



# Building Local Networks for Integrated Agribusiness Development

Learning Module Series:  
Overview



*This learning module series is based on ICRA's 30+ years of knowledge and expertise on functional capacity strengthening in agriculture and is produced by ICRA within the framework of the 2SCALE programme during 2012–2017. 2SCALE – "Toward Sustainable Clusters in Agribusiness through Learning in Entrepreneurship" – is implemented by a consortium of IFDC, BoPinc and ICRA and funded by the Dutch government ([www.2scale.org](http://www.2scale.org)).*

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# Learning module series on: Building local networks for integrated agribusiness development

## *Why this series?*

ICRA designed these modules for a project called 2SCALE (2013-2017), one of the largest business incubators in Africa, which focuses attention on the creation and strengthening of local “agribusiness clusters” (ABCs) around a particular commodity within a particular area. The idea behind ABCs is to improve trust and therefore efficiency of transactions between different actors in the business of producing and processing a commodity, and then getting it to the market. ABCs typically include local networks of smallholder farmer groups, processors and traders of a given value chain, as well as the input dealers, financial institutions, transporters and service providers. Our experience is that the most productive ABCs are those that have strong and well-organised member groups, including farmers and small/medium enterprises that are able to network well and be innovative. These modules are based on our coaching experiences, and were designed to increase understanding of business relations and linkages. There are two lines of linkages that the modules aim to strengthen: **horizontal** (to create better links within the actor groups, particularly between farmers who are often the more vulnerable and less organised of the groups); and **vertical** (to strengthen links between actors along the value chain, from producers to the market). In this way, higher quality and fresher products reach the market, and farmer and SME incomes improve. By coaching ABCs around particular value chains to improve farmers’ (and SME’s) negotiating and networking capacities, local entrepreneurial development is boosted.

Agribusiness coaches can help farmer and SME organisations to become stronger and more equal actors in the value chains. Competition and distrust tends to be the norm in commodity-based business environments - and the weaker actors lose out. Building trust and improving cooperation between actors requires support and nurturing by outside intermediaries. Agribusiness coaches provide support and coaching to farmer groups, SMEs and the agribusiness networks to improve their ability to cooperate as confident and trusted partners, who can all earn a better living from agriculture.

Often it is difficult to find local coaches with the necessary competences to facilitate these kinds of networks. For this reason, ICRA’s approach has been to mentor local-level coaches by facilitation professionals. These “facilitator-mentors” guide the coaches according to a philosophy of interactive learning (see more on this below).

This series of learning modules was developed with this two-tiered set-up in mind: First, higher-level facilitator-mentors run face-to-face workshops (based on the modules) followed up with back-up support to local-level agribusiness coaches; who in turn develop coaching sessions with agribusiness cluster actors. This capacity strengthening model means that support continues after a workshop, which is necessary in such complex business environments.

*A word of caution:* These modules should not be used as blueprints that can simply be copied and used in workshops. Rather, they are intended as a set of (tested) guidelines for agribusiness facilitator-mentors and coaches to pick and choose exercises, and adapt them to the needs of their own context. The contexts in which Agribusiness networks/clusters are formed are typically very complex, and the actors to be involved are not clearly defined from the start. Over time, the network and its situation evolves and changes. The modules (and the videos) were developed with the idea of this complexity in mind.

## ***Who are the modules for?***

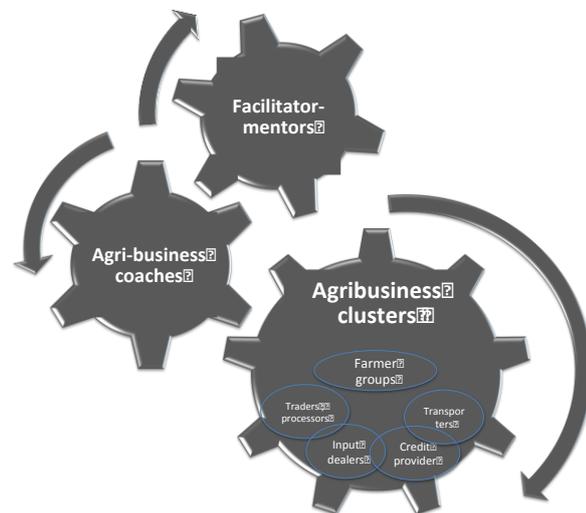
The modules are in the first place meant for **facilitator-mentors** who facilitate interactive learning in face-to-face workshops with **local agribusiness coaches**, who support and coach agribusiness cluster actors around a particular commodity value chain (see illustration). These modules will, however, also be useful for any **development practitioners involved in agribusiness and entrepreneurship training**.

