



# ADVISING FARMS TOOLS FOR TRAINING IN STRATEGY



STRAT-Training



Lifelong  
Learning  
Programme

**This guide is aimed at teachers and trainers so that you can build your own pedagogical content. Also available in French and Spanish, more information**

**<https://strattrainingproject.wordpress.com/>**



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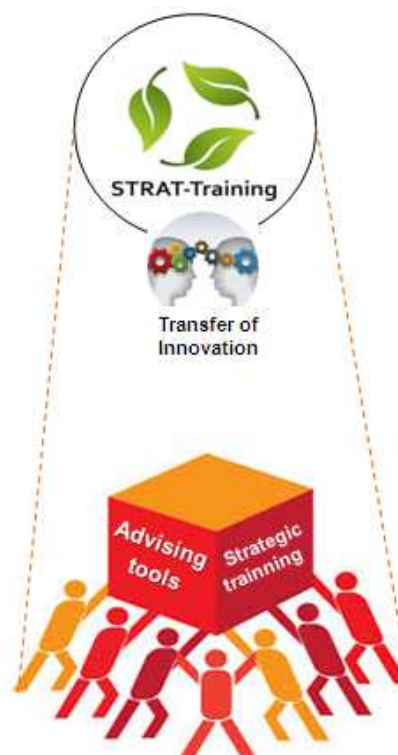
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## Presentation

### A. THE CONTEXT: *STRAT-TRAINING* PROJECT

The aim of the STRAT-Training project, under the **European Programme LEONARDO**, was to develop a strategy to help small rural enterprises - especially in the agricultural sector and in particular to young entrepreneurs - versus the continuous changes in the current context, such as: new needs of consumers, modernisation of infrastructure work, greater promotion of sustainable development, changes in Common Agricultural Policy ....

This project has developed a training strategy based on methodological tools to give agricultural advice. The methodologies developed by this project are aimed at professionals (advisers) who intend to help rural enterprises to promote and improve business strategy.





## B. THE POSITION OF THE STRAT-ADVISER

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The STRAT-Training project focuses on the training of professionals capable of giving support to rural entrepreneurs; these future advisers are known as STRAT-Adviser in this project.



The STRAT-Adviser must have two positions:

- ☒ *“To be an expert.”* They should have a good knowledge of the different methodological itineraries so that they can implement them and give the necessary support to rural entrepreneurs.
- ☒ *‘To be coach’:* must be a facilitator to guide (not teach) companies to improve their business strategy. Their main functions are:
  - To propose elements of analysis leading to the accompanying of the farmers'/entrepreneurs' decision-making.
  - To discover what are the real problems of their businesses (to stand back).
  - To help them to look ahead in a strategic manner.

It is important to note that the technical knowledge of the advisers is not as essential because in this project other skills are more valued such as a problem-solving ability, willingness to work in teams and interpersonal skills.

## C. PARTICIPATION OF FEDERATION EFA GALICIA – SPAIN

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The Federation of Vocational Training Schools EFA Galicia (Spain) is one of the participants of STRAT-Training project (one of the seven main partners). Part of its collaboration focuses on the development of manuals for training in strategy based on the contents developed in this project (trying to enrich the content transferred by its partners).

We stress the importance of the collaboration of University of Santiago de Compostela (Spain) with EFA Galicia in this work.



## D. DIDACTIC MANUALS FOR TRAINING IN STRATEGY

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The training programme includes **five methodologies** of advising and its corresponding didactic manuals.

The **minimum content** of each manual is divided into the following sections:

- ☒ Description of the training methodology: *theoretical and methodological foundations*
- ☒ Evaluation: *comprehension test*
- ☒ Bibliography
- ☒ Appendix: *evaluation of the teaching – learning*

## E. THE ARTICULATION OF THE FIVE TOOLS

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A prezi has been developed to show the articulation of the tools in this guide and can be used by trainers to combine the various tools in a successful way.

<https://prezi.com/p2hlg7bs7-mc/the-strategic-toolbox/>



# **Manual for training: AVEC METHOD**

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## Introduction

### AVEC METHOD

The training path developed in this manual provides to advisers (**STRAT-Advisers**) all the support needed to implement that method.

This method was developed by AC3A (*Chambres d'Agriculture de l'Arc Atlantique*), an association working for the Chambers of agriculture of the French Atlantic Coast.

The works in strategy advisory were made from 1995 and in 2002 it was recognised as a registered trademark (AVEC®).



The **aim** is to provide a useful **working tool** for **advising farmers**.



## Development of theoretical and methodological foundations

### Chapter 1. What is the AVEC method?

#### 1.1. What is this strategy?

**AVEC** is a method to give support farmers to improve their business strategy. It is applied on **rural enterprises** where the decision managers can define their goals better and to plan the best actions to make their enterprises evolve.

This method was developed for farmers at a time when no strategic coaching method existed for the very small enterprises of the agricultural sector. Before 1995, most advisers were technicians with high level of specialisation (agronomy, breeding, management...) but only a few were able to help small entrepreneurs to clarify and focus their strategic aims. Because of increasing complexity and high level of changes in the agricultural context and economic sector, a new approach for advising was developed: an **approach to help small entrepreneurs** to take not only technical but also **strategic decisions** on farms.



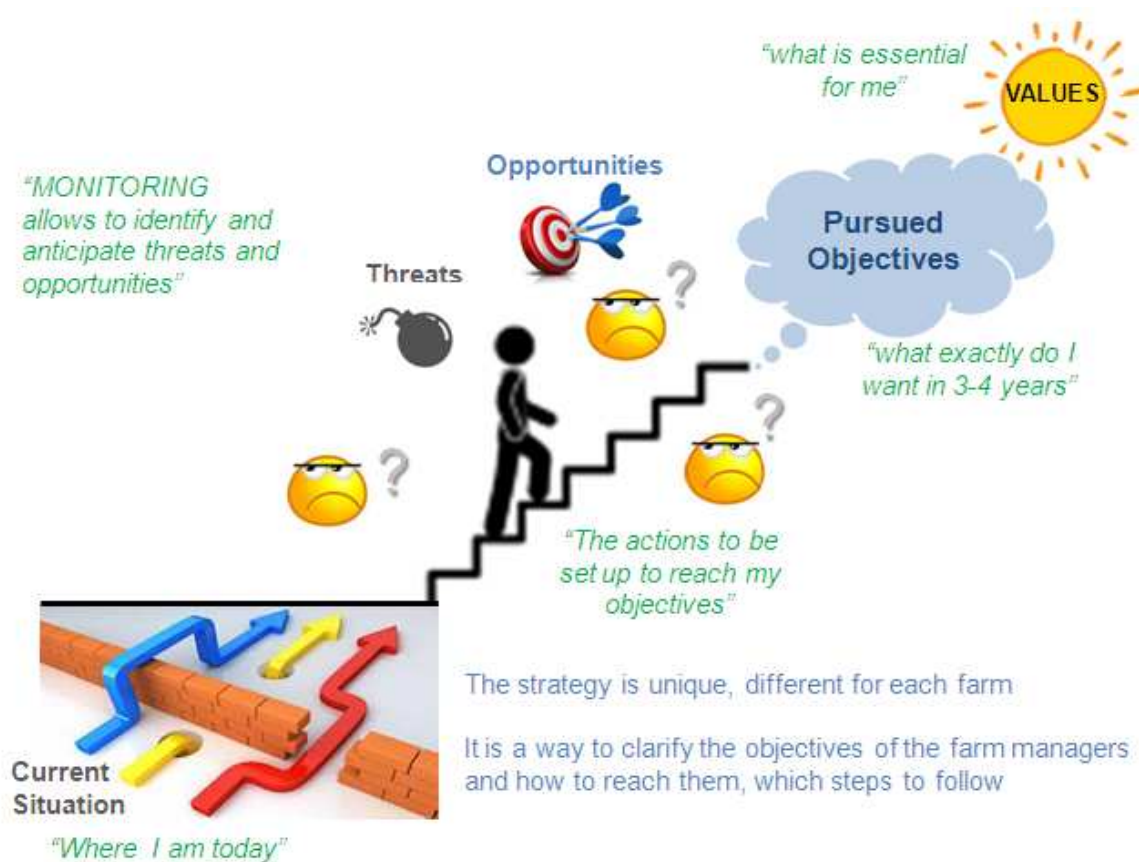
*A way to give businesses the possibility to deal with complex situations in which it is difficult to make a decision*

## 1.2. Objectives

This method focuses in two aims:

- How to make a decision without having all the elements?
- How to deal with situations in which it is difficult to make a decision?

The method considers strategy as a way to reach aims (goals) coherent with values (of the enterprise) in building an action plan which integrates opportunities and threats.

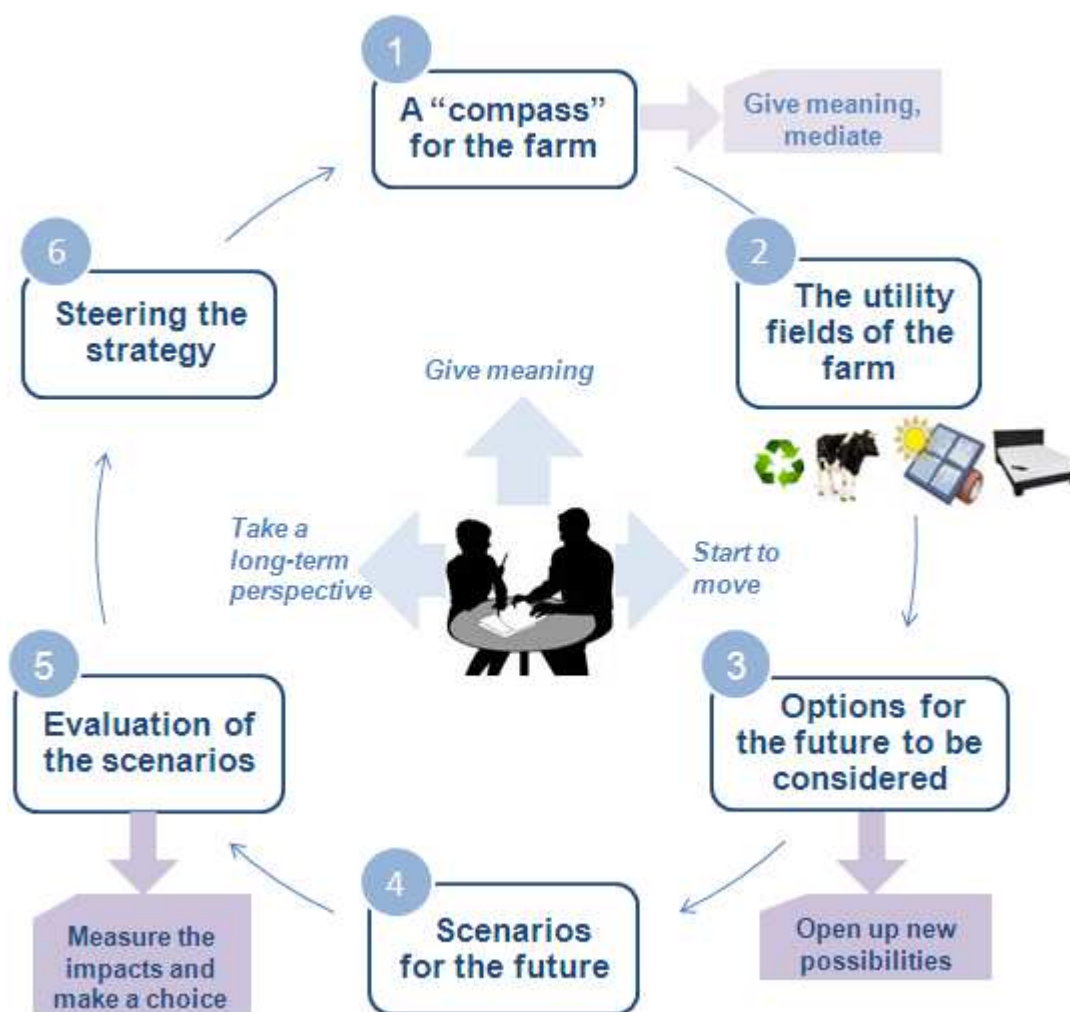


Adapted from: Franck Pervanchon-TRAME

## Chapter 2. How to apply the AVEC method?

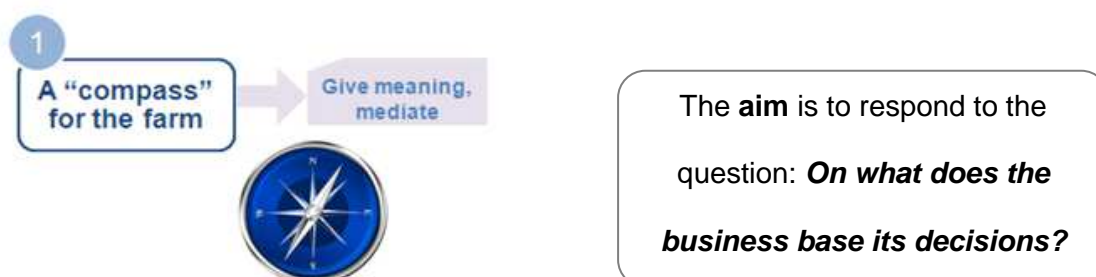
### 2.1. What is the methodological process to follow?

The AVEC method is based on methodological process which consists of 6 steps:



### 2.1.1. Step 1: A 'compass' for the farm

The first stage is to **identify and define the compass** of the enterprise.



To facilitate the identification of enterprise values, it is advisable to determine four factors: *fundamental elements, mid-term objectives, operating rules and elements for future changes*. Each factor has to answer a series of questions:

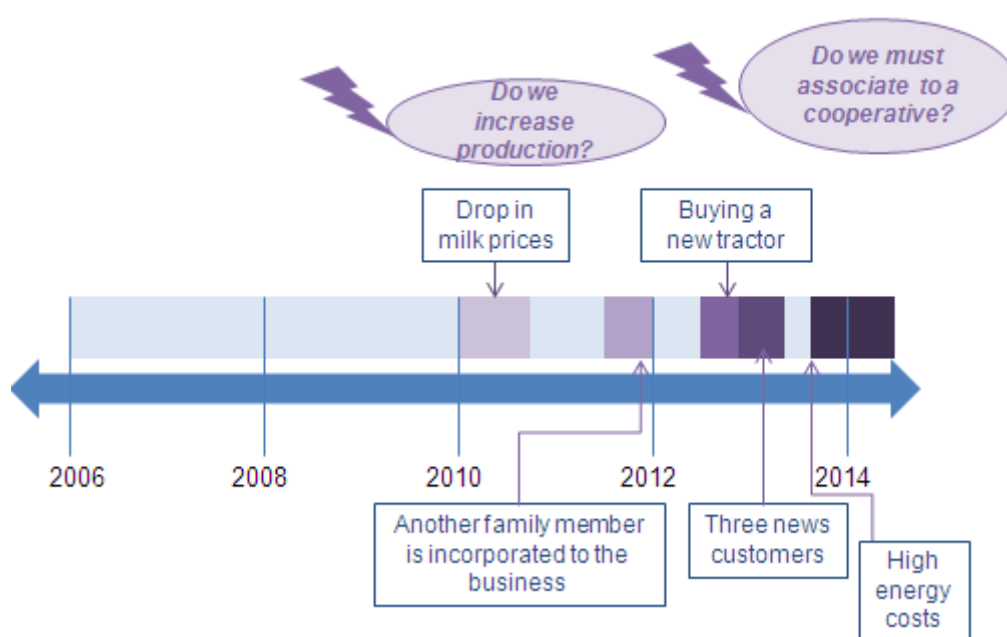
Factors - questions	Examples
<input checked="" type="checkbox"/> <b>Fundamental elements</b> <i>What the business is?</i> <i>Why the business exists?</i> <i>What is essential for the business?</i>	Milk production It's the family business Maintain a healthy financial situation
<input checked="" type="checkbox"/> <b>Mid-term objectives</b> <i>Where the business wants to go?</i> <i>The next stage</i> <i>The expected changes</i>	Maximise the current system Develop the external contacts Establish a new activity in order to have an additional income
<input checked="" type="checkbox"/> <b>Operating rules</b> <i>Internal behaviour and relations with partners</i>  <i>How decisions are made?</i>	Organise the work according to the family's rhythm  Think and measure the different choices to be made
<input checked="" type="checkbox"/> <b>Elements for future changes</b> <i>The keys on which the business bases its possible future changes</i> <i>The conditions of future changes</i>	Consult in order to shape your own opinion Do everything on the farm: conception and construction

## Tools to achieve it: The history of the farm

Another way to help the farmer to define the direction of his business is to describe the history of the enterprise. The AVEC method recommends following steps: making a **table** with different descriptive aspects and / or make a **timeline**.

### Example of table and timeline:

Year	Event: What happened? (provoked by you or not?)	Who decided?	What? Which decision was made?	Why this choice and not the other ones?
2010	Drop in milk prices	The government	It was decided to increase production  Alternatives: Find more customers and increase the number of cows	Because the owner was looking for short-term benefits
2012	Another family member is incorporated to the business  (brother of the owner)	The owner of farm and his wife	Distribute the work on the farm  Invest more in machinery	Because the farm needed more manpower
(...)				



### 2.1.2. Step 2: The utility fields of the farm

The step 2 consists in **identifying the utility fields of the enterprise** (=How is my business useful in its context?, in what areas is useful the farm for the customers?).



The **aim** is to respond to the question: ***How is my business useful in its context?***

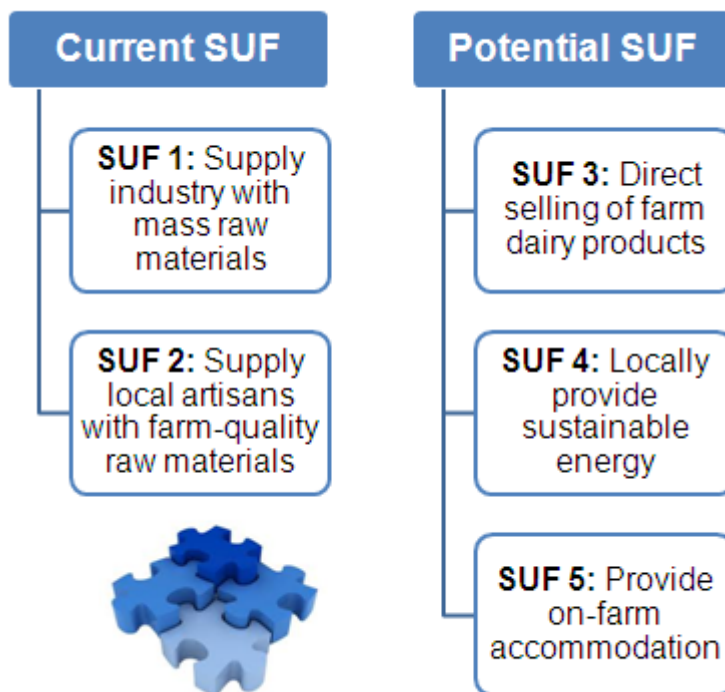
For example, 'build a methanisation installation' is a method used by farmers, but it is not an utility. What interests the farmer (and thus is an utility) is: 'recycle waste' or 'the benefits of the generated heat'.

It invites to the farmer to think differently: 'why do the customers / partners come or why would they come to the farm? '. The farmer wonders who are his customers and potential partners and what he can bring or do for them.

