



PROPAGRI

PROfessional integration of young People through AGRiculture

ORIENTATION TOOLKIT

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DATE:15/11/2023

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Introduction

Engaging today's youth in the agricultural sector poses a unique set of challenges. Many young individuals often perceive agriculture as distant and unappealing for their professional endeavors. In response to this gap in enthusiasm and interest, this document introduces the PropAgri framework, a comprehensive educational tool designed to address these challenges and empower young people in the agricultural field.

Recognizing the importance of involving youth in agriculture for sustainable development, the PropAgri framework aims to provide a theoretical toolbox. This toolbox serves as a guide for youth workers and educators, equipping them with valuable insights and methodologies to overcome barriers and make agricultural education more compelling for young people, particularly those categorized as NEETs (Not in Education, Employment, or Training).

As we delve into the [PropAgri framework](#), it is crucial to connect its objectives with the broader landscape of youth development. This document aligns seamlessly with an orientation toolkit, which encompasses various coaching and mentoring strategies. By intertwining these resources, we aim to cultivate a comprehensive approach that not only addresses the unique challenges of engaging youth in agriculture but also promotes their holistic development through effective coaching and mentoring methodologies. Together, these resources serve as invaluable tools in shaping the future of agricultural education for the youth.

Active participation

Active involvement and decision-making by young individuals in shaping their learning experience about human rights is the essence of participation. This involvement contributes to the development of various skills, including decision-making, active listening, empathy, respect for others, and taking responsibility for their choices and actions.

Participation requires a supportive environment which encourages learners / participants to take responsibility for the activities and processes they are involved in. It is important to be transparent and honest with participants – also about the limits of participation.

The activities outlined in this guide demand active engagement—passive observation is not going to result in learning. Participation thrives in an environment that supports and encourages learners to take charge of the activities they're involved in. Transparency and honesty, particularly about the boundaries of participation, are pivotal.

It is preferable to announce limits to participation –

- Safety concerns - For instance, in outdoor adventure activities, there might be limitations on participation based on a participant's physical fitness or medical conditions.
- Expertise and skill level – Some activities may require a certain level of expertise or skill to ensure meaningful participation
- Group Dynamics - some participants will be much more eager to express themselves and their opinions, and it might make others more hesitant – you will have to monitor this and create a space where everyone can express their opinion even if it means to limit time for the others,
- Privacy and Confidentiality -In discussions that involve sensitive or personal information, there may be limits on how much individuals are expected to share.
- Time Constraints - In time-limited activities or courses, there may be limits on the depth or breadth of participation due to the available time frame.

Facilitation

As a facilitator we define anyone, who conducts, leading or facilitating an activity from the educational framework.

Facilitation is a process of guiding, enabling, and managing group activities or discussions to help a team or participants achieve a specific goal. A facilitator is an individual responsible for overseeing and guiding these activities, ensuring that the group functions effectively and that its objectives are met. By facilitating you create a safe environment in which people learn through experimentation, exploration, giving and taking.

The profession of a facilitator can vary greatly- it can be a young person, who prepares an activity for others, a youth worker, project manager or a trainer. Regardless the official role of the facilitator, there are certain competencies and skills that a facilitator have to possess

First and foremost a facilitator should be able to guide discussions. Facilitators steer group discussions by encouraging participation, managing time, and ensuring that conversations stay focused on the intended topics. This also includes managing the equal distribution among participant's "opinion time" – it happens often that certain participants are much more willing to express their thoughts and go into the matter in a great detail, however a facilitator have to let everyone speak even if it sometimes

requires interrupting someone in a polite way and sum up what they just said, and give a word to another person.

It's very important to establish a safe environment for everyone to share. There can be situations, where people's opinion is completely opposite to your or to other participant's, even if it is the case you have to stay neutral and let the person feel free to share. This can be done by emphasizing the value of diversity of opinions and there is always a learning opportunity in learning other perspectives and reasoning behind them. Overall, it creates our society more tolerant and inclusive.

