13) International agricultural advocacy; 14) International policy work; 15) International government and politics; 16) Leadership in agriculture at the global level.

Are there any organisations you are active with as a direct result of your Nuffield experience? 1) No; 2) Yes. If YES, please share (list organisations).

Please share the locale where you have most applied what you learned from your Nuffield experience (select only one.) 1) Local; 2) Regional (State/Province/etc.); 3) National; 4) International; 5) Other (text box provided).

Indicate the areas of your life you believe have benefitted from your Nuffield experience (select all that apply.) 1) Personal; 2) Professional; 3) Community; 4) Leadership; 5) Other (text box provided).

A final prompt was provided for survey participants regarding the overall meaning of the Nuffield program:

In your own words, please share the most significant overall impact of the Nuffield Farming Scholars program (open-ended question with space for participant answer).

Independent Variable: Sociodemographics

The demographic questions asked as part of the survey are:

Are you: 1) Female; 2) Male?

Please share your age on your last birthday: (stated age)

Please indicate where you live: 1) Remote rural area; 2) Rural area; 3) Suburban/peri-urban area; 4) Urban area; 5) Major city.

Indicate the sector of agriculture you are currently engaged in (please mark all that apply). 1) Arable/crops; 2) Animal, livestock; 3) Specialty crops (horticulture, landscape, winery/vineyard, etc.); 4) Aquaculture/fishing; 5) Agribusiness/agri-enterprise; 6) Value-added/processor; 7) Retail; 8) Government/policy; 9) Extension/education/outreach; 10) No longer in agriculture; 11) Other (please share).

Please share how many generations of your family have been involved in the agriculture industry (farming or agribusiness/agri-enterprises): (Answers provided ranged from first generation through 6+ generations, with an additional option to indicate the respondent was now not in agriculture.)

Indicate what prompted you to work in the agriculture industry (check all that apply). 1) Family connections/heritage; 2) Interest in the industry/what I am doing; 3) Career growth/opportunities; 4) Position I was hired for seemed interesting; 5) Interested in the organization I work for; 6) Job opening; 7) Other (open-ended).

Highest level of education completed (check only one). 1) Less than primary school; 2) Primary school; 3) Less than secondary school/leaving certificate; 4) Secondary school/leaving certificate; 5) Technical certification/training; 6) Some college/university; 7) College/university; 8) Some graduate program/advanced degree; 9) Graduate program/advanced degree; 10) Other (open-ended).

Your age at the time of your Nuffield Scholarship: 1) Under 25; 2) 26-30; 3) 31-35; 4) 36-40; 5) 41-45; 6) 46-50; 7) 51+.

A copy of the complete survey is included in Appendix B of this work.

Data Analysis Strategy

Qualitative Analysis Process

As key informant interviews were completed at the Nuffield Triennial and Nuffield Australia conference, field notes were compiled in handwritten form in real time. Following the interview

session, the hard copy field notes were typed to capture context, demographic, and any pertinent non-verbal insight from the participant. All interviews were audio-recorded and later transcribed into Word documents, providing a word-for-word accounting of the session for qualitative review (Emerson, Fretz and Shaw, 1995; Saldana, 2016). Upon completion of the reviews, analysis steps outlined by Creswell and Clark (2011) were followed to review data. The five steps are:

1. Exploring the data: Reading through all data to form an understanding of what was captured, and recording initial thoughts via short memos/notes throughout the (in this instance) transcript.
2. Analyzing the data: Examining the statements and coding the data, dividing text into smaller units, and assigning labels to them.
3. Representing the data: Establishing ways to present the findings and show how the theme or category emerges from the data collected.
4. Interpreting the results: Pulling back from the detailed responses to gauge how well data align with the research questions, existing literature and personal experiences, and if patterns/thematic relationships exist.
5. Validating the data and results: checking on the quality of the data, the results, and the interpretation by assessing whether the data collected is accurate. (*Feeding summated insight back to others; triangulation of data.*)

Transcripts were manually reviewed to gain a deeper understanding of the answers and insights shared by participants. For this work, time and budget constraints limited review to one individual coder focused on finding general common themes. As noted by Basit (2003), qualitative data analysis is “a dynamic, intuitive and creative process of inductive reasoning, thinking and theorizing” (p. 143). Thus, the decision to complete a manual review rather than use software was made to ensure a close connection to the data throughout the research project. Review and the

analysis of the interview data was not limited to one set period in time, as there was a constant connection to, and a checking and rechecking of, the transcripts. This is not atypical, as qualitative data review requires a lot of mental processing and energy regardless of the system utilized (manual or electronic) (Basit, 2003).

Handwritten notes were kept in the margin of each transcript indicating general observations. Following a review of all transcripts, these margin notes and the field notes were reviewed to look at topical themes and insights as well as outliers in terms of replies and issues arising from the interviews. Following this initial review, more formal manual “in vivo” coding was completed. In this process, key words and phrases from the participants were highlighted and commented on (Miles and Huberman, 1994; Emerson et al., 1995; Creswell and Clark, 2011; Saldana, 2016). From the margin notes and “in vivo” coding it was possible to review all transcripts and begin to group key words, phrases, and examples from the interviews. As these words/phrases were compiled in a separate document, it was possible to develop a codebook of appropriate terms (Glaser and Strauss, 1967; Creswell and Clark, 2011; Harding, 2013; Creswell, 2013; Saldana, 2016). Toggling between the source documents and the coding file supported contextual accuracy, rather than relying solely on memory to assign the proper code to the word/phrase/experience. With a code book developed, another review of the transcripts was completed to assign codes to the interview findings. Following this review, the code book was refined to remove duplicative or extraneous terms. Another review was undertaken to apply final codes (adjusting codes if required to align with the code book), and following this codes were recorded by interview and by variable. Data representation in future chapters comes in the form of anonymous quotes from participants, as the comments relate to the research questions that form the basis of this exploration.

Building on this representation, the results of the qualitative work are interpreted through the formation of a story about the coding and how the insight provided by participants’ answers to the

research questions. According to Creswell and Clark (2011), there is also room for qualitative researchers to “bring in their personal experiences and draw personal assessments of the meanings of the findings” (p. 210) and to get beyond numerical explanations to look at the richness of the insight relative to the social situation being explored (McCracken, 1988; Taylor and Bogdan, 1998; Basit, 2003). Accordingly, being in situ for various Nuffield conferences served as part of the process to interpret the results captured in this work. Member-checking (Creswell and Clark, 2011) and triangulation (Fielding and Fielding, 1986; Maxwell, 2013) were employed with regard to validating the data and results. Member-checking is a process where the investigator shares summaries of the findings with key participants for feedback on whether the summary is “an accurate reflection of their experiences” (Creswell and Clark, 2011, p. 211). This was done with several key Nuffield participants and allowed for the confirmation of consistent themes and additional exploration of potential outliers that appeared in the data analysis process.

Capturing qualitative data through the key informant interview process was used in the early stages of this research to help inform the survey used for the quantitative portions of this work. The analysis of this data helped explore the variables of the research and gain first-person voice about the significance of the Nuffield experience at a scholar level. Given the contested and subjective nature of public value, this provided the opportunity to explore the perceptions of the participants and tease out the consistent themes shared by the scholars. A review of the data from the key informant interviews brought out examples and themes that did not appear in the quantitative findings but are confirmed as valid through member-checking and exploration of the narratives provided in the open-ended survey questions.

Quantitative Analysis Process

Quantitative data review began with descriptive analysis to provide an overview of respondents and findings. Bivariate analysis helped identify individual relationships between the

independent variables and public value. Multivariate analysis was then completed with the purpose of identifying individual and multiple relationships and interrelations. Frequencies, t-tests, correlations, ANOVAs, crosstabs, and regressions were used as part of the data analysis process.

Qualitative data review began with the aforementioned formal write-up of field notes following each interview session. As stated earlier, interviews were transcribed and reviewed multiple times to capture key words and phrases and create a code book for the review process. A second review applied codes to the responses of each interview. Following that, a table was compiled capturing codes and demographic information on each interviewed scholar, providing the ability to both quantify responses by conceptual area and to call out specific quotes or examples that provide supporting narrative directly from participants.

Reliability and Validity. In reviewing the survey and outcomes vis-a-vis response rates, reliability, and validity, the questions provide thorough coverage of the key concepts being studied through the research questions. The questions asked via key informant interviews and survey are consistent with existing efforts to engage participants in agricultural development programs. This work differs in the focus on public value and exploration of the independent variables through that lens (Australian Rural Leadership Program, 1997 and 2017; Lamm and Carter, 2014; Madsen et al., 2014; Australian Rural Leadership Foundation, 2017). The incorporation of tools and questions that are aligned with other research in the sphere adds to the overall reliability of this work, recognizing that any inferences garnered will be specific to and only applicable to the Nuffield program.

Construct validity, content validity, face validity, and reliability were gauged during the analysis phase using expert panels, field testing, checking with Nuffield participants and use of SPSS tools to measure the reliability (Cronbach's alpha) of questions and responses. Through this review it was possible to ensure the items in the survey fit together thematically, the construct of interest (public value) was appropriately covered, and the survey questions could be correlated against the public

value insights shared by respondents. Items and scales were all found to well represent the concepts being explored, as were the thematic and probing key informant questions.

Limitations of the Work

In studying the Nuffield International Farming Scholars and their perceptions of public value, there is limited ability to generalize the findings of this work across all comparable programs. With access to only the Nuffield Scholars themselves, the ability to explore fully their contribution to public value was limited to capturing and analyzing their own perceptions, rather than including family members, business partners, those in their community, the agriculture industry, and investors in the Nuffield program for a broader view. The focus on Nuffield is limited in view and voice, and can provide a snapshot of the program but does not give a clear cut list of outcomes of capacity building at the individual level that lead to public value. Regarding the key informant interviews, there existed the potential for a positive bias toward the Nuffield initiative and its outcomes, as the discussions took place at official program conferences where the population may have been more active with or had stronger ties to the program.

Research Findings Preview

In the next chapter, research findings are shared. The process of coding, correlating, and testing the variables as they relate to public value is detailed. Ultimately, the objective is to identify where there is a relationship between public value and the five independent variables, as well as the direction and strength of the relationship.

Chapter 5

Research Findings

Insight from the qualitative and quantitative research tools was analyzed to better understand the Nuffield phenomenon, with a specific focus on the perception of public value by participants. This chapter details the findings of the key informant interviews and the analysis results of the online survey data collected.

Further insight on the meaning behind the results will be presented in chapter 6, however this section will provide high-level overviews of what was found as part of the data analysis and the meaning behind the data.

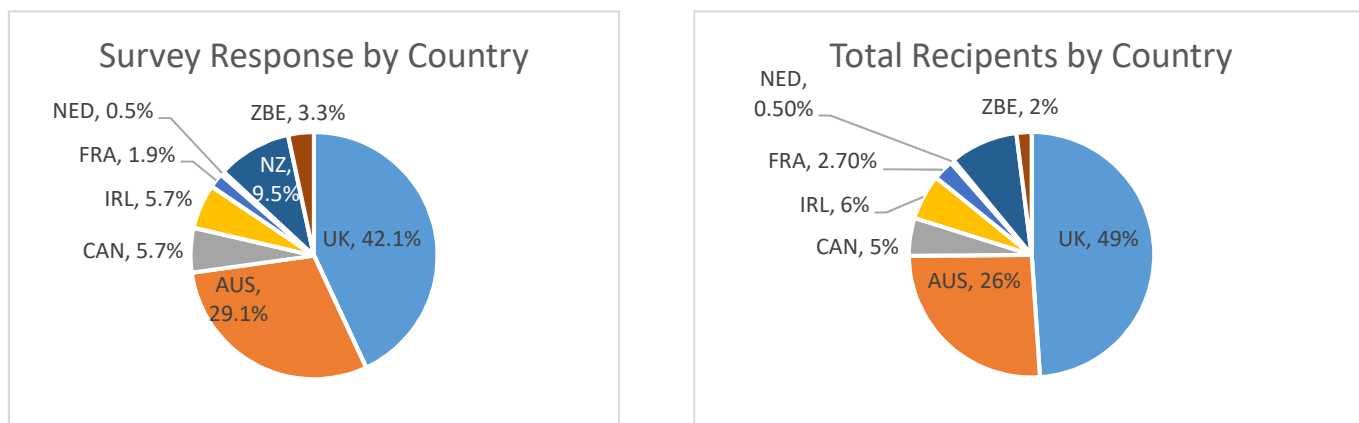
Survey Overview and Frequency of Responses

Overall Characteristics of Survey Participants

Characteristics of Nuffield Scholars participating in the survey are summarized in Table 5.1. Included with this is the sample verification data comparing respondent percentages to the corresponding population of Nuffield Scholars.

Each participant was asked to indicate the country they represented as a Nuffield Scholar, and the breakdown of countries shows 43% of survey respondents representing the United Kingdom, 29% from Australia, 9% from New Zealand, 6% each from Canada and Ireland, 3% from Zimbabwe, 2% from France, and less than 1% each from Brazil, the Netherlands, and United States. Figure 5.1 shows survey response by country alongside total recipients by country.

Figure 5.1 Survey Population Overview



For this group, 80% of respondents were male. Twenty one percent have a secondary/leaving certificate, technical certification/training or some college/university education, 40% have a university degree, with 33% completing some graduate courses or earning an advanced degree. At the time of their Nuffield participation, 15% were under 30, 58% of the group between the ages of 31 and 40, and 27% were 41 or older. The time of participation in the Nuffield program ranged from 1940 through 2014. Nine percent traveled from the 1940s through the 1970s, 28% in the 1980s and 1990s, 33% in the 2000s, and 29% spanned 2010 through 2014.

The scholars were evenly disbursed in terms of their generational connection to agriculture, with 13% representing the first generation of their family in agriculture, 13% second generation, 18% third generation, 17% fourth generation, 9% fifth generation, and 21% six plus generations. Community location shows 67% of scholars hailing from rural areas, 11% from remote rural areas, 12% from peri-urban regions, 9% from urban areas or major cities. Forty three percent of scholars have interests in arable agriculture, 32% in the livestock industry, 7% in specialty crops, 7% in the agribusiness sector, and 5% indicated they are no longer in agriculture.

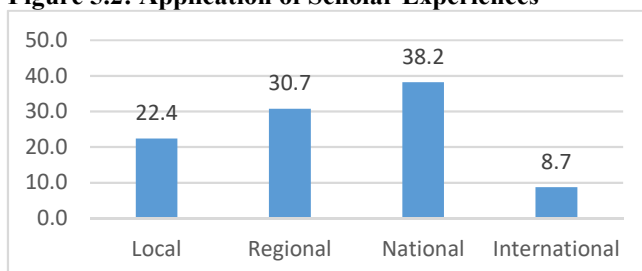
Table 5.1: Overall Demographic Statistics and Sample Validation

Demographic Characteristics	Survey Population	Nuffield Population
Country		
Australia	29.4%	22.7%
Brazil	0.3%	0.0%
Canada	5.8%	5.3%
France	1.9%	2.2%
Ireland	5.8%	4.9%
Netherlands	0.5%	0.4%
New Zealand	9.6%	8.5%
United Kingdom	42.6%	52.6%
United States	0.8%	0.2%
Zimbabwe	3.3%	1.2%
Gender	79.8%	82.4%
Male	20.2%	17.6%
Female		
Age as a Nuffield Scholar		
Under 25	2.7%	
26-30	12.0%	
31-35	27.6%	
36-40	30.3%	
41-45	19.5%	
46-50	5.7%	
51+	2.1%	
Decade of Nuffield Scholarship		
1940	0.3%	0.3%
1950	0.3%	3.3%
1960	2.2%	7.1%
1970	5.8%	9.0%
1980	11.9%	14.4%
1990	16.6%	18.9%
2000	33.8%	27.7%
2010 through 2014	29.1%	19.4%
Current Age		
Under 25	--	
25-30	1.2%	
31-35	3.3%	
36-40	10.8%	
41-45	12.3%	
46-50	16.2%	
51-55	17.1%	
56-60	14.5%	
61-65	6.9%	
66-70	5.1%	
71-75	6.0%	
76+	6.3%	

Demographic Characteristics	Survey Population	Nuffield Population
Contemporary Scholars Conference (CSC)		
No	41.3%	67.8%
Yes	58.7%	32.2%
Global Focus Program (GFP)		
No	66.8%	85.6%
Yes	33.2%	14.4%
Note: The Contemporary Scholars Conference and Global Focus Program have only existed since 2006. All Nuffield Scholars from 2006 through 2014 have participated in the CSC (n=446). The GFP also began in 2006, but is not mandatory for all countries and scholars (n=199).		
Education		
Less than Primary School	--	
Primary School	--	
Less than Secondary	2.5%	
Secondary School	8.0%	
Technical Certification/Training	6.5%	
Some College/University	7.4%	
College/University	42.0%	
Some Graduate/Advanced Degree	6.8%	
Graduate/Advanced Degree	26.9%	
Community Location		
Remote Rural Area	10.7%	
Rural Area	67.6%	
Suburban/Peri-Urban Area	12.2%	
Urban Area	4.5%	
Major City	5.1%	

When asked which area of their life has benefitted from their Nuffield experience, 83% of scholars noted personal, 13% professional, 1% community engagement, and 3% leadership. Data was also captured on where respondents felt they most applied what they learned from their Nuffield experience (Figure 5.2). Responses indicate the highest level of application was at the national level (38.2%), followed by the regional level (30.7%). Perceived application decreased at the international level (8.7%). Fifty two percent of survey respondents indicated there are organizations they are involved in as a direct result of their Nuffield experience.

Figure 5.2: Application of Scholar Experiences



Survey Responses by Research Variable

Dependent Variable: Public Value

To assess the existing perceptions of public value, survey respondents were asked to select the description of the term that most closely aligned with their personal definition of the concept.

Responses are show in Table 5.2.

Table 5.2: Defining Public Value – Description Most Closely Aligned to Respondent’s Own

Public Value Definition	Percent
Working with other people for a common good, rather than for my own personal benefit.	44.9%
The result of collective actions and interests of individuals, and their impact on the public or common good.	31.2%
It depends on the situation, but it involves preserving and/or improving a community (geographic or industry).	15.2%
I don’t think there is a “public value” per se; individual growth is more important than the concept of contributing to the common good.	6.7%
Other	2.0%

n=343

Data from the survey and key informant interviews indicate that the group has strong and aligned perceptions of public value. Regarding perceptions of respondents regarding public value, 96% answered yes to the questions “*Based on your definition of ‘public value,’ do you believe that your experience as a Nuffield Scholar enabled you to provide value to the public?*”

To assess participant perceptions of the Nuffield experience through the lens of public value, a series of Likert scale statements were included in the survey. These items collectively reported a Chronbach’s Alpha of .801, which measures the overall reliability or internal consistency of the questions. Table 5.3 provides a snapshot of responses to these prompts. Given the strong perceptions of public value shown by the Nuffield Scholars, the items above were combined to create a summated score, which ranged from 8 to 40 ($\bar{x} = 31.89$) (Table 4.3).

Table 5.3: Public Value and the Nuffield Experience

Public Value Statement	Strongly Disagree/ Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree	Mean*	Standard Deviation
What I learned as a Nuffield Scholar has benefited my community (n=331)	4.8%	19.6%	75.6%	3.87	.760
My experiences as a Nuffield Scholar allowed others around me to grow (n=331)	3.3%	20.3%	76.4%	3.93	.768
I think differently now about my community and the challenges/opportunities it faces (n=328)	2.4%	24.1%	73.5%	3.88	.730
I am more likely to get involved in local issues (n=328)	9.7%	38.8%	51.5%	3.52	.842
I am more likely to get involved in global issues (n=327)	11.3%	38.9%	49.8%	3.48	.850
Giving back as a Nuffield Scholar is important (n=330)	0.3%	5.5%	94.2%	4.46	.628
Nuffield Scholars are making positive changes around the world (n=330)	0.9%	3.3%	95.8%	4.48	.639
My country benefits from the efforts of our Nuffield Scholars (n=328)	1.5%	6.4%	92.1%	4.45	.723

n = total out of 368

* Mean completed on a scale 1 = Strongly Disagree to 5 = Strongly Agree

Independent Variable: Motivation to Participate

Nine items captured insight on motivation to participate in the Nuffield program. These items reported a Chronbach's Alpha of .778. The summative score calculated for the items had a range of 9 (strongly disagree) to 45 (strongly agree) with $\bar{x} = 38.01$, indicating agreement/strong agreement with the statements (Table 5.4).