To identify the *strategic utility fields (SUF)* of the business is necessary to differentiate between:

- ☒ **Utility fields** of the farm (current situation)
- ☒ **Potential utility fields** (what the farm could do in the future)

## Examples of SUF:



### 2.1.3. Step 3: Options for the future to be considered

In this step the objective is **draw options for the future of the business**. The farmer has to identify all the evolution possibilities for each utility domain.

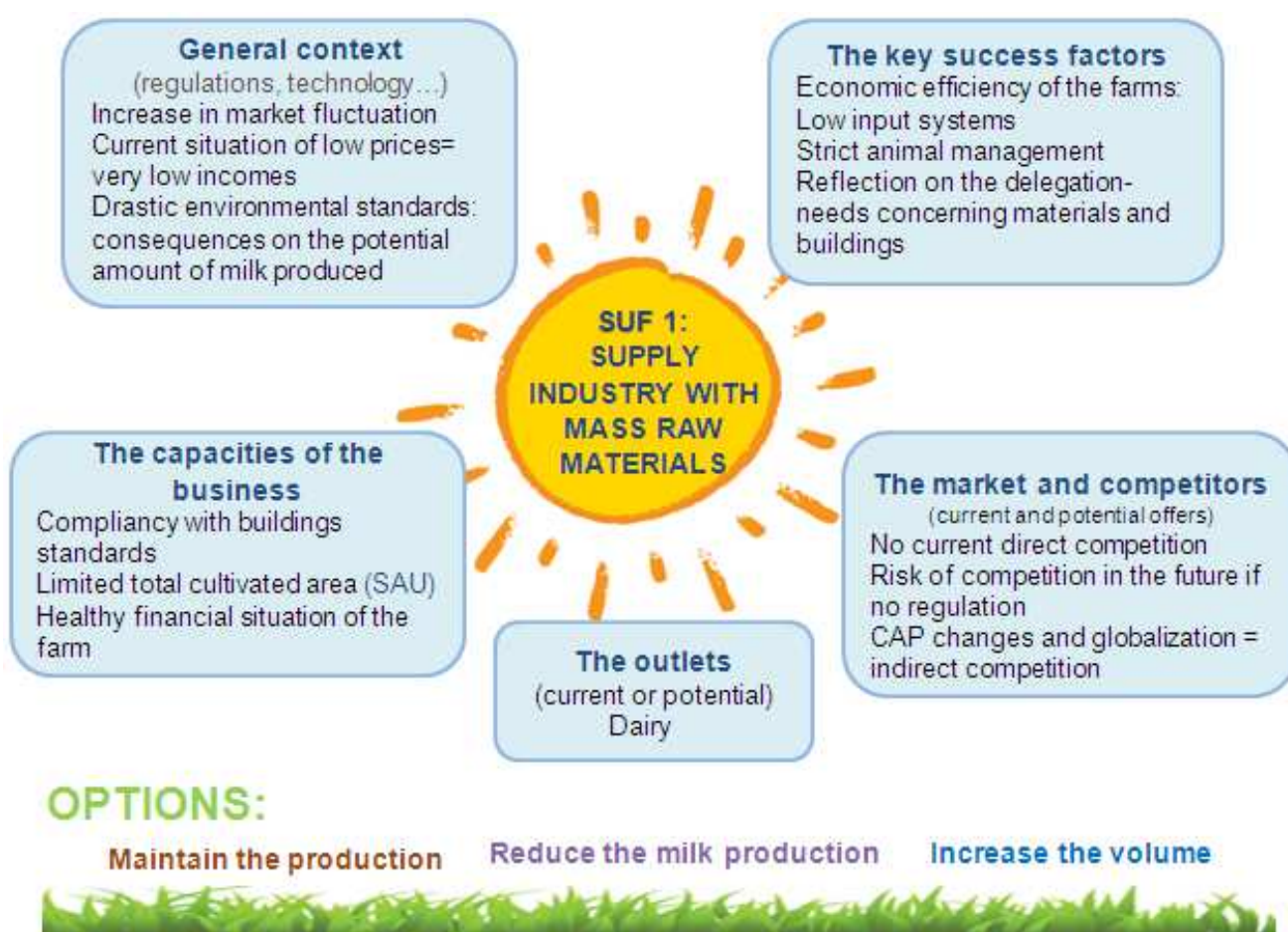




To facilitate the identification of the future options, the AVEC method recommends the use of different factors as: *general context, the key success factors, the capacity of the business, the market and competitors, the outlets.*

Following the example of the previous step:

### Example options for the future of SUF 1:



It is necessary to identify all options for the future for each SUF. Then, the options of the SUF 2, 3, 4 and 5 are identified.





## Example of options for the future of other SUF:



### OPTIONS:

Increase  
Maintain  
Reduce  
Stop

production of calves



### OPTIONS:

Transform a part of the volume of the milk  
Transform almost all the dairy production  
Stop the transformation project



### OPTIONS:

Produce enough energy for the needs of the farm  
Develop a semi-industrial energy production activity  
Develop an industrial energy production activity



### OPTIONS:

Set up the accommodation activity: open the first holiday cottage  
Develop the accommodation activity: Create a second holiday cottage

#### 2.1.4. Step 4: Scenarios for the future

This step is that **the farmer has to combine the options** in order to **establish scenarios for the future** of the enterprise.



4  
Scenarios  
for the future

The aim is to **combine the options**...in order to establish scenarios for the future

The combination of options has the following features: a) it is between the different options of all SUF; b) it is according to the best judgment of the farmer; c) the farmer can combine all that he sees fit.

#### Tools to facilitate the combination

To make a table like the following example. Steps:

- ☒ Include all options of the SUF.
- ☒ Combining the best options that can be options of two SUFs, three SUFs, etc.; then the farmer will decide which is the best combination of options in order to establish different scenarios for the future.

SUF ↓	Options →		

Combination 1  
Combination 2  
Combination 3  
Combination 4  
(...)

### Example of combination of options:

<b>SUF 1:</b> Supply industry with mass raw materials	Increase the volume	Maintain the production	Reduce the milk production
<b>SUF 2:</b> Supply local artisans with farm-quality raw materials	Increase production of calves	Maintain production of calves	Reduce production of calves Stop production of calves
<b>SUF 3:</b> Direct selling of farm dairy products	Transform a part of the volume of the milk	Transform almost all the dairy production	Stop the transformation project
<b>SUF 4:</b> Locally provide sustainable energy	Produce enough energy for the needs of the farm	Develop a semi-industrial energy production activity	Develop an industrial energy production activity
<b>SUF 5:</b> Provide on-farm accommodation	Set up the accommodation activity: open the first holiday cottage	Develop the accommodation activity: Create a second holiday cottage	

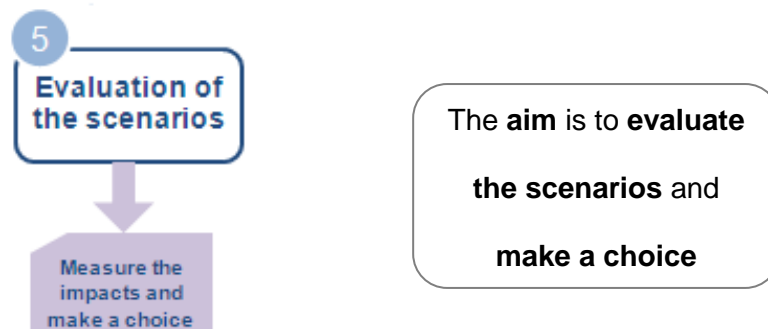
### The scenarios of the future

Now, the combination of options are = SCENARIOS (in the example are obtained 5).

<b>SCENARIO 1: Change of direction</b> Reduce the dairy production Transform almost all the dairy production Maintain the production of calves on the farm Produce enough energy for the needs of the farm Set up the accommodation activity: open the first holiday cottage	<b>SCENARIO 2: Diversification</b> Maintain the dairy production Transform a part of the milk volume Maintain the production of farm-quality calves Produce enough energy for the needs of the farm Set up a accommodation activity: open the first holiday cottage
<b>SCENARIO 3: Continuity</b> Increase the dairy production Stop the project of transformation Maintain the production of farm-quality calves Produce enough energy for the needs of the farm Set up a reception activity: open the first holiday cottage	
<b>SCENARIO 4: Energy innovation</b> Develop a semi-industrial energy production activity Set up a accommodation activity: open the first holiday cottage	<b>SCENARIO 5: Tourism and heritage</b> Produce enough energy for the needs of the farm Develop the accommodation activity: Create a second holiday cottage

### 2.1.5. Step 5: Evaluation of the scenarios

Now is the time to evaluate scenarios, measure the impacts and choose the best. To make the election is necessary to consider the compass of the company which was defined in the step 1.



#### Evaluate the scenarios from an operational point of view

This time another table is made to assess the scenarios from a more operational level.

The table shows the scenarios and operational guidelines of the evaluation. Steps:

- a) The farmer has to establish some general issues of evaluation (**THEMES**) that are appropriate to assess the different scenarios for the future of the company.  
For example: *resources, context, and interest*.
- b) Each of the THEMES can be divided into other more specific criteria of evaluation (**CRITERIA**). For example, for THEME: *resources* → the criteria: *financial, human and technical*.
- c) Establish a weighting for each criteria, i.e. assign a relative weight (**COEFFICIENT**) depending on the level of importance of each criteria to the scenario in the future. For example, a coefficient of 5 if that criteria is very important and 1 if it is unimportant.

d) Evaluate scenarios with each of the criteria; for this:

- i. First column of each scenario (**NOTE**): assigning a numerical score to each scenario-criteria assessment. For example, score 0 if that scenario perfectly fulfills this criteria and 5 if is barely met.
- ii. Second column of each scenario (**POINTS**): Make the operation of multiplying: Coefficient \* Note = POINTS.  
(Then each scenario should have two columns: NOTE and POINTS)
- iii. Make the addition of the POINTS column for each scenario to find the relative ranking.
- iv. Choose the scenario that best score have (higher or lower) according to the guidelines established at the beginning.

### Example of evaluation of the scenarios:

THEME	CRITERIA	COEFFICIENT	Scenario 1		Scenario 2		Scenario 3		Scenario 4		Scenario 5	
			Change of Direction		Diversification		Continuity		Innovation		Tourism and heritage	
			Note	Points	Note	Points	Note	Points	Note	Points	Note	Points
Resources	Financial	2	4	8	3	6	2	4	4	8	3	6
	Human	3	5	15	5	15	1	3	1	3	2	6
	Technical	3	4	12	4	12	1	3	1	3	2	6
Context	Market	2	3	6	3	6	1	2	1	2	3	6
	Competition	2	3	6	3	6	0	0	0	0	3	6
	Regulation	4	5	20	5	20	1	4	1	4	2	8
Interest	Risk level	3	5	15	3	9	2	6	4	12	2	6
Relative classification				82		74		22		32		44

## THE CHOICE OF A SCENARIO

The quantitative evaluation of the previous table allows to the entrepreneur doing the election of the best scenario for the future. It is convenient to argue the election indicating: the motivations for choosing this scenario, the benefits it will bring to the business and the disadvantages. Following the previous example, the choice of the best scenario is:

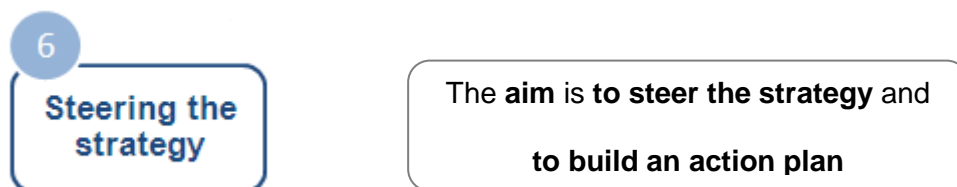
SCENARIO 3: Continuity
<p>Increase the dairy production</p> <p>Stop the project of transformation</p> <p>Maintain the production of farm-quality calves</p> <p>Produce enough energy for the needs of the farm</p> <p>Set up a reception activity: open the first holiday cottage</p>

### Because:

- *Quantitative evaluation:* It is the scenario with the lowest score, ie, that according to the evaluation criteria set is the best scenario.
- *Qualitative evaluation:*
  - o **Motivations:**
    - The selected scenario is the easiest to set up from an operational point of view: available work-forces; favourable context; low financial risk level.
    - The “continuity” scenario is the most reassuring.
    - It is also progressive and open to new strategic changes.
  - o **Benefits:**
    - Controlled investments
    - Available workforces and existing skills
    - Production of a complementary income
    - Possibility of increasing the current profitability
    - Compatibility with long-term strategic changes
  - o **Disadvantages:**
    - A classic set-up
    - Partial external opening
    - Limited possibility to secure the farm in relation to the environmental context

### 2.1.6. Step 6: Steering the strategy

The last step of AVEC method is **to steer the strategy chosen** (or scenario chosen) and **build an appropriate action plan**.



#### The action plan and the indicators for success

A. To direct the strategy and build an action plan is necessary determining a set of strategic principles:

- ☒ **ACTION** (or actions) to be carried out
- ☒ **MEANS** (human, financial, technological ...): What needs to be done? Which means to mobilise?
- ☒ **RESOURCE**: Who to contact?
- ☒ **DATE**: How is the action planned? (rhythm, deadline ...)
- ☒ **EXPECTED RESULTS**: What do we expect from the action?

For each of the actions must specify: means, resource, date and expect results.

B. Indicators for success: taking into account the values identified of the company and all assessments made, the action plan ends with some indicators for success. With these indicators the farmer tries to justify whether this strategic approach is appropriate for the business.

Some of the indicators that the farmer can choose are:

- Pertinence: Have we answered the initial question?
- Performance: Were we effective technically speaking?
- Efficiency: Is the business still useful?



### Example of steering the strategy: the action plan and indicators for success:

SUF	Action	MEAN	RESOURCE	DATE	EXPECTED RESULTS
		What needs to be done? Which means to mobilize?	Who to contact?	How is the action planned?	What do we expect from the action?
Production of the mass raw material	Maximize the current production system	Diagnostic with a dairy consultant: room for improvement	Nadine Abgrall (Dairy consultant)	September 2015	Decrease of xxx the equilibrium price?  Feed costs ...
	Maximization of the production system in order to increase the production	Diagnostic with a milk consultant  Monitoring of possibilities to purchase lands  Ask for a quota extension  Purchase of dairy cows or increase of the production per cow	Nadine Abgrall (Dairy consultant)  Neighbour	September 2015	Determine the optimal production volume taking into account the available surface area and the localization

### INDICATORS FOR SUCCESS



PERTINENCE	PERFORMANCE	EFFICIENCY
<i>Have we answered the initial question?</i>	<i>Were we effective technically speaking?</i>	<i>Is the business still useful?</i>
Dairy production: maximize the cost and increase the volume  Set up a sustainable energy production activity  Set up an on-farm accommodation	Increase of xxx the milk volume  Decrease of xxx the equilibrium price ? Feed cost ...  Planification: Xxxx litres 20 calves/year The surface used produces enough energy for the needs of the farm 2000 €  Holiday cottage rented out for 16 weeks	Produce milk  Produce farm-quality calves Produce local energy  Set up an on-farm accommodation



## Evaluation

### Chapter 3. Comprehension test

This test is intended to check whether students have understood the theoretical and practical explanations.

Each student must respond the questions and mark the correct answer:

1. The AVEC method is a tool to help entrepreneurs to:
  - a) Create a business
  - b) Make technical decisions
  - c) Make strategic decisions
2. The application of AVEC method in a partnership of several farms:
  - a) Gets a unique strategy for each farm
  - b) Gets a common strategy for all farms
  - c) Not applicable to more than one farm
3. One 'utility field' of a farm is:
  - a) To install a composting plant
  - b) To develop a website farm
  - c) Recycling organic waste
4. In the step 4, the combination of the options for the future:
  - a) It is random
  - b) It is based on the criteria of the farmer
  - c) It is performed with pre-established criteria by AVEC method
5. In the step 5, the *points* are the result of:
  - a) Adding *coefficients* and *notes*
  - b) Divide *coefficients* and *notes*
  - c) Multiply *coefficients* and *notes*
6. The farmer, with AVEC method has to reach to:
  - a) Construct an action plan for his business
  - b) Realise that he/she has a problem in the business
  - c) Find short-term solutions

Results on the next page

**Results of comprehension test:**

Questions	Correct answer
n° 1	c
n° 2	a
n° 3	c
n° 4	b
n° 5	c
n° 6	a

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## Appendix

### EVALUATION OF THE TEACHING – LEARNING

ASPECTS	SATISFACTION (Rating of 1 to 5): 1: Very little   2: Little 3: Enough   4: Pretty   5: A lot
Do you seem useful the AVEC method for professional practice of agricultural adviser?	
Do you think it is a good way to help small businesses making better decisions?	
Have you understood well the methodology?	
Would you be interested in learning other training tools?	
How do you assess the teaching methods of the teacher?	
<b>COMMENTS</b> (Suggestions of improvement):          	



# Manual for training: **PERFEA METHOD**

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## Introduction

### PERFEA METHOD

This paper presents another methodological framework to give advising in the strategic management of the farmers.

The method is **PerfEA** (in French: *Perfomance globale des Exploitations Agricoles*).

It was developed as part of an action research driven by VetAgroSup in partnership with SupAgro Florac, APCA-Resolia and FRAME (all French educational institutions).

This tool was registered as intellectual property of previous organisations (PERFEA ©).



## Development of theoretical and methodological foundations

### Chapter 1. Theoretical principles

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#### 1.1. What is the PERFEA strategic approach?

**PERFEA** is an **approach of strategic management to improve the global performance of the agricultural companies**. PerfEA appears as an operational tool for implementing a specific strategy in the farms.

It is applied on **group of farmers and entrepreneurs of small agricultural enterprises** in a territory to become more competitive, increase production...

#### Why was this methodological tool created?

Agriculture is a complex activity which leans on natural and human resources to create added value in a constantly evolving context.

In the global change context, farmers - especially those with small businesses - have to adapt their farms to several issues: climate changes, agricultural policies, disappearance of market regulations... Thus it becomes difficult for entrepreneurs to set a course for their businesses.

From this angle, strategic management can be a relevant approach to help farmers to manage their farm. Thus the method PERFEA was created.



This method was designed and initially tested in seven French farms in agricultural education and in private farms in the region of Auvergne (France). It was an action research programme to develop a methodology to provide to the advisers the ability of giving support farmers in strategic management process.

This approach of strategic management allows providing **the continuous improvement elements** of the agricultural projects and focuses the management in **the sustainable development**. On the other hand, the **group of farmers** involved in the development of the global performance of the business must be closely involved in the implementation of this methodology.

So, the **basic principles** of this method are:



## 1.2. Conceptual framework: the Global Performance

**Global performance** is part of the strategy of the PERFEA method.

This methodology is based on the fact that the performance of a farm is partly due to its economic performance, and also to its technical performance, social, cultural, environmental... that is, different levels of performance both of the own company as of its environment.

From the analysis of the situation of a farm (considering all levels which affecting its performance) allows making decisions based on the perception of their environment and so to achieve a number of more realistic purposes. So it is essential that an organisation learns to adapt to their environment in order to achieve their own goals.

To characterise the interactions between farm with its environment is necessary to refer to the work of [Bossel \(2001\)](#). The analytical framework of Bossel examines how a system (referred to farm) is sustainable if it meets certain conditions as determined by the relationship between the system and its environment.