Facilitator needs to have problem solving skills to help the group overcome challenges, conflicts, or obstacles that arise during discussions or activities.

Facilitator has to ensure that the group's activities are aligned with its goals, guiding participants toward the intended outcomes.

More about different pedagogical approaches can be found in the [PEDAGOGICAL FRAMEWORK](#).

Coaching and Mentoring

Mentoring is a supportive and developmental relationship between an experienced individual, the mentor, and a less experienced person, the mentee, aimed at fostering the mentee's personal and professional growth.

Coaching is a structured and goal-oriented process where a trained professional, known as a coach, supports individuals or groups in achieving specific personal or professional objectives. The coach facilitates the exploration of ideas, challenges, and strategies to help the individual or team unlock their potential and maximize their performance.

While both mentoring and coaching involve a supportive relationship focused on development and improvement, there are some key differences in their approaches and objectives-

Mentors typically draw on their own experiences, offering advice and guidance based on their personal and professional journey, while coaches use questioning and reflective techniques to encourage individuals to find their own solutions, rather than providing direct advice based on their personal experiences.

Mentoring relationships are often long-term and may extend beyond specific goals, focusing on the mentee's overall development and growth, while coaches concentrate on specific, defined goals or objectives, helping individuals or teams achieve those outcomes.

The GROW model

The history of this model begins in 1974, when Timothy Gallway published "The Inner Game of Tennis" in the United States, the idea being taken up and moved to Europe by John Whitmore and Alexander Graham. Following the collaboration with McKinsey, the original model, consisting of 7 steps, was transformed and reduced to 5, thus resulting in the GROW model. This became, in a short time, a very well-known, popular model, representing, for many, the prototype of mentoring and coaching models.

The model has subsequently undergone adaptations and additions, so that it can prove its effectiveness in other contexts, such as the version of this model called I-GROW (Issues, Goal, Reality, Options, Will/Way forward) (Breen, 2018, p. 14), online mentoring (Bishop, 2015) or the REGROW version of the model, which clarifies the links between the structure of the coaching session and the self-regulation theory (Grant, 2022) or TGROW, where T comes from topic.

- Bishop, J. (2015). An investigation into the extent and limitations of the GROW model for coaching and mentoring online: Towards 'prosthetic learning'. Proceedings of the International Conference on e-Learning, e-Business, Enterprise Information Systems, and e-Government (EEE), 125-136. Retrieved at: <http://www.worldcomp-proceedings.com/proc/p2015/EEE6132.pdf>
- Grant, A.M. (2022). Is it Time to REGROW the GROW Model? Issues related to teaching coaching session structures In D. Tee, J. Passmore (Eds). (2022). Coaching Practised. New-York: Wiley Online Library, 29-40. <https://doi.org/10.1002/9781119835714.ch3>
- Breen, A. (2018). The Effectiveness of Workplace Coaching among Line Managers in the Irish Civil Service. In Psychology at Dublin Business School, School of Arts. Department of Psychology Dublin Business School. Retrieved at: <https://esource.dbs.ie/handle/10788/3453>