Table 5.4: Motivation to be a Nuffield Scholar

Motivation	Strongly Disagree/ Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree	Mean*	Standard Deviation
Nuffield Scholars are viewed as agricultural industry leaders (n=367)	0.8%	10.1%	89.1%	4.27	.681
Nuffield has a strong network that I wanted to be part of (n=367)	4.0%	21.3%	74.7%	4.01	.844
Being a Nuffield Scholar would benefit me personally (n=366)	1.9%	4.1%	94.0%	4.42	.701
Being a Nuffield Scholar would benefit me professionally (n=366)	1.7%	6.0%	92.3%	4.36	.684
My Nuffield experience would benefit my community (n=367)	1.4%	17.7%	81.0%	4.12	.749
There was a specific topic/issue I wanted to investigate as a Nuffield Scholar (n=363)	2.3%	10.5%	87.3%	4.32	.771
I saw the benefit Nuffield provided to other scholars (n=365)	3.9%	15.9%	80.2%	4.07	.837

I wanted to explore agriculture in other countries (n=367)	2.4%	4.4%	93.2%	4.50	.720
Nuffield was a way to serve my industry/agricultural sector (n=363)	3.9%	17.9%	78.2%	4.07	.862

n = total out of 368

* Mean completed on a scale 1 = Strongly Disagree to 5 = Strongly Agree

Independent Variable: Personal Benefit

Insight on personal benefit included 13 items measuring the degree of agreement participants had with each statement. Chronbach's Alpha for items measuring personal benefit was .890. When summated, perceived personal benefit ranged from 13 (strongly disagree) to 65 (strongly agree) with $\bar{x} = 51.97$, showing the strength of the responses' positive relationship with the agree/strongly agree options (Table 5.5).

Table 5.5: Perception of Personal Benefit

Personal Benefit	Strongly Disagree/ Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree	Mean*	Standard Deviation
I am able to draw on my Nuffield experiences in my personal life (n=364)	2.2%	5.5%	91.4%	4.36	.723
I use the networks/contacts from Nuffield in my personal life (n=365)	5.2%	15.9%	78.9%	4.04	.850
My Nuffield experience was personally challenging (n=363)	3.1%	8.3%	88.7%	4.29	.766
I have more confidence in myself (n=364)	1.9%	11.8%	86.3%	4.26	.772
I believe I am more connected to my family (n=364)	12.9%	54.9%	32.2%	3.27	.850
I can better handle stress in my life (n=361)	7.2%	41.8%	51.0%	3.58	.856
I believe I am more empowered to make personal life changes (n=364)	4.4%	22.8%	72.8%	3.94	.843
I grew as a leader (n=364)	2.4%	12.4%	85.2%	4.20	.780
I grew personally through experiencing different cultures (n=362)	1.7%	9.4%	88.9%	4.28	.711
I grew personally from being surrounded by others who were different from me (n=362)	1.9%	13.8%	84.3%	4.23	.755
I understand others more now that I have experienced different cultures (n=362)	2.5%	16.6%	80.9%	4.09	.775
I believe I am more connected to my community (n=361)	7.2%	43.5%	49.3%	3.52	.827
I believe I am more connected to the global community (n=363)	3.1%	12.9%	84.0%	4.18	.777

n = total out of 368

* Mean completed on a scale 1 = Strongly Disagree to 5 = Strongly Agree

Independent Variable: Professional Benefit

To measure professional benefit, 15 Likert scale items were listed to capture respondent perceptions. Chronbach's Alpha for these items was .911. When summated, the range of scores was from 15 (strongly disagree) to 75 (strongly agree) and $\bar{x} = 62.50$ indicating agreement/strong agreement with the statements. All items had more than half their responses in the agree or strongly agree categories (Table 5.6).

Table 5.6: Perception of Professional Benefit

Professional Benefit	Strongly Disagree/ Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree	Mean*	Standard Deviation
The skills/tools gained during my Nuffield experience benefited my professionally (n=356)	1.4%	4.8%	93.8%	4.44	.666
The network/contacts made during my Nuffield experience have been beneficial professionally (n=357)	2.3%	8.1%	89.7%	4.34	.734
I found the Nuffield program professionally rewarding (n=354)	0.3%	3.7%	96.0%	4.48	.598
The Nuffield program was professionally challenging (n=354)	1.4%	13.0%	85.6%	4.24	.726
I have more confidence in my business skills (n=357)	2.0%	11.5%	86.5%	4.15	.701
I am more comfortable in leadership roles (n=354)	1.1%	7.4%	91.5%	4.31	.669
I believe I am more connected to the farm/business (n=355)	5.9%	24.5%	69.5%	3.86	.888
I can better handle farm/professional stress (n=356)	4.8%	27.0%	68.3%	3.81	.799
I feel more empowered to make business changes (n=353)	2.3%	11.6%	86.2%	4.16	.734
I better understand markets in my industry (n=354)	3.1%	11.6%	85.3%	4.22	.768
I believe I am more innovative professionally (n=354)	1.7%	11.0%	87.3%	4.23	.731
I feel a stronger sense of entrepreneurship (n=352)	2.6%	20.2%	77.3%	4.05	.802
I believe I am better informed about global agriculture issues (n=355)	0.6%	3.7%	95.8%	4.50	.598
My farm/business is stronger because of my Nuffield experience (n=350)	3.7%	12.0%	84.3%	4.27	.854
My farm/business is more profitable because of my Nuffield experience (n=350)	3.4%	27.7%	68.8%	3.96	.888

n = total out of 368

* Mean completed on a scale 1 = Strongly Disagree to 5 = Strongly Agree

Independent Variable: Post-Nuffield Engagement

To explore how and where participants engaged (in terms of organizations and activities they were involved in) following their Nuffield travels, eight items were included to capture insight

on activities off the farm, post-Nuffield scholarship. The items had a Chronbach's Alpha of .790. When summated, scores ranged from 8 (strongly disagree) to 40 (strongly agree) with $\bar{x} = 32.98$ indicating agreement/strong agreement with the statements (Table 5.7).

Table 5.7: Perception of Post-Nuffield Engagement

Post-Nuffield Engagement	Strongly Disagree/ Disagree	Neither Agree nor Disagree	Agree/ Strongly Agree	Mean*	Standard Deviation
I believe the industry needs more leadership (n=350)	2.3%	8.6%	89.1%	4.31	.748
Others will benefit from my efforts with outside organisations (n=350)	1.7%	11.4%	86.9%	4.16	.683
I believe I have a responsibility to give back (n=350)	0.9%	5.1%	94.0%	4.48	.650
My Nuffield experience challenged me to be more involved off the farm/business (n=350)	5.2%	17.4%	77.4%	4.01	.848
I am involved as a way to support my community (n=350)	4.3%	24.3%	71.4%	3.90	.799
I am involved as a way to support the agriculture industry (n=347)	1.7%	12.1%	86.2%	4.19	.719
I am now more strategic about which groups I work with (n=350)	1.7%	25.1%	73.2%	3.92	.724
It is important to me to know I am adding value to any organisation I work with (n=345)	1.4%	9.0%	89.5%	4.30	.690

n = total out of 368

* Mean completed on a scale 1 = Strongly Disagree to 5 = Strongly Agree

Measuring Public Value Intensity

With 96.5% of survey participants answering “yes” to the question that asked if they felt the Nuffield experience allowed them to contribute to public value, there was a concern about using this response as an indicator of the dependent variable. Because of the lack of diversity in response to the question about public value, a decision was made to instead measure the intensity of perceptions about public value. The eight individual items comprising question 22 of the survey were used to form a summated scale in SPSS, creating an intensity indicator utilized for further data analysis.

Bivariate Analysis

For each variable, summative scores were compiled to enable a direct comparison with the above-mentioned summated public value item. The items comprising each variable showed strong reliability, meaning the measure would produce similar results under consistent conditions. Inter-

item correlation was also strong, so summative items for each variable were appropriate to compile and use in analysis.

Correlations were performed to investigate the relationships between the independent variables of motivation to participate, personal benefit, professional benefit, and post-Nuffield engagement and the dependent variable (public value). Summated scores were used for all variables (Table 5.8).

Table 5.8 Relationship between motivation to participate, personal benefit, professional benefit, and post-Nuffield engagement and public value

Independent Variable	n	Mean	Standard Deviation	Pearson Correlation
Motivation to Participate (Sum)	330	38.01	4.21	.358**
Personal Benefit (Sum)	331	51.97	7.27	.591**
Professional Benefit (Sum)	357	62.50	8.35	.563**
Post- Nuffield Engagement (Sum)	352	32.98	4.32	.642**

** Significant at the 0.01 level (2-tailed)

n = out of 368 responses

The same correlation process was completed to test the relationship between the public value summative score and the individual items comprising the independent variables. For motivation to participate, all but two of the nine items were significant at the .01 level. The 13 items used to measure personal benefit were all significant at the .01 level. Personal benefit was measured through 15 items, all of which were significant at the .01 level. Eight items were included in the summation for post-Nuffield engagement, and all were significant at the .01 level.

Further tests of association (correlations) were completed to explore the relationship between demographic data and perception of public value. Significant statistical relationships exist between public value and current age of participants, age of participant when a Nuffield Scholar, and home geography.

Current age has a correlation of -.113, significant at the $p < .05$ level (.039). The negative relationship indicates that as the current age of survey respondent increases there is a decreased perception of public value. Post Hoc tests show no significant differences among subgroups.

Age as a scholar has a correlation of .113 which is significant at the $p < .05$ level (.041). This indicates a positive relationship between the age of the participant and their perception of public value, with younger participants having a stronger positive connection between the two. Post Hoc tests show no significant differences among subgroups.

With regard to the home geography of Nuffield participants, the correlation is -.110, significant at the $p < .05$ level (.045). Participants from a more rural community indicate a stronger perception of public value based on this relationship. Post Hoc tests show no significant differences among subgroups.

Participation on the Global Focus Program (GFP) shows a statistically significant relationship where $t = -2.458$, which is significant at the $p < .05$ level (.014). In this instance, Nuffield Scholars not participating in the GFP experience have a lower perception of public value than those who complete this component of the program.

Inter-Item Correlation

Correlations were also completed to explore the interaction between the independent variables. Summated scores were used for motivation to participate, personal benefit, professional benefit, and post-Nuffield engagement variables. Results are shown in Table 5.9 and indicate there are strong relationships among the independent variables motivation to participate, personal benefit, professional benefit, and post-Nuffield engagement. The strong relationship between personal benefit and professional benefit gives insight into a potential blurring between the two concepts.

In analyzing the demographic correlations, there is no significant relationship with country, gender or age when a scholar. There is evidence, however, that those who are from more rural communities have a stronger relationship with post-Nuffield engagement. Those without advanced degrees also showed a significant relationship with personal benefit and professional benefit.

Table 5.9 Independent Variable Inter-Item Correlation

Variables	Motivation to Participate	Personal Benefit	Professional Benefit	Post-Nuffield Engagement	Country	Gender	Education	Scholar Age	Geography
Correlation									
Motivation to Participate	--	.530**	.419**	.327**	.006	-.036	-.040	.063	.071
Personal Benefit	.530**	--	.735**	.553**	-.059	.015	-.175**	.009	-.034
Professional Benefit	.419**	.735**	--	.605**	-.082	.088	-.199**	-.024	-.043
Post-Nuffield Engagement	.327**	.553**	.605**	--	-.025	-.039	-.039	.104	-.149**

** Correlation is significant at the 0.01 level (2-tailed)

Analysis was also done to check for collinearity by reviewing Variance Inflation Factors (VIF) for the summated scores of the independent variables. No collinearity issues were found, with all VIF scores falling within an acceptable range: motivation to participate = 1.27; personal benefit = 2.27; professional benefit = 2.29; and post-Nuffield engagement = 1.61.

Multi-Variate Analysis

Following the bivariate exploration, a series of multiple linear regression analyses were conducted that explored the relationship with public value with demographics, summative independent variable indices, and the individual items comprising the summations for each concept. Regression analyses were conducted utilizing both a listwise and pairwise deletion of data. Using both forms of analysis, no significant differences were noted in the findings.

The first linear regression model was completed with collected the demographic variables. These variables account for 31% of the variation in the model ($R^2 = .031$)³, and it was significant at $p < .05$ (.030). Two items in this model showed statistical significance. *Community Type* showed a negative relationship and was significant at the $p < .05$ level (.036), indicating participants from very rural and rural communities felt a stronger sense of public value than those from urban areas and major cities. *Age When a Scholar* was significant at the $p < .05$ level (.024), showing a positive relationship indicating stronger perceptions of public value for participants in their 30s and 40s.

³ All R^2 items listed in this work reflect R^2 Adjusted statistics.

Next, the motivation to participate summative score was analyzed. The R^2 for this individual model was .125 ($t=6.933$), which was significant at the $p < .001$ level (.000). Analysis showed comparable results for individual and summated data. To preserve degrees of freedom in later analyses and limit measurement error, the decision was made to use the summative score. The results of this analysis show a positive relationship between a scholar's motivation to participate in the Nuffield program and their perception of public value. This indicates there may be motivators that spur participation that give the scholar a pre-existing perception of contributing public value, and that a strong positive response about why an individual would want to participate carries through to their perceptions of the significance and meaning of the program and experiences.

Third was the analysis of the personal benefit variables included the 13 individual items included in the survey. These variables were found to account for 34.4% of the variation in the model ($R^2 = .344$), and was significant at the $p < .001$ level (.000). Four personal benefits were statistically significant. *I use the networks/contacts from Nuffield in my personal life* at the $p < .01$ level (.009), showing a positive relationship between participants utilizing the web of other scholars and contacts on a personal level and their perception of public value. *I grew as a leader* was significant at the $p < .001$ level (.001) showing that the more personal growth was perceived to be an outcome of the Nuffield experience, the individual's perception of public value was stronger. *I believe I am more connected to my community* showed significance at the $p < .001$ level (.000), providing insight into the relationship of post-Nuffield community connectedness and the perception of public value. *I believe I am more connected to the global community* was significant at the $p < .01$ level (.005), expressing that as a scholars' worldwide network grew, so did their perception of public value.

Fourth, for professional benefits, data analysis included 15 individual items. The R^2 was .300, and it was significant at the $p < .001$ level (.000). Four professional benefits were statistically

significant. *The networks/contacts made during my Nuffield experience have been beneficial professionally* showed significance, indicating participants who saw more professional value in the network they were plugged into and able to build as a scholar have a stronger relationship with the concept of public value ($p=.001$). *I have more confidence in my business skills* was significant, indicating a positive relationship between post-Nuffield business confidence and an individual's perception of public value ($p=.033$). *I am more comfortable in leadership roles* showed significance, expressing a positive relationship between the development of scholars in terms of their self-perceived growth as a leader and the intensity of their view of public value ($p=.010$). *I believe I am better informed about global agricultural issues* was significant, showing the relationship between a scholar's sense of global agricultural knowledge and their perception of public value ($p=.006$).

Finally, a summated score was utilized for the analysis looking at post-Nuffield engagement. The R^2 for this was .410, and was significant at the $p < .001$ level (.000). Results of this analysis indicate that the scholars more active and inclined toward engagement – whether within the Nuffield program, in the agriculture industry, or in the community – have a stronger perception of and relationship with public value.

To understand the total effects of the model, all independent variables were included in a single regression analysis (Full Model) in Table 5.10. Seven items were significant: Motivation to Participate Summated ($\beta = .166, p < .01$); Personal Benefit: I believe I am more connected to my community ($\beta = .133, p < .05$); Professional Benefit: The networks/contacts made during my Nuffield experience have been beneficial professionally ($\beta = .159, p < .01$); Professional Benefit: I found the Nuffield program professionally rewarding ($\beta = -.140, p < .05$); Professional Benefit: I am more comfortable in leadership roles ($\beta = -.128, p < .05$); Professional Benefit: I better understand

markets in my industry ($\beta = .131, p < .05$); Post-Nuffield Engagement Summated ($\beta = .286, p < .001$). These variables were found to account for 49.9% of the variation in the model ($R^2 = .499$).

It was recognized that a large number of variables were not significant in the full model. It was possible that the interrelationships between these and other variables might cloud the effects of the significant and other variables. To achieve the most parsimonious model, items that were furthest from significance were systematically deleted prior to the regression analysis being run again. Regressions were run listwise and pairwise for comparison purposes, and the findings were comparable for both. The decision was made to use the data from listwise regressions to provide consistent and conservative insight on the results.

Finally, the Reduced Model, reflects the most parsimonious model where only the significant variables remain. In this reduced model there were 10 statistically significant variables: *Demographic: Community Type* ($\beta = -.096, p < .05$); *Motivation to Participate Summated* ($\beta = .182, p < .001$); *Personal Benefit: I believe I am more connected to my community* ($\beta = .194, p < .001$); *Personal Benefit: I believe I am more connected to the global community* ($\beta = .102, p < .05$); *Professional Benefit: The networks/contacts made during my Nuffield experience have been beneficial professionally* ($\beta = .182, p < .001$); *Professional Benefit: I believe I am more connected to the farm/business* ($\beta = -.120, p < .05$); *Professional Benefit: I feel more empowered to make business changes* ($\beta = .151, p < .01$); *Professional Benefit: I better understand markets in my industry* ($\beta = .129, p < .05$); *Professional Benefit: I feel a stronger sense of entrepreneurship* ($\beta = -.105, p < .05$); *Post-Nuffield Engagement Summated* ($\beta = .310, p < .001$). These variables were found to account for 51.4% of the variation in the model ($R^2 = .514$).

Table 5.10 Full Regression Model

	Model 1	Model 2	Model 3	Model 4	Model 5	Full Model	Reduced Model
Standardized Beta Coefficients							
Demographics							
Nuffield Country	-.026					.020	
CSC Participation	.011					.031	
GFP Participation	.115					.012	
Gender	-.068					-.085	
Community Type	-.122*					-.085	-.096*
Education Level	-.059					.022	
Age when Scholar	.173*					.104	
Current Age	-.170					-.099	
Year of Travel	-.173					-.145	
Motivation to Participate							
Summated Motivation to Participate		.358***				.166**	.182***
Personal Benefit							
Draw on Nuffield experiences in my personal life			.076			-.032	
Use the network from Nuffield in my personal life			.147**			.063	
Nuffield experience was personally challenging			-.007			-.065	
Have more confidence in myself			-.024			.008	
Believe I am more connected to my family			.027			.027	
Can better handle stress in my life			-.018			.034	
I am more empowered to make personal life changes			.048			.015	
Grew as a leader			.191***			.041	
Grew personally through experiencing different cultures			.062			-.002	
Grew personally from being surrounded by others who are different than me			.059			.010	
Understand others more after experiencing other cultures			-.012			.040	
Believe I am more connected to my community			.217***			.133*	.194***
Believe I am more connected to the global community			.155**			.098	.102*
Professional Benefit							
Skills/tools gained benefited me professionally				.045		.005	
Network has been beneficial professionally				.212***		.159**	.182***
Nuffield program was professionally rewarding				-.005		-.140*	
Nuffield program was professionally challenging				.052		.044	
Have more confidence in my business skills				-.143*		-.108	
More comfortable in leadership roles				.154**		.043	
Believe I am more connected to the farm/business				-.037		-.128*	-.120*
Can better handle farm/business stress				.086		.048	
Feel more empowered to make business changes				.123		.131	.151**

Better understand markets in my industry				.058		.131*	.129*
Believe I'm more innovative professionally				.007		-.015	
Feel a stronger sense of entrepreneurship				.009		-.096	-.105*
Believe I am better informed about global ag issues				.158**		.075	
Farm/business is stronger because of Nuffield experience				.079		.042	
Farm/business is more profitable because of Nuffield experience				.034		.057	
Post-Nuffield Engagement							
Summated Post-Nuffield Engagement						.642***	.286***
R ² Adjusted	.031	.125	.344	.300	.410	.499	.514
F Value	2.093*	48.067***	13.874***	9.898***	229.43***	8.36***	26.490***
Cases	311	329	319	312	329	289	289

* Significant at p <.05

** Significant at p <.01

***Significant at p <.001

Despite gender being an area of interest and focus for the Nuffield program (Chapter 2), there is no indication that gender plays a statistically significant role in the perception of public value by Nuffield Scholars. Given the focus of the questions on perceived benefit and overall contribution to public value, the survey was not designed to parse out gender-specific differences, however it was a demographic of interest given the acknowledgement of the program's leaders about the importance of balancing the gender mix of scholars.