From this perspective, Bossel defines a set of 9 'attributes' (or principles) that characterises the different types of relationships that define the sustainability of a system with its environment. The following table lists those Bossel Principles.

PRINCIPLES OF SUSTAINABILITY	Description
<b>Existence</b>	Compatible being with its environment and capable of existing there: the resources necessary for the existence of the system must be available and stay it
<b>Effectiveness</b>	The resources intended to run the system must be used in a effective and efficient way
<b>Security</b>	The system has to be capable of facing the internal and external hazards (variability of the availability of the resources)
<b>Adaptability</b>	Capacity of the system to be learnt, to innovate, to be transformed to face a change, progressive or rough.
<b>Freedom of action</b>	Freedom and capacity to answer in a selective way and suited to the diversity of the situations so as to have a certain autonomy
<b>Coexistence</b>	Capacity to modify its behavior to take into account the behavior and the interests of the other systems in the same environment
<b>Transmissibility (reproductibility)</b>	Capacity of the system to self reproduce, to be passed on
<b>Psychological needs</b>	Capacity of the system to contribute to the blooming of the persons who work on it
<b>Responsibility</b>	Consideration of the impact on the current, future generations, and on the nature in the decision-making

### 1.3. Analytical framework: a continuous improvement cycle

The analytical framework of PERFEA is a **continuous improvement cycle**.

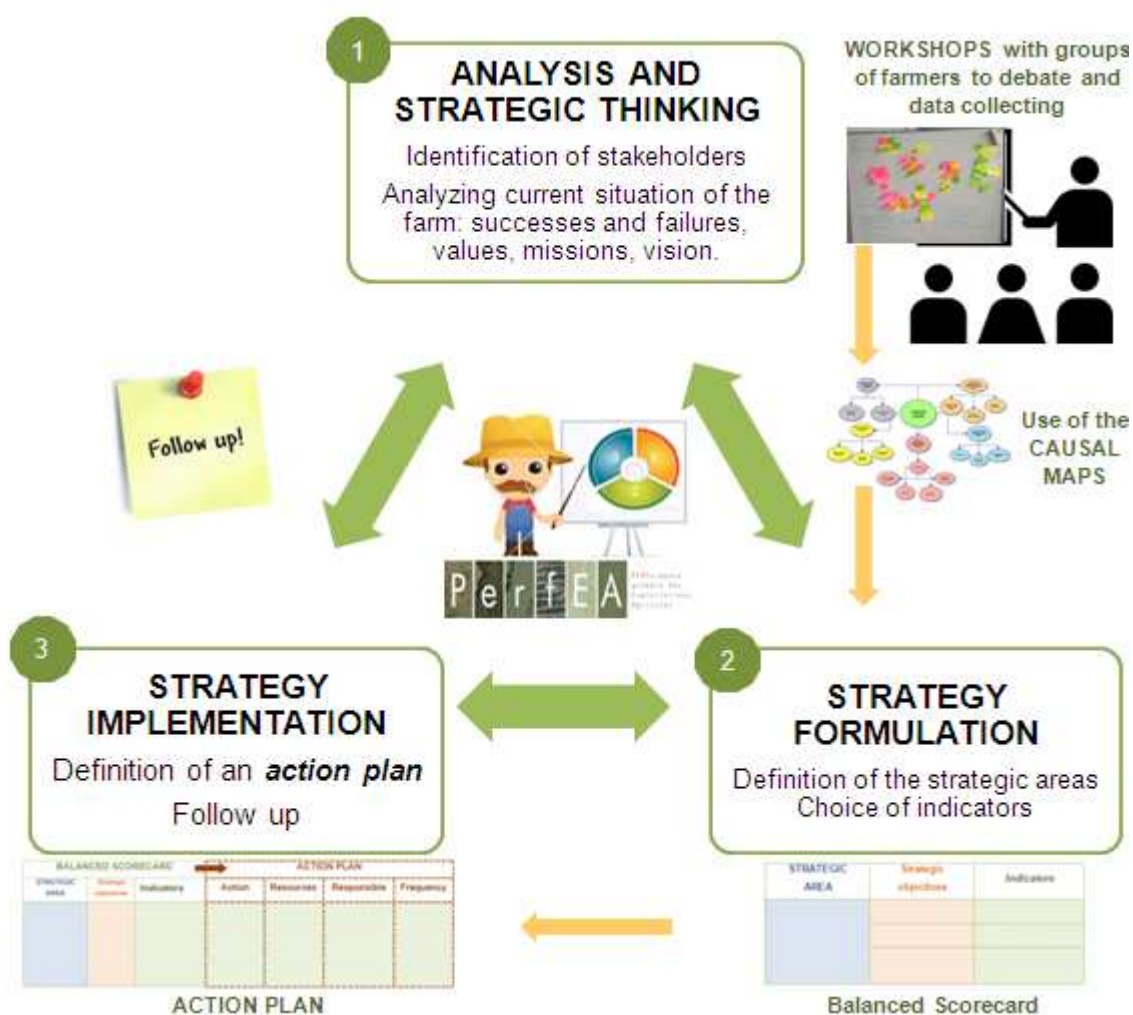
Based on the diagnostic analysis that the farmers perform of their situation and of the changes in their environment, this analytical framework will allow them to establish and implement a continuous improvement project. It is about being able to build a strategy and identify the necessary elements to make the best choices. Therefore, PERFEA aims to provide the necessary means to manage effectively the activity and that they may be involved in a process of continuous improvement (as the following figure).



## Chapter 2. Methodological foundations

### 2.1. PERFEA methodological process

The methodology has three successive steps:



## STEP 1: ANALYSIS AND STRATEGIC THINKING

The first step is to define who the people (**stakeholders**) are involved in the company (of the external and internal environment). Then, all stakeholders make an analysis of the current situation of the farm in **workshops** and they should check that the business is sustainable (or no). For that, they should define the past *successes* and *failures*, the *values* that drive the organisation, consideration of the enterprise's *missions* and the *vision* by projection into the future (in 3-4 years). All relevant information of the workshops is collected and organised into *causal maps*.

## STEP 2: STRATEGY FORMULATION

The second step is to evaluate obtained results and formalise a strategy. This step has as aim the definition of **strategic areas**, the selection and prioritisation of strategic objectives and the choice of indicators for measuring targets. It is based on the creation of a *balanced scorecard* from casual map of the previous stage.

## STEP 3: STRETATEGY IMPLEMENTATION

The third step is to define an **action plan** from the defined strategic areas. Finally, it is necessary to track that action plan in the future.

### The tools of the strategic management

To summarise, all the strategic elements used during the methodological process are:



### 2.1.1. Step 1: Analysis and strategic thinking

The first stage is that a group of farmers - with help from the adviser - makes an **analysis of the current situation** of the enterprise.



#### Phases that constitute the Step 1:

**A. Identification of stakeholders:** The application of this method requires the maximum involvement of different agents of the business. It is therefore essential to identify all stakeholders (individuals or entities essential in the operation of the company).

The 'PLAN OF BORDERS' tool is used to identify the stakeholders. It is also used to determine the existing relations between the stakeholders and the organisation and so to understand better the context in which the organisation evolves.



## ‘THE PLAN OF BORDERS’

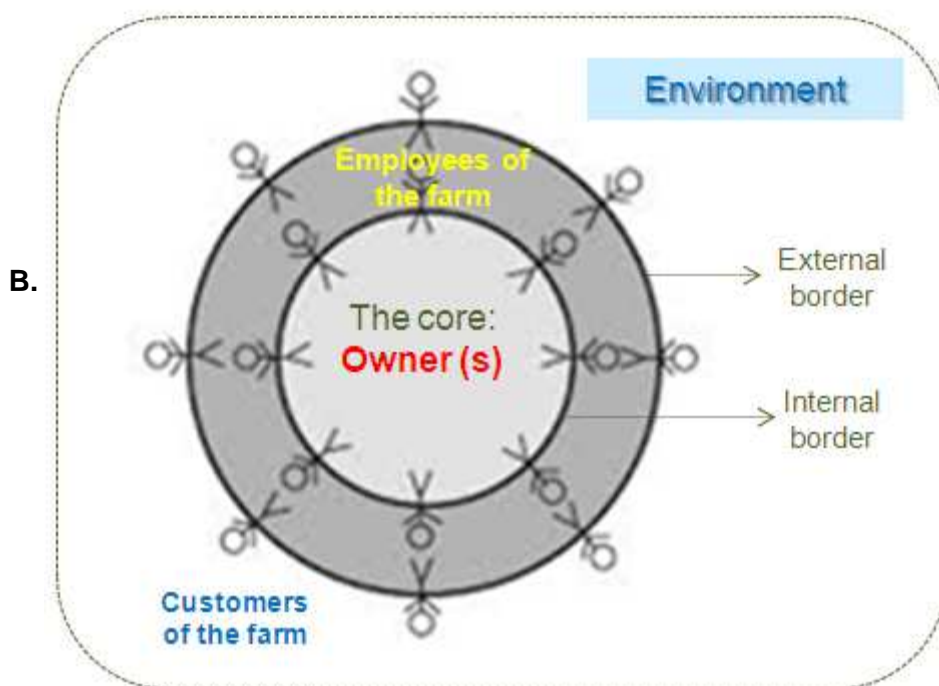
First the owner (-s) of the farm (or official representatives of the farm enterprise) is identified. Then, the owner helps to determine the relevant people (stakeholders) to participate in the collective meetings (workshops).

To facilitate identification of the people, they can ask themselves the following questions:

- ☑ *How does the information circulate?*
- ☑ *What happens on the borders between the internal environment and its external environment?*
- ☑ *How are made the decisions, who participates?*

The method recommends to visualise with the potential participants in a circle (‘Plan of Borders’), differentiating the agents of the internal environment of the company and the environment (establishing internal and external borders as in the following example).

### **Example of ‘Plan of Borders’:**





## **B. Analysis of the situation and the durability of the farm: global performance:**

The objective of this phase is that participants develop a strategic thinking when making a diagnosis of the current situation of the company.

Thus, the method considers to agricultural organisations as complex systems that can address the challenges of sustainable development by applying strategic thinking and a participated approach.

The analysis of the situation of the farm aims at highlighting the main processes of management (favorable and unfavorable) which guarantee **the global performance** of the farm.

In the analysis of the situation of the farm is utilised:

- ☒ **The Bossel Principles:** allow questioning different important aspects so that the farm is sustainable or not (*see section 1.2.*). These principles have to allow highlighting coherences or incoherence of the farm with regard to the concept of sustainable development.
- ☒ **The Global performance Wheel:** It is another tool of the PERFEA approach that is developed during the workshop. The aim is to question the Bossel principles applied to the current situation of the company.

### **b.1. The construction of the Global Performance Wheel**

The representation of the questioning of the Bossel principles is associated with a synthesis of information in the form of wheel (see the following example). To do this, it is necessary to follow these steps:

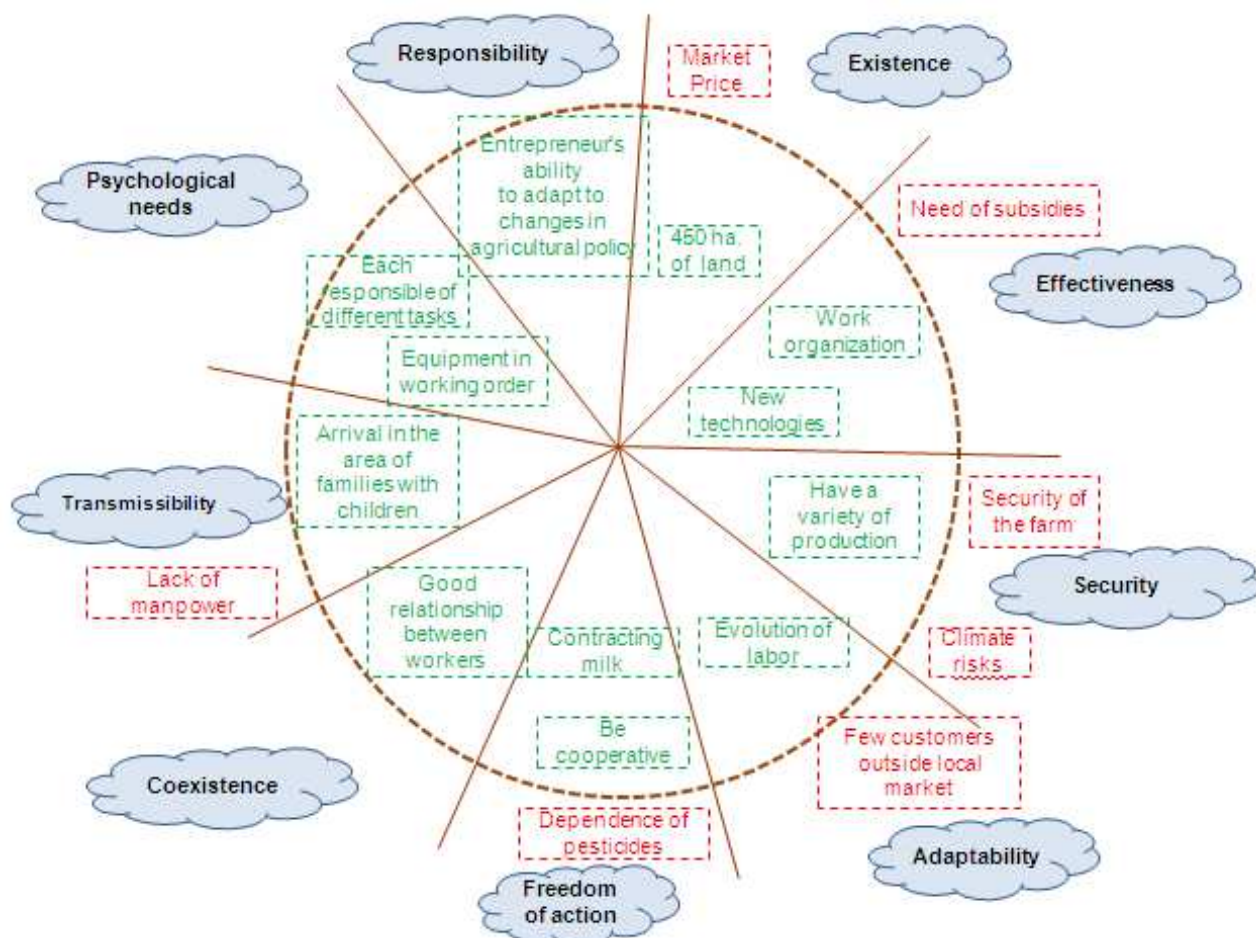
1. The adviser invites each group to identify the favorable or unfavorable principles of the farm. For this, the coach raises a number of questions related to each of the Bossel principles:

PRINCIPLES OF SUSTAINABILITY	Questions
<b>Existence</b>	What are the major constraints which the structure has to face? The resources which are necessary for our existence are they available? Are they going to stay?
<b>Effectiveness</b>	For you, what are the rare resources of the farm? What can favor or force the optimal use of these resources?
<b>Security</b>	What changes, frequent hazards, can return the fragile farm, destabilise it? How can the farm adapt itself to these frequent changes, face the hazards of the context? What can help the farm to face the hazards of the context?
<b>Adaptability</b>	What elements can facilitate or limit the changes of orientation, organization or functioning of the farm to adapt itself to the long-lasting modifications of the context? What favors the adaptation of the farm to these changes? What disadvantages the adaptation of the farm to these changes?
<b>Freedom of action</b>	On what is the farm dependent? In what is she (it) autonomous? What favors its autonomy? What can, in a changing context, facilitate or prevent choices, autonomy of decision? What choices are realized under duress?
<b>Coexistence</b>	What are the main actors in interaction with the farm? What common objectives have they with the farm? What positive or negative impacts can the farm produce on these various actors? What can improve or limit the capacity of the farm to take into account the actors who surround it?
<b>Transmissibility (reproductibility)</b>	What are the essential elements which allow perpetuating the farm and its activities?
<b>Psychological needs</b>	To what extent expectations and needs for the persons which work on the farm are they taken into account? To what extent expectations and needs for the partners of the farm are taken into account?
<b>Responsibility</b>	How do the choices of the farm impact on the current, future generations and on the environment of the farm? For you, for whom is the farm responsible?

2. From the above, the group of farmers has to discuss about the principles (all group discussions will help to make the subsequent strategic assessment).
3. The next task is that the group must identify the favorable elements of the global performance, which are placed within a drawing of a wheel (The Global Performance Wheel). They will have to do the same with the unfavorable elements but must be located outside of the wheel

From the operational point of view, this placement can be done well with post-it on a whiteboard or graphically on the computer.

**Example of 'Global Performance Wheel':**



## **b.2. Topics to be discussed on the Workshops of reflection**

After performing the above analysis, the group of farmers will discuss the following topics (= elements of the strategic management) on the workshop:



i) The **successes** / **failures** of the business allow thinking about the trajectory of the exploitation, about the objectives to be achieved and not achieved.



ii) The **values** are the major principles which structure the identity of the organization:

**Example:** The farm profitability versus productivity

iii) The **missions** justify the existence of the exploitation:

« Why does the farm exist? ».

**Example:** To Keep the family farm



iv) The **vision** is what farmers want to be in the future. The vision clarifies the purpose of the strategic project.

**Example:** To become a benchmark exploitation in the local market

All these reflections have to allow highlighting coherences or incoherence of the farm with regard to the concept of sustainable development.

(To collect the information of the group, the adviser can use questionnaires).

It is necessary to note that the above elements of strategic management will be taken into account in the final stage of the methodological process (specifically in the communication strategy)

**C. Data collecting and organising of the information:** The adviser helps to the group with the collection and the organisation of all the information arising from the workshops. For that, they use the tool: **causal maps** (or *concept maps*).

### ‘CAUSAL MAPS’

The use of **causal maps** allows gaining a greater understanding of the strategic situation of the farms and facilitates the identification of problems and their interrelationships. It also helps to develop new ideas with regard to possible directions for the company in order to facilitate decision-making in relation to strategic choice.

Therefore, the causal map is a support tool that clarifies thinking and decision making, facilitates agreement on a strategy and the creation of a vision.

From the methodological point, this tool collects and organises data discussed on the workshops: *successes / failures, values, mission and vision* of the business. Furthermore, analysis of these data will provide some indicators to be used to build the *balanced scorecard* of the next step (step 2). This way, it allows establishing a link between the two first steps (1: *Analysis and strategic thinking*; and 2: *Strategy implementation*).

### How is the causal map constructed?

In practical terms it is a graphical representation of concepts based on causality links which are identifiable by the discourse that unites them.