**Table 1. Examples of questions to use at each stage of the GROW model
(after Madsen, 2019, p. 2)**

Stage	Questions
G - Establishing a GOAL	Tell me about the issue or what you feel is wrong? What do you want to achieve? How can you make that more specific? How do you imagine the situation when it is resolved? When do you want to have this goal achieved/ this issue resolved? What will achieving this goal mean for you? Which aspect is the most important for you to focus on right now? Where would you say you are today in achieving this goal/ resolving this issue?
R- examining the REALITY	What is the situation at the moment? What is happening right now? How do you know there is an issue? Can you describe/ explain that in more detail? What are all the different elements you need to consider when tackling this? What have you done so far to improve things? What worked? What did not work? What obstacles are in your way? Which good things do you want to keep doing? Which resources do you already have to help you achieve this? Who will be able to help you?
O - Considering OPTIONS	What could you do to resolve this? What steps can you take towards this goal? What could you do to move yourself just one step forward? What have you seen working in similar situations? What would you do if you knew you couldn't fail? If you could devote all your time to this one thing, what would you do then? What else could you do? Brainstorm your options to choose from/ list all your ideas. Which option would be the fastest /easiest /preferred? What are the pros and cons of each option?
W - WILL do / WAY forward	What are you ready to do to resolve this issue? What are your next steps? What will you commit to as action steps to move closer to your goal? What are the benefits of choosing these options? When are you going to start and complete each action? Where are you recording these actions? How committed are you to taking these actions? What might stop you carrying them out? What can you do to overcome this obstacle? What additional support do you need? Who can help you? Is there anything else you need to consider? How are you going to reward yourself when you achieve this?

The Skill-Will Model

The Skill-Will Model is a management and leadership concept used to analyze and address employee performance. It assesses two key factors affecting an individual's performance: skill and will.

Skill - This refers to an individual's capability, knowledge, and expertise related to a specific task or role. It encompasses technical know-how, competencies, and the ability to perform tasks effectively.

Will- in this context, signifies an individual's motivation, willingness, and attitude towards performing a task or fulfilling a role. It's about the individual's desire, determination, and commitment to completing the task or achieving the desired outcome.

Skill-Will Matrix - This model often uses a matrix with four quadrants to categorize employees based on their skill and will levels

High Skill-High Will - Employees in this quadrant possess both the necessary skills and the motivation to perform well. They are typically high performers and may benefit from opportunities for growth and challenges.

High Skill-Low Will - Individuals with the required skills but lacking motivation fall into this category. They might be experiencing burnout, dissatisfaction, or disengagement. Coaching or motivational strategies might be beneficial for this group.

Low Skill-High Will - Employees with high motivation but lacking the necessary skills fit into this category. They might be enthusiastic but require training, guidance, or skill development to perform optimally.

Low Skill-Low Will - Individuals in this quadrant lack both the required skills and the motivation. They might need extensive training, support, and coaching to enhance both their capabilities and enthusiasm.

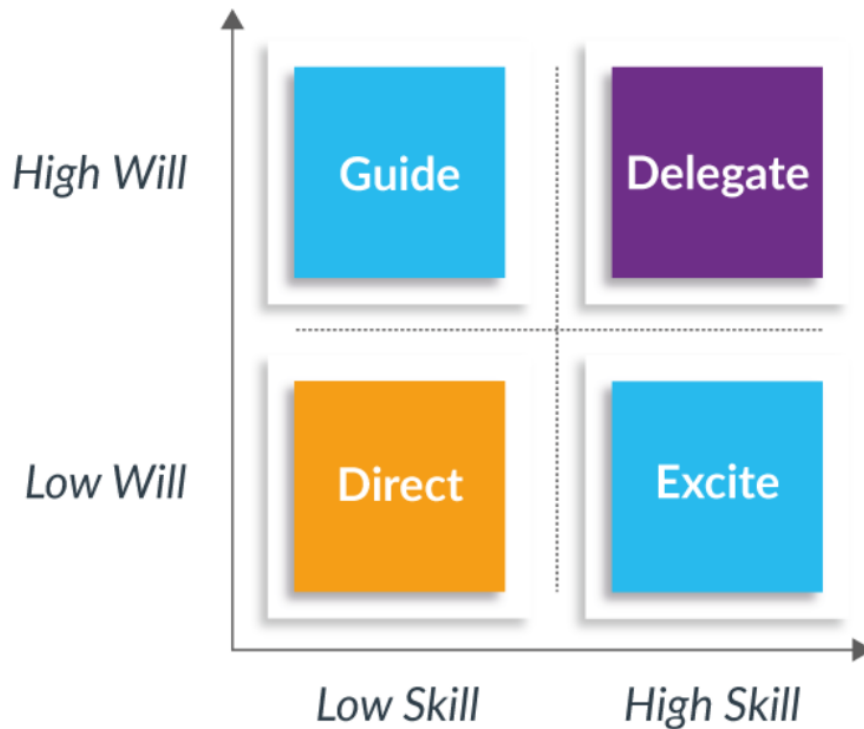
(Knezek G., Christensen R. Extending the will, skill, tool model of technology integration: adding pedagogy as a new model construct. J Comput High Educ (2016) 28:307-325)