Exploring the Nuffield Phenomenon – Qualitative Findings

To more fully explore a notion as contested as public value, particularly when using a program delivered at the individual level as the vehicle to capture and analyze data, having a way to further probe for insight on the topic was felt to be important. Qualitative research was included in this work as a way to not only capture individual-level comments, but to also gain nuance and triangulation of quantitative data. Key informant interviews captured insight from 15 Nuffield Scholars. During the interview process, questions were asked about public value (dependent variable) and four independent variables (motivation to participate, personal benefit, professional

benefit, post-Nuffield engagement), and demographic information was included in the field notes written during each interview.

Analyzing Qualitative Results

Following completion of the interviews, field notes were formalized and formal post-interview briefs were typed up. Each interview was transcribed, providing a verbatim record of the session. Manual reviews followed to create a final codebook which was then applied across all 15 transcripts. This follows protocols outlined by Emerson et al (1995), Maxwell (2013), Stoecker (2013), Saldana (2016) with regard to data management and analysis.

Three rounds of manual review took place, with each built upon the previous process (Maxwell, 2013; Saldana, 2016). The first review captured key words and phrases from each interview, using highlighting and margin notes for later identification purposes. Following this process, the highlighted words/phrases and margin notes were used to create a codebook of key terms for application in the transcripts. A second review of transcripts was performed to apply the codes to each interview based on responses, highlighted phrases, and margin notes. A final review analyzed the assigned codes and identified supporting narrative from the interviews related to the variables involved in this research. This process is consistent with those outlined in literature about analyzing key informant interviews and qualitative data (Glaser and Strauss, 1967; Emerson, Fretz and Shaw, 1995; Creswell and Clark, 2011; Creswell, 2013; Harding, 2013; Saldana, 2016).

This section includes analysis of the key informant interview transcripts and field notes, including a breakdown of applied codes by variable. Narrative from interview participants is provided in support of the codes, lending first-person insight to the writing and analysis.

Interview Responses by Research Variable

Dependent Variable: Public Value

In reviewing interview questions focusing on the participants' perspective of public value, there were various unprompted definitions shared. In many of the interviews, the initial definition of public value had a strong focus on the contribution of agriculture. Comments and insight from participants reflected visions of public value rooted in how the scholars perceived agriculture to contribute to public value. Space was provided for participants to frame public value in their own way when asked about the definition of the concept. In other public value-focused questions, additional probing drew out the perceived contribution of the Nuffield experience to public value.

How Nuffield Scholars Define Public Value. Scholars were asked about their personal definition of public good or public value. In this section of the interview questions, there was not specific connection to the Nuffield program; the request was for the participant to share their own view of public value. The responses often carried a theme that focused on the contribution made by agriculture. Scholar 2 defines public value in an agricultural sense, sharing *“I would think [public value] is to develop systems, to develop policies in agriculture that reflect the true nature of the industry that we’re in ... and deliver sustainable systems of agriculture. Because if we don’t get that right, we not only harm the present, but we harm the future as well.”* This is echoed in the comments from Scholar 7, who defines public good as *“improving the value of the community overall by advancing agriculture and how we provide food to a population, but also these other things that we’re all a part of in terms of environmental stewards and also valuable parts of the community.”* Scholar 10 takes this a bit further and talks about the prompt for farmers specifically with regard to public value: *“I think it’s farmers having a social responsibility if you like. It’s not just about producing food or making good income for your family. It’s about doing more. We own this wonderful asset called land. We need to appreciate that other people going around us are*

watching what we do and that we need them to ... buy into what we're doing. That's really important from the point of view of the consumer understanding how we produce our food safely and nutritiously."

There were also responses or comments from interview participants that reflected on the concept of public value outside the farm gate or agri-enterprise. Scholar 1 shares that public value is *"not a dollar one. It's perceptions,"* indicating that things with public value may not be realized right away. Scholar 2 expanded upon their agriculturally focused answer to give a larger thought about public value: *"We might start by discussing what is the purpose of man or humanity? Are we just here to live and die? Or are we here for a more divine thing almost, so until you answer the first you can't answer the second.... So, I would argue there is something beyond us. And what we are looking at for humanity is to ... optimize the potential of each individual to live out his or her potential to the full effect."* In doing so, there is a contribution by individuals to public value. Scholar 14 shared a view of public value that was more community focused: *"I guess it's about putting a group of people or a community of people ahead of yourself. It's not all about me. It's about the people around me It's like the idea of the commons. The commons can be everybody's business and nobody's business. If it's for the public good, the public will ensure that the commons is well maintained and looked after."* Scholar 13 indicates it is *"your awareness that you are part of the community, and that if you want to live in a nice community, you have to contribute."* There was one answer that backed away from the sense of larger community and group benefit. Scholar 12 replied to the question to define public value with the response *"there's no better interest than self-interest."* Further discussion relative to public value with this participant had them share a personal belief that agriculture contributes to public value, and that the Nuffield experience allowed them to contribute more locally in terms of adding value to the community.

Across the responses, there was a consistent perception expressed by interviewees that there was a connection between agriculture and public value. There was also a sense that caring for the land and resources, and providing food as a final output, both contributed to and was part of the definition of public value for participants. There was not a lot of insight from a non-farm point of view, meaning most of the definitions had some connection to agriculture. Perceptions of the interviewed audience aligns with the larger contention about public value; it is easy to use individual perspectives, expectations, and desired outcomes as the foundation for the definition, but no unified definition or view.

In the conversations with interviewees about public value, the opportunity existed to probe into their perception on the Nuffield program and if it contributed to the public good. The group universally stated that they felt Nuffield contributed to public value and that because of their program-related experiences they were able to individually contribute. As Scholar 14 sums it up, “*I think the premise around Nuffield is to go and learn something and bring it back and share it with others, so that’s for the public good.*” Scholar 10 shares a more business-oriented focus, stating that scholars contribute to public value “*because of our success... with all we have been able to sponsor with various clubs and things like that.*” Scholar 1 shares a view of Nuffield contributing to public value by creating networks, pathways, and connections to people on the ground around the globe.

Themes on Public Value as Perceived by Nuffield Scholars. Data captured from questions focusing on the perception of public value covered 36 different codes (a list of all codes is included in Appendix C). The most commonly applied codes are *Agricultural Leadership*, *Responsibility as Nuffield Scholars*, *Global Relationships*, *Developing Others*, and *Community Leadership*.

During the review process, *agricultural leadership* was the most frequently applied code (9 times). This code has application to the perceptions and examples from scholars where they are contributing to public good through their work in the agriculture industry (either their specific

sector or more generally). An example comes from the interview with Scholar 5: *“If you are bringing the best technology home and implementing it; if you are providing food at a sensible rate; you are providing improvements on food technology and handling, and all sorts of things, which are ultimately, although most of the public don’t realize it, part of the benefits of agriculture.”*

Participants also expressed a strong sense of public value regarding the Nuffield program itself, sharing examples that were coded as *responsibility as Nuffield Scholar* when discussing the concept of public good (coded eight times). In many interviews participants shared insight that they felt a responsibility to contribute positively to their communities or the public because of what had been provided to them through their Nuffield experience. As indicated by Scholar 11, *“You’re given the chance as an individual to experience these things.... You’re funded to travel, it opens up the doors to meet people you wouldn’t normally meet. You have an ongoing experience with other Nuffielders and other Nuffield events during the year, so it’s only right and proper that you should put some effort back into it yourself. It’s not hard to do, because you put effort in, you get stuff back.”* There is also a perception among participants that this is a key role for Nuffield to play, as Scholar 14 indicates: *“I think the premise around Nuffield is to go and learn something and bring it back and share it with others, so that’s for the public good.”*

Participants expressed a sense that *global relationships* (coded seven times) built through their travels also allow them to contribute to public value locally and globally. This network is referenced by scholars as not only a valued set of personal connections, but also a way to find expertise and resources in areas connected to agriculture and global issues. When asked about how Nuffield Scholars and the overall program may contribute to public value, Scholar 1 indicated *“mainly, it’s through contacts It’s being able to ring people.”* Understanding the global nature of the relationships and network is also a factor in terms of what scholars think about their contribution to public value. Scholar 8 shares *“... it’s not just agriculture. You pick up the cultural and social*

aspects.” There is a perceived growth in terms of how the participants view and engage their own community as well as those in foreign lands that they visit. There is perceived contribution to public value in terms of both connectivity (the network) and the cultural empathy gained through multiple weeks of study across the globe. Scholar 7 notes *“I think we’re on a constant learning curve in everything that we do, but particularly in agriculture. And that’s not only from a technological point of view. That’s from a cultural point of view as well.”*

Developing others was another theme that came out of the interviews (coded seven times). Participants in the interviews shared thoughts indicating that when individuals grow, there is potential contribution to public good. There is also an expressed sense of Nuffield helping develop individuals who contribute beyond themselves, creating public value. Scholar 2 shares *“What you’re investing in ... is the potential of that individual to give a lifetime of service not only to his industry or her industry, or agriculture in general Their contribution extends outside their industry contribution.”*

There is also a concept of *community leadership* (coded seven times) that was brought up by interview participants when discussing the Nuffield program and viewing the years and activities following their travels through the lens of public value. Many of those interviewed shared insight on activities they were involved in within their communities following Nuffield. There were specific activities shared that were thought to be a direct outcome of Nuffield, however a larger theme is that because of the experiences they had they had more confidence to contribute locally and in more formal leadership roles. Scholar 6 mentions *“sharing the knowledge, using the knowledge in a board or making decisions”* showing the connection beyond production agriculture. Scholar 7 discussed how, as agriculturalists, Nuffield Scholars can *“improve the value of the community overall”* through their on-farm work, but also by being engaged and valuable parts of the community they live in. There is a sense from the public value-related questions that contributing to

the public good means being active and leading (formally or informally) in the local community. As Scholar 9 notes, “*Nuffield Scholars are ... leaders, not only in the industry, but they should also be leaders in their communities as well.*” This is brought to life through examples of scholars serving as elected officials of their shires/communities, on the board of local schools and athletic clubs, and in expanding the connection to their neighbors through the farm as well. Whether donating a portion of proceeds from farm market sales to local charities or serving as president of the local football club, Nuffield Scholars interviewed indicated that contributing local leadership was a way that they were contributing public value – and that this was due, at least in part, to their Nuffield experiences.

Interview responses provide strong and consistent narrative that participants in the Nuffield program believe they are contributing to public value. Their individual definitions of public value vary, but there is an overarching sense of the concept representing more than personal gain or individual benefit. Answers to questions regarding the definition of public value give a sense of the belief of those interviewed that the agriculture industry as a whole contributes, with some participants then giving more nuanced narrative about their own individual role in the public good.

Independent Variable: Motivation to Participate

Through the process of reviewing answers related to the motivation to participate in the Nuffield Farming Scholars program, 29 codes were used to capture the themes identified by respondents, with 16 of the codes appearing just once. The four most frequent themes that came out of the interviews were: *Network, Reputation of Scholars, Curiosity, and Personal Development.*

Gaining access to the Nuffield *Network* (coded 6 times) was a top motivator for prospective scholars. Scholar 1 shares a driver for their participation was “*to be part of a worldwide network, to be able to build relationships within that network.*” This is also indicated by Scholar 4, who notes “*I had to ... build up a network that would provide opportunities in the future. So, I felt that just having the opportunity, which probably wouldn’t come my way again, was to grab it. Which I did.*”

There was also a *Reputation of Scholars* (coded 6 times) that stands out with regard to reasons participants applied. Knowing or hearing about previous scholars, or in some instances being contacted directly by scholars played a role in spurring applications. Scholar 5 states “*I know several people who’ve achieved scholarships ... and I admired what they’d done*” For Scholar 8, there was a farmer’s meeting where the guest speaker was a Nuffield Scholar, and “*I was really impressed by [the scholar’s] knowledge of the world. I’d never really traveled much at all really, never went away to school ... I was just impressed by what he was saying and his knowledge of the world just intrigued me.*” For Scholar 14, connecting with a scholar from their home country that prompted the application. Hosting other Nuffield Scholars is what got Scholar 11 connected to the program, stating “*They kept returning off and on over a three or four-week period, and I thought it sounded quite a neat thing to do. So, I applied the following year.*”

There is also a strong sense of *Curiosity* (coded 5 times) spurring participation in the Nuffield program. Given the self-directed nature of the Nuffield program, it is not surprising that there is a strong sense of curiosity shared by interview participants when asked about their motivation to apply. As Scholar 2 shares, “*You’re looking for something more that will stimulate you intellectually and take you to another level.... [being a Nuffield Scholar] gives you the time to sort of get away and ponder ... where you have been, where you have come from, and what are the future opportunities.*” There is also an expressed interest by interview participants in taking the opportunity to explore beyond their own farm/business/community. This global curiosity is noted by Scholar 11 who states “*I wanted to find out what was happening in the wider world. I wanted to find out if there were any new techniques ... I just wanted to and learn as much as I could.*” It was summed up rather succinctly by Scholar 10, who giving one simple word as a hoped-for outcome to the Nuffield experience “*knowledge.*”

A final theme that rose up most often was that of *Personal Development* (coded 5 times). For this exercise, distinctions were not made between personal and professional growth. While the *Curiosity* code was indicative of a more general desire to explore, *Personal Development* was used to indicate statements that were specific to growing their personal experience or professional vitae. Nuffield both offers the chance to explore generally as well as the opportunity to use the personal study report to dig more deeply into specific topics. For Scholar 7, the Nuffield experience came at a time when they were coming up against a “*cul-de-sac in my career,*” and they wanted a differentiator. For Scholar 9, one motivator was family farm dynamics and their own options. “*I could have played second fiddle to my father for years until he eventually packed up. We’d still be growing wheat and I’d be puttering along and ... terribly frustrated.... I think [others] would say [Nuffield] gave me the confidence to get on and do things I wouldn’t have done otherwise.*”

In three interviews, there are thematic outliers that appeared once each but are worth mentioning. These comments arose while discussing the motivation to participate, and were expressed in the context of whether there were any concerns about applying to the program. The first is the notion of exclusivity as possibly perceived by those outside the Nuffield program. Scholar 1 discusses this when sharing their motivation to participate: “*It seemed to me to be a bit of an exclusive club, if you like. That you had to fit a certain mold to be a scholar.*” In following discussion, Scholar 7 went on to note that after being accepted into the Nuffield program they no longer believed the perception that it was an exclusive club. In fact, having become a participant in Nuffield, Scholar 7 shared that they feel the program is “*somewhat traditional ... it takes a while for us to change. We’re not ... quickly reactive.*”

The second concept is that of the self-focus when making the decision to participate in Nuffield. Scholar 7, when explaining their motivation to participate, ended the states with “*I guess it was probably as selfish as that.*” The concept of the decision to participate and travel with the

Nuffield program being perceived as selfish is brought up in the interviews only once, however it is worth noting here because of the potential to explore this further in future research. The capacity building done by the Nuffield program happens at the individual level, meaning there is a need for that person to step out of their daily life to travel, study, and report back. As this happens, there is a ripple effect that impacts others beyond the individual Nuffield Scholar. Taking on a Nuffield scholarship can be viewed as selfish in that one person has the actual experiences and completes all the travel, while others help manage family and business priorities during the scholar's time away.

A third concept brought up in one interview is the hesitancy about time commitment when prospective scholars are considering whether or not to apply. Scholar 14 notes "*The concern you hear from a lot of people is 'can I be away from family and farm for that period of time?' It was a concern of mine as well, but I just figured it was a fantastic opportunity. If I have an opportunity to do that, why wouldn't I?*" The time commitment is not indicated as a point of concern among those interviewed, however the ultimate impact on family and farm is not discussed in this work. The travel schedule and time requirements are also not explored with potential applicants who may have a different reaction than those who have already completed the program.

A final comment on responses for the questions focusing on the motivation to participate is the ongoing commitment that participants feel toward the program. Scholar 11 states, "*The Nuffield experience isn't just about doing it in Nuffield, it's about every year that follows.*" Three other participants (Scholars 2, 6, and 10) give very similar statements that speak to this lifetime connection: "*Once a Nuffield, always a Nuffield*" (Scholar 2). This is not indicated as a motivation to participate, but is shared by several in these interviews as an outcome of their experiences.

Independent Variable: Personal Benefit

This section provides insight on the responses to questions focused on the personal benefit of participating in the Nuffield program. Questions allowed the participant to share their own

thoughts on personal benefit, and asked for their perception of what those around them would say about the Nuffield experience. In introducing the questions about personal benefit, participants were reminded that there would be future questions focusing on professional benefits. This was shared in anticipation that there might be some mixing of personal and professional benefits by respondents, which turned out to be a valid assumption. This overlap is touched on later in this section.

In looking at the themes surfacing from the questions focusing on perceived personal benefit of the Nuffield Farming Scholars program, 32 total codes were assigned. The most frequently applied codes were *Confidence*, *Personal Development*, *Exposure*, and *Global Relationships*.

The top two themes described by participants in terms of their biggest personal benefit were *Confidence* (coded nine times) and *Personal Development* (coded seven times). Regarding *Confidence*, interview participants indicated that finding their own voice was a big part of the benefit of the Nuffield experience. Scholar 2 notes “*it gives you a huge boost in self-confidence, not only in your ability to travel, but in your ability to meet one-on-one all the way up the scale in roles in life from politicians to ambassadors to whatever, and it’s a great reconfirmation of your own abilities.*” For Scholar 3, it was the “*confidence to go out and try different things*” that provided personal benefit. Scholar 7 shares a similar feeling, noting that it was “*having the confidence to back myself and actually make that jump.*” Scholar 9 also shared a new sense of confidence to “*try new things and take risks...*” when they returned from their travels, noting “*I think it brings people out of their shells perhaps, and makes them realize they’ve got a potential they didn’t realize they had before. It gives them confidence to go and do something. People come back so brimming with excitement and confidence to do things they’d have never done.*”

There is also a sense of gaining agency in the experience, as indicated by comments from Scholar 12: “*It makes me aware that my opinion was an opinion that counted.... It shaped me personally to stand up for my opinion...*” A sense of finding their voice and better understanding

that their opinions mattered and were being sought out was a common narrative across the interviews in the personal benefit questions as well as others.