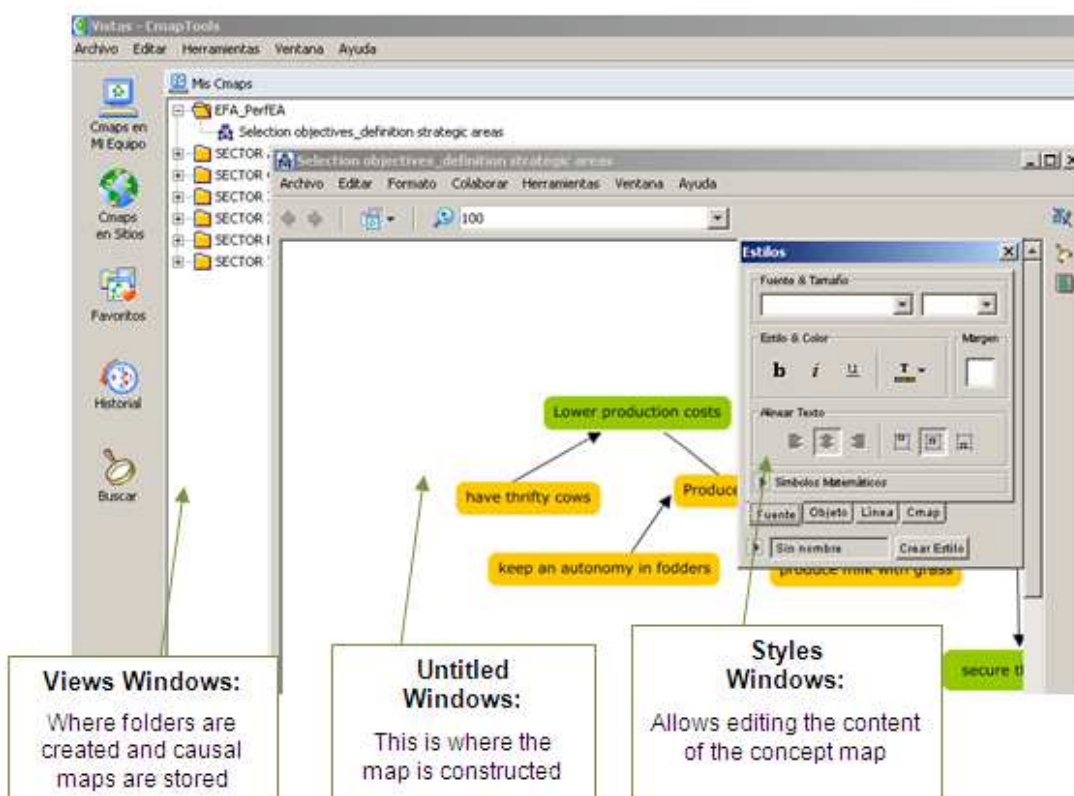
It can be done manually (with post-it notes) or use a specific software to process the data. PERFEA recommends using software as it provides a greater visual learning concept than if the construction is manually.

Today you can find many programmes on the Internet to develop causal maps, both free and ones you have to pay for. After evaluating several of them, this manual proposes to '**CmapTools**' as the best option among the free offers. This software, developed by the 'Institute for Human and Machine Cognition' (IHMC), of the University of West Florida (USA), was designed with an friendly interface and easy to use, in order to support the construction of knowledge models represented as causal maps.

### Working Guide of '**CmapTools**'

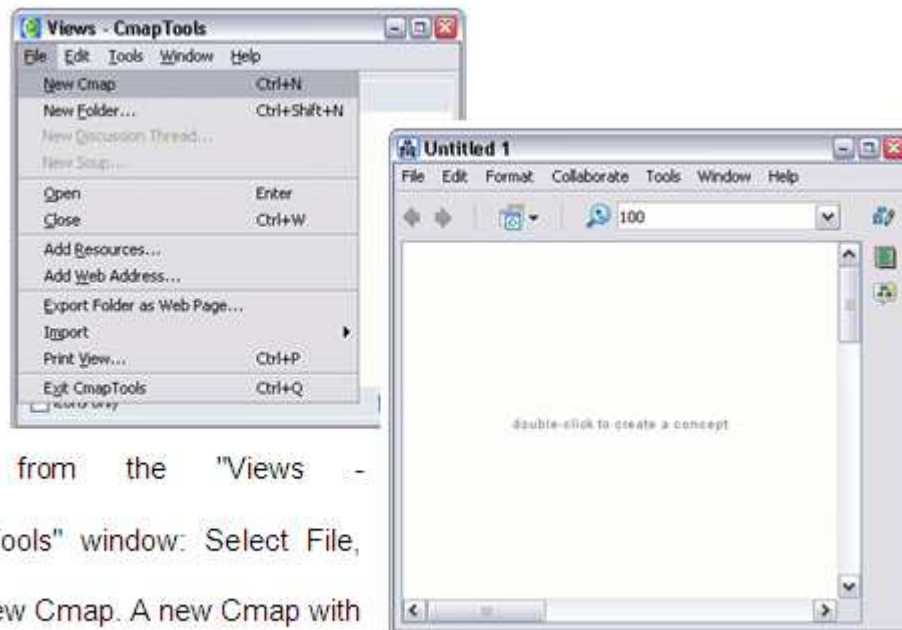
Before describing the process to follow to build a causal map with *CmapTools* software, keep the following in mind:

- A. Download and install the programme: access from the Internet browser to the following address: <http://cmap.ihmc.us/download/> to download and install the programme (for free).
- B. Implementation of the program: *CmapTools* works with three windows:





## Steps to create a causal map:

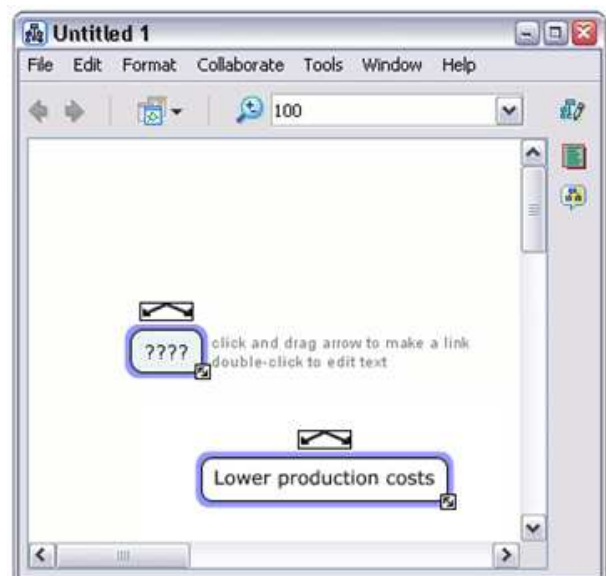


First, from the "Views - CmapTools" window: Select File, then New Cmap. A new Cmap with the name "Untitled 1" will open

### Step 1: Add a concept

Using the left mouse button, double-click anywhere on the Cmap. A shape will appear with question marks inside of it.

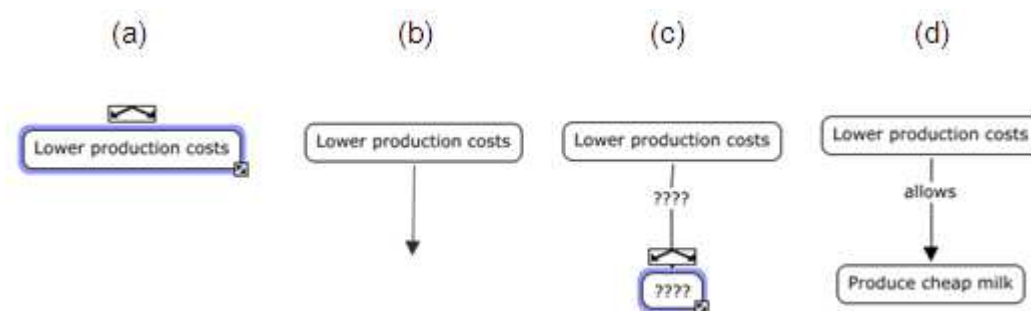
Type in a label to replace the question marks. Left-click on a white portion of the Cmap outside of the shape to set the label. The shape has now become a new concept.



This stage 1 of the PERFEA method is where is organised the information from the workshop (Successes (failures) values, mission and vision); the causal map allows collecting graphically all the concepts derived from that information.

### Step 2: Create links between the concepts

- (a) Left-click on the concept you would like to make a new proposition from.
- (b) Drag the arrow and will appear an arrow whose direction moves with on the mouse pointer.
- (c) Release the mouse click and a new box appears; in the middle of the line (d) appears a link which joins a concept and another. You can write something in the link (or these points of contact can be ignored and link the boxes simply by arrows).



### Step 3: Save the created map (and create a working folder)

From an open Cmap: Select File, then either Save Cmap if you intend to save editing on an existing Cmap, or Save Cmap As to save a new Cmap. We will use 'Save Cmap As' to demonstrate how to save a new Cmap.

The "Save Cmap As" window will appear. Here, you can label your Cmap, give it a focus question, and assign keywords to it. The Author, Organisation, and Email text fields are where you can add additional identifying information.

Switch to the "Views - CmapTools" window. The Cmap you saved will appear under the My Cmaps heading.

It is recommended to create a working folder to organise the different created maps.

Create a working folder: From the "Views - CmapTools" window: Click File, then New Folder...You will see the New Folder window in which you can enter the Folder Name (required), and other optional attributes for the folder.



Click the OK button, and the new folder will be created in the Views window. This new folder will be placed in the currently selected directory in the Views window. If no directory is selected, it will be placed at the root of the current view.

#### Step 4: Create styles on the map

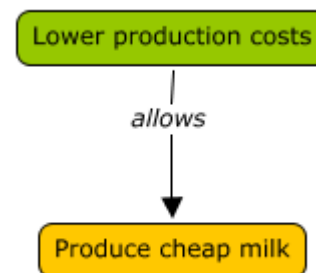
From the main menu of the map window, select Format, then the Styles option. To make any changes, select the concepts by clicking on them; depending on the change you want to perform, select:

*Source:* edit the font, size, color and alignment of the text.

*Object:* allows giving to color, shade, shape, image to the bottom, align and expand the object (box of concept).

*Online:* change the thickness and line style; guide arrowheads and the route connection.

*Cmap:* make the change background color map (default is white) or insert a background image.

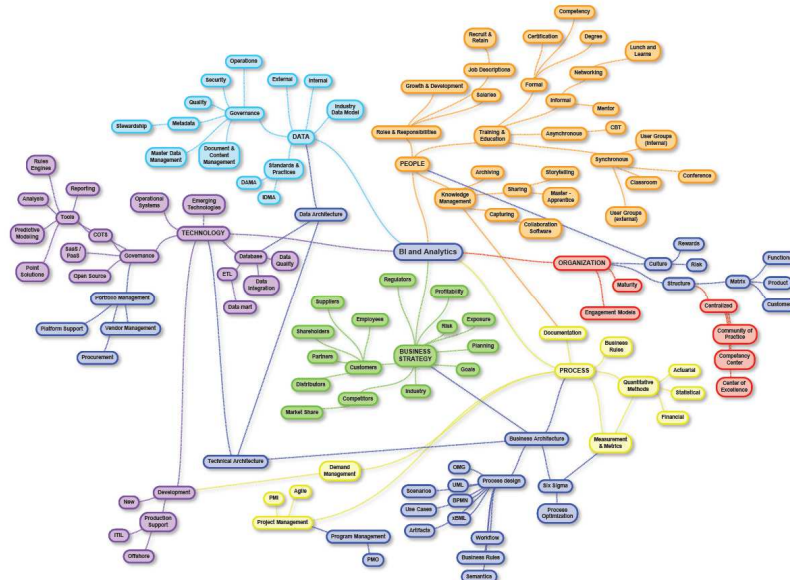


The assignment of same color to several concepts facilitates their interaction (as well as identifying strategic areas of the step 2).

#### Step 5: Export the map

To export the map as an image, click the File menu and select the option Export Cmap as Image; determine the disk and the working folder where you want to store it; then click the Save button.

### Example of the causal map as image



And also....:

- ☑ *CmapTools* has the option of to add resources (images, documents, maps, etc.) to the created maps. In the used examples in this manual has not been used this option, but to learn more about how to use it, you can visit the following URL: <http://cmap.ihmc.us/docs/cmaptools-help>
- ☑ *CmapTools* has the option to print the causal map if the adviser wants to have 'physical material' to work in class; for this, select the File menu (in the map window); click the Preview option (to make the necessary settings) and then OK to proceed with printing.

### 2.1.2. Step 2: Strategy formulation

This step involves the **definition of the strategic areas** in order to formulate the strategy and achieve improved performance of the business.

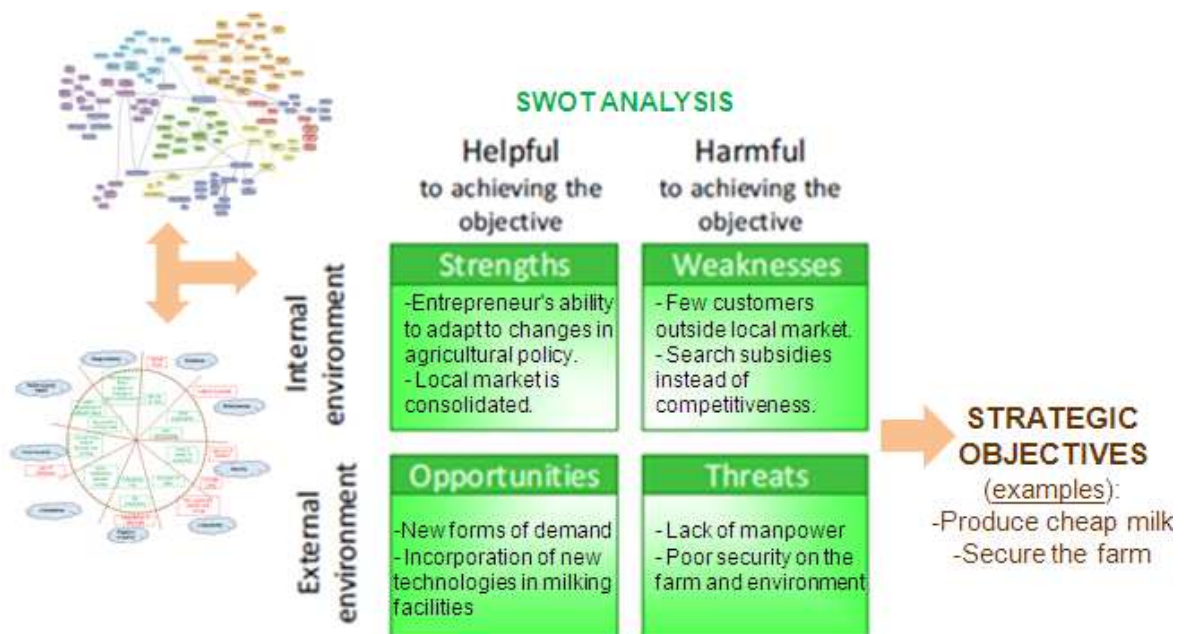


#### The different phases:

##### A. Selection and prioritisation of the strategic objectives: use of the SWOT analysis.

From the causal map of the previous stage, participants must select strategic objectives of the business. To facilitate this task, PERFEA recommends using the SWOT analysis, considering also the information collected in Global Performance Wheel for making this analysis.

##### Example of the SWOT analysis and the selection of strategic objectives:



## **B. Development of other causal map with the defined strategic objectives:**

**identification of the strategic areas:** When are identified strategic objectives another causal map is performed to establish the interrelationships that exist between them.

For the construction of new causal map, the following relations are highlighted

- ☒ Each set of interrelated strategic objectives is called *cluster*.
- ☒ Each *cluster* allows identifying a *strategic area*.

Concretely, a strategic area leans on one or several objectives resting on one or several key strategic elements (*successes and failures, values, missions and vision*).

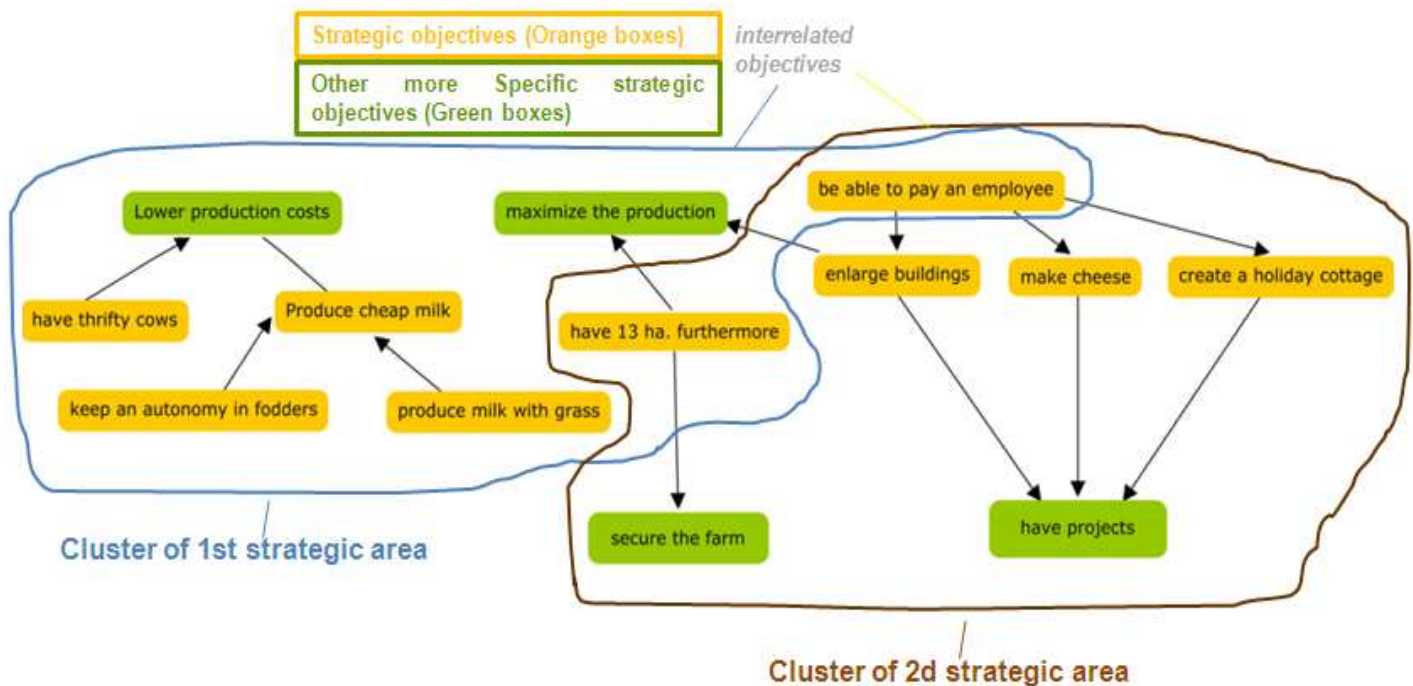
### **New causal map with `CmapTools`**

To make a new causal map with *CmapTools* is necessary to follow the same steps as described in the Working guide of the Step 1.

In the construction of this map is important:

- Correctly establish the links between concepts because of this action depends on the identification of clusters (or strategic areas).
- Differentiate the strategic objectives by colors for easy identification of clusters.

**Example of the selection of interrelated objectives (cluster) and the identification of the strategic areas:**



**STRATEGIC AREA 1: Producing more wealth to keep the capacity to adapt the farm**

**STRATEGIC AREA 2: Tend towards a mastered, secure, adaptive and innovative farm**

The strategy will consist of the strategic areas and each of its objectives.

### C. Choice of indicators for measuring each of the strategic objectives:

For each objective is chosen an indicator at the discretion of the participants and the adviser. Some features of these indicators are:

- ☒ They can be financial and non financial, short and long term, qualitative and quantitative, retrospective and prospective...
- ☒ They present a certain forward-looking vision
- ☒ Its aim is to make the strategic piloting of the company analysis

### Example of an indicator for evaluating a strategic objective:

For the **strategic area**: *produce of the wealth to keep the capacity to adapt the farm*

And its **strategic objective**: *Be able to pay an employee*

↳ The selected **indicator** is: *Generate € 20,000 plus the margin of safety*

**D. The construction of a *Balanced Scorecard*:** The balanced scorecard is other tool of this step and it has to collect the identified strategic areas and their respective objectives and indicators.