According to ExecVision, "(s)kill is objective. You have concrete KPIs and best practices to measure against. Will, on the other hand, is more subjective, and can only be uncovered through one-to-one conversation and observation." However, to minimize

the subjectivity in determining "Will", a personality assessment, like a Hogan Assessment, can be helpful in determining employees' 'bright-side,' 'dark-side,' and 'motivations, values and preferences.'

Depending on where employees are plotted on the matrix based on their level of skill and will, a different performance management style will be used.

The Skill Will Matrix



Situational leadership involves management and leadership flexing their managerial and leadership style to match the specific situation and individual employees with which they are engaging.

Situational Leadership Model



<https://www.aihr.com/blog/skill-will-matrix/>

Understanding the best approach

Understanding the most effective coaching and mentoring approach for a new person requires careful consideration of their individual needs, preferences, and the specific context of the relationship. Here are steps you can take to assess and determine the best approach.

The more specific a mentor and mentee are in defining what they want to accomplish via a mentoring relationship, the more effectively the Mentor will be able to help.

1. **Assessment of goals** – To help to identify the aims of a mentee, you can use a questionnaire, where you ask a mentee to mark the main aims that they want to achieve.

My objectives are to:

- Build my self confidence in giving presentations
- Expand my network of contacts
- Clarify my professional career goals
- Learn new technical skills
- Expand sources of feedback
- Increase my understanding of the business
- Develop my skills as a manager
- Develop my project management skills
- Increase my ability to take risks
- Increase capacity of public speaking
- Develop personal skills

You can ask additional questions that would help you understand your mentee better, such as:

What work assignments challenge you the most? Where do you feel stuck? What skills do you want to acquire? What experiences do you want to have? What career paths interest you? What changes will you have to make to pursue your interests? Who are your role models? Why did you select them? What is an untapped strength of yours that you'd like to see the organization take greater advantage of? Who is in your current network? What types of people would you like to add? What image do you want to project? How would it serve you?

Ask a mentee how they will know when they have achieved the objective?

[\(Microsoft Word - Mentoring Guide.doc \(harvard.edu\)\)](#)

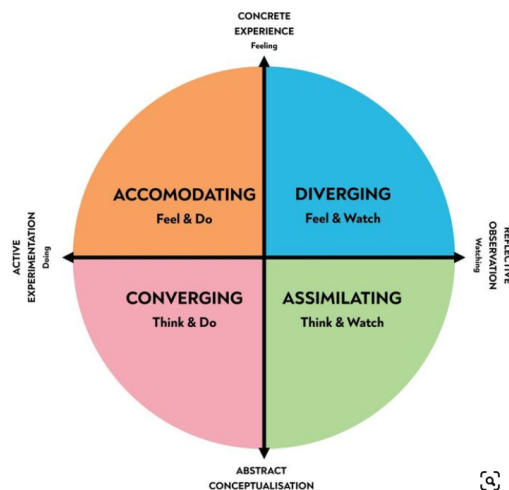
2. **Learning Style** –

Assess the individual's preferred learning style. Some people may be visual learners, while others may prefer hands-on experiences or verbal instruction. Understanding their learning style can influence how information is communicated and shared.

There are several ways how to detect someone's learning style

- Kolb's Learning Styles Inventory:

Kolb's model identifies four learning styles: Converging, Diverging, Assimilating, and Accommodating. You can use the Kolb Learning Styles Inventory to assess where an individual falls on this spectrum based on their preferences for concrete experience, reflective observation, abstract conceptualization, and active experimentation.- [Kolb's Learning Styles & Experiential Learning Cycle \(simplypsychology.org\)](https://simplypsychology.org/kolb)



Diverging (feeling and watching – CE/RO)

These people are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints.