A sense of confidence in terms of leadership and being sought out in leadership positions also surfaces based on the comments from Scholar 13: “... *people think that I am actually doing quite well and they think I could be a future leader. But then you have to stand up and don't be afraid to say what you think.*”

For *Personal Development*, Scholar 2 shares that Nuffield “*is about inspiring and drawing out that latent capacity that each of us have, and which is not often realized.*” This is done, according to Scholar 2 by “*testing and taking people into really new heights in terms of the people they meet and the experiences they have.*” Scholar 3 gives a similar thought, noting “*I grew as a person And to grow as a person you have to be exposed to different experiences.*” For Scholar 11, the development came because “*travel makes you a lot more rounded individual and you see lots of situations abroad ... just shaping you as an individual and developing your wider self.*”

There were also interview participants who indicated that *Exposure* (coded 5 times) was a personal benefit of the experience. Scholar 11 gives voice to what the Nuffield experience can provide for individuals who have not had a lot of travel experience, and shares “*Well, I think it's really important to particularly people who were brought up on farms. That can be quite an isolated existence, and it's really important to open your eyes to the bigger picture.*”

Having had the opportunity to travel, interview responses indicated *Global Relationships* (coded 5 times) were a key personal benefit. Building connections around the world seemed to resonate and stay with participants following their travel as a Nuffield Scholar. This is summed up best by Scholar 14 who states “*It's just the doors that it's opened, but more at this point in my life the relationships I've developed with people that are scholars, and the people that they know in their countries.... In one way, it's made the world smaller, but it's made the world bigger, too. It's*

one of those things I'll hang my hat on and say it was a life changer for me in a lot of ways." This is similar to the feelings of Scholar 11, who notes *"It increases your understanding of the world and world agriculture, and gives you a different perspective on life, and also opens up lots of opportunities because once people realize you've done [a Nuffield scholarship] and that you know various people in different parts of the world, there's lots of things that it opens up."*

As indicated earlier in this section, responses to questions related to personal benefit also garnered insight that focused on professional growth and opportunities, specifically farm-level changes. This blurring between personal and professional was evident in the interviews and not surprising given the overlap between personal and business life that occurs on farms. Scholar 8 states that a personal benefit of the Nuffield experience was *"growth of the farm business."* Scholar 5 notes that they had an increased standing within the farming community and became part of the representation of the industry. Scholar 13 reflects on what they saw, seemingly through the lens of the production aspect: *"The most meaningful thing is seeing possibilities, seeing good examples of thinking outside the box, and how you can do things differently ... also, the power of being in such a network ... you can learn so much more because people ask different questions or they overthink things in a completely different way than you do yourself."*

In summing up the responses to the personal benefit questions, there are two quotes that stand out. Scholar 7 shares *"I think the whole personal growth thing for me was massive. I think rather than the technical side of it, in terms of what I learnt and what I studied, it was the personal growth side ... which I found to be the transformative thing..."*

There is also a sense from the span of responses that the travel and cultural experiences create more empathy and awareness of agriculture and relationships globally. Not all the growth of the program is linked to agriculture. As Scholar 2 shares, *"Nuffield is the vehicle to release that*

[latent capacity] ... by testing and taking people into really new heights in terms of the people they meet and the experiences they have.”

Independent Variable: Professional Benefit

With regard to professional benefit, 41 codes were applied during review. The most commonly used codes were *Innovative Thinking*, *Operational Change*, *Frustration*, and *Global Relationships*. Responses to interview questions focusing on this variable were closely aligned to production or business benefits of the experience, differing slightly from the personal benefit answers which also touched on farm or agri-enterprise benefits.

In coding the responses to the questions and probes connected to measuring the perceived professional benefit of the Nuffield program, the two most frequent themes were *Innovative Thinking* (coded 9 times) and *Operational Change* (coded 9 times). The *Innovative Thinking* code focuses on exploration and capturing of new ideas related to the agribusiness. As Scholar 1 shares, “*Once you believe in seeking the world’s best practices ... the whole standard of your operation changes at home.*” The innovation may also come for a different mindset, as Scholar 7 notes: “*... the change in perspective. Looking at things from a far more worldly point of view. I think that’s had a massive effect on how I do things professionally ... being able to see the big picture.*” Being open and receptive to new thinking is also part of the journey, and Scholar 10 shared advice they received from their father before leaving on their Nuffield scholarship: “*Keep your eyes and ears open, and your mouth closed. Don’t just think about [one production style]. Look at everything. Because you’ll learn something that will probably prove more interesting to you than [what you do now].*” This does not mean that every new idea will be implemented, as Scholar 12 shares “*It made me think from other views.... You re-evaluate things, how you produce and what kind of machinery you use. Not that you change it, but at least you’ve thought about it, what it is you’re doing, and if there’s a better practice.*”

Thinking in new ways, seeking insight and ideas outside of their agriculture sector, and looking forward to what the business could be or needs to be in a changing world come up as professional benefits when discussing Nuffield with interview participants. This is summed up by Scholar 9, who comments “*I suppose the experience has taught me that just sticking with [commodities] is not an exciting way to go. If we’re to have a point of difference, innovation is absolutely key. Innovation has become a key of my business and my whole approach, really, to stay out of this commodity trap.*” This specific scholar changed the family’s operation massively because of this innovative thinking, shifting from a commodity product to a specialized niche sector where they now run the leading operation in their country.

Comments from Scholar 9 also reference their implementation of new ideas as part of *Operational Change* following their travels. Upon return from their Nuffield travel, Scholar 9 helped implement farm-level changes that developed an operation in an entirely new sector of agriculture. Because of these operational changes, they note that “*A farm that would probably employ one man at the most, I’m employing 20 people. The turnover of the business doesn’t bear any comparison with what it would be under a normal farming system.*” Scholar 14 felt the biggest professional benefit of the Nuffield experience was “*the willingness to try new things. The idea that there was no guarantee it was going to be successful, but let’s try it in a limited way.... Best to try it and have less than success than not to try it and wonder if it ever worked.*”

Following their Nuffield experience, interview participants also discussed *Frustration* upon their return to the farm. Having now traveled the world, upon return there is a strong sense of frustration in stepping back into the business. As Scholar 1 notes, “*It was as though I had a new foreign language that I was talking ... it was a foreign language that no one could interpret.*” The re-entry to live immediately after the Nuffield experience “can be quite a letdown, because you’ve been on such a high,” shares Scholar 2. There is also the challenge of what to do with the new ideas

that were captured while traveling. As Scholar 10 states, *“I had all these ideas and I was so frustrated.”* Scholar 11 takes this a bit further, expressing that *“you come back with all this enthusiasm, and then you take back all the responsibility [of the farm], and then you’re full-on. You don’t have any time to follow up on [what you’ve learned].”* The challenges of transitioning back to daily life in the days following Nuffield travel is touched on by many of the interview participants. This sense of frustration post-Nuffield travels is one that Scholar 7 sums up well: *“I guess the expectation was at the time that things would just go back to normal. But things were never, ever going to be the same again. And they can’t be.”*

Forging *Global Relationships* (coded 7 times) is also one of the top perceived professional benefits of the Nuffield program. Interview responses highlight the value of the global network that Nuffield afforded the participants. As Scholar 5 shares, *“I think knowledge is survival in the world.... If you’ve got a problem, you can ring anybody in the world and then discuss it with them and they will give you a candid opinion. People will discuss at Nuffield. They will discuss figures and ideas ... that they would never consider discussing with anybody else. It’s a very open relationship with other people, and that’s a great benefit.”* For Scholar 11, the global connections led to more than additional insight: *“It really has opened up a lot of doors and enabled me to do things I would not have done without doubt had I not have had [the Nuffield] experience. We wouldn’t be farming in [the UK and] Australia. I’d never have grown potatoes in Hungary. Wouldn’t be involved in any Eastern European farming projects, and I wouldn’t have been involved in one of the best worldwide agricultural investments that I know.”* Scholar 9 also references the shared experiences across the global industry, seeing firsthand some of the same challenges in other countries that occur in their home community and offering/receiving advice.

Independent Variable: Post-Nuffield Engagement

Responses to questions focusing on the post-Nuffield engagement of participants featured 27 individual codes. The codes appearing most often were *Agricultural Leadership*, *Nuffield Farming Scholars Leadership*, *Community Engagement*, *Community Leadership*, *Developing Others*, and *Responsibility of Scholars*.

Appearing most often was *Agricultural Leadership* (coded 11 times). In discussion their engagement following the Nuffield experience, participants discussed their contributions to the agricultural industry. As Scholar 5 shares, “*this was my opportunity to put something back into the industry. You’ve got to be leaders. It’s an opportunity to lead within the industry itself so that’s what I’ve always tried to do.*” For Scholar 9, there is a larger impact from multiple scholars being active in the industry. Speaking specifically about a Nuffield sector group, they note: “*They are actually transforming the farmer’s view of how they manage the soil. Transforming it. Half a dozen [Nuffield Scholars] are having a major effect. It’s really exciting That’s what it’s about. They haven’t gone home and quietly kept their discoveries to themselves. They’re getting out there and telling the whole industry what can be done.*” Interview participants also discussed their roles in formal agricultural organizations, with Scholar 12 sharing “*I now have 15 board memberships. I had one. That is because of Nuffield.*” The interviews provide insight into how participants are engaging as leaders following their travels, at the local, regional, and national levels. Scholar 11 provides an overarching narrative on this front, stating the Nuffield experience “*... just enhances the whole learning experience and the transfer of knowledge is a lot faster. You can read papers and scientific journals and stuff like that, but farmers are very adaptable, and if they see something that actually works in one place that they think they can work at home, they’ll do it straightaway.*”

Participants also discussed their roles in *Nuffield Farming Scholars Leadership* (coded 9 times). Scholars 1, 2, 3, 9, 10, and 14 specifically mention leadership roles within the Nuffield

program, from formal positions on boards to hosting global conferences. Scholar 10 also discusses special Nuffield groups (regional, study topic, agriculture sector). In addition to discussing leadership roles within the Nuffield program, Scholar 9 shares a desire to help other participants remain engaged, sharing that they want to “*try and get people who have done scholarships more actively involved after they’ve done the scholarship ... I don’t feel they had a particular identity towards or affinity with Nuffield.*” Scholar 12 discusses how they are able to give back to Nuffield, sharing “*I cannot contribute money, so I contribute time and I do that very happily.*”

From the interviews, there is insight into how scholars have served the Nuffield organization at the regional, country, and international levels. While not all of the participants in the interviews have had formal leadership positions, most of them do discuss a sense of giving back to the program. In the above-quoted comment from Scholar 9 the issue of keeping participants engaged with the program comes to light. Scholar 1 also shares their view of leadership within the Nuffield program: “*Unless you get the tap on the shoulder, you don’t get there. People should be free to nominate for the board.*” This feedback on the limited connectivity of some participants with the Nuffield program post-travel and the potential narrow pool of participants surfacing leaders is not mentioned frequently in the interviews, but warrants mentioning in this work as it can inform future actions and policies for the program.

Through the interviews, participants shared that this contribution to Nuffield following their experience as a scholar is not only a way of giving back to the organization. Moreover, it is a way that they themselves contribute to public value – service through a program that they believe makes a difference in local communities, across their country, and around the world.

Interview participants also discuss the concept of *Community Engagement* (coded 8 times). This code focuses on the role of Nuffield Scholars within their communities and their connectivity to neighbors and local place. As shared by Scholar 5, “*you realize you need to be part of the*

community ... I think Nuffield reinvigorates that sort of responsibility.” Scholar 11 discusses the shift in their connection to the community, noting “*...the village we live in, we became more open and more engaged, and a little bit further afield – we opened up our farm [to visitors]*” and now host hundreds of school and community visitors groups each year. Scholar 13 shares “*during my traveling I found some really nice examples of how to connect with your community. So, I became very aware of my role.*” Scholar 13 goes on to discuss schemes that they found to support local charities and organizations, and to be an active part of the community without relying solely on financial donations.

Interview participants also discussed the concept of Community Leadership (coded 8 times). Scholar 8 states “*if you think, ‘what have I done for the community?’ I’m sure you’ve done all the things normal people do. I reckon you’ve done just a little bit more because of Nuffield. What Nuffield is bringing back to that region now is enormous. I’d like to think that I pull my weight.*” Scholar 9 indicates “*giving employment back to a lot of people in the community,*” is a contribution they are able to make locally. For Scholar 10, there is a sense that because of their post-Nuffield success, the program has a meaning and significance for their community: “*I could afford to support the community. I was part of it. Will you support your football team ... that sort of thing? Or, will you support the local community hall We could do that, because we could afford it.*”

The concept of *Developing Others* (coded 8 times) was also brought up in interview responses about post-Nuffield engagement. When reflecting about their engagement following the Nuffield travels, Scholar 5 shares “*my contribution to Nuffield, really, has been looking around and persuading people to join in and take it forward, so I would say I’ve been responsible for quite a number of scholars.*” Scholar 10 shared their commitment to the Nuffield program, which sees them now sponsor a number of participants. Scholar 13 indicates “*this is another way of thinking. This is about if you grab the innovative or the outstanding people and you develop them, they might be able*

to develop the whole region or the whole community ... So, it's another way of thinking, and I think if you do both you develop the whole sector." For Scholar 8, this concept is more than surfacing new Nuffield Scholars. This participant shared a story about helping a neighbor who was "doing it tough" and about to lose their farm. By stepping in and helping provide business insight, introduce the neighbor to new professional resources, and even calling the bank for some flexibility and support for the younger farmer, the farm was put back on the right track and a support network was put in place. Based on interview responses, there is a sense from many of the interview participants that developing others may come from paying the Nuffield experience forward, recruiting new scholars for the program.

There is also a strong sense of *Responsibility of Scholars* (coded 8 times) when discussing activities following the Nuffield experience. Scholar 5 talks about "*taking responsibility and leading the industry It is incumbent on people who have been given the opportunity to stand up and take the lead because you need people to lead. There's too many sheep. You need someone to take the flock. Nuffield Scholars are the best place to do that.*" Scholar 6 references giving back in a different way, sharing "*I think you did get a scholarship, and it's paid by others, so you have to give back what you can. That's why I think you have to do the effort.*" This concept of being given something through the scholarship is expanded somewhat by Scholar 8, who states "*I think [giving back] it's an obligation. We've been given this amazing opportunity. The personal development is a bonus We want to help our industry. It's been paid for by another person or another fund, so you have an obligation in any event.*" Looking more broadly at the concept of giving back, Scholar 11 notes "*Nuffield is about spreading the will and multiplying the effect of what you've learned through the local community and wider afield. It's about taking those messages and then maybe in some cases accepting leadership roles, etc., and a lot of your thinking has actually been formed or*

shaped by your Nuffield experience.” According to Scholar 13, *“That is why Nuffield Scholars make the difference; by not just thinking about how to develop their business, but also how to give back.”*

Independent Variable: Demographics

Interview participants represented five countries: Australia (six), United Kingdom (four), Netherlands (3), and Canada (1). Several participants spoke English as a second language. There were three females and 12 males. Year of scholarship included 1958, 1984, 1986 (2), 1988, 1990 (2), 2002 (2), 2004, 2005, 2011 (2), 2013, and 2014. Interview discussion provided insight that scholars ranged in terms of educational background, with some having no formal post-secondary education to several who have university degrees. Some participants were the first and only member of their family to participate in Nuffield, with three indicating they had descendants who later participated in the program. Some of the group were active in Nuffield leadership roles following their time as a Scholar, but this was not true of the entire population.

As with the quantitative data, gender did not come up in any of the conversations specific to the public value concept. Scholar 5 did recount a situation where they and another scholar *“had quite the job to persuade the powers that be that [a female candidate] was worth interviewing.”* As shared by Scholar 5, following the interview the candidate called and, *“I can well remember her coming back and ringing me up as she came out of the interview saying, ‘those patronizing bastards. All they ever asked me about is cooking. Can I cook?’”* This is not a clear-cut case of bias, as the individual was involved in the food and culinary sector, however the response by the interviewee would indicate at the very least a frustration with the line of questioning. There were no other instances of gender being discussed as an issue within the Nuffield program, and the above-mentioned discussion took place several decades ago.

Another outlier was that shared by Scholar 6, who commented that they and another scholar (who also spoke English as a second language) *“...were thinking that [scholars from a certain*

country] were thinking we were from a lower level.” While Scholar 6 indicated they personally did not have the same reaction, the other scholar felt insulted and frustrated by the situation.

There is also insight from the interviews that indicate a global growth of the Nuffield program and the larger network, as Scholar 11 shares that in the 1980’s “*the whole Nuffield network was quite UK-centric ...*” but has expanded since those days. As referenced in chapter two of this work, the Nuffield program was started in the UK and has its largest population of participants in England, Scotland, Northern Ireland, and Wales, collectively. Participants outside of the UK were typically from countries that had a comparatively small number of scholars traveling, so there was minimal direct interaction across those traveling on Nuffield scholarships through the early 2000s. The development of the GFP for Australia and New Zealand scholars, and its growth over time to include other countries, and the creation of the CSC and participation by all Nuffield nations have played a role in smoothing out the dominance of one country in the program. In fact, the 2018 CSC marks the first time that the United Kingdom did not have the largest group of participants, having been surpassed by the Australia contingent.

Summary

Findings from the survey and interview work exploring the perception of public value by Nuffield Scholars gives insight into the meaning and significance of the program across a variety of variables. The positive perception of scholars to public value was anticipated, however the strength of the relationship, with 96% of participants indicating a contribution to public value, and consistent positive insight about the connection to public value in the interviews, was higher than expected.

Exploring the survey data provided useful feedback on the independent variables and their relationship with public value. While a positive relationship with public value was anticipated, more variability at the demographic level was also expected. There was a supposition that there would be variation in the public value perception within gender, country, and education levels. Of those, only

education showed any significance in analysis, having a significant, negative relationship with personal and professional benefit when the inter-variable correlations were performed.

The interview data captured gave a more nuanced view of the perceptions of scholars and their take on the independent variables. In both the survey and interview work, there was a mixing of personal and professional benefits by research participants. In the key informant interviews, it took work with probing questions and multiple follow-up queries to get specific examples of public value contribution rather than vague generalities regarding the concept. Both the survey and interview data provide insight on individual definitions of public value, providing insight into how participants view the concept and apply that lens to their experiences following participation in the Nuffield program.

Overall, there were commonalities about the curiosity of the individual and their perception of how the Nuffield experience could contribute beyond themselves as part of their motivation to participate. In addition, increased confidence personally was a theme across the survey and interview data, indicating that increased agency and sense of voice was a perceived outcome. From a professional benefit standpoint all data point to an increased awareness of the larger industry/markets and a new way of thinking about risk and operational change. Following the Nuffield experience, there is a consistency in research results that participants perceive themselves as being more engaged and having that engagement take several forms – leadership, contribution of time and insight, and financial support.

Looking at this work more broadly, there are strong perceptions by the Nuffield Scholars that their experiences as part of the program allow them to contribute public value; that they benefit personally and professionally from the global Nuffield network; upon return they have increased confidence about themselves, their opinions, and their actions personally and professionally; and

that they are viewed differently as a Nuffield Scholar, often times being looked to as de facto and formal leaders in the community and in the agriculture in industry.

In the following chapter interpretations of the findings outlined in the preceding pages will be shared. In addition, recommendations relative to enhancing public value awareness and contribution by Nuffield Scholars will be provided. The coming pages will give further insight on how the Nuffield International organization can make contribution to public value an intentional outcome of the experience of their scholars.

Chapter 6

Interpretation and Discussion

This research focused on how participants in the Nuffield International Farming Scholars program viewed public value, and their perceptions of the meaning and significance of the Nuffield experience. The findings interpreted here reflect insight from 15 key informants and 368 survey respondents. The interviews were developed to draw out nuances, insight, and stories from scholars to better understand their perceptions of the variables outlined earlier in this research. The survey captured quantifiable feedback on the Nuffield phenomenon, providing more specific information on the perceptions held by scholars about their life after their travels and experience as a scholar. The intention of this work is to articulate the perceptions of the scholars themselves with regard to how the Nuffield experience may have allowed them to contribute to public value.