This tool is a support to build the action plan (in the next step).

### Example of a balanced scorecard:

STRATEGIC AREA	Strategic objectives	Indicators
<b>1<sup>st</sup> Strategic area:</b>  Produce of the wealth to keep the capacity to adapt the farm	Have thrifty cows	Veterinary average costs by cow
	Produce cheap milk	Variable costs by 1.000 liters of milk
	Keep an autonomy in fodders	300 bales of hay
	Produce milk with grass	2.500 to 3.000 liters of milk for 2 summer days
	Have 13 ha furthermore	150 ha. UAA (Utilized agricultural area)
	Be able to pay an employee	Generate € 20,000 plus the margin of safety

### 2.1.3. Step 3: Strategy implementation

The last step is **to define an action plan** (using the balanced scorecard to pilot the strategy) and to make the **follow up** of the proposed actions to ensure implementation of the strategy.



#### The different phases:

**A. Definition and construction of an action plan:** An action plan is a set of coherent actions to achieve one or several objectives which can improve the global performance of the farm. So, the farmers - with the help of adviser - must build their plan.

To facilitate the task of identifying the actions is necessary to answer the following questions:

- ☒ **Action:** *type, purpose.*
- ☒ **Resources:** *which are the necessary resources to implement the action?*
- ☒ **Responsible:** *who is the responsible for the realization of the action?*
- ☒ **Frequency of control:** *when must this action be realized?*



### Example of an action plan:

BALANCED SCORECARD			ACTION PLAN			
STRATEGIC AREA	Strategic objectives	Indicators	Action	Resources	Responsible	Frequency
Produce of the wealth to keep the capacity to adapt the farm	Produce cheap milk	Variable costs by 1.000 liters of milk	To limit the hay ration by dairy cow	To define a hay ration with 700 kg/cow/year	Employee responsible for feeding	Every dairy campaign

**B. Communication of the strategy:** The different agents of the company (customers, suppliers and other stakeholders) must be also informed about the strategy of the organisation. In this moment it is necessary to answer:

☒ *Who must be informed about the implementation of the strategy?*

The method PERFEA recommends presenting in a rather synthetic way the strategy of the organization.

To present a communication of the strategy to the organization is necessary:

- ☒ Name and address of the farm *(to insert a representative photo)*
- ☒ Presentation of the organisation: *Land, production system, human resources, productions and marketing*
- ☒ Specification of: *values, missions, vision and strategic areas*



**Example of a communication of the strategy of a farm:**



**C. Follow up: evaluation of the performances and the continuous improvement:** To ensure implementation of the strategy is necessary to track the actions proposed. The steps are:

- ☑ At the end of the time period established for each of the proposed actions, their responsible must check that every action is made properly. If actions are not completed, the responsible will have to think of other measures to achieve the selected objectives for that strategic area.
- ☑ The changes must be communicated to the rest of the organisation. In this way all the members know the level of achievement of the strategy.

## Evaluation

### Chapter 3. Comprehension test

This test is intended to check whether students have understood the theoretical and practical explanations.

Each student must respond the questions and mark the correct answer:

1. The PERFEA method is a tool to help small entrepreneurs to:
  - a) Generate short-term benefits
  - b) Increase business productivity
  - c) Improve the global performance of the farms
2. The basic principles of this method are:
  - a) Quality improvement, sustainability and cooperative participation
  - b) Global performance, sustainability and strategic management
  - c) Strategic management, sustainability and cooperative participation
3. The tools of the strategic management in the step 1 are:
  - a) Vision and strategic areas
  - b) Successes and failures, values, mission and vision
  - c) Values, mission and vision
4. What stage of the process is used the SWOT analysis?
  - a) In the step 1, to analyse the current situation of the farm
  - b) In the step 2, to facilitate the selection of strategic objectives
  - c) In the step 3, to define the action plan
5. What steps must be taken to implement the strategy?
  - a) The communication of the strategy and the follow up
  - b) The built of the action plan and the communication of the strategy
  - c) The built of the action plan, the communication of the strategy and the follow up
6. Who do the formulation of the strategy?
  - a) The group of farmers
  - b) The adviser
  - c) The group of farmers with the help of the adviser

Results on the next page

### Results of comprehension test:

Questions	Correct answer
n° 1	c
n° 2	a
n° 3	b
n° 4	b
n° 5	c
n° 6	c

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## Appendix

### EVALUATION OF THE TEACHING – LEARNING

ASPECTS	SATISFACTION (Rating of 1 to 5): 1: Very little   2: Little 3: Enough   4: Pretty   5: A lot
Do you seem useful the PERFEA method for professional practice of agricultural adviser?	
Do you think it is a good way to help small businesses making better decisions?	
Have you understood well the methodology?	
Would you be interested in learning other training tools?	
How do you assess the teaching methods of the teacher?	
<b>COMMENTS</b> (Suggestions of improvement):          	



# Manual for training: **RISK WHEEL METHOD**

# Index

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## Introduction

### RISK WHEEL METHOD

This strategic methodology aims to help farmers in the task of assessing the risk factors of their farms. The purpose of this manual is that advisers are able to support farmers in applying this method: **‘The holistic process’ Risk Wheel**, which was developed by the European partner: DAAS -Danish Agricultural Advisory Service (Denmark).





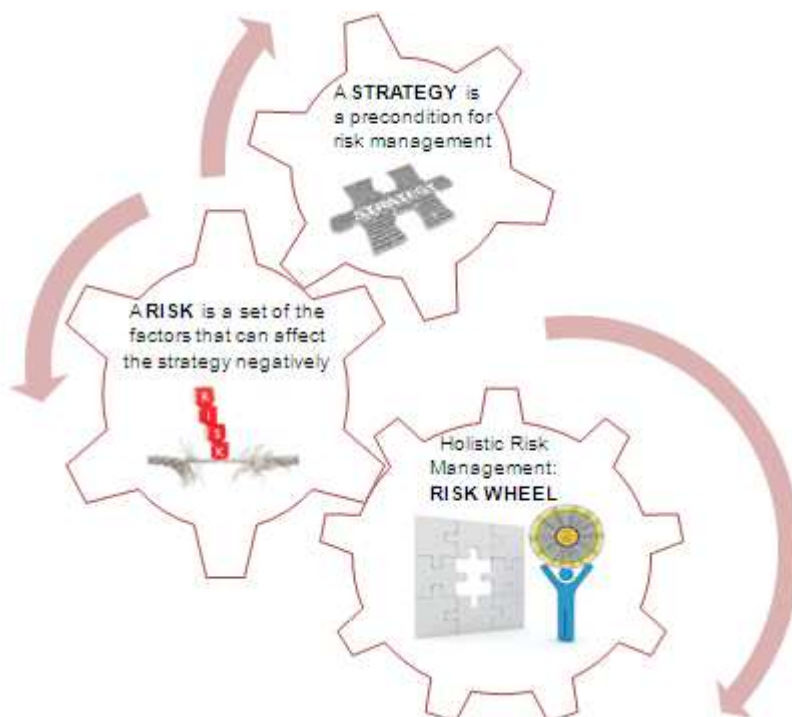
## Development of theoretical and methodological foundations

### Chapter 1. What is the RISK WHEEL method?

#### 1.1. What is this holistic process?

**RISK WHEEL** is a strategic tool that **provides an overview of risk factors and a prioritisation of efforts in a farm business**. It allows for collecting, presenting and evaluating information towards a Holistic Risk Management.

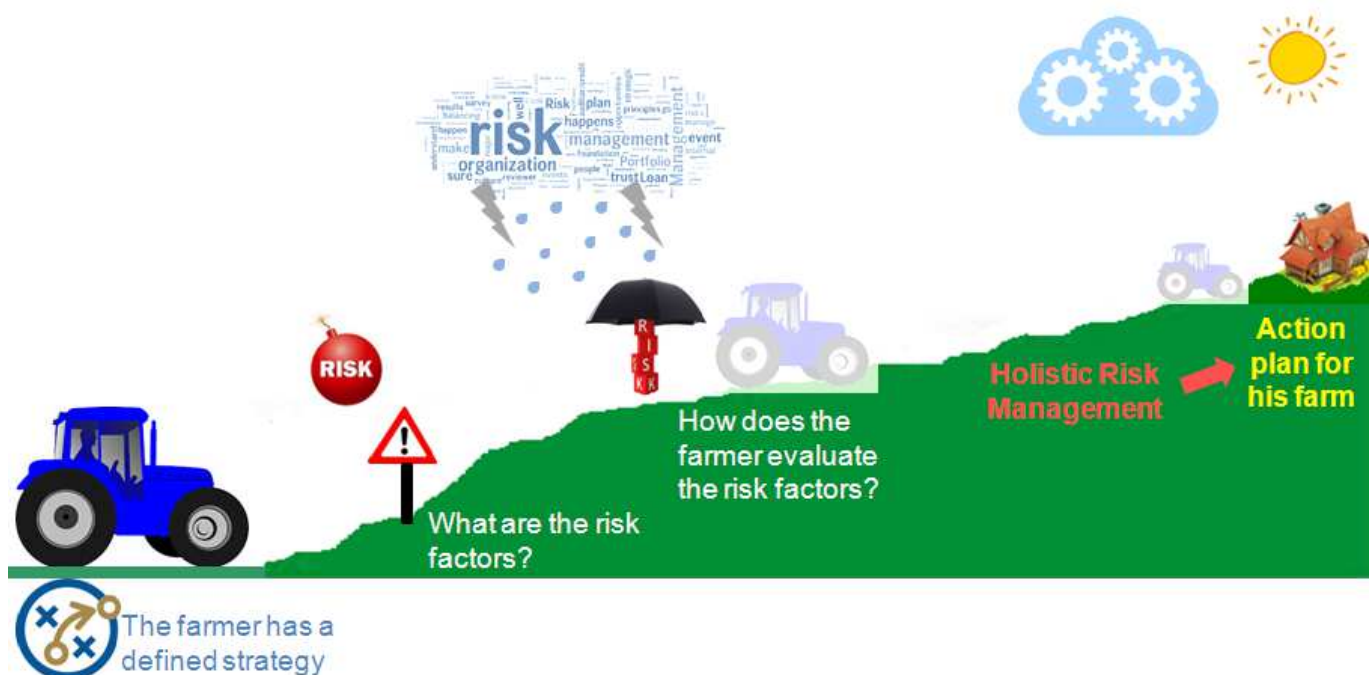
Mainly this process is applied in cases of farmers and rural business owners who want an overview of the risks of their farms. This is because they have already a specific strategy (i.e. focusing on a new serious change: a new production, a new investment or the expansion of the farm) and want to have a management tool for all possible risks.



## 1.2. Objective

Risk Wheel was created because the farmers are facing new and bigger risks regarding the farm. Prices are more fluctuating, climate is changing, production is more risky with respect of animal illness and interest rates and exchanges rates are also changing. The farmer needs an overview off all relevant risk concerning his farm and family.

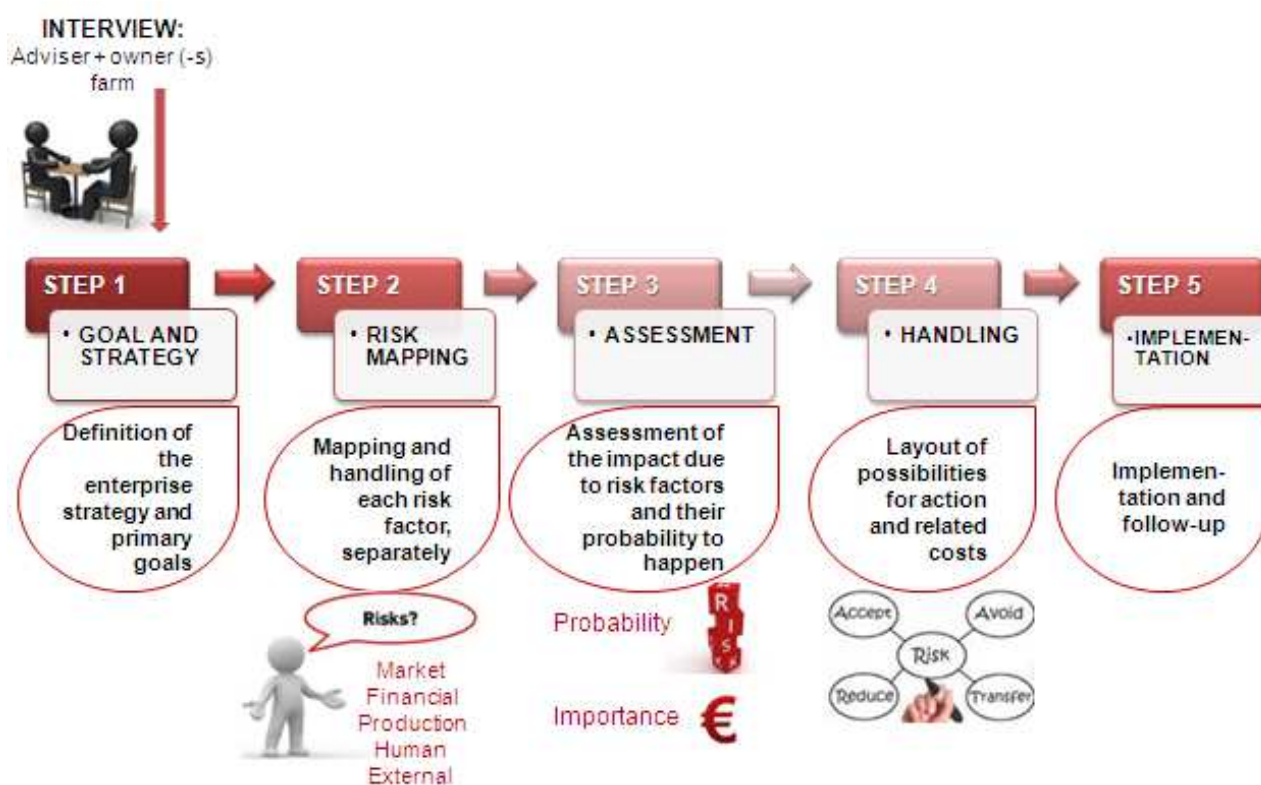
The **objective** is to assume all risks of the most profitable way and adapt (optimise) the farm strategy of the best way through a plan of action.



## Chapter 2. How to apply the RISK WHEEL?

### 2.1. The methodological process

The steps of the methodological process are as follows:



#### *Methodological Advance:*

Before starting the process, the adviser and the farmer (-s) maintain an interview in which the farmer informs the adviser of the strategy and objectives for his farm (step 1).

In step 2, the adviser identifies different risks that are associated with the strategy proposed by the farmer. In step 3 and 4, the adviser assesses the probability and the cost of the action plan to implement on the farm.

Finally, the adviser presents to the farmer (-s) the action plan which is represented in a figure called the RISK WHEEL. The action plan will be implemented on the farm and the farmer (-s) (and the adviser too) will do its follow-up.

### 2.1.1. Step 1: Goal and strategy

The first step is to **determine the main objectives of the enterprise and its strategy**. For this, the adviser meets with the owner (-s) of the business for an **interview**.

Keep in mind that the objectives and strategy are established by the entrepreneur and the adviser it will only be informed of it.

The methodology recommends that the adviser should collect data about the farm (production, accounting, etc.) and about the family of the employer who is closely related to the business. Finally, the entrepreneur will have to tell the adviser what is the strategy that is being followed in his business.

In the following example, you will discover two similar holdings in terms of production orientation and also they are geographically close. The aim is that the two businesses share a same improvement strategy which was established by their owners and to know all risk factors that entail their joint project.

All information presented is the synthesis performed by the consultant after holding a meeting with the owners of the two farms.



## Example



### Owner A (John):

### Owner B (Andrew):

## The Farms

- John has a dairy farm with 60 adult cows. Production 400.000 liters milk
- 35 hectares with corn and grass
- John and his mother work together on the farm. Both takes care of animals, but the management and crop production is performed by John
- Andrew works with his wife. They have 50 cows and a production of 350.000 liters milk
- 25 hectares with corn and grass too
- The total harvest is used to feed animals

## The Family

- John is 39 years old
- He has become owner 8 years ago with his mother. They have a problem with the time free; they have few time for leisure
- Andrew is 45 years old.
- He has become owner 15 years ago. His wife Maria is 42 years old and she is working together
- They have two children, David (20 years old) and Joel (18 years old). Both live with their parents, they are studying but both help their parents when studies permit them

## Accounting results

- The net profit of both farms was € 70.000 last year
- They have a loan of € 50.000
- The final payment will be at the end of 2015
- The value of their properties is € 500.000
- 50% of the costs are for animal feed

## THE STRATEGY

## AND GOAL



- They want to have some free time, want to join the farms and work together

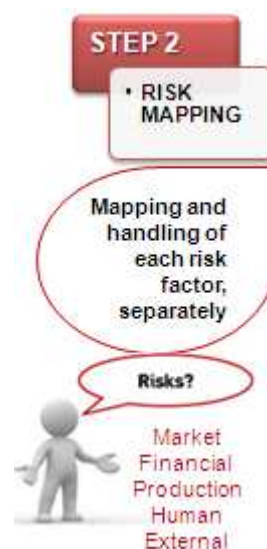
- They need to invest in a new barn

- The strategy for the farm is to expand the production of milk more than 800.000 liters / year and to hire the land at neighbor farms for increasing the area to more than 70 hectares

**Strategic Objective:** Evaluating the risk of merging two farms and invest in a new barn

### 2.1.2. Step 2: Risk Mapping

This step involves in **the identification of associated risks to the strategy** of the farm. **The mapping** each of the risks is the main task. In other words, the determination of the risks which can affect to the possibility of reaching (or not) the strategic goals of a farm business is the central objective.










## Different kinds of risks

The mapping includes the identification of different kinds of risks: **Market, financial, production, human and external**. To facilitate the classification, the adviser makes several questions (and he can ask the farmer).

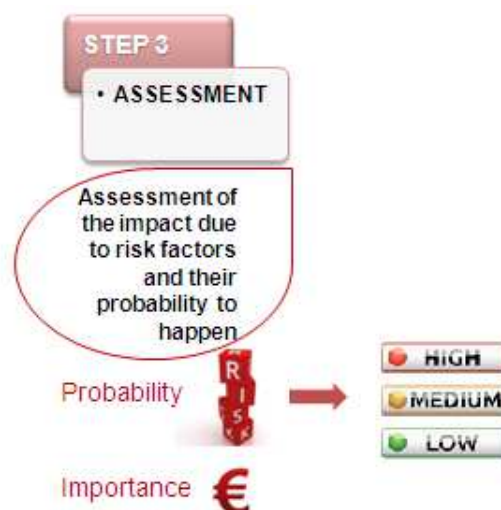
The following table shows each of the types of risks related to the described case in step 1.