Kolb called this style “diverging” because these people perform better in situations that require ideas-generation, for example, brainstorming. People with a diverging learning style have broad cultural interests and like to gather information.

They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. People with the diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.

Assimilating (watching and thinking – AC/RO)

The assimilating learning preference involves a concise, logical approach. Ideas and concepts are more important than people.

These people require clear explanations rather than a practical opportunity. They excel at understanding wide-ranging information and organizing it in a clear, logical format.

People with an assimilating learning style are less focused on people and more interested in ideas and abstract concepts. People with this style are more attracted to logically sound theories than approaches based on practical value.

This learning style is important for effectiveness in information and science careers. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think thi.

Converging (doing and thinking – AC/AE)

People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects.

People with a converging learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems.

People with a converging learning style are more attracted to technical tasks and problems than social or interpersonal issues. A converging learning style enables specialist and technology abilities.

People with a converging style like to experiment with new ideas, to simulate, and to work with practical applications.

Accommodating (doing and feeling – CE/AE)

The Accommodating learning style is “hands-on,” and relies on intuition rather than logic. These people use other people’s analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans.

They commonly act on “gut” instinct rather than logical analysis. People with an accommodating learning style will tend to rely on others for information than carry out their own analysis. This learning style is prevalent within the general population.

(Kolb, D. A. (1976). *The Learning Style Inventory: Technical Manual*. Boston, MA: McBer.

Kolb, D.A. (1981). Learning styles and disciplinary differences, in: A.W. Chickering (Ed.) *The Modern American College* (pp. 232-255). San Francisco, LA: Jossey-Bass.)

VARK Model

The VARK model categorizes learners into Visual, Auditory, Reading/Writing, and Kinesthetic preferences.

Visual Learners:

Visual learners learn best by seeing. Graphic displays such as charts, diagrams, illustrations, handouts, and videos are all helpful learning tools for visual learners.

Auditory learners:

Auditory learners learn best by hearing information. They tend to get a great deal out of lectures and are good at remembering things they are told.

Reading and Writing Learners:

Reading and writing learners prefer to take in information that is displayed as words and text.

Kinesthetic Learners:

Kinesthetic (or tactile) learners learn best by touching and doing. Hands-on experience is important for kinesthetic learners.

The validity of the VARK model as well as other learning style theories has been questioned and criticized extensively. Some skeptics argue that categorizing students into a singular learning style might impede the learning process. Despite these concerns, self-reflection tests like these can offer valuable insights into self-understanding. It's essential, however, to recognize that these assessments should not rigidly label individuals as exclusively one learning style, as people are likely to have varied learning preferences beyond a singular category.

Communication Preferences.

Identify the person's communication preferences. Some individuals may prefer direct and assertive communication, while others may respond better to a more collaborative and supportive approach. Adapt your communication style accordingly. It should be advised to take in account persons cultural background and cultural norms.

Explore how the person prefers to receive feedback.

Some individuals may appreciate direct and constructive feedback, while others may prefer a more positive and encouraging approach. Understanding their feedback preferences contributes to a positive coaching or mentoring experience.

WORKSHOPS

Title	Agriculture needs your support!
Description of the tool	This workshop is developed to facilitate and identify the needs of the market in the field of agriculture by using different dynamics. We will use a market research approach with young people to enable them to become more proactive and provide them tools which could be useful for their future work opportunities in any field and with special focus in agriculture.
Objectives of the workshop	- To identify needs for the agricultural market to involve more young people and new work forces. - To provide tools and raise competences on market research and development of business ideas. - To introduce basic concepts of market research and provide content to young people useful for their professional growth - To enable young people to prepare and run a little market research among agriculture workers - To match market needs with competences needed to fill the gap in the agricultural market
Target group	- Young people NEET from 16 to 20 years old - Young people from 20 to 25th years old
Group dimension	From 15 to 25 young people max
Time	180 minutes
Materials	• Stationary • Projector • Canvas to project • Multiple sockets and electricity • A4 white papers (possibly recycled paper ones)