Perceptions of Public Value of Nuffield

In exploring the Nuffield phenomenon through the five research questions set to guide the research, the overarching finding is that there is a strong positive relationship between the Nuffield program and public value. Specifically, there is a strong perception of contributing to public value by Nuffield Scholars across each of the independent variables.

Focusing on public value (the dependent variable of this work), there were various perspectives of what the concept means, and how Nuffield may contribute. As noted earlier, most of the views were rooted in an agricultural context, but there were also responses that looked beyond the farm and the individual. Scholar 8 shared the Nuffield experience helped them broaden their awareness and connectivity at home, noting *“when you travel overseas, it’s not just agriculture. You pick up the cultural and social aspects of that country [visited] as well as production, of course.... If you asked what my role has been in Nuffield and what I’ve given back to the community, I would say it would be in that cultural or social aspect, where I’m highly aware of*

what's needed in the community. We've got to be socially interactive. We've got to do some good for the community, and we've got to be productive to be sustainable."

There was some statistical significance at the demographic level, however the strongest relationships exist between the independent variables of motivation to participate, personal benefit, professional benefit, and post-Nuffield engagement, and the dependent variable of public value. Table 5.10 (p. 140) shows the full regression model outlining the relationship between summated variables for motivation to participate and post-Nuffield engagement. Responses to individual statements about personal benefit and professional benefit are reported in this table. There are four statistically significant statements for both personal benefit and professional benefit.

Analysis of the individual variables through regression modeling showed a stronger significance for personal benefit statements than professional benefit statements (Model 3 and Model 4 of Table 5.10, p. 140). However, across all models the professional benefit variable shows the most statistically significant statements. The data, then, would indicate participants perceive the professional benefits of the Nuffield program contributed more to public value than their perceived personal benefits. The summated motivation to participate and post-Nuffield engagement variables also show significance, and indicate a strong positive relationship to public value.

Survey data and qualitative feedback from key informant interviews support each other, showing significance in the same areas and with much of the same narrative and perceptions. Due to the nature of the interviews, it was possible to gain more detailed insight on the relationship between the variables and public value. Furthermore, the interviews yielded several items for consideration by the Nuffield program that were not identified through the survey data. Survey results do show a percentage of respondents that do not feel that their experience contributed to public value. Open-ended responses indicate that transitioning out of the agriculture industry contributes to participants sharing this perspective.

Exploring the findings of this work can best happen by putting them in the context of the original research questions. In the following pages, research findings will be interpreted and recommendations shared on how the Nuffield program can take conscious steps to enhance the likelihood of a contribution to public value.

RQ1: What is the relationship between the motivation to participate and public value?

The Nuffield International Farming Scholars program requires a significant time commitment, with participants traveling up to 16 weeks in the span of a year. Exploring the motivation to participate was intended to give insight into what makes individuals in agriculture apply and ultimately travel the world as part of this initiative.

As all the survey respondents were successful applicants in the selection process and had already completed their required travels and report, a positive overall relationship was anticipated between the Nuffield program and public value. When delving into the strength of the relationship between the nine individual motivation to participate statements and public value, the data indicate that interaction with and/or awareness of other Nuffield Scholars plays a role, as does the sense that Nuffield may allow the individual to contribute to their community. In this, there is insight that how a participant first heard about the program may have influenced their perception of public value.

Being recruited by or **knowing a Nuffield Scholar** gives the survey participant a different view of the program, as the prospective scholar would potentially be aware of the impact of the experiences on the person recommending it to them. Being aware of Nuffield Scholars as leaders may set an expectation with the recruited individual that this industry leadership is an outcome of the program. Having this projected outcome in mind before the travel begins has the potential to set a foundational expectation that there will be a contribution beyond themselves and, ultimately, to

public value. Likewise, the strong statistical significance shown in the data for the statement that the Nuffield experience **would benefit the participant's community** indicates a belief from the outset that this program will allow them to provide benefit beyond their own individual growth.

There is also potential overlap between these two individual items, as viewing Nuffield Scholars as leaders and believing the experience will benefit one's community can stem from personal interactions with past program participants who are examples of both those statements. Knowing a Nuffield Scholar who is a leader (perceived or actual) in the industry, and seeing how they engage in their local community reinforces both statements and makes them powerful motivators for others who are applying.

Insight gleaned during the key informant interviews supports the survey findings, particularly with regard to the role that the **reputation of Nuffield Scholars** plays when individuals consider applying. In discussing the motivation to participate, many of the scholars indicate they were interested because of their interactions with a Nuffield Scholar or were approached by one directly who encouraged them to apply. The larger Nuffield network also played a role in motivating individuals interviewed, being mentioned multiple times as a participation driver.

There are a variety of motivations that help spur a Nuffield application. Some are intrinsic, and some involve a nudge from scholars. Scholar 9 captures several of the concepts outlined above: *"I wanted it to help develop me as a person, develop my character, develop my confidence, develop my network of contacts. I could see that Nuffield was an amazing network to be a part of. The Scholars I'd come across, I could see that it had quite a dramatic effect on all their lives."*

From the data collected there is a consistent significance of the role Nuffield Scholars play in recruiting and encouraging participants in the program. There are opportunities and challenges for the organization that come with this insight.

For established Nuffield member nations, this gives the opportunity for those already in the network to find and engage future participants. In countries with a larger base of scholars, then, there is the potential for a higher number of applicants than in new or growing member nations. Each member country will manage the application pool based on the funding they have for scholarships, but it is important to realize that countries with higher numbers of scholars likely also have an advantage when it comes to recruiting. The role that scholars plays in recruiting future participants also has the potential to create regions or pockets with increased numbers of Nuffield Scholars, as those in a specific geography may be seeing the manifestations of the experience on their neighbors or those in the industry that they are connected to.

Keeping this insight in mind, Nuffield should continue efforts at the country member level to have participants promote the program and calls for applications. There is no uniform process for member nations to announce their applications for scholars, but examination of social media shows there exists a broad range regarding how this promotion takes place and the diversity of efforts being employed (which may include social media announcements, email messaging, print advertising, and a robust network of participants to help extend the reach of this messaging).

Recruitment in nations where the Nuffield program is smaller, membership is more recent, or membership is in progress, it is imperative that scholars understand their role as representatives of the program and recruiters. With each presentation they give as a Nuffield Scholar, they are increasing the visibility of the program. Providing awareness and resources on how the scholars can promote the program and encourage others to apply is important, as it may be overlooked when participants are representing on their Nuffield studies or other production-related topics. There should also be a prompt for scholars to find new audiences and organizations to present to, thereby expanding the reach that they have in terms of program awareness and the potential to bring in underrepresented populations when recruiting.

At the Nuffield International level, it is imperative to help scholars understand the need to surface candidates for the program and their role in highlighting agriculturalists in other countries who may be a fit for the program. An example of this is number of Nuffield Scholars that travel through the United States each year. There are six GFP groups (up to sixty participants total) in Washington DC and six individual U.S. states, plus a number of other scholars visiting the U.S. as part of their individual travels. As these scholars engage with farmers, ranchers, agribusiness professionals, state-based agricultural leadership program participants, and others in the industry, it is invaluable to have the participants take the time to engage candidates that they think would be a fit for the Nuffield program. The United States currently has three Nuffield Scholars, but there are potentially more than 100 other scholars traveling in and out of the country annually. Having global scholars promote the program in the United States multiplies the reach and helps reinforce the program with prospects when they do see announcements or articles about Nuffield in other places.

Likewise, the existing scholar base is also critical to helping identify prospective participants in nations where Nuffield does not yet have a formal presence. Currently the Nuffield International CEO and several scholars who are active in specific countries (South Africa, China, Japan, Kenya) work to recruit participants from these nations. Having the scholars understand their role as recruiters can expand the program's reach in new countries.

It should be noted there is a risk in relying too heavily on program participants as recruiters; it can result in like attracting like, meaning a homogenous population with just marginal differences in terms of country and agricultural industry sector. To avoid this, work should be done at the annual CSC to help level-set understanding about the role of scholars as recruiters and how to most effectively help grow the program in a sustainable, diverse way.

RQ2: What is the relationship between personal benefit and public value?

Better understanding the perceived personal benefit of the Nuffield program was viewed as important to this work as it provides insight into the significance of the experience at the individual level and the potential relationship with public value. Survey respondents indicate that they felt benefit from the Nuffield network personally, they grew as a leader from the experience, and believed they were more connected to both their own community and the global community. As stated by Scholar 8, *“I think [the Nuffield experience] took me away from what I’d ever known and introduced me to something that I never knew existed. There was a big, wide world out there.... Nuffield was the vehicle that put me there.”*

There is a commonality across the four statistically significant statements that indicate connectivity is a factor in perceived personal benefit from the Nuffield program and its relationships to public value. While **growth as a leader** is an individual perceived benefit, the remaining pertinent statements go beyond the self, indicating a stronger connection to those around them and a sense of community in a larger network (Nuffield). **Being more connected to a local community and the global community**, as well as **using the Nuffield network in their personal life** all indicate benefits that go beyond the individual. Building relationships at home and abroad, whether solely through the Nuffield network or as an outcome of increased leadership capacity, increases the connections of participants and creates an awareness that the experience contributed value beyond themselves. Given the nature of public value, it is possible that what is contributed may be perceived as a positive or a negative depending on who is viewing and/or ascribing the value.

This insight aligns with qualitative data which shows **confidence** and **personal development** as leading themes in the key informant interviews, followed by **exposure** and **global relationships**. **Growing as an individual**, with an enhanced sense of agency and potentially

increased comfort in leadership positions, is expressed as a perceived outcome of the Nuffield experience. From this, there is also an expanded connectivity to a global network of scholars, a better understanding of the global agriculture industry, and a new lens through which scholars can view home and their local community.

There are several efforts the Nuffield program can undertake to enhance the relationship between personal benefit and public value. First, it is important to find participants who are committed to developing personally as an outcome of the Nuffield experience. Probing questions in the interview process can help identify those candidates that are willing to fully engage in personal development and willing to do the work to grow personally and embrace the process of transformative travel.

As part of this process, it is also important for the Nuffield program to put an emphasis on personal development as an outcome of the experience. This can be accomplished during member country orientation sessions when the new scholars are announced, but should also be included as a component of the CSC so that all participants get the same message and could discuss this with each other in real-time. This discussion on personal benefit as an outcome of the Nuffield experience and how this growth may allow scholars to contribute to public value is important for two reasons. First, it reinforces the expectation that their individual experiences and development will have an impact beyond themselves (i.e. contribute to public value). Second, it helps more clearly delineate between personal benefit and professional benefit. During the key informant interviews there was a lot of mixing in of professional benefits and operational growth in response to questions about personal benefit. Helping those in the program better demarcate personal and professional benefit, and think about the significance of the two areas in their lives, can help them better understand how the Nuffield program has impacted them and how the experience may manifest itself to others.

Given the strong relationship expressed with regard to the scholars' perception of their connections globally and within their local community, there is also an importance in reinforcing these relationships as an outcome of the program. By encouraging participants, from the interview stage through post-travel, to think about their connectedness globally and locally there is the potential for the Nuffield network to provide benefit beyond the farm/professional sphere by helping those who have not have the same access grow and see value themselves from the experience. It is also important to take time at country-level events and at the CSC to help scholars learn how to articulate the value of the personal benefits they will experience and think through how they can help this personal growth intentionally manifest itself in the community. As Mark Twain stated, "travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on those accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime," (1869).

Ensuring there is intentional discussion with scholars about how they can engage locally and globally upon completion of the Nuffield program should be a point of focus for the organization's leaders. Highlighting case studies of other scholars and even having alums of the program talk with those currently traveling about to take full advantage of the new level of connection to the global and local communities can help the entire cohort better understand how they can use this personal experience to help benefit others. As the increased connection to the global community and the local community are the only statements regarding personal benefit that remained statistically significant through all regression models, and both were represented in the most frequently applied themes in the key informant interviews, these are important outcomes that should be discussed with scholars to help showcase how their experiences can build stronger relationships with the communities they are now a part of.

RQ3: What is the relationship between professional benefit and public value?

As the Nuffield program focuses on giving agriculturalists the opportunity to find and learn from best practices around the world, it can be assumed participants find professional benefit from the experience. The intention of this question was to explore how any perceived individual professional benefit may have significance beyond the scholar, potentially contributing to public value.

In measuring the professional benefit, there were shifts in statistical significance between the regression for this solo variable (which included 15 individual statements from the survey) and the full and reduced regressions which included all variables (Table 5.4, p. 130). Professional benefit is the only variable to see this type of interaction, with some originally significant statements becoming less significant and some gaining in terms of relevance to public value. These results also spotlight the importance of the professional benefit variable with regard to the Nuffield experience and how it may help develop individuals in agriculture, as well as how that growth might manifest itself in or with others in the industry (i.e. contribute public value).

Data show that the **Nuffield network is professionally beneficial**, which was anticipated. What is not known is how well each year's participants are engaging with those scholars who came before and after them. While the scholars are able to build strong relationships with the cohort they are part of, it is critical that they not rely solely on the relationships built with the other participants in the CSC and GFP. The Nuffield program must continue to reinforce the value of the global network and the importance of developing robust connections with scholars around the world. In two of the five research questions, the value of the Nuffield network is indicated as a perceived reason the scholar feels the program benefits them and contributes to public value. Connecting with other scholars through participation in the Nuffield Triennial conferences could help build a larger connection to the nearly 1,700 alums around the world. It would behoove the Nuffield program to

review the Triennial event to better understand participation numbers and trends, and look at how scholars can better remain connected after their year of travel and in the decades following their Nuffield scholarship. This is of particular importance for countries that are newer and do not have the same critical mass of participants, and for the Nuffield International Scholars who may have no or very few peers in the program.

The Nuffield International program currently sends out two electronic newsletters per year to all scholars, with member countries sending out additional communications to their scholars. Given the autonomous nature of the member nations, Nuffield International becomes the natural nexus to connect all scholars, provide meaningful updates about the program and its growth, and coordinate events like the Triennial that can bring together a cross-section of participants spanning countries, years, and agricultural sectors. This does not negate the need for country activities or the sector-specific groups that are in place locally; it enhances this by giving all Nuffield Scholars a sense of the overall growth and breadth of the program. A recommendation that came out of the interviews was to also have key Nuffield International leaders participate in the annual conferences hosted by Nuffield countries. This would allow attendees to better connect with the growth of the program and understand how and where the Nuffield network is expanding.

There is a negative relationship between the statement “**I believe I am more connected to the farm/business,**” a perception that was not expected but it also not surprising based on the insight from qualitative interviews. Part of the challenge of Nuffield is that scholars must leave home for multiple weeks, potentially stepping away and delegating work and leadership to others, which can lead to a sense of disconnect for individuals previously intimately involved in every business decision made and action taken. There is, however, a perceived positive benefit from this distance; in the key informant interviews, scholars indicated that the distance from their businesses allowed them to have a different view on what was happening. This change in perspective gives

space to try out new ideas captured during the Nuffield experience; allows the scholar to engage in other activities ranging from local committees and industry leadership roles to family activities; and in some instances, provides for the inclusion of other employees or leaders in the business.

The above-mentioned outcomes shared by Nuffield Scholars are expressed as positive in the interviews and open-ended questions of the survey, however in expanding one's individual capacity there is the potential that they are not as closely connected to the business as they were previously. As the overwhelming majority of Nuffield Scholars are primary producers (i.e. farmers or ranchers), the professional benefit of this experience has a direct relationship on the farm. With regard to interpreting the findings for this variable, the expressed negative relationship with the business gives insight into how pulling back from the intimate management and running of the operation allows the individual to engage in other areas, therefore positively contributing public value by enabling them to employ their time on behalf of efforts beyond the farm gate.

In a related space, many of the key informant interviews yielded insight that upon return to the business following their Nuffield travel, scholars felt a **sense of frustration** and disconnect because they were filled with ideas and experiences that were not shared by those who managed the business in their absence. The Nuffield program should work closely with program participants to help them understand the value of stepping back from the business, as well as the challenge of helping those who fill the space this move leaves stay connected with the scholar as they try to articulate and implement their new knowledge. The Nuffield program encourages scholars to have spouses or partners join them when possible during their individual study travel. Some of the country conferences include a partner panel as part of the briefing for new scholars, however this re-integration into life after travels has not been addressed with the entire cohort of scholars while they are all together. Addressing this issue with the scholars at the end of the CSC and providing follow-up insight from Nuffield International and with case studies/stories from previous scholars could

help build awareness and empathy on the part of the scholars in terms of how to manage their re-engagement when returning to the business.

While scholars may feel less connected to the business overall, survey data report that they do feel **more empowered to make business changes**. Key informant interviews note that with the confidence and exposure that they gain from the Nuffield experience comes an increased willingness to take on more risk or to implement new business ideas and options. This empowerment contributes to public value through innovations that enhance the business and also give others in the community or the industry access to new knowledge and practices. Whether they are hosting other scholars, leading industry groups, or providing neighbors with the chance to peek over the hedges to see a new way of producing, this empowerment to make changes and the associated comfort with taking risks builds anti-fragile or at the very least resilient individuals who help boost those around them.

The Nuffield program can highlight cases of this empowerment, and provide resources to participants following their travels regarding the changes they have made and the outcomes. There is not a formal expectation of the program that every participant will have massive operational changes, however there can be generalized insight shared about how to embrace these types of changes, how to implement them at the business, and how to better communicate with the community and industry why the changes are being made. This type of awareness and support would be appropriate coming from the Nuffield network, and can reinforce how operational changes made by scholars can contribute to public value.

Another professional benefit expressed by survey respondents was the perception that they **better understand markets in their industry**. Given the exposure the scholars have to the agriculture industry across the full spectrum and at the global level, this is not a surprising finding. By having access to professionals in and allied with agriculture around the world, there is the

opportunity for scholars to gain a deeper understanding of what is happening within the industry. This enhanced awareness builds more confidence at the individual level in terms of operating in the larger marketplace, and creates a dynamic where there are additional opportunities for innovative thinking and operational change (which were two of the most frequently applied themes in key informant interviews).

By better understanding markets, Nuffield Scholars are able to identify and take advantage of new and evolving business opportunities of which they may not have been previously aware. They can make operational and business changes based on new knowledge and connections, all of which have the potential to extend beyond their own enterprise. In addition, this knowledge and effort is noticed by others in the industry, leading to opportunities beyond the scholar themselves and contributing to public value through broader access and market insight for other producers. By capturing, retaining, implementing, and sharing this enhanced awareness and understanding of markets, the Nuffield phenomenon is both individuals and collectively helpful. The helpfulness comes in the form of scholars who can translate global activities into local language and awareness, while also taking steps to benefit from market openings, shifts, trends, and opportunities that may otherwise be missed by themselves or other producers. Through these actions, there is an ability to not only increase operational resiliency, but in some cases create antifragility (Taleb, 2012) for farms, sectors, and the agriculture industry.

A negative, but statistically significant, relationship exists between the statement that scholars feel a **stronger sense of entrepreneurship** and public value. Moving past the initial surprise of this finding, cultural exploration of the countries involved in this work provides insight that the concept of entrepreneurship is not viewed positively in all the countries involved in the Nuffield program. Understanding this, a negative relationship with entrepreneurship is no longer surprising; it is a reaction to a term that may not resonate with the group in a uniform manner.