TYPES of RISKS	Examples and some questiones for the identification
 <b>MARKET</b>	<ul style="list-style-type: none"> <li>☑ Prices of sales products</li> <li>☑ Volatility in prices of raw materials</li> <li>☑ No demand</li> </ul> <p>What is the average price of milk in the last 5 years?</p> <p>Which are the most used raw materials?</p> <p>What is the cost of the rising price of raw materials?</p> <p>What do products have lower demand?</p>
 <b>FINANCIAL</b>	<ul style="list-style-type: none"> <li>☑ Investments</li> <li>☑ Liquidity – availability</li> <li>☑ Loan / interest rate</li> </ul> <p>Are there new investments? Quantity?</p> <p>Do the farmers have problems with the banks?</p> <p>Rate of loan? Variable or fixed? Number of years?</p>
 <b>PRODUCTION</b>	<ul style="list-style-type: none"> <li>☑ Losses (milk production)</li> <li>☑ Diseases</li> <li>☑ Types of crops production</li> <li>☑ Methods production</li> </ul> <p>How many losses have the farmers had with the cows in the barn?</p> <p>Are there problems with diseases? Which?</p> <p>Do the farmers have lowering on crops production?</p> <p>What is the maximum capacity of the barn?</p>
 <b>HUMAN</b>	<ul style="list-style-type: none"> <li>☑ Generational change</li> <li>☑ Service replacement</li> </ul> <p>Do the farmers have a generational change?</p> <p>What are the most common diseases of the workers?</p> <p>Is there availability of other employees to cover their comrades in case of illness?</p>
 <b>EXTERNAL</b>	<ul style="list-style-type: none"> <li>☑ Agricultural policy of the EU</li> <li>☑ Legislation regarding environmental issues, tax and subsidies</li> </ul> <p>Elimination of production quotas</p> <p>Availability of land for crops</p> <p>Cost of the land? Rent or buy?</p> <p>Limitation of rules to construct livestock facilities</p>

### 2.1.3. Step 3: Assessment

The step 3 is to **evaluate each risk factor** in relation to the **probability** (*high, medium or low*) of that it affects the strategy of the farm.

In this stage also makes a second assessment: it is evaluated the **importance** (*economic effect expressed in Euros*) that each risk has in achieving strategic objectives.



\* It should be noted that the estimation of the importance involves some difficulty. Therefore, the RISK WHEEL method recommends that **the adviser should have knowledge in economic matters** (or consulting an economic technical). To facilitate the work to the adviser, he can ask the farmer all necessary data for estimating the economic impact of risk factors.

#### Example:

In the following example is only shown the assessment of the probability and the importance of the human risks of the previous case (step 1 and 2).

HUMAN RISK	Description	Assessment of PROBABILITY	IMPORTANCE (Economic effect in €)
Generational change	Death of a partner or employee	Low	15000
Service replacement	Disease cost to replace a partner / employee	Medium	3650



### 2.1.4. Step 4: Handling

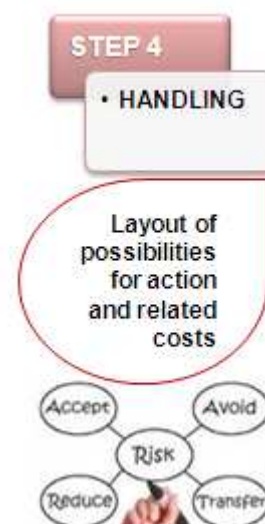
The next stage is **how to handle the risk factors**. The possibilities of managing them are:

- ☒ **To Accept**
- ☒ **To Avoid**
- ☒ **To Transfer**
- ☒ **To Reduce**

The decision will depend upon the risk tolerance of the farmers (**Risk taking**):

- ☒ Little willingness to take risks
- ☒ Neutral risk
- ☒ Great willingness to take risks

What can the farmers do about the risks?



On the other hand, besides the Risk taking, should be taken into account the **Risk Capacity** based on whether risk taking is limited or not, depending on factors such as: if farmers have had significant past investments, if they have several loans, etc.

#### Example:

Following the example of John and Andrew's farms is now presented the handling of all of the risks, the Risk Taking and Risk Capacity too.

According to the methodology, the way for presenting the results of the Risk Mapping (step 2), the Assessment (step 3) and the Handling (step 4) is as shown in the following table.

<b>STRATEGIC OBJECTIVE</b>	To evaluate the risk of merging two farms and invest in a new barn
<b>RISK TAKING</b>	Great willingness to take risks
<b>RISK CAPACITY</b>	Limited due to previous investments

<b>RISK</b>		<b>Description</b>	<b>Assessment of PROBABILITY</b>	<b>IMPORTANCE</b>	<b>MANAGEMENT OF RISK AND ACTIONS</b>
				(Economic effect in €)	
<b>MARKET</b>	Volatility in Prices	Volatility in prices of concentrated feed and raw material	High	21.000	Reduce
		Volatility in prices of milk	Medium	84.000	Accept
		Volatility in prices of fuel and energy	High	15.000	Reduce
<b>FINANCIAL</b>	Loan	Repayment capacity of the loan (amount / year)	High	42.000	Accept
	Interest rate	Increase of the variable rate of the loan	High	7.000	Accept
<b>PRODUCTION</b>	Cows	Misfit cows to new barn	High	12.000	Reduce
		Lowering of dairy production	High	3.960	Reduce
	Crops	To rent new lands for production (10 Ha.)	High	4.000	Accept
		Lowering of production of crops	Low	5.000	Reduce
<b>HUMAN</b>	Generational change	Death of a partner or employee	Low	15000	Accept
	Service replacement	Disease cost to replace a partner / employee	Medium	3650	Accept
<b>EXTERNAL</b>	Rules to construct livestock barn		High	6.000	Accept
	Environmental discharges)	restrictions (slurry	Medium	50.000	Reduce

### 2.1.5. Step 5: Implementation

In the last step, the adviser presents to the entrepreneur an action plan with the risk factors of his business. This plan will be represented in a RISK WHEEL. Next, it must perform the **implementation** of agreed actions in the action plan when the farmer sees fit. Finally, the method recommends doing the **follow up** of these actions, review the risk factors and the important decisions at least once a year.

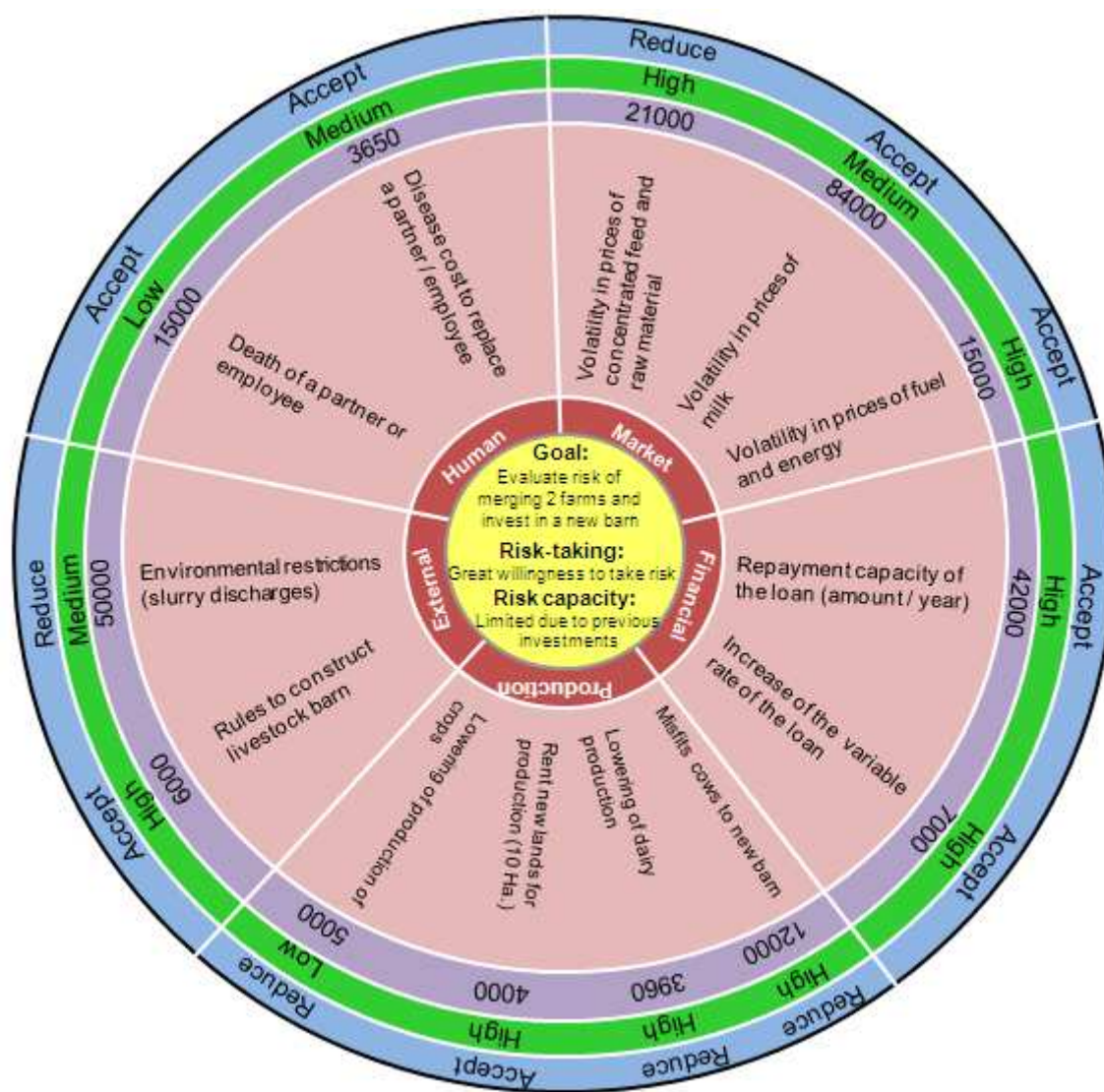


### RISK WHEEL

The adviser will make a proposal to the company, which will be the symbolised action plan in the Risk Wheel. To build the Risk Wheel is necessary to consider:

- ☒ *Goal (Strategic objective or Strategy)*
- ☒ *Risk taking*
- ☒ *Risk Capacity*
- ☒ *Types of risk: description*
- ☒ *Economic effect (€) (Importance)*
- ☒ *Assessment of probability*
- ☒ *Management of risk*

All previous milestones will be represented in the Risk Wheel as shown in the following example, which coincides with the analyzed case during previous stages of the process.



Description	Economic effect in €
Assessment of probability	Management of Risks

## Evaluation

### Chapter 3. Comprehension test

This test is intended to check whether students have understood the theoretical and practical explanations.

Each student must respond the questions and mark the correct answer:

1. The RISK WHEEL method is a tool to help farmers to:
  - a) Make strategic decisions
  - b) Provide an overview of risk factors and a prioritisation of efforts in a farm
  - c) Avoid any risk factor in the business
2. In the interview between the adviser and the farmer:
  - a) Both assess of the farm profitability
  - b) The adviser asks the farmer which are the risk factors of his farm
  - c) The farmer informs the adviser of how is his farm and what is his strategy
3. At least, the types of risks of the mapping are:
  - a) Market, accounting, financial, production and external
  - b) Market, production, human, profitability and external
  - c) Market, production, human, financial and external
4. In the step 3, what parameters should the adviser evaluate?
  - a) Probability and economic importance
  - b) Profitability and economic importance
  - c) Probability and production
5. What can the farmers do about the risks?
  - a) Share, reduce, accept or avoid
  - b) Reduce, accept or avoid
  - c) Accept, avoid, reduce and transfer
6. What is all the information gathered in the Risk Wheel?
  - a) The action plan to optimise the farm strategy
  - b) A new strategy that the farmer could follow
  - c) The necessary actions to avoid any risk type

Results on the next page

### Results of comprehension test:

Questions	Correct answer
n° 1	<b>b</b>
n° 2	<b>c</b>
n° 3	<b>c</b>
n° 4	<b>a</b>
n° 5	<b>c</b>
n° 6	<b>a</b>

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## Appendix

### EVALUATION OF THE TEACHING – LEARNING

ASPECTS	SATISFACTION (Rating of 1 to 5): 1: Very little   2: Little 3: Enough   4: Pretty   5: A lot
Do you seem useful the RISK WHEEL method for professional practice of agricultural adviser?	
Do you think it is a good way to help small businesses making better decisions?	
Have you understood well the methodology?	
Would you be interested in learning other training tools?	
How do you assess the teaching methods of the teacher?	
<b>COMMENTS</b> (Suggestions of improvement):          	





# **Manual for training: CLEAR VISION METHOD**

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## Introduction

### CLEAR VISION METHOD

The Clear Vision method (*'Y Voir Clair'* in French) was developed in 1999 by AC3A (*Chambres d'Agriculture de l'Arc Atlantique*) which it is the same organisation that developed the AVEC method. This organisation had the collaboration of *Resolia*, a network of Chambers of Agriculture of France.

CLEAR VISION is a registered mark since 2002 (CLEAR VISION©) to promote local development.

This manual explains this method and the way of how the advisers can support to small entrepreneurs to identify their real problems, to clarify their doubts about their companies and help them to become more independent in managing their businesses.



## Development of theoretical and methodological foundations

### Chapter 1. Theoretical foundations

---

#### 1.1. What is the CLEAR VISION method?

**CLEAR VISION** is a **tool to guide farmers being able to "see clearly" (to identify) what problems exist** in their business. Also this method **helps them to establish a useful roadmap** for the development of their companies.

In other words, CLEAR VISION is both a tool and a 'behaviour/attitude' for investigating the real needs and resources for advising farmers. Systematically, it examines the problems from many perspectives (agronomic, socio-economic, family, regarding neighboring, etc.) considering the entire business context.

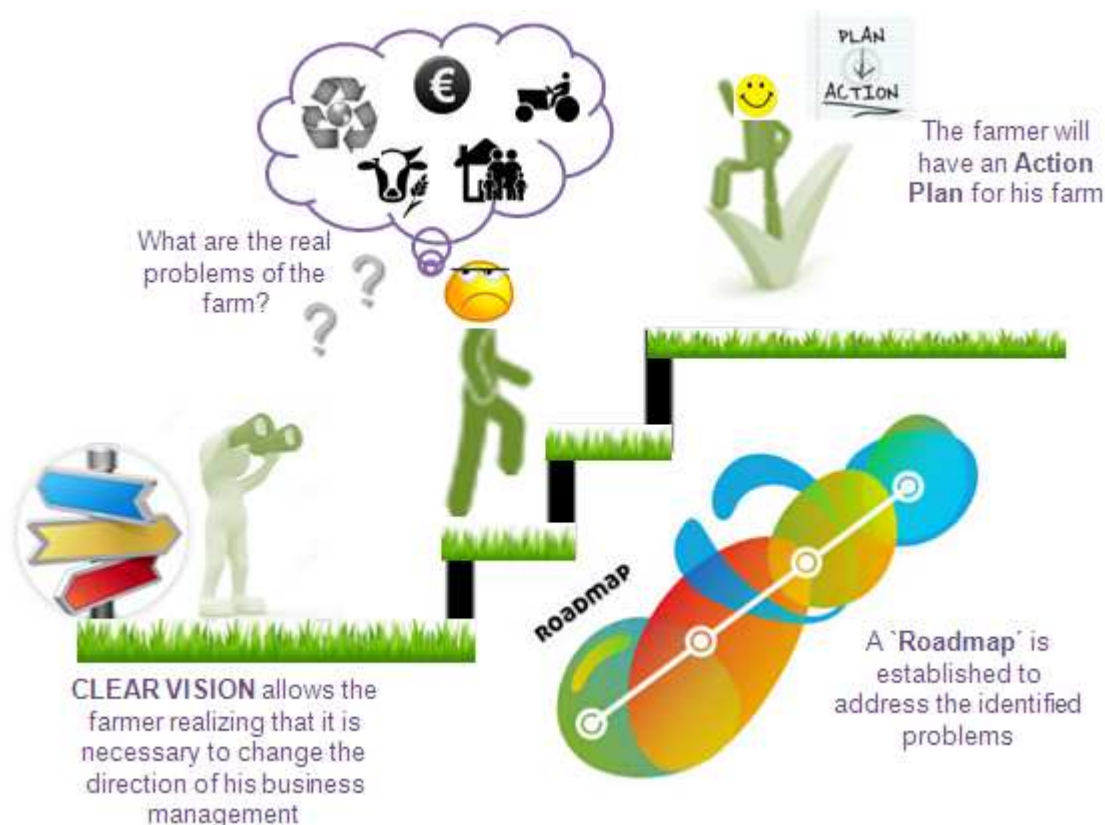
This approach allows the adviser to understand the situation of an enterprise, via **interviews** (and follow up visits) with the farmer. His aim is to prioritise the questions of the farmer, to identify main problems and then to develop a 'roadmap' with a minimum follow-up later. This roadmap is the **action plan** for addressing the identified problems.

The benefits for farmer are important: a focus on listening to its own projects or problems, one step back, openings of new perspectives and opportunities, a very low cost, confidential and an operational 'roadmap' built with him and for him.

The application of Clear Vision must not be when problems are only technical; it should use when farmer's objectives do not seem very clear, because they know they have problems but are unable to identify them or when several issues are mixed.

Then, when does a farm business need to a Clear Vision adviser?

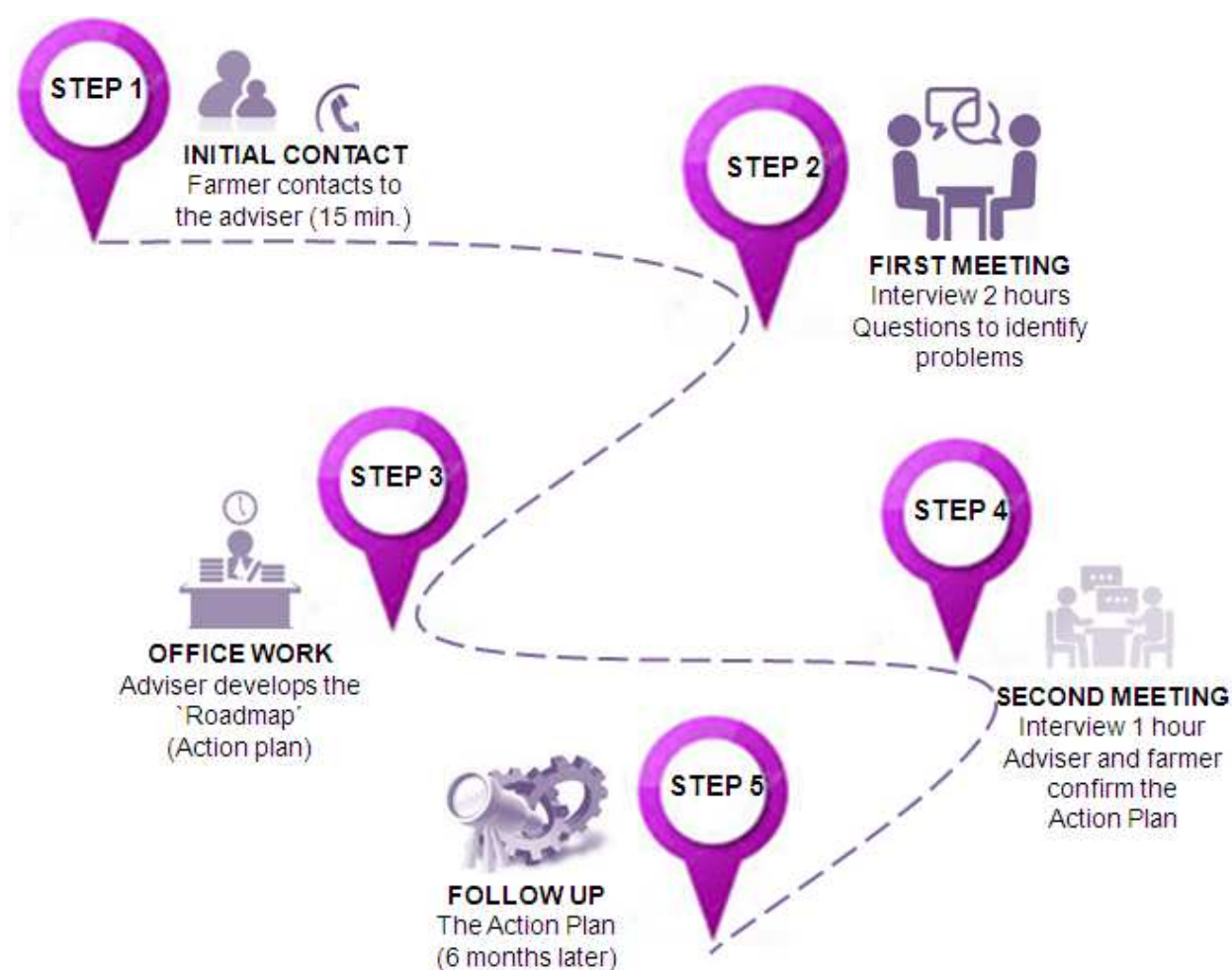
- ☑ In individual farms in any project phase or impacted by external events (climate, product prices) and internal (transmission, technical dropout, working conditions, changes production, new investments, conflicts ...)
- ☑ In collective operations with external challenges (protection of water quality, road or town development, etc.)