	• Markers thick ones (one per each participant you do have) • Pens (one per each participant you do have)
Space	We suggest being a room where every participant will have at least 3 square meters for movement and possibly to have multiple places indoor and outdoor to provide opportunity to the participants to change the environment and increase their motivation.
Instructions	Once ready then you can run this activity and you can follow these steps: 1) Presentation of what is Marketing and Market Research which can be used by using that Power Point Presentation available for you HERE Try to make the presentation as dynamic as possible by involving young people asking them questions about the content and checking if in case they know or at least they can try to share what they know about the topic. 2) Once finished the presentation you can give the next task to the participants which is: - Make interviews to at least 5 different agriculture professionals who are in the field of agriculture to understand with them which are still the market needs for the agricultural field to be improved and more followed by young people as an opportunity for a future job. Ask them to develop a max 10 questions interview and collect it even with phone or video call interviews. - Once finished collect the data and prepare a short summary of the results and a list of the needs of the market in the agricultural system. 3) Divide them for this task in small groups of max 5 people and provide them deadlines by monitoring time and checking group by group where they are and if they need help. 2 hours as a deadline would be nice. It's not needed to have real professional market research but at least to enable the participants to understand how to develop one and run it. 4) Presentation of the results by every group with a max 3 minutes presentation by each group you do have. 5) Once done the presentation tell them as groups to stay and identify according to them which could be the competences that according to them they may need to match and fill the market needs in agriculture by creating a rank of most important competences and a model where for every need they have identified to match a competence useful to cover the need. You can give them 30 minutes to work on that. They can use digital presentations or classic presentations with the use of papers and flipcharts. 6) Plenary presentation which will be led by them where they will have a 5 minutes presentation each of them. 7) Close it with the debriefing in plenary together with them to double check what they have learnt and provide a meaning to

	the overall session of activities you have done. You can use the questions in the following table.
Debriefing	- How has been the activity? Did you enjoy it? - What did you learn more about market research? - Do you feel more acquainted about the needs of the agricultural field labor market? - Do you think you are more able now to identify what are the competences you need to enter in the agricultural labor market? - Did you change your mind on the opportunities offered by the agricultural labor market? - What would you plan in your future tied to agriculture that inspired you in the activity? - Will you push other friends and people you know to take agriculture as an opportunity for their future?
Tips for facilitator	- We suggest you do this activity after several activities of getting to know each other and be sure that your participants already are a group together. You need to have a cooperative and safe environment within the group. - Check in advance all the spaces you will use and their safety. - Prepare in advance all the necessary equipment to not improvise during the activities and create confusion. - Add questions which you think may feed the debate or enable you to collect interesting information from participants during the debriefing, if they come to your mind in advance or while running the activity be sure to have a block notes to take note and remember them. -
Handouts	1) Presentation of Market Research 2) Example of scheme for matching needs and competences

Title	Sustainable agriculture ideas
Description of the tool	This workshop has been created to deepen the topic of agriculture and sustainability as two topics tied and connected important for the future of agriculture and the world environment. This tool is based on non-formal education style activities and some frontal presentation so a mix between formal and non-formal education. Out of the different dynamics which will be involved, plenary work, small groups work and cooperation, analysis capacity, business idea development and entrepreneurial competence. Out of this activity participants will learn more about sustainability and they will gain competences related to development of business ideas and communication skills to transfer your business idea. Developing concrete ideas and turning them into action is the main objective of that activity.
Objectives of the workshop	- to discover more about sustainability and how to turn the process of sustainability into a business idea in agriculture; - to transfer skills on business idea development on young people and concretize the experience done in farms in the agricultural field - to use digital and innovative tools for education such as video to present themselves. - to reflect on potential business ideas and guarantee the young participants a follow up approach after the experience they had in the agricultural field. - to explore future opportunities in the field of agriculture funds & opportunities.
Target group	- Young people NEET from 16 to 20 years old - Young people from 20 to 25th years old
Group dimension	From 15 to 25 people max
Time	180 minutes
Materials	• Stationary • Projector • Projector canvas • Electric connection and multiple plug sockets • Wi-fi or data hotspot • Laptop or computer to support presentation and work of young participants • 20 flipcharts • A4 White papers • Pens one for each participant • Markers thick ones in different colors