In our experience, what works is to have a **higher-level professional trainer** take on the role of the facilitator-mentor who runs learning workshops for a group of locally-based agribusiness coaches. The facilitator-mentor also supports the coaches once they are in the field and joins some of the coached sessions with the ABCs.

A facilitator-mentor typically supports 5 to 10 agribusiness coaches who can be in charge of 1 to 3 clusters – whom they regularly visit. The agribusiness coach can be an **experienced practitioner from extension services, a research organisation, NGO, or consultancy**. But for reasons of sustainability and to limit external costs, the coach could also be a **staff member** of the farmers' organisation or SME (trader or processor) that is part of the agribusiness cluster.

We generally use the term coach or agribusiness coach, while the organisation or unit within the organisation to whom the coach belongs (as staff member or contracted) we can call the BSS or Business Support Service.

The agribusiness coaches are local intermediaries who in turn facilitate interactive learning and innovation processes for the ABCs. Coaches first of all need good technical background and competences to train farmers in good agricultural practices. But farmers and ABC actors not only need technical training, they also need coaching support by brokering, advising, developing networks, so build relationships, analyse production costs, identify options of cost reduction and efficiency, develop business plans, negotiate prices, loans and contracts,

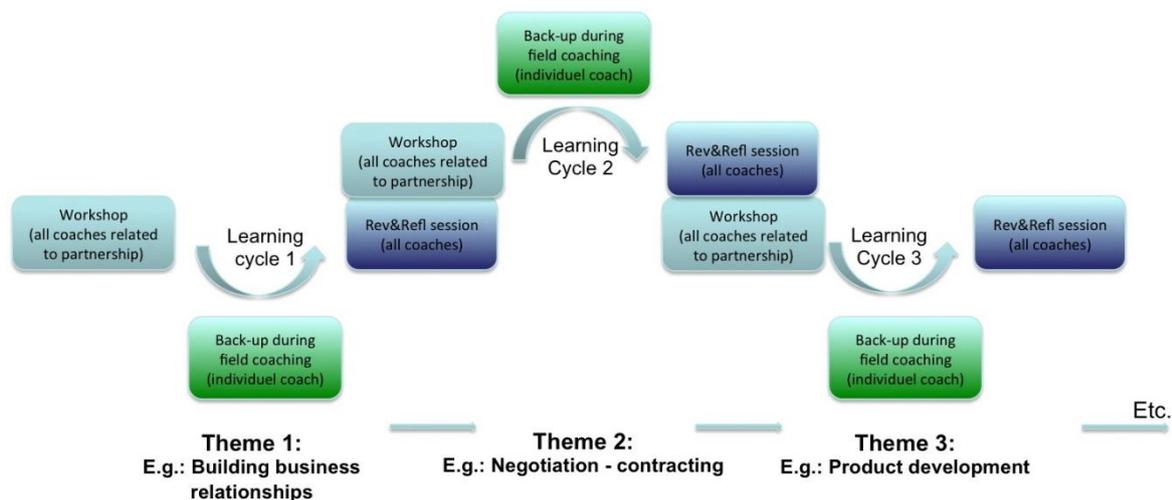


organise collective storage and marketing, develop new products and brands, etc. We call these functional capacities or soft skills, which are not only crucial at individual level (of ABC actors), but also at the organisational level of farmers' organisations, ABCs and Small and Medium Enterprises (SMEs). Such organisational empowerment can lead to improved market information and insights into market trends, which may allow farmers' organisations to negotiate fairer prices and better deals with processing companies. We have summarised ICRA's experiences in this in a short stories booklet: Not by technology and money alone: The importance of functional capacity strengthening in agribusiness partnerships, see: <http://www.icra-edu.org/blog>.