Furthermore, the Australian concept of “Tall Poppy Syndrome” has been outlined earlier in this work, and can be applied to the findings about entrepreneurship. While innovative thinking and operational change were the two most frequently applied codes with regard to the qualitative findings, these are not viewed as being the same as entrepreneurship. Key informant interviews with Australian scholars yielded insight that while they were searching for new ideas and innovation to bring back home from their Nuffield experience, they did not view themselves as entrepreneurs. Interestingly, a 2017 article in *The Sydney Morning Herald* titled “Bernard Salt warns Australia lacks entrepreneurial spirit” and outlined how the author and columnist felt the Australian culture looked more toward government to solve problems than it did trying to develop solutions from within the populace (Waters, 2017). Salt also made the connection between the societal tendency to disparage those who have shown growth or achieved what are perceived to be higher levels of success with entrepreneurship: “It is that culture, what we call the tall poppy syndrome that you could argue is a loveable characteristic of the Australian people or I could also make the case that it is a fundamental flaw,” (Waters, 2017).

The findings of this research are interesting, as the 2018 Nuffield CSC included a speaker who made the statement that farmers were not entrepreneurs, and the response was opposite of these results. There was immediate feedback from individuals in the room that farmers were, in fact, the epitome of entrepreneurship, at which point the professor who was speaking challenged the room on the actual definition of entrepreneur and outlined how agricultural producers did not meet this prompt. While the exchange included only a small number of scholars, when combined with this research there is a reminder of the cultural aspect of terms such as entrepreneur. There is a technical definition, an informal or vague notion of the concept, and the potential for multiple views of the term based on country and culture.

An enhanced sense of entrepreneurship is not an intended objective of the Nuffield program. This finding does, however, bring to light the need to ensure there is some measure of foundational level-setting among the scholars regarding anticipated outcomes of their travels and the experience. While each individual will have a unique journey as a Nuffield Scholar, there are common themes that can be teased out of the experience and presented to participants. This should not be done in a heavy-handed way that overly structures the experience or influences outcomes ahead of the scholars traveling, but providing space for those who have participated previously to share insight with current scholars can help with re-orientation once the travels are done and they need to reintegrate at home, at work, and in the community. There is also the potential with this type of enhanced focus on programmatic outcomes and expectations upon returning home can help with the sense of frustration experienced by many scholars after they complete their formal Nuffield work and engage in other activities locally and within the industry.

A statement from Scholar 11 gives insight into the larger perception of those interviewed and their responses to the questions regarding professional benefit: *“One of the main benefits of having a Nuffield scholarship is that you learn from what you see, you learn from the people you meet, and you also learn because you have stepped away from your own business and you can look back on [the operation] with a different perspective.”*

RQ4: What is the relationship post-Nuffield engagement and public value?

Following the travel and individual study report that are required as part of the program, there are no formal requirements that participants must meet to retain the right to use the post-nominal letters N Sch, which denote a Nuffield Scholar. There are, however, informal and stated expectations that the scholar will continue to engage and share the insight that they have gleaned

through the opportunities that Nuffield provided to them. Reciprocity is a stated objective program, and one that is reinforced at every CSC the organization holds. In this research, findings indicate that the concepts of giving back and paying it forward weigh strongly on participants. There is a stated **sense of responsibility** - both to the program and those who have invested in them and of themselves as a Nuffield Scholar - that comes with the travel and exposure awarded to them. Whether they are giving presentations on their travels and research findings or stepping up as leaders in the community and in the agriculture industry, this work shows a high level of engagement by participants following their Nuffield experience.

How this engagement looks may vary by country; New Zealand, for example, encourages their scholars to be active in the political process. All member nations share a common objective of having their Nuffield Scholars be looked to as leaders in the agriculture industry, resources for industry and elected/government officials, and, increasingly, leaders within their communities. This research indicates a sense of obligation felt by participants to pick up a mantle of leadership following their travels, along with insight on how this engagement does and may occur.

Given the strong positive relationship between post-Nuffield engagement and public value, it does not feel necessary for the Nuffield program to be heavy-handed in reminding scholars of their responsibility to give back and lead. This is already occurring at the member country and CSC levels, and seems to be organically happening as scholars hear about others in the program who are leading in various ways.

In seeing the strong statistical significance of the relationship between post-Nuffield engagement and public value, added with the strength of response from the key informants about their **increased agency, confidence, and actual participation with organizations and in leadership roles** after their travels, there does not seem to be a need to focus on this point with the scholars themselves. The recommendation, then, would be for the organization to find new and

additional ways to highlight the leadership and engagement outcomes of the experience through the journeys of their own scholars.

Scholar 1 provides a practical application of how the Nuffield experience helped them contribute post-travels: *“It’s been a little difficult for people to actually acknowledge what it is, what Nuffield is all about I guess they get the benefit now, because when I’m involved with things in the community I don’t get overwhelmed by the bureaucracy and what not, and seem to be able to offer them a lot of ... different ways of looking and doing, from simple things to big issues.”*

As the Nuffield program continues to grow both within existing member nations and in new countries, there will be a need to articulate the outcomes of the experience and what this new knowledge and exposure at the individual level means to those around the scholars. For this work, finding that scholars report a strong, positive relationship between post-Nuffield engagement and public value is validation that – at the scholar level – there is a perceived contribution to public good. Capturing examples of how the Nuffield experience manifests itself for and beyond the scholar, and finding ways to showcase the outcomes of the program to local, regional, national, and global entities is the larger challenge. From promoting the repository of Nuffield reports to building relationships that make scholars an early point of contact on agricultural or community issues, there is a need to focus on the outcomes of the Nuffield experience with those outside of the program. This would also add value at the investor level, building awareness of how an individual scholarship can have a ripple effect felt around the world.

RQ5: What is the relationship between demographics and public value?

The Nuffield program has grown in size and in scope (both in terms of the countries represented and the agricultural sectors scholars are engaged with) since its founding in 1947,

however it is still largely a homogenous program of educated males from developed nations. This is not a criticism of the program, rather a statement of the demographics of the alumni base. The composite of each year's cohort has been subtly shifting since the inception of the CSC 11 years ago, and this is not by accident. Each member nation and the Nuffield International leadership team have made it a point to recruit a broader pool of prospective scholars and to be as intentional as possible in terms of building a diverse group each year. The growth of the Nuffield International Scholarships has brought in new cultures and ethnicities, and the addition of member nations that do not have English as their primary language is also broadening the program and the cultural awareness and empathy of those involved. These efforts must continue if Nuffield is to truly reflect global agriculture, just not developed nations with high agricultural exports.

With the growth of the Nuffield program, there is increased opportunity for participants to hail from a range of **community types**. This research shows a negative relationship between the participant's home area and public value; the scholars who are from very rural and rural areas have a stronger perception of contributing public value than those who are from more urban regions. Interpreting this, there are several factors that conversations with the scholars would indicate come into play. First is the community dynamics of agricultural enterprises in rural areas. The connection to the land is physical and metaphorical, indicating a long-standing connection with the area and the community. Looking at survey participants, 23.4% are sixth generation or more in agriculture. Only 14.1% of respondents are the first generation in agriculture. With families so deeply rooted in agriculture, and in the local community, there exists the opportunity to more clearly see how the experiences of one individual may contribute beyond that person. There may also be longstanding connections to organizations in the community, meaning these groups may benefit from expanding the capacity of the individual scholar. For those who are in urban areas, there may be more opportunity to miss the connection between their Nuffield activities and its potential contribution to

public value. There is the opportunity for more anonymity in urban areas, and the potential for increased disconnect between community members and the agriculture sector, combining to decrease the perception of how the scholar may contribute to public value.

Looking at **participant age** requirements for Nuffield scholars, there is loose guidance when selecting applicants that they be between the ages of 25 and 45. The majority of respondents to this work were in their 30s when they were selected to be in the program. This range and the average selection age is supported by this research in terms of when there is a positive relationship with perceived public value. Those on the younger end of the scholar spectrum (late 20s into their 30s) had a stronger perception of public value; in looking at the survey respondent's current age, the older the respondent the lower their perception of connecting with public value.

Keeping this insight in mind, the current age guidelines seem valid for selecting participants and having them be open to the concept of their experiences contributing to public good. A recommendation to the Nuffield program is to look at ways they can continue to engage scholars post-travel and to find ways to involve or help develop the younger (and potentially more recent) participants to keep them connected to the program and the potential outcomes of their capacity building experiences. There are currently relatively few formal post-Nuffield development opportunities (programs where there is a relationship with Nuffield for scholars to apply or participate), which should be an area of focus for the Nuffield International team.

As the efforts to find and select qualified and diverse scholars continue, there must also be efforts at the programmatic level to understand how to best handle the new complexion of the cohort. Having a meeting room that shows a variety of colors, countries, and ethnicities is not enough. The Nuffield program is an interesting mix of individuals who have visited many other countries and/or lived abroad for a time and those for whom these travels mark their first interactions with people from other nations (particularly those not represented at Nuffield

members). As more participants of the CSC attend from new countries or bring with them different backgrounds to the majority of the group, it is important to address the need to be open, inclusive, and respectful. Helping the scholars individually and collectively understand their unconscious biases (whether they are personal or cultural) and actively work with those who are other than they are will be critical to holding frank conversations within the group, and building strong ambassadors to travel the world and represent the Nuffield program.

Nuffield should continue its efforts to ensure each year's cohort is exposed to scholars from all of the participating nations and to require a mix of languages within the small groups that are formed throughout the week and in the GFP process. There should also be work done with the scholar group to help remind them that the potential for misunderstandings exists among the English speakers as well. Work across all levels of diversity, including language, will continue to build stronger cultural awareness, empathy, and give those in the room the confidence and agency needed to find their voice – regardless of the language they speak.

With the above-mentioned diversity also comes the need to note the importance of achieving gender parity within the program. This is another recruiting need that the leadership group is aware of within the Nuffield program, but specific action steps should be identified at the member nation and Nuffield International levels to ensure that qualified female candidates are surfaced, interviewed, and part of the cohort. This may mean putting more a focus on highlighting the work of female scholars that include insight on how they managed the time away and the demands of the program; reaching out to agricultural and related organizations that have a focus on female industry members; encouraging women already in the program to recruit their peers; and potentially supporting the women who were selected with mentoring opportunities to gain a sense of what unique challenges may come from being a female in a male dominated program. The program could offer a program similar to the mentoring work done by the Nuffield International nations to help the

countries with smaller numbers stay connected and feel less isolated following their CSC and GFP experiences. Supporting women who are part of the program comes with unique challenges, as there is a need to recognize that female scholars may face some unique challenges, but that accommodation must be provided in a way that is not unequal or unfair across the genders. Personal experience with the program yields a curious piece of anecdotal knowledge that falls beyond the brief of this research: more of the female scholars are unmarried versus their male counterparts.

While no statistical significance was shown in terms of the perception of public value and **education levels**, 75% of survey respondents have earned baccalaureate degrees and more than 25% have graduate degrees. This tendency toward selecting more formally educated producers (graduate and advanced degrees) may not be where the most value can be added by the program, or where the most growth can occur for the individual. From a public value perspective, it also runs the risk of having those who already have power being granted more, which could create an imbalance for their communities and the industry as they step into formal leadership roles and have a larger share of voice on key issues.

Recommendations

An outcome of this work is the opportunity to provide recommendations to the Nuffield International program regarding how the program and its scholars can increase their contribution to public value. These recommendations, outlined in Table 6.1, include building an enhanced awareness of the concept of public value with scholars as well as more focused opportunities to address the independent variables framing this research.

Table 6.1 Recommendations to continue and expand contribution to public value

Research Question/Variable	Recommendation	Steps to Implement
Public Value (Dependent Variable)	Build an awareness of public value, highlight the contestedness of the concept and exploring the public good/public bad with the room, as it relates to agriculture.	1. Developing selection panel questions probing participant’s openness to alternate views, including those outside of the agriculture industry 2. Use CSC to introduce the concept to the group as a whole,

		<p>getting them to see the industry and activities through the lens of others and those not in farming</p> <ol style="list-style-type: none"> 3. Bring in provocative speakers and panels (potentially of consumers) with views other than that of the room 4. Create time and space for exploration of other ideas and ways of producing from within the room, with dynamic activities that move participants beyond simple talking points 5. Encourage post-Nuffield travel engagement and work with groups expressing alternate views and those outside agriculture to help foster a broader awareness of public value.
RQ1: Motivation to Participate	Given the role Nuffield Scholars play in motivating applicants, take more formal steps to prepare them as recruiters and ambassadors of the brand.	<ol style="list-style-type: none"> 1. Reinforce the role scholars play in promoting the program, formally and informally 2. Use CSC to set foundational knowledge of Nuffield program for all participants 3. Provide easy access to Nuffield recruiting materials (country-level and international) 4. Implement measures through country and Nuffield International newsletters to provide current recruiting tools to previous scholars
RQ1: Motivation to Participate	Develop and extend efforts to recruit applicants from non-traditional and new audiences	<ol style="list-style-type: none"> 1. Highlight the need to present and engage with groups beyond their day-to-day interactions, with a focus on those who may represent underserved groups 2. Engage scholars to find and recruit participants from non-member nations as they complete their individual travels 3. Develop communication tools to expand the reach of Nuffield to more diverse audiences 4. Empower partners to promote scholarships beyond traditional base 5. Develop intentional efforts to reach those with less formal education and from rural communities
RQ2: Personal Benefit	Develop efforts to help scholars differentiate between personal and professional benefit	<ol style="list-style-type: none"> 1. Put a stated emphasis on personal growth, including promotion of narratives and stories that reinforce this focus 2. Use interview questions to determine level of awareness

		<p>between these two areas and adjust selection rubric to support those looking to grow personally</p> <p>3. During orientation sessions at the country level and at the CSC discuss the personal benefit journey separately from professional or operational change</p> <p>4. Explain and reinforce to current and previous scholars the personal growth journey – warts and all – through facilitated sessions at conferences and via program communication tools</p> <p>5. Highlight examples of what personal benefit may look like and the potential outcomes of the experience, with a focus on contributing public value</p>
RQ3: Professional Benefit	Reinforce the value of the Nuffield network and its potential professional impact	<p>1. Develop an overview/graphics for scholars to better understand the full reach of Nuffield and how to engage with the connections each person in the network has</p> <p>2. Reinforce the network at country-level and international meetings, encouraging the scholars to explore connections by country, industry focus, and other key topics; this can be encouraged through activities at the CSC focused on network development by the current scholars</p> <p>4. Explore the role of the Nuffield Triennial conference in engaging past scholars and showcasing agriculture in host countries, with a focus on how to grow participation, encourage more recent scholars to attend, and provide additional professional development and networking for participants</p> <p>5. Review scholar engagement with the Nuffield database and look for ways to improve the tool and its use</p> <p>6. Reinforce the Nuffield network as a lifetime resource, connecting both the professional experiences as well as the long-lasting friendships</p>
RQ3: Professional Benefit	Prepare scholars for the integration back into daily life, particularly with regard to professional expectations and efforts	<p>1. At the country level, continue to provide opportunities for new scholars and their partners to hear</p>

		<p>from previous participants and their family members</p> <p>2. On the last day of the CSC, provide a session focusing on what the scholars can anticipate next with regard to the GFP, individual travels, study report process, and post-Nuffield activities</p> <p>3. Consider the use of a panel of scholars and partners to help bring this to life for the group, giving real examples (warts and all) of how to manage the process of returning home</p> <p>4. Promote the work of special affinity groups (i.e. soils group, dairy group, etc.) comprised of scholars and highlight how they are impacting production agriculture</p>
RQ3: Professional Benefit	Continue to foster a sense of curiosity in scholars that goes beyond their operation and their sector of agriculture	<p>1. At country and international level meetings, encourage scholars to participate in some exploration outside of their specific industry sector or study topic</p> <p>2. Reinforce value of the GFP as experiential travel, learning, and networking; not seeing their specific sector of agriculture is a positive, not a negative</p> <p>3. Provide insight on best practices for global travel, including challenges to go beyond their comfort zone in terms of countries and people visited (using common sense and accounting for risk management)</p>
RQ4: Post-Nuffield Engagement	Provide insight on activities and engagement by scholars around the world following their Nuffield experience	<p>1. Continue to engage and showcase previous scholars at country-level events</p> <p>2. At the CSC, feature brief highlights of scholars from multiple countries, highlighting what they are doing following their travels; can be via video or presented profile</p> <p>3. Include scholar spotlights on the websites (Nuffield International and member countries), in Nuffield newsletters, and other communication vehicles</p> <p>4. Develop a section of the Nuffield database that would all scholars to connect with others sharing interests or experiences</p>

		beyond their business operation – e.g. leadership roles, community engagement, public office 5. Highlight the work of the Nuffield Scholars through their individual study reports to investors, industry organizations, and policy leaders
RQ4: Post-Nuffield Engagement	Explore opportunities for post-scholarship development	<ol style="list-style-type: none"> 1. Continue to develop and formalize opportunities for post-scholarship growth with existing global programs (e.g. Worshipful Company of Farmers, Global Dairy Farms, The Executive Program for Agricultural Producers) 2. Investigate the opportunity for a Nuffield-led initiative focusing on post-scholarship development and engagement; could be in partnerships with another organization or institution, and should include individuals outside the Nuffield program
RQ4: Post-Nuffield Engagement	Promote Nuffield through the lens of post-program engagement public value contribution	<ol style="list-style-type: none"> 1. Develop profile pieces on Nuffield Scholars highlighting their engagement in agriculture and outside the industry (community, athletics, education, elected positions) to promote in agricultural and community communication vehicles 2. Provide additional insight into how Nuffield was significant through the voices of the scholars themselves, capturing testimonials at country events, the Triennial, and other gatherings 3. Encourage scholars to continue going beyond agriculture meetings to talk about their travels, experiences, and outcomes, with a focus on reaching out to new organizations (locally, nationally, or globally) that may benefit from the insight 4. Challenge scholars to remain active nationally, but expand their reach locally and grow to be global contributors to the knowledge and leadership base
RQ5: Demographics	Continue efforts to diversify participants in the Nuffield program, with a particular focus on gender parity, country and ethnic diversity, and producers from varying sectors of agriculture	<ol style="list-style-type: none"> 1. Develop recruitment efforts to reach under-served audiences, including presentations to organizations serving those populations; promote scholars from those populations; and highlight recruitment goals with

		<p>scholars as they work to surface applicants</p> <p>2. Develop relationships with diverse agricultural organizations to ensure a broad spectrum of practices and views in the cohort</p> <p>3. Provide insight to selection committees regarding diversity objectives and the goal for shaping each year's cohort</p>
Other Recommendations	Continue to refine the CSC model to evaluate the mix of country-based insight, external speakers, and cohort-based activities/sessions	<p>1. Continue to refine the CSC planning documents provided to host countries regarding overall event objectives and outcomes</p> <p>2. Work with conference facilitators to develop activities and sessions focused on scholars-only activities related to some of the recommendations above</p> <p>3. Ensure the CSC is effectively used as a blast off-type event for the scholars, rather than relying on country-level events to set the baseline understanding of the Nuffield program, expectations, objectives, and deliverables</p>
Other Recommendations	Continue to develop external relationships with organizations driving policy and influencing production practices at the local, national, and global levels	<p>1. Develop the Nuffield brand as a politics-neutral organization able to provide insight and feedback on agriculture at the local and global levels</p> <p>2. Promote the scholars, network, reports, and thinking inherent in the Nuffield program to organizations that would benefit from this, including farm policy groups, government entities, industry sector organizations, educational institutions, and NGOs</p> <p>3. Continue to develop and formalize work with organizations like the United Nations Food and Agriculture Organization, World Food Prize, and others with global reach and policy connections</p> <p>4. Maintain awareness of these relationships with scholars and country-level leadership to avoid duplication of efforts and work to increase support and participation within the Nuffield organization</p>
Other Recommendations	Explore, benchmark, and promote findings from the individual study reports submitted by Nuffield Scholars following their travels	<p>1. Benchmark study topics and sectors covered by reports</p> <p>2. Explore outcomes of reports (implementation, awareness,</p>

		projection of industry trends and changes) 3. Investigate the differences by country in terms of style and information presented 4. Develop linkages between scholar reports and industry actions at national and global levels (e.g. UN Sustainable Development Goals; Foodwise 2025 and similar reports; industry sector efforts; groups beyond agriculture)
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The intention of these recommendations is to not to overly formalize or script the Nuffield experience. Rather, these are opportunities for the Nuffield program to reinforce what they are already doing to prepare the scholars for their experience and the potential outcomes. Understanding that each individual scholar will have their own journey (literally and metaphorically) through the program, providing some continuity and framing for those who are just beginning their Nuffield experience will help the cohort grow together and give them the ability and insight to take full advantage of what will be available to them. Similarly, there is the opportunity to continually engage previous scholars, finding new ways to not only add value for them and help them grow personally and professionally, but also keep them connected to the Nuffield program in the years following their travel.

