



Discussing Farm Succession

*A soft issues/skills exercise
for farm advisors*

During your Land For Good training, we'll ask you to engage in a practice scenario in an assigned breakout group. It is designed to mimic an initial conversation regarding a farm transfer. The scenario will be done in two sessions - the goal and tasks of each session are defined below.

Your assigned role is attached to this packet of materials. Each group will have three workshop participants, who will role play one of the following roles:

1. A senior generation farmer, Alice
2. A junior generation farmer, Taylor
3. An Ag Service Provider, playing their real-life role

Please take some time to review this material and do some pre-workshop preparation.

Breakout Session One - Vision Statement

Provided for each of the ***farming characters*** are the following: their generation, their values and their goals. If you have been assigned one of these roles, take time before the date of the training to consider the information provided and then **write down a 1-3 sentence vision for a successful farm transfer**. You need not use the exact phrasing or words provided. There is room for some creative license in coming up with additional details. You will be asked to share your role's vision statement in your assigned breakout group.

If you have been assigned the ***role of an ag service provider*** (ASP) please review the included materials (generational differences chart) to identify your own generation. Consider some of your core values. What role might you be able to play? Before the day of the training, **write down your generation, your values and your ideal outcome for this initial meeting**.

As the ASP, be ready to identify what aspects of the scenario you are able to handle. You will be asked to share with the farming characters how you would serve them, and where your boundaries are. You may suggest other providers and resources who could help with this conversation.

Breakout Session Two - Questions Exercise

You will be in the same group assignment as session one. Consider the following steps from the perspective of the role you have been assigned. The exercise will be carried out two times through:

- Round one - the junior generation & ASP ask questions of the senior generation.
- Round two - the senior generation & ASP ask questions of the junior generation.

- Pre-workshop Preparation –

In preparation for the exercise on the day of the workshop, **the senior and junior farmers should come prepared with a dilemma.** Here are some questions to consider as you develop your character's dilemma.

1. What dilemma, problem, or interpersonal quandary would your character like to be clearer about, develop fresh perspectives related to succession planning?
2. What are the minimum essential facts listeners need to hear to understand the situation in its context?
3. Why is this a dilemma for your character? What does it mean to you?
4. Picture a brief, vivid example for your character — a specific time when you experienced this dilemma intensely. What happens? Where are you/we? Who does/says what? Sequence? What do I feel? show? imagine? think? not show?

- Day of Workshop -

Instructions: It will be helpful for one member of your group to serve as timekeeper. When the time limit is reached for each step, please finish your sentence (and not your whole paragraph) and move to the next step.

Step One: Speaker (2 minutes) – Round 1 senior generation share dilemma Round 2 junior generation share dilemma

1. Identify the dilemma/quandary.
2. Tell minimum essential facts needed to understand your dilemma in its context.
3. Say why it is a dilemma for you, that is, what it means to you, why it matters.
4. Give a brief, vivid example — a specific time when you experienced this dilemma intensely. What happens, where? Who does/says what? What did I feel? show? imagine? think? my inner conversation?
5. When you finish, pause silently while the listeners think of questions for you.



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Note for: Listeners / inquirers

- Listen with care —heart, head, body.
- Note words, phrases, gestures
 - What was - emphasized? Repeated? Stood out as unique or unusual? Seemed to carry emotional weight?

Listeners / inquirers: (3 mins)

1. Think of, write down, and ask questions you believe might open possibilities for thought, feeling, or action not presently available to the speaker.
2. Pause between each question until the speaker nods that it is ok to move to the next question.
3. When the questioning time ends—read the written list of questions to the speaker. Listeners should alternate asking one of their questions to the speaker until the time is up or the list of questions is completed.

Speaker: Listen to each question

1. Silently answer the questions to the extent that they interest you.
2. Pause between questions; you can signal questioners to slow their pace or to speed it up.
3. Notice: How does it feel to hear this question? What, if anything, does it touch, evoke?
4. Does the question (and how it is asked) affect how you see your dilemma? How do you feel about the question- asker?

Speaker: Reflecting on the questions and their impact (3 mins)

Reflect on, and speak about, the impact of the questions on you.

Do not answer the questions no matter how tempting!

1. What did you notice about the effects of particular questions on your sense of self, purpose, ability to act, relation to your dilemma, relation to the inquiring person? Or anything else that interests you?
2. Comment only on whatever interests you about the effects or lack of effects of particular questions. You don't have to comment on each one.
3. Did hearing the questions lead you to think of a question you would like to be asked?

Repeat for the junior generation.

This worksheet and training are supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, through the [Northeast Sustainable Agriculture Research and Education](#) program under subaward number ENE19-155: Improving Professional Capacity to Deliver Farm Succession Planning Assistance in New England.



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