In ICRA's experience, the set-up of local agribusiness coaches supported by higher-level facilitator-mentors is crucial to succeeding in establishing ABCs and getting them to function effectively - especially in the first years of their development. The coaches require diverse and complementary competences that often need to be developed and strengthened over time through interactive "learning-by-doing" in the field with the cluster actors. In this series of modules we focus on functional capacities and the development of soft-skills in agribusiness.

### ***The philosophy of interactive learning and coaching behind the modules***

The 13 modules in and of themselves, and in combination with each other, are designed to stimulate continuous learning and practical adaptation. Our experience is that this works best when the modules are facilitated as part of a series of learning cycles, each cycle generally lasting one to two months (see Figure).



Each learning cycle begins with an intensive workshop around a particular module theme. The facilitator-mentor facilitates the workshop, bringing together coaches for ABCs of a particular commodity value chain. Following the workshop, the coaches use their newly acquired competences during coaching sessions with their ABC actors. The facilitator-mentor joins at least one session in the field to support the coach. After some weeks, the agribusiness coaches again come together for a Review and Reflection session run by the

facilitator-mentor. This session is generally immediately followed by the initial workshop covering another module, to start the next learning cycle.

Please remember that the themes of the modules and their sequence depend on the needs of the particular ABCs and value chain issues. In practice, a needs assessment is carried out to design a capacity strengthening plan (composed of a series of learning cycles) for the group of clusters and associated coaches.

### ***The modules and the adult learning approach are based on the following principles:***

- **The actors of the ABC must be empowered to have control over the development and innovation processes in which they are involved.** Facilitation therefore builds on what people already know and want/need to learn. The module contents are designed to build on participants' experiences. During coaching sessions, cluster members are treated respectfully, and trust-building is essential. This includes attention to gender-sensitivity as well as other factors that might make some participants less empowered than others.
- **Learning (to innovate) is an interactive social process.** The interactive process gives a lot of space to participants to learn from each other, to work in groups, and to stimulate discussion. Facilitation aims for a spirit of inclusion, and openness to learning by all participants.
- **Learning is an active, discovery-based, learning-by-doing and experiential process, achieved through iterative planning and reflection cycles.** It is important to frame learning in such a way that it is linked to experiences and to put new concepts and tools into practice, then to reflect on them and make adaptations where needed.
- **Learning processes need to be tailor-made to stimulate innovation.** Ideal learning approaches combine hands-on field work with structured "learning workshops". Workshop content and presentation are designed based on past experience with the particular agribusiness system or value chain and the specific needs of the cluster actors. The workshop includes technical subjects (e.g. crop management), financial aspects and "functional" or "soft" skills to improve group dynamics, networking and governance. In every case, the modules are tailored to the needs of the cluster.

### ***The modules in this series***

This series comprises 13 modules. Each can be completed within 15 to 20 hours over a two to three day workshop. All of the modules are relevant for the various ABC actors, but some are more geared towards specific cluster actors, like farmer groups; this is the case for the

modules on supporting rural organisations or *warrantage*<sup>1</sup> of agricultural products. Some modules deal with more general themes and are rather introductory, like the introduction to local networking and empowerment and to marketing of agricultural products, while others go more in depth into the subject, like building business relationships, brokering, marketing planning, etc. A distinction can also be made between modules that relate more to the development of functional capacities like brokering and supporting rural organisations, while others have more technical contents, like developing a business plan or economic analysis; some modules have both a functional and technical content. Short descriptions of each module follow below. See Table 1 to get an overview of different aspects of the contents of the different modules.