Summary

Through the process of this research there are multiple indicators that Nuffield Scholars perceive that they and the overall program are contributing to public value. In this chapter, interpretation of the research findings was provided, along with recommendations for the Nuffield program regarding how they can encourage increased awareness of this connection to public value and help the scholars benefit by strengthening the areas where a strong relationship is already perceived to exist. Interview and survey data provided overwhelmingly positive feedback about the Nuffield experience and the relationship with public value, as perceived by program participants.

While critical insights were shared, the focus of the research on the perspective of Nuffield Scholars did frame the work in a way that it is only one view of the experience and the significance with regard to public value.

By exploring the motivations for participation and probing during the interviews, there can be a process in place by which scholars are selected with an intended bent toward contributing to public value by sharing the new knowledge they bring back from their Nuffield travels. Helping scholars better understand the personal benefits of the Nuffield experience and how to parse those out from the professional growth, and connecting those at the start of their journey with those who have already traveled can be a way to showcase the contributions their individual development can make at home, locally, and across the agriculture industry. Professional benefits of the Nuffield program are robust and strongly related to public value, according to insight from the scholars. The changes on their operations provide industry, environmental, fiscal, and leadership value, while the Nuffield experience also plugs the scholars into a global network that can give them ideas and resources with the potential to contribute value in their communities. The enhanced awareness of markets at home and globally, along with the ability to help manage the business while not being consumed by it, provides professional benefit for scholars while allowing for engagement and support of their industry and community. Following their travels, post-Nuffield engagement shows how the perceived benefit the experiences the scholars have had can contribute locally. Many of the scholars indicated that knowing or being contacted by a Nuffield Scholar was part of their motivation to participate; it is no real surprise, then, that the participants of the program also express a strong sense of responsibility to give back to the program, their community, and their industry once their travels are complete. What is interesting is the diversity of programs/organizations the scholars participate with, and their perception of how often others look to them as leaders within those same groups. Lastly, about demographics, there is a reminder that as this global program

grows, it must be intentional expansion with a plan to help those in the room (at conferences or Nuffield events) better engage with each other, and those they will meet. This development of scholars at Nuffield events has the potential to give them skills and knowledge on how to manage the interactions they have at home, on the farm or in business settings, in the community, and as they are asked to lead initiatives and organizations.

The interpretations of this work are based on the quantitative and qualitative findings, along with anecdotal knowledge of the program and scholars from multiple years of engagement with the organization. The insight and recommendations put forward are intended to enhance the areas where there is already a perceived relationship with public value, while also acknowledging and addressing areas where conversations with scholars and program leaders yielded insight on the potential for growth.

It is important to reiterate that the insight captured and analyzed for this work reflects only the views of Nuffield Scholars themselves, so while there are critical insights shared about the program, a limited voice is provided for this research. Part of the reason public value as a concept is so contested is because of the challenge in capturing multiple voices and perspectives – meaning that what is reviewed and discussed is often seen not through different lenses, but varying versions of a similar viewpoint. In daily conversation, public value is used a normative term; in this research it used as an analytical concept. For this work, one side of the multi-faceted story of public value is told. The recommendations of this research include several prompts to engage individuals and organizations beyond the traditional participants to begin to expand the potential views of public value (and the related public good and public bad, as perceived by individuals) within the Nuffield program. There also exists the potential for future research (outlined in the next chapter) drawing on broader views, contexts, and participants to account for the contested nature of public value and capture perspectives from those outside the program.

The following chapter will provide a formal conclusion of this research, along with recommendations for future study. Given the size and growth of the Nuffield program, there is no shortage of opportunities to further explore this program, its participants, and the outcomes of the experience at the participant, family, operational, community, and industry levels.

Chapter 7

Conclusion

The preceding chapters provide a critical examination of the notion of public value associated with the Nuffield International Farming Scholars program, as viewed by program participants. Qualitative and quantitative data and analyses provide further insight into the perceived relationship between the program and public value. This chapter summarizes of the research, along with observations about the potential for future work related to Nuffield.

Public Value: Exploring Perceptions and Relationships

This research captures insight from the Nuffield Scholars through key informant interviews and survey responses. The intention was to capture and analyze scholar perspectives on why they applied to the program (motivation to participate), their perceived benefit of the experience (both personal and professional), their activities and actions following the program (post-Nuffield engagement, and the backgrounds of participants (sociodemographics), and the potential relationship between each of those variables and public value.

Key informant interviews were completed with 15 Nuffield Scholars representing a cross section of participating countries, sectors of agriculture, year of participation in the program, primary languages, and gender. Following the interviews, a survey was distributed to 1,044 individuals who participated in the program through 2014. A total of 368 responses were received (a 35% response rate).

Using a mixed-methods approach to this work provided the ability to capture overall perceptions of the scholars regarding potential relationships between the independent variables and public value (dependent variable) while also gaining more nuanced individual comments and thoughts. From the mixed-methods work, it was possible to complete a detailed investigation into

the notion of public value, providing the opportunity to both analyze and triangulate the data secured from the scholars.

This work was undertaken to better understand the perceptions of Nuffield Scholars regarding the meaning and significance of their experiences. It also reaffirmed the contestedness of public value and the subjectivity of the concept. The 70 year history of the Nuffield program, its participant base of 1,700 scholars around the world, a programmatic focus on agriculture, and delivery of the program at the individual level made Nuffield a viable organization for this study. Through this work exploration will take place to better understand how individual capacity building may ultimately contribute to the public value, and gain insight on ways to articulate and strengthen this relationship at the Nuffield program level in the future.

The research found that there is a strong perceived relationship to public value, with 96% of Nuffield Scholars responding to the survey indicating a perceived contribution to public value. This is supported by interview data, which reflect a positive overall perceived relationship between the program and public value. Four of the independent variables show a significant relationship to public value: motivation to participate; personal benefit; professional benefit; and post-Nuffield engagement. Two demographic indicators also present a relationship. Age when traveling as a Nuffield scholar and home geography were shown to be significant during data analysis. The interviews contributed perspectives on gender and language, providing a deeper level of insight about under-represented populations within the program.

With supporting narrative and insight from the key informant interviews, further insight was gleaned about the concept of public value, as well as the perceptions of scholars regarding how the Nuffield experience allows them to contribute beyond themselves. While delving into the definition of public value, it became evident that nearly all the scholars interviewed believe they are contributing public value at the most basic level simply by being in the agriculture industry. There

was a consistency in responses that caring for the land and animals, producing food, and employing local community members equated to providing public value. The constancy of this thinking again confirms the notion that public value is hard to define and articulate. While the participants look at production agriculture as a positive, there was no perception that there may be those in the community whose views differ regarding production agriculture and its contributions or perceived negative impacts. Insight from individuals outside of the Nuffield program or the agriculture industry was not captured for this specific study.

Interviews indicated that global relationships and the Nuffield network are key themes across all the variables of this research. The network and the reputation of Nuffield Scholars are key motivators to applying, along with a sense of curiosity and desire for personal development. From a personal benefit perspective, there is a sense of confidence that comes from the Nuffield experience that provides the individual with increased agency and willingness to express their opinion or step into leadership roles. Professionally, feedback from the scholars interviewed indicates innovative thinking and operational change are both outcomes of their travels. The Nuffield experience, from a professional benefit standpoint, is perceived as giving them exposure, experience, and a global network to connect with as they manage their farms or business opportunities. This connectivity and insight is believed to not only contribute to their business, but also enables the scholars to provide insight and best practices beyond their own operation. Post-Nuffield, interviewees shared an increase in their agricultural leadership activities, community engagement, and community leadership, which they perceived to be attributable to their experience as a scholar and have a strong relationship to public value. There was also an expressed sense of responsibility felt by the scholars: a felt requirement of reciprocity that would see them extend their knowledge to those around them, and an obligation to give back to the Nuffield program either through services as a leader within the program or by helping recruit others to participate. Those interviewed also expressed their

contribution to public value in terms of leadership in the industry, engagement in their own communities, and work to help mentor and develop others.

Through this work, there is a conceptual and practical contribution to the understanding of public value, and a formative evaluation of the Nuffield International Farming Scholars program, grounded in the perceptions of the participants themselves. The research provides a forum for scholar voices to share their thoughts and beliefs about the Nuffield program and its meaning and significance. Through this research, it was possible to better understand the phenomenon of Nuffield and what it means to the individual, and beyond the individual. One scholar interviewed for this work took the time to write down, post-interview, a culminating thought about Nuffield: *“In attempting to define ‘Nuffield,’ I looked back over the 27 years of being a Nuffield Scholar, and took away all the things it has given to me, including: - exposure to global alumni; - observing the world’s best practices in agriculture and business; - knowing personally some amazing and inspirational individuals; - aspiring personally to match or exceed what I have observed and learnt through Nuffield; - and, finally (but not the least), the sensational fun and camaraderie enjoyed with Nuffield. So, if I did take all this out of my life, it occurred to me that I would have had an ordinary and average life. I know now that I would never have been happy with an ordinary and average life. In short, Nuffield gave me a life.”*

Interpreting the Findings

Taken as a whole, this work reaffirms the contested nature of public value, what it means, how to define the concept, and articulate it. Following this study, no penultimate definition of public value emerges. There is, however, a continued need to delve into the concept to better understand the perceptions and relationships that exist and how they may have impacts beyond the scholar, what those implications mean for the program, individuals, and communities, and how to better capture and articulate the contribution to public value. This research also lays the groundwork

to evaluate the outcomes of programs and experiences focusing on individual participants (i.e. agricultural leadership programs) in a way that shows larger significance and impact.

From a programmatic perspective, Nuffield has a wide base of participants who believe they are contributing to their industry and community in positive ways. By providing individuals with the opportunity to undertake transformative travels and explore the world, there is the potential for a ripple effect to occur when the scholars return home. New knowledge in terms of production practices, an enhanced awareness of business markets, stronger global awareness of agriculture and culture as a whole, and increased confidence in themselves all contribute to scholars playing formal, de facto, and informal leadership roles for the industry and their communities. This work reinforces the notion that, while delivered at the individual level, the Nuffield Farming Scholars program contributes to public value by developing those who will lead the industry, and expanding the views and access to knowledge and resources of those around them.

Extending the Work: Opportunities for Further Research

The research presented in this document reflects a starting point with regard to opportunities for further exploration, impacts, and outcomes associated with the Nuffield International Farming Scholars program. Below are several areas that could be investigated with the Nuffield population.

Public Value Ripple Effects Mapping. To expand this research on public value and better understand the contributions Nuffield Scholars may make, it is necessary to engage a broader group of stakeholders. Through the Ripple Effects Mapping process (Harwood, 2015; Chazdon et al, 2017), work can be done to gain a deeper understanding of what happens when a Nuffield Scholar returns home, and how those around them are impacted. This Ripple Effects Mapping would include regional sessions where family members, business partners and employees, community members, industry associates, and investor representatives would be brought together to discuss the impact and outcomes of the Nuffield experience from their perspectives. Through this, a more

robust picture of how the Nuffield Scholars and, through them, the Nuffield program overall contributes to public value. This work would have a qualitative focus, but could be supplemented by efforts to capture additional insight.

Gender and Diversity Outcomes. Better understanding of what it means to be a minority in a distinguished group could be beneficial to increased recruitment and experiences for women and cultural minorities in the Nuffield program. This could lead to enhanced ways to engage the full scholar cohort, develop plans for growth in new countries (and related recruitment and retention), and opportunities for enhanced cultural empathy and personal growth for all scholars. Key informant interviews could provide powerful insight into how to diversify the Nuffield program and create a welcoming environment for those who fall outside the typical participant profile.

Family Dynamics and Impacts. In any program where one person in a relationship or dynamic grows, there is not just the potential for conflict, but the assurance of it happening at home. There is also a reason that programs of this nature are sometimes referred to as “divorce courses;” just as relationships are made through travel and shared experiences, relationships can also be negatively impacted. Exploring the dynamics of the family left behind can provide insight into how the program can work to help give scholars resources to better engage with those not having the same experience, potentially leading to deliverables and methods to help manage the relationships at home and the potential for uneven growth. While some of this insight may come out during Ripple Effects Mapping, there is space for work focusing directly on the perspectives and insight of those left at home when a Nuffield Scholar travels. This work would also allow for a deeper exploration of how Nuffield Scholars engage their spouses/partners/family about including them in their travels to see if there is a change over time. Research of this type would also allow for the engagement of that current scholar cohort and their families. With the inclusion of all Nuffield Scholars, it would be possible to gain (near) real-time feedback from the families of those who are traveling while also

gaining perspectives that include multiple years and even decades of post-Nuffield travel experiences as a family. This span of years would lend itself well to practical recommendations for those actively participating in their scholarship as well as insight for other scholars and families regarding what the road ahead might include.

Nuffield as a Boundary Organization. As the Nuffield program surpasses 1,700 scholars, there becomes a critical mass of individuals serving as/viewed as leaders in their communities and industry. Research should be done to better understand the potential for this group in terms of thought leadership, global engagement, and advocacy for agriculture and the various sectors they represent. Through the scholars, Nuffield is producing co-created knowledge, and translating global and cultural issues for those in their local communities who may not have similar opportunities or experiences. The Nuffield program in its entirety has grown well beyond the British Empire, and is now poised to become an entity that – through scholar reports and their relationships – can create and keep alive network extensions that form links between the public sector, private sector, producers, and potentially consumers. Research in this area could provide insight into the intentional activities and growth that would allow the program to develop as a boundary organization. Boundary organizations are bridges between those who explicit technical knowledge (scientists or experts) and those who are the potential users of that knowledge (policy makers, citizens/society, farmers) (Ruttan, et al., 1994; Guston, 2001; Conklin, 2006; Ingram and Bradley, 2006; Peterson, 2009; Batie and Schweikhardt, 2010). As noted by Ruttan (1994), a boundary organization “is a bridging institution which links suppliers and users of knowledge and recognizes the importance of location-specific contexts,” (p. 30). Boundary organizations are located at the intersection of explicit and tacit knowledge, giving them the opportunity to “co-create new, transformational knowledge and shared understanding which may be critical to the innovation in the

policy process,” (Batie and Schweikhardt, 2010). The Nuffield program has the potential to serve as a boundary organization in agriculture – from the most local levels through to global organizations.

Scholar Engagement and Withdrawal. A survey response rate of 35% and Triennial Conference with just over 100 scholars in attendance speaks to the opportunity to explore why those who are selected as Nuffield Scholars either remain active with the program or complete their travels and disappear. Better understanding why scholars do not remain engaged with Nuffield can provide insight on why participants are stepping away. With this knowledge, the Nuffield program can look at opportunities to ensure the organization and participants are aware of the expectations each has for the other. This work can also delve further into responses indicating the Nuffield experience did not contribute to public value. This type of study of those who are no longer active can provide useful information on ways to ensure the program remains relevant to all who are involved.

Organizational and Cultural Harmonization of Nuffield International Growth. As the Nuffield program works to grow in established member nations while also bringing more countries and individual scholars into the network, it is important to understand the cultural and organizational dynamics that will be part of the process. Work to catalog the meaning and significance of the Nuffield experience for participants across multiple countries and cultures would help, with a focus on potential barriers. The intention would be to better understand how to manage global growth and diversity in a way that does not colonize new participants and allows all participants to grow culturally and ensure the Nuffield experience meets scholars where they are, while helping them expand their capacity and continue to contribute (individually and collectively) to public value.

Exploration of Inter-Variable Relationships. Relationships were found to exist between the different variables of this research, providing the opportunity to continue to explore their interaction and correlation. Specifically, the negative relationship between education and home geography and personal and professional benefit, and post-Nuffield engagement respectively could be the starting

point of future work to better understand the needs and impacts for scholars with lower levels of formal education and from more rural communities.

Exploration of the Economic Returns of Capacity Building. There is the potential to more rigorously and critically assess economic outcomes of capacity building, including economic baselines and multiplier effects for new business ventures; mentorship of others; industry leadership; community development; and other impacts beyond the farm.

In Summation

The Nuffield International Farming Scholars program provided a rich opportunity to explore the public value of a global agricultural capacity building program. While the Nuffield program may focus on expanded the capacity of individuals, it is clear scholars involved perceive a strong relationship between their experiences and growth and a contribution – by themselves and by the Nuffield program overall – to public value. Findings, interpretation, and recommendations detailed through this research provide guidelines for strengthening Nuffield program contributions to individual scholar capacity and their contributions to public value, as well as the significance of the Nuffield program beyond the individual participant.

Public value is difficult to identify, challenging to articulate, and more than quantifiable return on investment. It is a highly contested and nuanced concept that is subjective and contextual, evolving with the time and interpreted differently by each individual interpreting a situation. More work remains to be done in terms of identifying public value and better understanding how individuals contribute, and these efforts should continue with and beyond the Nuffield program. This work has the potential to provide insight useful in the public sphere, where it can help inform how programs focusing on individual capacity and growth can produce public value, and in the private sector, where corporate social responsibility initiatives struggle to identify metrics and outcomes to evaluate and articulate the meaning of their investment.

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APPENDIX A

KEY INFORMANT INTERVIEW SCRIPT



*Exploring the Public Value of
Nuffield Farming Scholars*

2017 Nuffield Triennial Key Informant Interview Script

Date: _____ Name: _____

Country: _____

Q1) Tell me a bit about yourself – who you are and how you came to be here today. I'd love to hear about the experiences and people in your life who played an important role.

How did you come to be a Nuffield Scholar? (What was your motivate to apply, who encouraged you to participate, how many times did you apply, etc.)

What did you hope to get out of being a Nuffield Scholar?

Was there anything about being a Scholar that made you hesitant to apply?

Why are you still active with Nuffield?

Q2) With regard to your Nuffield experience, what was the most meaningful and significant effect for you as a person?

Why would you consider this the most meaningful effect?

Can you share an example or story that shows how your Nuffield experience impacted you personally?

As you think back, what was the biggest personal benefit you gained from your Nuffield experience?

If I were to ask someone close to you what they felt the biggest personal impact the Nuffield program had on you, what do you think they would say?

Q3) What was the most meaningful and significant effect on your farm/business/operation and why?

How did it feel going back to the farm/work following your Nuffield travels?

Did you make any business changes when you got back? Were these before or after you presented your study report?

In terms of your farm or business life, what was the biggest benefit of being a Nuffield Scholar?

Is your Nuffield experience still relevant in your business life today?

Q4) In your observation, what was the most meaningful and significant effect of your Nuffield experience for your community?

Can you share an example or story that shows how your Nuffield experience may have provided a benefit to your community?

Have you hosted Scholars in your home community? How do your neighbors/co-workers react to meeting these Scholars?

Can you share whether or not your level of activity in your community changed following your Nuffield experience?

Did you get involved in organisations beyond your local community? Can you share what groups and what level (regional, national, international)?

Q5) How are you giving back to Nuffield?

Do you feel it's important to give back to Nuffield?

Why or why not?

Q6) Do you feel your Nuffield experience allows you to give back to others or to the industry?

Can you share an example or story of how?