## Chapter 2. Methodological foundations

### 2.1. What is the methodological process of CLEAR VISION?

The steps of the methodological approach are:



**Methodological Advance:**

This advisory tool includes:

**STEP 1. Initial contact** (*between entrepreneur and adviser by phone for 15 min.*)

They maintain a conversation about the situation and the problems of the business.

**STEP 2. First meeting** (*the adviser meets the farmer: 'face to face' - interview 2 hours*)

Preferably, the meeting must be on farm. The adviser asks him questions in order to:

- ☒ To facilitate a conversation which will focus on the information stated by the farmer initially.
- ☒ To determine main problems of the farm, to help him recognizing the business challenges, and finally considering other issues under consideration for the interview.

**STEP 3. Office work** (*the adviser prepares the 'roadmap'*)

The adviser categorises the issues and challenges and does a draft action plan – 'road map' – for the business.

**STEP 4. Second meeting** (*'face to face' interview; 1 hour*)

Passed 2 to 3 weeks, the adviser visits the farm again and confirms with the entrepreneur the 'action plan'.

**STEP 5. Follow-up** (*'face to face' or phone interview; 1 hour*)

And 1 to 6 months later, the adviser calls the farmer in order to following-up and update the action plan.

### 2.1.1. Step 1: Initial contact

In the first step, the farmer and the adviser hold a brief **conversation** to discuss over the **general context of the business** and to schedule the next meeting (of the step 2).



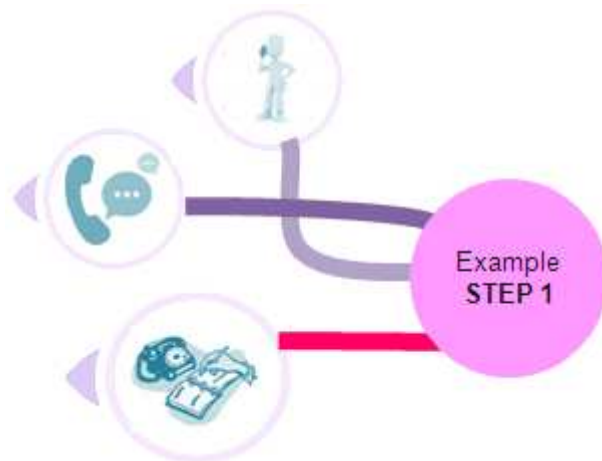
In the conversation between farmer and adviser:

- ☒ The farmer outlines the situation and some problems of his business
- ☒ The adviser uses probing questions to further expand the information
- ☒ The adviser collects all data in a report of maximum ½ page
- ☒ A 'face to face' meeting is arranged between them

At this stage it is not necessary that the farmer gives a detailed description, but must provide key points such as:

- ☒ The operating structure (status, staff, facilities, ...)
- ☒ The activities (production, services, ...)
- ☒ The external relations (marketing, relationships to the territory, ...)





*After the conversation between adviser and entrepreneur, information to note is the following:*

- ✓ This is a farm that cultivates cereals and forage maize
- ✓ Yields below farm and region average
- ✓ Grass weeds within the forage maize dominate through the season
- ✓ Grower has tried for the last years:
  - i. More fertiliser (aim was to address low yields due to low nitrogen input)
  - ii. More herbicides (aim was to address low yields due to grass weed problem at base of crop)
  - iii. Planting later (aim was to address low yields due to very wet spring after early planting)
  - iv. Changing crops (aim was to address low yields due to unsuitability of crop to soils)
- ✓ Conclusion: All results from the changes made to agronomy were disappointing
- ✓ *Main problem of the field: Poor yields for a number of years in a field that always produced high yields*
- ✓ The adviser arranges a meeting with the farmer to discuss further the problem: e.g. *in 10 days at the farmer's house*

### 2.1.2. Step 2: First meeting

The adviser and the farmer meet for an **interview**. The adviser (after handling some general information from the farm in the previous step) formulates questions to the farmer; the goal is to collect the necessary information to continue with the methodological process.



#### THE INTERVIEW

'FACE TO FACE'

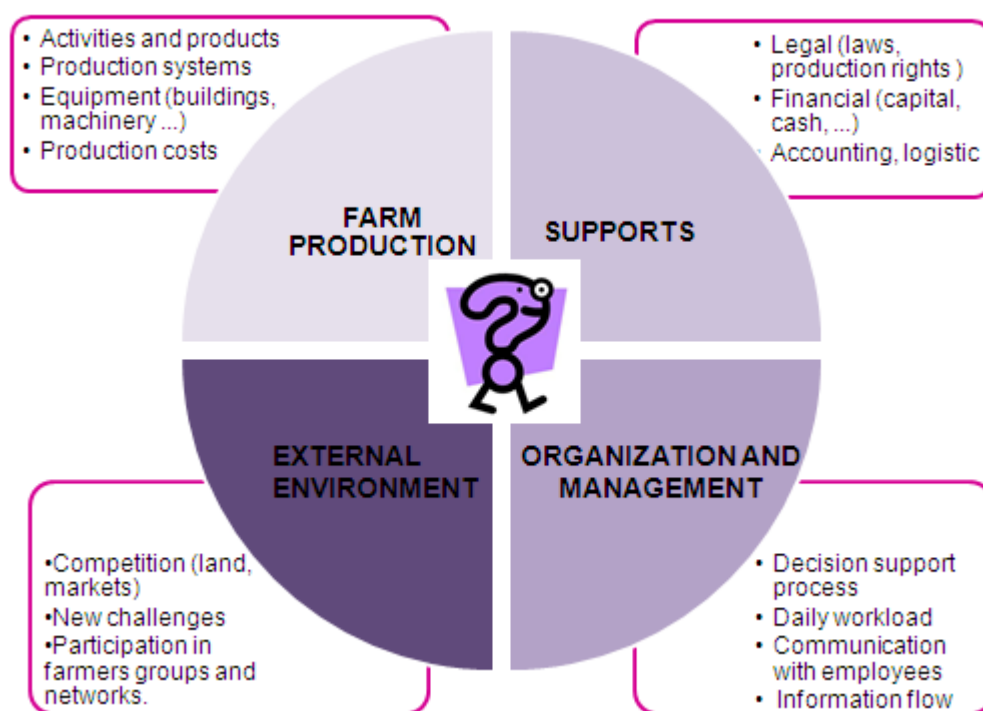
#### Characteristics

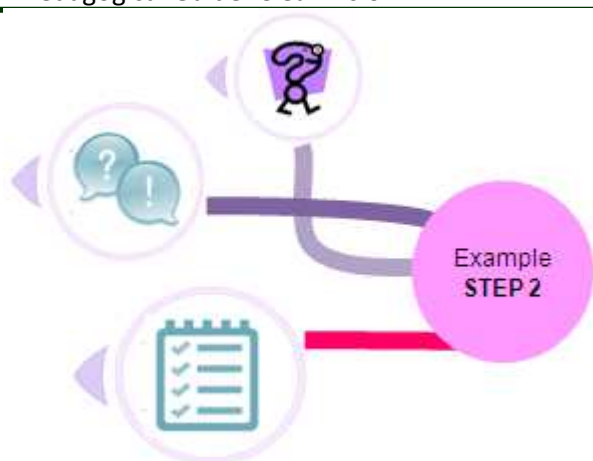
The main characteristics of the interview are:

- ☒ It is preferable that the meeting is at the farmer's house
- ☒ Members of the farmer's family can participate in the interview
- ☒ Duration of meeting: about 2 hours
- ☒ Active listening is essential by the adviser
- ☒ The adviser should approach in an open way the different factors of the situation of the farm. He must be able to understand all complexity of the situation before proposing to the farmer a convenient work plan
- ☒ The adviser must be as faithful as possible to the words of people involved

## The approach of the adviser questions

The adviser should listen to the entrepreneur and ask questions. The questions are used to identify issues and challenges of the farm. For that, it is very important that the adviser considers some keywords to formulate the questions. The following chart includes some of those keywords which will allow exploring all areas of the business.





SOME QUESTIONS (Adviser)	ANSWERS (Entrepreneur)
<i>How long in arable crop production and has the field always been poor?</i>	<i>15 years but only poor over the past 5 years</i>
<i>What is the fertility status?</i>	<i>Not sure but it gets adequate nitrogen every year</i>
<i>What are the predominant weeds within the grown crop?</i>	<i>In the cereal (barley/wheat) general soft weeds but in the crops of forage maize is the Echinochloa crus-galli</i>
<i>What control measures have been used to control the grass in the sown crop?</i>	<i>Used good chemistry with persistent activity on grass weeds</i>
<i>What was the previous cropping?</i>	<i>Sugar beet</i>
<i>Were there any issues with these crops and what conditions were the crops harvested in?</i>	<i>The crops had high yield but there were a number of years where the harvest was difficult and some surface damage was done to the soils</i>
<i>(...)</i>	

### 2.1.3. Step 3: Office Work

The adviser prepares a **draft action plan** in this moment. For this, he revises the information of the previous interview and compiles the results.

The adviser has to identify the key areas of the step 2 and propose solutions for different scenarios.

Finally, he should write other **report** (optimum: 1 to 1½ page based on the scope of questions), which will be helpful for developing the definitive action plan in the following step (step 4).

For helping to develop the road map, the adviser can use **some tools** recommended by the CLEAR VISION method, such as:

- *Matrix of Responses*
- *SWOT Analysis*
- *Circle of learning*

Next, each of these tools is explained.





FORMULATING A DRAFT


ACTION PLAN

'TOOLS'

### A. Matrix of Responses: A helpful table for writing down all the answers

The following matrix allows the adviser to structure the answers of the interview. From the keywords of the questions formulation (*external environment, management, support and production*) four levels of answers must be related with these keywords; the levels are: *actions, choices, strategies and responsibilities*.

Then, with the keywords and the four levels, the adviser makes the matrix of responses:

EXTERNAL ENVIRONMENT				
MANAGEMENT				
SUPPORT				
PRODUCTION				
	Actions	Choices	Strategies	Responsibilities

- ☒ **Actions:** The advisor identifies one or more actions to try solving the problems and challenges of the company in question. For this, he poses actions for each of the four key areas of the matrix.
  - Example for the keyword of Production: Return to a rotation of crops to sugar beet.

- ☒ The level of 'options' is to take account different directions, advantages and / or disadvantages.
  - Example for Production area: It would also be feasible to cultivate alfalfa but would have to invest in other machinery.
- ☒ *Strategies*: It would be a series of priorities which are established to achieve business goals and should be consistent with the capabilities of the company.
  - Example for Production area: Betting on technological innovation in the production of new crops.
- ☒ *Responsibilities*: It refers to who should assume the responsibility for carrying out the actions.

## *B. SWOT Analysis*

---

Another tool that can be used to support the categorization of answers from the interview is the SWOT analysis.

The answers can be classified as being recognised as: Weaknesses, Threats, Strengths or Opportunities. In addition, this tool in the CLEAR VISION method can make another differentiation: if there are topics concerning the internal area of the company (which would refer to the strengths and weaknesses of the business) or its environment (in this case referred to the threats and opportunities).

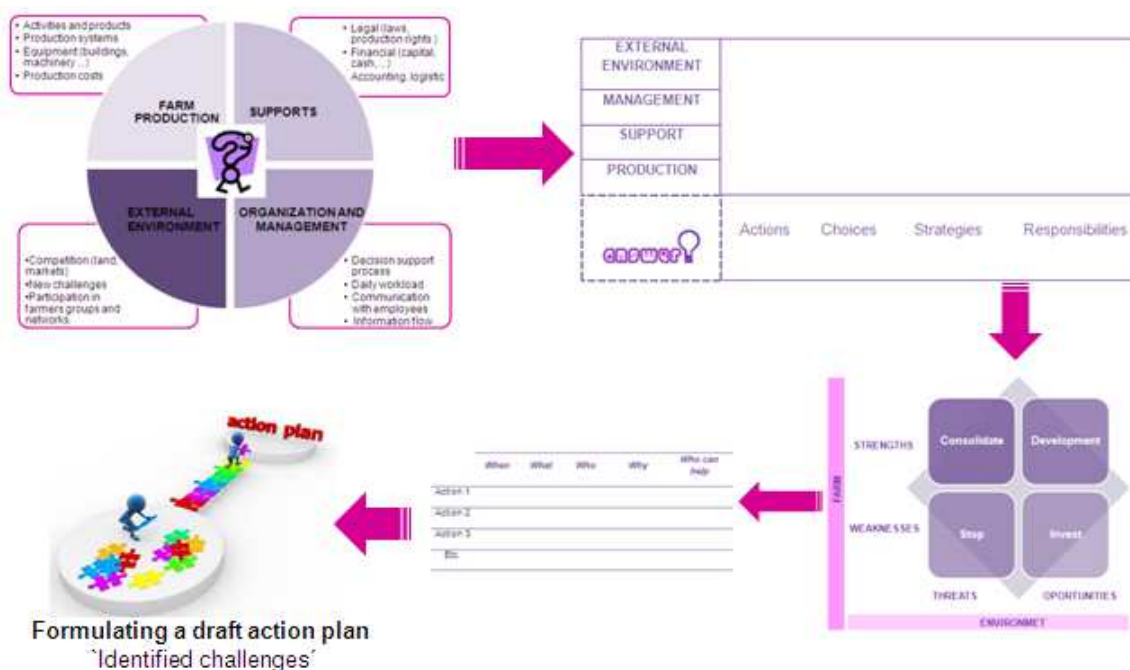
Considering the above, the following figure would help make these classifications, placing each of the responses in the appropriate box. Thus, according to the box where the answers are classified, it is recommended what action should be implemented: if consolidating, developing, stopping or investing in an action.



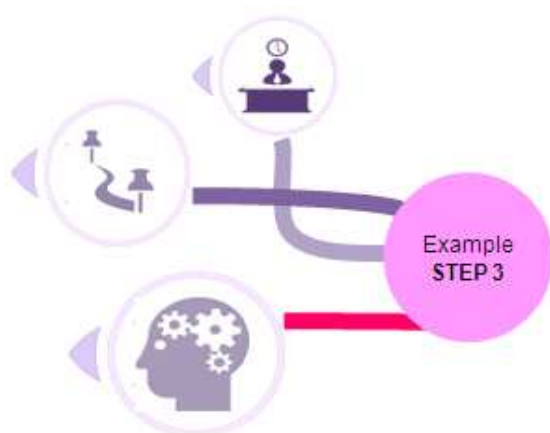
### *‘Circle of learning’: the compendium of tools*

The ‘circle of learning’ is appropriate to carry out a final self-assessment of office work.

Also, it is a mechanism that indicates the order of preference to use the different tools.







Following the example of the steps 1 and 2, now the results of applying the different tools previously explained are presented.

With the help of the circle of learning, the adviser investigates a number of issues concerning the initial problem:

- ☑ *Soil fertility for phosphate, potassium and pH. Need to look at the soil results or get new soil tests to confirm there is not an underlying deficiency.*
- ☑ *Soil structure may have trouble compacting: Therefore, it can make soil survey techniques to see the soil structure and assess whether compaction is a problem.*
- ☑ *The chemicals used should be examined to ensure they have been properly chosen for weeds of the crops.*

The adviser analyses and organises all information and proposes some solutions.

For example, for the problem of compactness:

*After making the necessary soil studies, it is very important to pay special attention to the planting time, machinery used and the possibility of crop rotation more often.*

#### 2.1.4. Step 4: Second Meeting

The following step is **the second meeting** between adviser and farmer. 2-3 weeks after the first interview, they meet to evaluate draft action plan (about 1 hour).

During the meeting, the adviser provides the entrepreneur the draft action plan (which would be the report he has done in his office).

They should discuss the suitability of the document and whether to make some changes. In the end, they will have to confirm the final action plan.



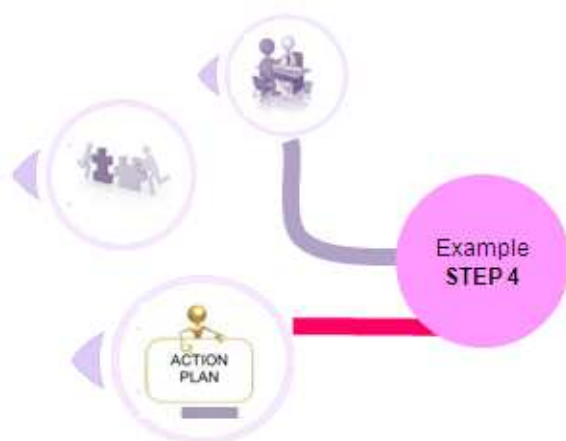
#### *The Report of the Action Plan*

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The report of the action plan contains the proposals of the adviser, which would be the roadmap which suggests to the entrepreneur for your business.

This report is presented as a program that must contain: the actions to take, responsible, when and what the expected results.

The length of the document is recommended to be ½ page.



Finally, the example of this chapter 2 ends with the action plan proposed by the adviser to the farmer.

## THE ACTION PLAN

ACTION	WHO	WHEN	RESULTS
Work together on the progressive evolution of the cropping system	Adviser – Farmer With a group of farmers (discussion group) who are having similar problem?	As soon as possible	Discussions and visits to other farms to observe different conditions to improve income, working conditions and soil fertility
Visit to the farm: dig soils and test for compaction	Adviser – Farmer	Immediately	Compaction Yes/No
Make amendments if there is compaction	Farmer	Spring	To reduce possible compaction
Calculate seeding rate	Adviser/farmer	Spring	The best establishment possible
To choose suitable herbicides and to treat weeds	Adviser/farmer	Spring	To reduce initial competition
To visit the farm in June and assess crop	Adviser/farmer	Summer	Have crop poor areas improved?
Reassess plan after harvest	Adviser/farmer	October	

### 2.1.5. Step 5: Follow up

After 1 to 6 months, the adviser gets back in touch with farmer to keep track of the action plan (by 'face to face' or by phone). It is important to revisit the plan periodically to ensure it is workable and is being performing; some updates may be necessary.