Space	We suggest being a room where every participant will have at least 3 square meters for movement and possibly to have multiple places indoor and outdoor to provide opportunity to the participants to change the environment and increase their motivation. We also strongly suggest having a space which is equipped with wi-fi for them to use it especially in the video creation.
Instructions	1) Prepare flipcharts, markers and all stationary with project in advance 2) Presentation of Sustainability intro with a Powerpoint, prepare some questions to interact with the participants and stimulate them to share what they already know about it since they had already a similar input in the training before the internship. Max 20' minutes. You can use the presentation provided on the handouts. 3) Introduce the next activity with the task to create a poster with golden rules of sustainability. 4) Divide the participants in small groups of max 5 people. Give them flipcharts and markers or either through the use of a digital platform like Padlet they can share the golden rules there. 5) Enable them to present with a short presentation of max 3 minutes each group. 6) Once finished the presentation, introduce them to the next dynamic activity. They need to create a short 60 second to introduce a business idea connected to agriculture which can support the golden rules they have identified. Think about a potential business idea in the field of agriculture which could be useful and connected with sustainability. In which way can your company be sustainable? To create the video provide them a list of tools they can use especially mobile ones since they will be most probably using their phones. All the tools we will propose are free to use and provide them the opportunity to explore the video as a special tool Video tools: 1) https://inshot.com/ 2) https://capcut.com/ 3) https://kinemaster.com/ 7) Let them show the video and provide them feedback for every video by giving them some hints for improvement in their presentation.

	8) Once presented, provide participants fake money to provide a vote to the best ideas according to them. You can use the ones provided in the handouts. 9) After finished run a plenary debriefing to check together with your participants what they have learnt through the activity 10) You close the activity with a short powerpoint presentation with agricultural funds and support from the EU and other relevant opportunities for the future for them.
Debriefing	Once you finish all the exercise, close the session with a debriefing by requesting the participants to sit with you, debate, share and reflect on the activity they just did. - How was the activity? - Which was the most difficult part of the workshop? - Do you believe your business idea could be implemented? If yes/no, why? - What could politics, civil society do to promote sustainable agriculture? - Can you bring a case that you can share about a good practice / company which is sustainable in agriculture? - Will you consider one of the future opportunities which have been shared in the final presentation? Which one was the most interesting for you?
Tips for facilitator	- We suggest you do this activity after several activities of getting to know each other and be sure that your participants already are a group together. You need to have a cooperative and safe environment within the group. - Check in advance all the spaces, the wi-fi and all connections if they are available - Be sure everyone has a phone charged in advance and notice them before the activity and the training about that important matter. - Ensure the availability of laptop or computer to support participants who may not have proper phones to edit and also some phone or camera to support this process. - Be sure to know properly how the platform shared works with mobile in order to be ready to support the participants in the process of shooting and editing. - Don't worry, it's not required for a professional video but it is useful for them to learn more about how to edit and present themselves.

	- Prepare in advance as a plan B some example of good practices on the field, this will also facilitate the creative thinking process of young participants. - In case you can turn the activity into an all traditional youth work approach without any digital support by asking them to make golden rules presentations with papers and markers, prepare a short pitch by voice where they will act it and do it in front of a group of experts.
Handouts	1) Presentation on Sustainability in Agriculture 2) How to create a short video presentation 3) Agroeuro (Fake money) 4) Future opportunities final presentation