How did Nuffield enable you to give back?

Do you believe this is an important part of the Nuffield program?

Q7) In your opinion, what is the overall meaning and significance of the Nuffield program?

What did your experience as a Scholar cause you to think about Nuffield at the country level?

Can you share an example of Nuffield making a difference in your country?

What role do you see Nuffield playing at the international level?

How do you think Nuffield Scholars can make this a reality?

Do you feel that you and the other Nuffield Scholars, overall, contribute to the public good?

How do you feel you contribute?

Can you share a story or example about how you or other Scholars you know contribute to the public good?

Q8) Is there anything else you would like to share with me about your Nuffield experience and what it meant to you?

THANK YOU FOR YOUR TIME AND ASSISTANCE.

Do you have any questions you would like to ask me?

May I contact you again if I have any more questions or to clarify?

Comments:

Summary:

Person's attitude:

Gender:

Age:

Area of agriculture:

Distinct impressions:

APPENDIX B

SAMPLE OF SURVEY QUESTIONNAIRE



*Public Value of the Nuffield Farming Scholars Program:
An Exploratory Study*

*Jean P. Lonie
Agricultural and Extension Education
Research Associate*



PennState
College of Agricultural Sciences

Public Value of Nuffield Farming Scholars

Thank you for your willingness to participate in this survey.

As a Nuffield Scholar, your feedback is essential for better understanding of what the experience meant to you and how the program can be improved moving forward.

Your participation in this survey is completely voluntary. You may choose not to participate, and you can withdraw at any time. Your responses are confidential, and no identifying information will be collected.

About Your Motivation to Participate

First, we would like to ask you about why you applied to and participated in the Nuffield Farming Scholars program.

1) Please provide the year you participated in the Nuffield program:

(Drop down from 1947 through 2014)

2) Indicate the country you represented as a Nuffield Scholar:

(Drop down options for: United Kingdom, Australia, Canada, Ireland, France, Netherlands, New Zealand, Other [insert country])

3) Did you participate in a Contemporary Scholars Conference?

No Yes

4) Did you travel as part of the Global Focus Program?

No Yes

5) Is anyone else in your family (grandparents, parents, siblings or children) a Nuffield Scholar?

No Yes

6) For each of these statements below, please indicate which best describes your level of agreement regarding your motivation to be a Nuffield Scholar:

	Strongly Disagree				Strongly Agree
Nuffield Scholars are viewed as agricultural industry leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nuffield has a strong network I wanted to be part of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a Nuffield Scholar would benefit me personally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Being a Nuffield Scholar would benefit me professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Nuffield experience would benefit my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific topic/issue I wanted to investigate as a Nuffield Scholar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I saw the benefit Nuffield provided to other Scholars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to explore agriculture in other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nuffield was a way to serve my industry/agricultural sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7) Please share the category that best fits your Nuffield study topic (*Select only one*)

- Production focused (precision agriculture, genetics)
- Policy focused (GMO, pesticide, varieties, trade)
- Financially focused (access to credit/finance, support for young farmers, production economics, raising capital, market development)
- Environmentally focused (soils, carbon sequestration, climate change, deforestation, water quality)
- Technically focused (machinery, engineering, IT)
- Marketing focused (consumer engagement, social media, communication)
- People focused (leadership development, community development)
- Other _____

8) Indicate if your study topic change from when you were awarded your Nuffield scholarship to the completion of the final report:

- No
- Yes

8A) IF YES

Why did your topic change? (Check all that apply)

- My original topic expanded considerably as I travelled
- New contacts I made during my travels shifted my topic
- I narrowed my original topic down
- I found a topic that was a better fit for me personally
- My original topic did not fully articulate the problems my industry/business faced
- My thinking changed as I travelled and moved me to explore another topic
- I realized that my new topic better served the industry
- I realized that my new topic better served my farm/business
- I realized that my new topic better served my community
- Other _____

About Personal Changes Following Your Nuffield Experience

Next, we would like to ask about your personal reflection on the Nuffield experience.

9) Please rate the following based on your Nuffield experience PERSONALLY (a separate section will ask about impacts on your farm/business).

	<u>Strongly Disagree</u>				<u>Strongly Agree</u>
I am able to use the skills gained during my Nuffield experience in my personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the networks/contacts from Nuffield in my personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Nuffield experience was personally challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more confidence in myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I'm more connected to my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can better handle stress in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I'm more empowered to make personal life changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I grew as a leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I grew personally through experiencing different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I grew personally from being surrounded by others who were different than me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand others more now that I have experienced different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I'm more connected to my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I'm more connected to the global community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10) Please share insight on how the Nuffield experience impacted you personally:

Now, we would like to ask about how the Nuffield experience may have led to changes at the farm enterprise/business level following your travel and research.

11) Please rate the following based on how your Nuffield experience impacted you PROFESSIONALLY (related to your farm/business).

	<u>Strongly Disagree</u>				<u>Strongly Agree</u>
The skills/tools gained during my Nuffield experience benefitted me professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The networks/contacts made during my Nuffield experience have been beneficial professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I found the Nuffield program professionally rewarding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Nuffield program was professionally challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) Please check all of the following items that reflect changes that occurred on your farm/in your business following your Nuffield experience. (check all that apply)

	No	Yes	Not Applicable
Succession planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expanded the operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Created a new business venture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Began a new collaboration/partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hired new employees/expanded staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found new employment (yourself)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Am now participating in branding scheme (national/regional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joined a cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Left a cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a new value-added component	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Added a retail/direct-to-consumer component	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changed operational locations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased total turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissolved the business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Left the agriculture industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other _____			

13) Please indicated how strongly do you agree or disagree with the following statements about your Nuffield experience and the development of your PROFESSIONAL skills and abilities.

	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree
I have more confidence in my business skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe more comfortable in leadership roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I'm more connected to the farm/business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can better handle farm/professional stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe I'm empowered to make business changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I better understand markets in my industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I'm more innovative professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a stronger sense of entrepreneurship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I'm better informed about global ag issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My farm/business is stronger because of my Nuffield experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My farm/business is more profitable because of my Nuffield experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About Your Engagement Following Your Nuffield Experience

Now, we would like to ask about your view of the Nuffield experience and your involvement at the community, national and global levels.

14) Thinking back on your Nuffield experience, please indicate how strongly you agree or disagree with the following statements regarding your motivation to participate in organisations off the farm/outside of your business.

	<u>Strongly Disagree</u>				<u>Strongly Agree</u>
I believe the industry needs more leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others will benefit from my efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I have a responsibility to give back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Nuffield experience challenges me to be more involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am involved as a way to support my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am involved as a way to support the industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I scaled back my involvement in organisations to make better use of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am now more strategic about groups I work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that I know I am adding value to an organisation I work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other reasons _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15) Please list how involved you currently are you in the topics listed below at the local, regional and international levels?

	Not at all Involved				Very Involved
Local agricultural advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local agricultural policy work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local government and politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership in my industry sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership in my local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting other farmers/agriculturalists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional agricultural advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional policy work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional government and politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National agricultural advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National policy work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National government and politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International agricultural advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International policy work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International government and politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership in agriculture at the global level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16) Are there any organisations you are active with as a direct result of your Nuffield experience?
 No Yes

IF YES – please share _____

17) Please share the locale where you have most applied what you learned from your Nuffield experience:
(Select only one)

- Local
- Regional (State/Province/etc.)
- National
- International
- Other _____

18) Indicate the areas of your life you believe have benefitted from your Nuffield experience:
(Select all that apply)

- Personal
- Professional
- Community
- Leadership
- Other _____

19) In your own words, please share the most significant impact of the overall Nuffield Farming Scholars program:

About Your Views on Public Value

In the following questions we would like to ask about your view of the concept of public value and your Nuffield experience.

20) Please select the description of “public value” most closely aligned with your definition. (please check one)

<input type="radio"/>	Working with other people for a common good, rather than for my own personal benefit.
<input type="radio"/>	The result of the collective actions and interests of individuals, and their impact on the public or common good.
<input type="radio"/>	It depends on the situation, but it involves preserving and/or improving a community (geographic or industry).
<input type="radio"/>	I don't think there is a “public value;” individual growth is more common and potentially more important than the concept of common good.
<input type="radio"/>	Other:

21) Based on your definition of “public value,” do you believe that your experience as a Nuffield Scholar enabled you to provide value to the public?

NO

21A) IF NO

Why do you think your Nuffield experience did not contribute to public value?

YES

21B) IF YES

Why do you think your Nuffield experience contributed to public value?

22) Please share how much you agree or disagree with the following statements about your Nuffield experience with regard to public value.

	Strongly Disagree				Strongly Agree
What I learned as a Nuffield Scholar has benefitted my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences as a Nuffield Scholar allowed others around me to grow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think differently now about my community and the challenges/opportunities it faces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more likely to get involved in local issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more likely to get involved in global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving back as a Nuffield Scholar is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nuffield Scholars are making changes around the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My country benefits from our Scholars' work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Following is an open-ended questions regarding your thoughts on the concept of public value and your Nuffield experience.

23) When you hear the phrase "public value," what comes to mind?

Lastly, we would like to ask about you. Please know that all responses are confidential and that no responses will be related to you. No individual respondents will be identified. Only the aggregate of all responses together will be reported.

About you

24) Are you: Female Male

25) Please share your age on your last birthday: _____

26) Please indicate where you live:
 Remote rural area
 Rural area

- Suburban/peri-urban area
- Urban area
- Major city

27) Indicate the sector of agriculture you are currently engaged in: (Please mark all that apply)

- Arable/crops
- Animal/livestock
- Specialty crops (horticulture, landscape, winery/vineyard, etc.)
- Aquaculture/fishing
- Agribusiness/agri-enterprise
- Value-added/processor
- Retail
- Government/policy
- Extension/education/outreach
- No longer in agriculture
- Other (please share) _____

28) Please share how many generations of your family have been involved in the agriculture industry (farming or agribusiness/agri-enterprises):

- I am the first
- 2
- 3
- 4
- 5
- 6+
- Not in agriculture

29) Indicate what prompted you to work in the agriculture industry: (Check all that apply)

- Family connections/heritage
- Interest in the industry/what I am doing
- Career growth/opportunities
- Position I was hired for seemed interesting
- Interested in the organisation I work for
- Job opening
- Other _____

30) Highest level of education completed: (Check only one)

- Less than primary school
- Primary school
- Less than secondary school/leaving certificate
- Secondary school/leaving certificate
- Technical certification/training
- Some college/university
- College/university
- Some graduate program/advanced degree
- Graduate program/advanced degree

Other _____

31) Your age at the time of your Nuffield Scholarship:

- Under 25
- 26 – 30
- 31 – 35
- 36 – 40
- 41 – 45
- 46 – 50
- 51+

In the space provided below, please share any other information that you believe is important for us to know about the Nuffield experience.

Thanks so very much for your time and insight!

APPENDIX C

QUALITATIVE DATA CODE BOOK

AND

QUALITATIVE ANALYSIS OF VARIABLES

Qualitative Review Code Book

Agricultural Leadership	Exposure	Personal Development
Ag Policy	External Perception	Practical Knowledge
Awareness	Family Dynamics	Professional Development
Communication	Family Reputation	Profitability
Community Engagement	Food Production	Public Good
Community Impact	Friendships	Radical Thinking
Community Leadership	Frustration	Recognition
Community Support	Global Experience	Reciprocity
Competitive Process (NFS)	Global Relationships	Reputation of Scholars
Confidence	Imposter Syndrome	Resiliency
Continuous Learning	Inclusive	Responsibility of Scholars
Cultural Growth	Inspiration	Risk Taking
Curiosity	Innovative Thinking	Self-Perception
Developing Others	Mentorship	Service
Education	Network	Strong Views
Elitist	NFS Leadership	Succession
Entrepreneurship	Obligation to NFS	Tradition
Exclusive	Opportunity	Value
Experiential	Operational Change	
Expertise		

Qualitative Coding Results

Dependent Variable - Public Value

Code	Occurrences	Code	Occurrences
Industry/Agricultural Leadership	9	Exposure	2
Responsibility of Scholar	8	Global Experience	2
Community Leadership	7	Continuous Learning	1
Developing Others	7	Education	1
Global Relationships	7	Elitist	1
Communication	6	Entrepreneurship	1
Obligation to NFS	6	Expertise	1
Reciprocity	6	External Perceptions	1
Community Engagement	5	Food Production	1
Public Good	5	Friendships	1
Ag Policy	3	Inclusive	1
Community Support	3	Inspiration	1
Cultural Growth	3	Mentorship	1
Network	3	Personal Development	1
Reputation of Scholars	3	Practical Knowledge	1
Exclusive	2	Profitability	1
Experiential	2	Tradition	1

Independent Variable: Motivation to Participate

Code	Occurrences	Code	Occurrences
Network	6	Developing Others	1
Reputation of Scholars	6	Entrepreneurship	1
Curiosity	5	Exclusive	1
Personal Development	5	Experiential	1
Family dynamics	4	Expertise	1
Global Experience	4	Frustration	1
Innovative Thinking	4	Global Relationships	1
Education	3	Imposter Syndrome	1
Exposure	3	Operational Change	1
Agricultural Leadership	3	Opportunity	1
Inspiration	3	Practical Knowledge	1
Competitive Process	2	Risk Taking	1
Continuous Learning	2	Strong Views	1
Community Engagement	1	Succession	1
Confidence	1		

Independent Variable: Personal Benefit

Code	Occurrences	Code	Occurrences
Confidence	9	Global Experience	2
Personal Development	7	Imposter Syndrome	2
Agricultural Leadership	5	Inspiration	2
Exposure	5	Operational Change	2
Global Relationships	5	Resiliency	2
Innovative Thinking	5	Responsibility of Scholar	2
Professional Development	5	Self-Perception	2
Cultural Growth	4	Communication	1
Network	4	Expertise	1
Risk Taking	4	Frustration	1
Curiosity	3	Mentorship	1
Experiential	3	Operational Profitability	1
Family Dynamics	3	Radical Thinking	1
Friendships	3	Reciprocity	1
Developing Others	2	Reputation of Scholars	1
External Perception	2	Strong Views	1

Independent Variable: Professional Benefit

Code	Occurrences	Code	Occurrences
Innovative Thinking	9	Expertise	2
Operational Change	9	Radical Thinking	2
Frustration	8	Reputation of Scholars	2
Global Relationships	7	Responsibility of Scholar	2
Global Experience	6	Awareness	1
Network	6	Community Engagement	1
Risk Taking	6	Community Support	1
Entrepreneurship	5	Cultural Growth	1
Exposure	5	Developing People	1
Family Dynamics	5	Education	1
Inspiration	5	Elitism	1
Professional Development	5	Experiential	1
Confidence	4	External Perceptions	1
Opportunity	4	Mentorship	1
Succession	4	Obligation to NFS	1
Ag Policy	3	Practical Knowledge	1
Profitability	3	Reciprocity	1
Agricultural Leadership	3	Recognition	1
Communication	2	Self-Perception	1
Continuous Learning	2	Strong Views	1
Curiosity	2		

Independent Variable: Post-Nuffield Engagement

Code	Occurrences	Code	Occurrences
Agricultural Leadership	11	Network	3
NFS Leadership	9	Exclusive	2
Community Engagement	8	Reputation of Scholars	2
Community Leadership	8	Continuous Learning	1
Develop Others	8	Curious	1
Responsibility of Scholar	8	Education	1
Obligation to NFS	7	Elitist	1
Global Relationships	5	Family Dynamics	1
Mentorship	5	Frustration	1
Ag Policy	4	Inclusive	1
Reciprocity	4	Recognition	1
Communication	3	Succession	1
Community Support	3	Tradition	1
Expertise	3		

Overall Totals for Codes (across all variables)

Code	Occurrences	Code	Occurrences
Global Relationships	25	Mentorship	8
Agricultural Leadership	22	Community Support	7
Network	22	Entrepreneurship	7
Responsibility of Scholar	20	Experiential	7
Develop Others	19	Continuous Learning	6
Innovative Thinking	18	Education	6
Community Engagement	15	Succession	6
Community Leadership	15	Exclusive	5
Exposure	15	Opportunity	5
Confidence	14	Public Good	5
Global Experience	14	External Perception	4
Obligation to NFS	14	Friendships	4
Reputation of Scholars	14	Profitability	4
Family dynamics	13	Elitism	3
Personal Development	13	Imposter Syndrome	3
Communication	12	Practical Knowledge	3
Operational Change	12	Radical Thinking	3
Reciprocity	12	Self-Perception	3
Curiosity	11	Strong Views	3
Frustration	11	Competitive Process	2
Inspiration	11	Inclusive	2
Risk Taking	11	Recognition	2
Ag Policy	10	Resiliency	2
Professional Development	10	Tradition	2
Industry/Agricultural Leadership	9	Awareness	1
NFS Leadership	9	Food Production	1
Cultural Growth	8	Operational Profitability	1
Expertise	8		

Vita
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EDUCATION

- The Pennsylvania State University* 2018
- **Ph.D., Agricultural and Extension Education**
Dissertation: Exploring the Public Value of Global Agricultural Capacity Building Programs
- Eastern University* 2008
- **MBA in Management**
- University of Delaware* 1996
- **B.S., Agriculture**

ACADEMIC PUBLICATIONS

- Harrell, A., Sterner, G., Alter, T.R. and Lonie, J. (2017). Student Perceptions of the Impact of their Diverse Study Abroad Experiences. *NACTA Journal*. 61(1):56-65.
- Lonie, J. (2016). Book Review: *The Farmer in England: 1680-1980*. Published in *Journal of Rural Sociology*.

PROFESSIONAL PRESENTATIONS

- Lonie, J.P. (2017, September) *Cooperative Conversations: Tools for Engaging Leaders in Global Agriculture*. International Association of Programs for Agricultural Leadership, Darwin, Australia.
- Lonie, J.P. (2017, September) NASDA Next Generation College Track Facilitator and Presenter. National Association of State Departments of Agriculture, New Orleans, LA.
- Lonie, J.P. (2017, April). *The Future of Agriculture*. International Association of Fairs and Expositions, Zone I Regional Meeting. Reading, PA.
- Lonie, J.P. (2017, March). Gamma Sigma Delta Research Competition. Poster Presentation: Exploring the Public Value of Global Agricultural Capacity Building Programs. State College, PA.
- Brennan, M.A. and Lonie, J.P. (2017, March). *In The Defense of Peace: Youth as Agents of Change and Peace Builders Through UNESCO*. Universidade Catolica de Brasilia, Brazil.
- Lonie, J.P. (2017, February). *Finding Your Voice: Advocating for Agriculture*. American Farm Bureau Federation FUSION Conference, Pittsburgh, PA.
- Lonie, J.P. (2017, January). Keynote Speaker. PA 4-H Volunteer Conference, State College, PA.
- Lonie, J.P. (2016, January) *Connecting With Your Community Through Agriculture*. PA State Association of County Fairs, Hershey, PA.
- Lonie, J.P. (2016, September) NASDA Next Generation College Track Facilitator and Presenter. National Association of State Departments of Agriculture, Lincoln, NE.

PROFESSIONAL EXPERIENCE

- *The Pennsylvania State University*, Senior Instructor 2014-2018
- *Zoetis*, Senior Marketing Communications Manager, U.S. Beef Segment 2011-2014
- *PA Department of Agriculture*, Exec. Asst. to the Secretary; Director of Communications 2007-2011
- *School District of Philadelphia*, Agriculture Career and Technical Education Coordinator 2003-2007
- *Farm Journal Media*, Livestock Marketing Manager 2002-2003
- *Holstein Association USA*, Promotional Web Specialist 2000-2001
- *Farm Journal Media/Agweb.com*, Marketing Manager/Account Supervisor 1996-2000