## Evaluation

### Chapter 3. Comprehension test

This test is intended to check whether students have understood the theoretical and practical explanations.

Each student must respond the questions and mark the correct answer:

1. The CLEAR VISION method is a tool to help entrepreneurs to:
  - a) Help them to establish an useful roadmap for their farms
  - b) Solve problems arising in the business environment
  - c) Make strategic decisions
2. The application of CLEAR VISION requires consideration of:
  - a) The internal environment of the company and its environment
  - b) Economic factors alone
  - c) External factors to the business
3. What are the keywords that the adviser should explore in the first interview?
  - a) Farm production, supports and management
  - b) Farm production, accounting, daily workload and external environment
  - c) Farm production, supports, external environment and organization
4. In the step 4, the 'circle of learning' is used:
  - a) To make proposals for future
  - b) To confirm the final action plan
  - c) It is not used in stage 4 but in stage 3
5. The action plan should contain the following items:
  - a) Action, why, when and how
  - b) Action, who, when and results
  - c) Action, where, when and results
6. How much time must pass to follow up the action plan?
  - a) 2-3 weeks after confirming the action plan
  - b) 1-3 months after confirming the action plan
  - c) 1-6 months after confirming the action plan

Results on the next page

### Results of comprehension test:

Questions	Correct answer
n° 1	a
n° 2	a
n° 3	c
n° 4	c
n° 5	b
n° 6	c

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- ☑ STRAT-TRAINING PROJECT. [website] [Consulted the April 6, 2015]

Available at: <https://strattrainingproject.wordpress.com/>

## Appendix

### EVALUATION OF THE TEACHING – LEARNING

ASPECTS	SATISFACTION (Rating of 1 to 5): 1: Very little   2: Little 3: Enough   4: Pretty   5: A lot
<p>Do you seem useful the CLEAR VISION method for professional practice of agricultural adviser?</p> <p>Do you think it is a good way to help small businesses making better decisions?</p> <p>Have you understood well the methodology?</p> <p>Would you be interested in learning other training tools?</p> <p>How do you assess the teaching methods of the teacher?</p>	
<p><b>COMMENTS</b> (Suggestions of improvement):</p> <div style="border: 1px dashed black; height: 150px; width: 100%;"></div>	



## Manual for training: **SAFARI METHOD**



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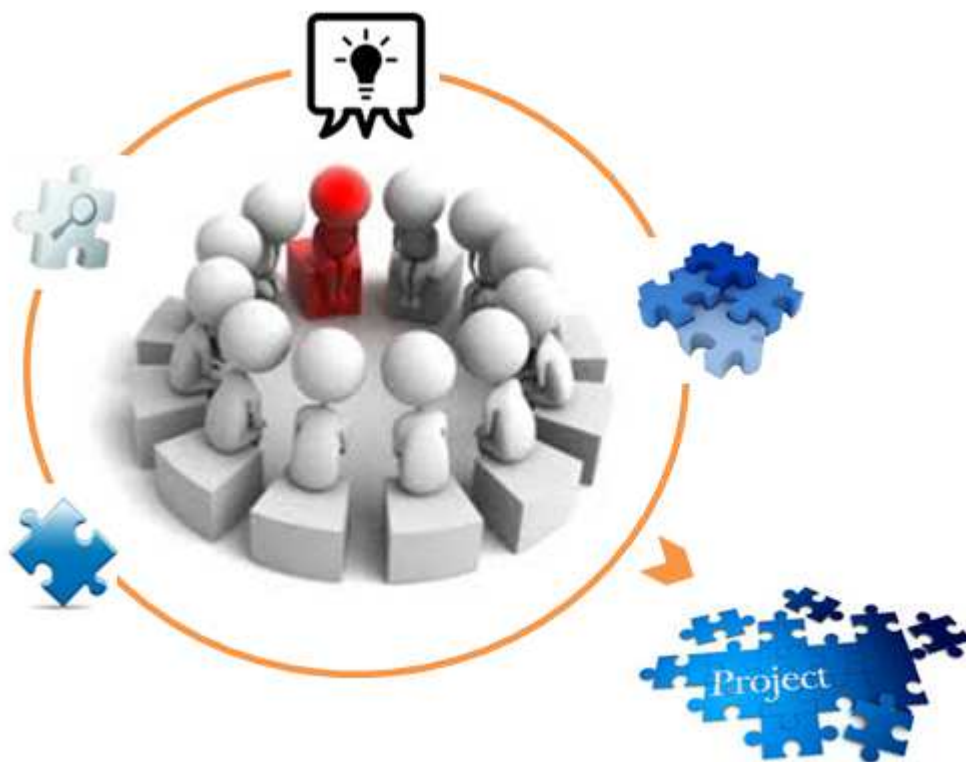
## Introduction

### SAFARI METHOD

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The SAFARI method is the tool developed by the Federation of Vocational Training Schools EFA Galicia (Spain), and this tool is its methodological contribution to the STRAT-Training project.

With SAFARI assessment tool, the adviser works with a group of farmers to help them define and implement a sustainable project for a specific agricultural business.



## Development of theoretical and methodological foundations

### Chapter 1. Basic theoretical aspects

---

#### 1.1. What is the SAFARI method?

The application of **SAFARI** method aims **to help a group of farmers** (cooperatives, associations ...) **to define one or more projects** (of collective or individual action) and **put it into practice** to satisfy all the needs of a territory.

There are many methodological tools that focus on the design of a workable project and support a strategy when the project is already defined clearly. However, the problem is to define exactly the project, how to do it. Therefore, **SAFARI allows exploring different options, handle different ideas and define a project to implement it in a specific territory.**

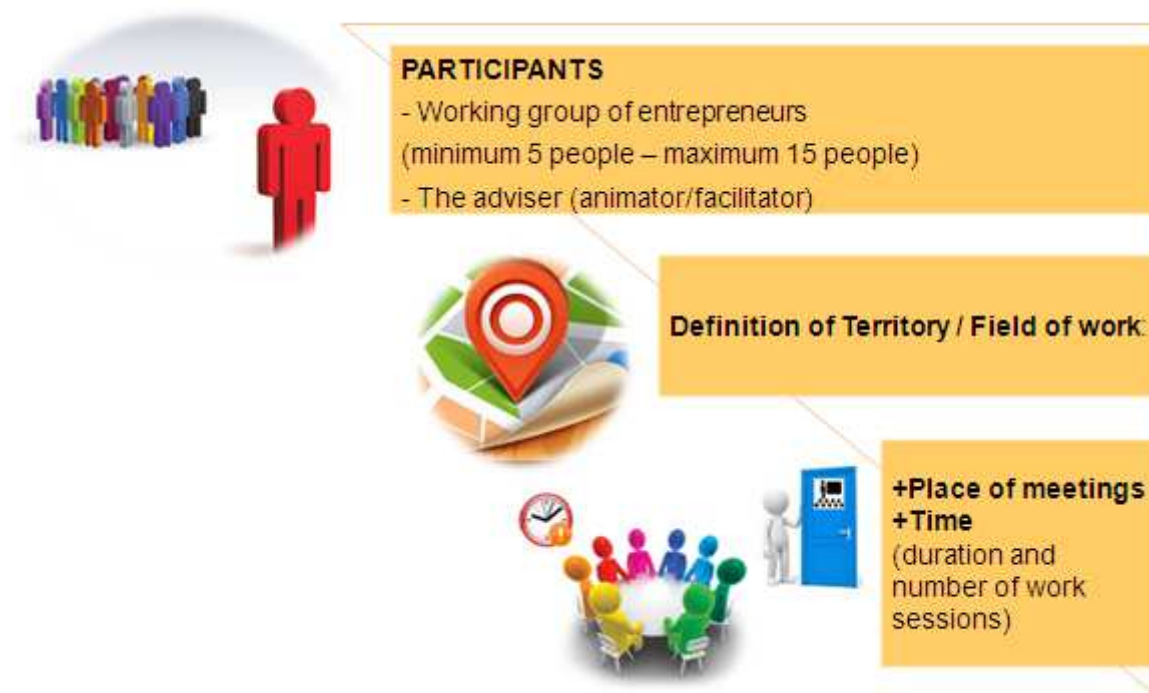
This methodological approach can be implemented in rural territories, where small businesses and entrepreneurs (mainly focused to young unemployed or/and or young entrepreneurs) wishing to start, improve or adapt their business ideas to current conditions; or those entrepreneurial organizations seeking to become more competitive, increase productivity, etc. Through SAFARI they will find the adequate guidance for determining their projects.

Note that this method has already been successfully applied in different settings:

- ☑ With young people in rural areas to improve their entrepreneurship: *Center for Rural Development EFA Fonteboa* in Coristanco – A Coruña (Spain).
- ☑ With local associations to determine the skills of its members: in France, *Volunteers of ADMR (Association of Home help in the Rural Middle)*.

## What is necessary to put into practice this method? – The operational plan

The SAFARI method requires an operational plan with a number of elements to implement it. Before starting the methodological process, is necessary to have defined the following elements:



## Chapter 2. Methodological foundations

### 2.1. How is applied SAFARI?

The SAFARI application is through a methodological process:



#### *The tool: Work Schedule*

As shown in the previous figure, the methodological process consists of three main steps, but each is broken down into several tasks ('**Work sessions**').

Please note that before starting with the activities of the first stage (Exploration), some preliminary sessions must be performed for preparing the work process.

The **Work Schedule** is used to organise the different activities of the SAFARI process.

In the schedule, it is necessary to indicate:

- ☒ **`Work session`** (numeration)
- ☒ **Content:** what is the `work session`?
- ☒ **Time:** approximate duration of the work session
- ☒ **Participants:** people who participate in each of the `work session`
- ☒ **Place:** where the `work session` takes place

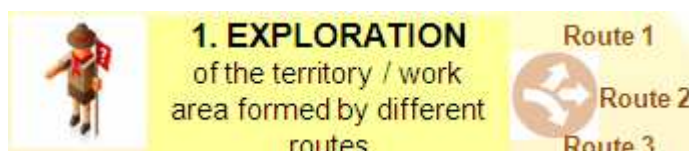
Then the `Work Schedule` recommended by the SAFARI method is presented.

<b>Work session</b>	<b>Content</b>	<b>Time</b>	<b>Participants</b>	<b>Place</b>
<b>1</b>	Previous work on issues to be addressed: data collection for contextualization	90 min.	Adviser/ Working group	Office (of the company, of the adviser ...)
<b>2</b>	Programming of work	90 min.	Working group/Adviser	Work place
<b>3</b>	<b>1. EXPLORATION phase:</b> Definition of routes and the exploration strategy by the working group guided by the adviser	120 min.	Working group/Adviser	Work place
<b>4</b>	Conducting exploration by the group following the strategy outlined (the number of sessions will be higher or lower relative to the number of routes and designed strategy) The role of the adviser is only to guide the participants	120 min.	Working group-fieldwork	Territory/ area, etc.
<b>5</b>		120 min.	Working group-fieldwork	Territory/ area, etc.
<b>6</b>		120 min.	Working group-fieldwork	Territory/ area, etc.
<b>7</b>	The adviser elaborates a document / graphics, etc. with all the information of the exploration phase provided by the group	120 min.	Adviser/ Working group	Office (of the company, of the adviser ...)
<b>8</b>	<b>2. DISCOVERY phase:</b> The group validates the results of the exploration	90 min.	Working group/Adviser	Work place
<b>9</b>	The group makes a diagnosis of this information: SWOT, conclusions ...	90 min.	Working group/Adviser	Work place
<b>10</b>	<b>3. CAPTURE phase:</b> From the discovery findings, the participants capture their project (individual or collective)	120 min.	Working group/Adviser	Work place
<b>11</b>	The participants present to the group the captured projects; the group participates in this final stage of project definition - provides elements, shaping aspects, adjustment processes ...	120 min.	Working group/Adviser	Work place
<b>12</b>	Preparation of a document by the adviser - guide with the final results to give participants	120 min.	Adviser/ Working group	Office (of the company, of the adviser ...)

*\* The times and places are recommendations of the method and may vary if it is necessary.*

### 2.1.1. Step 1: EXPLORATION

In the first stage, the adviser meets with a group of entrepreneurs **for treating (or exploring) the main problems in a given territory**. Then, the work group **validates various strategic routes**.



However, before analysing and discussing the different routes of action, the adviser should collect data on the problems and deliver a report to each group of farmers. From the gathered information, the farmers may discuss and begin to outline the strategy.

Considering the schedule method, the number of sessions will be higher or lower in relation to the number of established routes (to higher number of routes, more sessions).

So, the phases in this step of exploration are:

- a) Collection of data to contextualise problems (by the adviser)
- b) Discussion and validation of different routes (by the working group)

The method recommends using different means:



*Visiting companies  
Interviews with entrepreneurs  
Internet search  
Public administration, law*

- c) Defining routes; *an example:*



- d) The adviser makes other report from the working group results





Example : STEP 1

- ☑ **Territory/Context:** *Generating added value in the farms linked to a cooperative*
- ☑ **Working group:** *managers of individual farms or farming societies (8 people)*

In this example, the SCHEDULE consists of 7 `work sessions`.

Work session	Content	Time	Participants	Place
1	Previous work on issue to be addressed: data collection for contextualization <i>- Technical and economic situation of agricultural production</i> <i>- Jobs related to farming</i> <i>- Uncertainty of farms in the context of the global market</i>	90 min.	Adviser/ Working group	Office
2	Programming of work	90 min.	Working group/Adviser	Work place
3	<b>1. EXPLORATION phase:</b> Definition of routes and the exploration strategy by the working group guided by the animator <b>3 routes are defined:</b>  <b>Route 1: Diversification: horticultural production, other production, tourism</b> <i>What:</i> Resources, opportunities, needs, competition ... <i>How:</i> Programming of visits, study cases, meetings with professionals, information documentary, etc.  <b>Route 2: Transformation</b> <i>What:</i> Resources, opportunities, needs, competition... <i>How:</i> Programming of visits, study cases, meetings with professionals, information documentary, etc.  <b>Route 3: Commercialization</b> <b>Proximity economy</b> <i>What:</i> Direct sales, local markets, specialty shops... <i>How:</i> Visits, interviews, contact with distributors etc. <b>On-line sales (<i>idem</i> as above)</b> <b>Expansion towards the national and international markets (<i>idem</i>)</b>	120 min.	Working group/Adviser	Cooperative workroom
4	Conducting exploration by the group following the strategy outlined The role of the adviser is only to guide the participants	120 min.	Working group-fieldwork	Territory/area, etc.
5		120 min.	Working group-fieldwork	Territory/area, etc.
6		120 min.	Working group-fieldwork	Territory/area, etc.
7	The adviser elaborates a document / graphics, etc. with all the information of the exploration phase provided by the group	120 min.	Animator/ Working group	Office



### 2.1.2. Step 2: DISCOVERY

This step aims to **validate the results of the exploration phase**.

The working group has to focus on making **a diagnosis of the information**. Therefore, the SAFARI method recommends using the **SWOT technique** – for each of the defined routes are analyzed: *strengths, weaknesses, opportunities and threats*



Example: **STEP 2**

Following the example of the step 1, the Discovery process of one of the routes is now presented:

Now, the SCHEDULE consists of 2 `work sessions`.

Work session	Content	Time	Participants	Place
8	<b>2. DISCOVERY phase:</b> The group validates the results of the exploration phase  Example of SWOT analysis (Route 1): <b>Route 1: Diversification towards horticultural production:</b> <b>Strengths:</b> adapted climate; great variety of crops; labor available <b>Weaknesses:</b> production on a very small scale; lack of specific training <b>Opportunities:</b> There is a horticultural cooperative; a demand of products in local markets and supermarkets; little investment is needed <b>Threats:</b> competition from similar products from abroad; excessive control of large commercial areas	90 min.	Working group/Animator	Cooperative workroom
9		90 min.	Working group/Animator	Cooperative workroom

### 2.1.3. Step 3: CAPTURE THE PROJECT

The working group has to capture the **best project** (individual or collective) from the diagnosis and conclusions of the discovery phase.



They must be able to discern what the best strategies to resolve the raised problems of the territory.

All team members must participate in the definition of the project: providing elements, shaping certain aspects, etc.



Finally, the adviser has to prepare a **document-guide** with the final results to deliver it to the working group.



Example : STEP 3

Work session	Content	Time	Participants	Place
10	<b>3. CAPTURE phase:</b> From the discovery findings and results, the participants capture their project	120 min.	Working group/Animator	Cooperative workshop
11	<b>A COLLECTIVE PROJECT:</b> The managers of farms participants take the decision to diversify in horticultural production in the framework of a joint project. Having regard to the volume of production, the cooperative to which they belong decides to open / share a horticultural commercialisation line, also assumes technical advising, marketing ...	120 min.	Working group/Animator	Cooperative workshop
12	Preparation of a document by the adviser - guide with the final results to give participants	120 min.	Animator/ Working group	Office

## Evaluation

### Chapter 3. Comprehension test

This test is intended to check whether students have understood the theoretical and practical explanations.

Each student must respond the questions and mark the correct answer:

1. The SAFARI method is a tool to help entrepreneurs:
  - a) To make a work schedule for their farms
  - b) To define one or more projects to satisfy the needs of a territory
  - c) To solve the main management problems in the farms.
2. This methodological approach can be implemented in:
  - a) Rural areas
  - b) Rural areas with small businesses and enterprising people and/or unemployed
  - c) Individual farms
3. How many people can form the working group?
  - a) Between 5-10 people
  - b) Between 5-15 people
  - c) There are no restrictions
4. The elements of the operational plan are:
  - a) Participants, field of work and place + time for the meetings
  - b) An adviser and a working group
  - c) A specific territory and a place for having meetings
5. The steps of SAFARI process are:
  - a) Search, discovery and definition of the project
  - b) Exploration, discovery and capture the project
  - c) Search, exploration and capture the project
6. Mark the correct answer:
  - a) In the step 1, the working group validates one route
  - b) In the step 2, the working group captures the best project (s).
  - c) In the step 3, the adviser prepares a document –guide with the final results

Results on the next page

### Results of comprehension test:

Questions	Correct answer
n° 1	<b>b</b>
n° 2	<b>b</b>
n° 3	<b>b</b>
n° 4	<b>a</b>
n° 5	<b>b</b>
n° 6	<b>c</b>

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- ☑ LEONARDO. [website] [Consulted the May 1, 2015]

Available at: <http://www.leonardo.org.uk/>

- ☑ STRAT-TRAINING PROJECT. [website] [Consulted the May 1, 2015]

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## Appendix

### EVALUATION OF THE TEACHING – LEARNING

ASPECTS	SATISFACTION (Rating of 1 to 5): 1: Very little   2: Little 3: Enough   4: Pretty   5: A lot
Do you seem useful the SAFARI method for professional practice of agricultural adviser?	
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Have you understood well the methodology?	
Would you be interested in learning other training tools?	
How do you assess the teaching methods of the teacher?	
<b>COMMENTS</b> (Suggestions of improvement):          	

This document was developed within the framework of the STRAT-Training project funded by the Leonardo Transfer of Innovation programme from October 2013 to September 2015.

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- SEGES - the merger of the former Danish Knowledge Centre for Agriculture and the Danish Pig Research Centre, effective as per 1 January 2015.
- Academy of Learning, UK
- Federacion EFA Galicia
- Technical University of Crete
- Association of the Chambers of Agriculture from the Atlantic Arc (AC3A)

For more information: <https://strattrainingproject.wordpress.com/>