**Table 1: Overview of certain aspects of the different modules**

| <i>Module numbers</i> | <i>Intended beneficiaries (Cluster and actors)</i> |                 | <i>Types of capacity development</i> |                  | <i>Depth of the contents</i> |                 |
|-----------------------|--|-----------------|--------------------------------------|------------------|------------------------------|-----------------|
|                       | <i>All</i>   | <i>Specific</i> | <i>Functional</i>                    | <i>Technical</i> | <i>Introductory</i>          | <i>In-depth</i> |
| 1                     | x  |                 | x                                    |                  | x                            |                 |
| 2                     | x  |                 | x                                    |                  | x                            |                 |
| 3                     | x  |                 | x                                    |                  |                              | x               |
| 4                     | x  |                 | x                                    | x                | x                            |                 |
| 5                     |  | x               | x                                    |                  | x                            |                 |
| 6                     | x  |                 |                                      | x                | x                            |                 |
| 7                     | x  |                 | x                                    |                  | x                            |                 |
| 8                     | x  |                 | x                                    | x                |                              | x               |
| 9                     | x  |                 | x                                    | x                |                              | x               |
| 10                    | x  |                 | x                                    | x                |                              | x               |
| 11                    |  | x               |                                      | x                |                              | x               |
| 12                    |  | x               | x                                    | x                |                              | x               |
| 13                    |  | x               |                                      | x                |                              | x               |

### ***Short descriptions of the modules in this series***

- 1. Introduction to local networking and empowerment:** basic concepts of systems, actors, value chains, ABCs, etc. and their functioning, pillars, and values of the approach to rural support services; the options for farmers in a value chain and how to upgrade the VC; the institutional context of transactions of ABCs; the process to set-up and support ABCs and develop VCs.
- 2. Building business relationships:** types of support for ABCs in terms of coordination, competition, collective action, partnership building, networking, brokering; particular attention to improving coordination and dealing with competition within the ABCs.

<sup>1</sup> *Warrantage* is a French word commonly used in West Africa that describes the warehouse receipt system, or WRS; it refers to granting credit with grain as collateral in secure warehouses where a third independent party holds the collateral on behalf of both the creditor and the debtor.

- 3. Brokering in value chain partnerships:** the concept of brokering, and the context in which it can be relevant; the different roles to be played by a broker or business coach; different types of brokers and related brokering challenges; relevant brokering activities within a given partnership context; best coach qualifications and attitudes for a given situation.
- 4. Financial education:** basic money matters and how to use money wisely; basic principles related to earning, spending, budgeting, saving and borrowing; use of financial products and services; skills and behaviours to take informed decisions on more productive and responsible spending, and borrowing.
- 5. Supporting rural organisations:** getting a clear vision for a young organisation; empowering rural organisations and ensuring their sustainability; practical management aspects like meeting facilitation, writing legal documents on bylaws, accountability.
- 6. Economic analysis and Crop budgeting:** the processes and procedures for undertaking economic analysis, and the tools needed (budget, gross margin, cash flow and profitability) to assess business performance; (inventory of) resources required by agribusinesses and how to manage them for optimum output; keeping proper records.
- 7. Introduction to marketing for agricultural products:** fundamental concepts of marketing, trade and business, and those linked to the marketing of agricultural products; training ABC members in agricultural marketing; developing/assessing a profitable marketing strategy and action plan.
- 8. Designing a marketing plan of agricultural products:** the importance of planning activities to market agricultural products; facilitating a marketing planning session and the design of a marketing plan; tools for monitoring the implementation of a marketing plan.
- 9. Market prospecting:** what do we offer: product and services; understanding the market; satisfying consumers' and customers' needs.
- 10. Promoting agricultural products:** concepts such as quality, quantity, sustainability, risk, customer, consumer, market segmentation, competition, etc.; development of tools that help promote and market agricultural products.
- 11. Warrantage of agricultural products:** concept, origin, principles, characteristics, advantages and disadvantages of, and conditions for a "warrantage" system; actors involved in or affected by a warrantage system, their roles and interests; the operational mechanisms of a warrantage system in an agricultural and local context; basic rules of an effective warrantage system (do's and don'ts).
- 12. Negotiating and contracting:** the concept of a "win-win" business relationship; negotiation types and techniques, and how to negotiate effectively; the various forms of contracts and their components; advantages and disadvantages of contracting.

- 13. Developing a business plan:** circumstances for developing a business plan; the components of a business plan, how to develop a plan, and how to adapt it to specific objectives; mobilising relevant information, and assessing the risks and issues linked to the related business.

### ***How to use the modules***

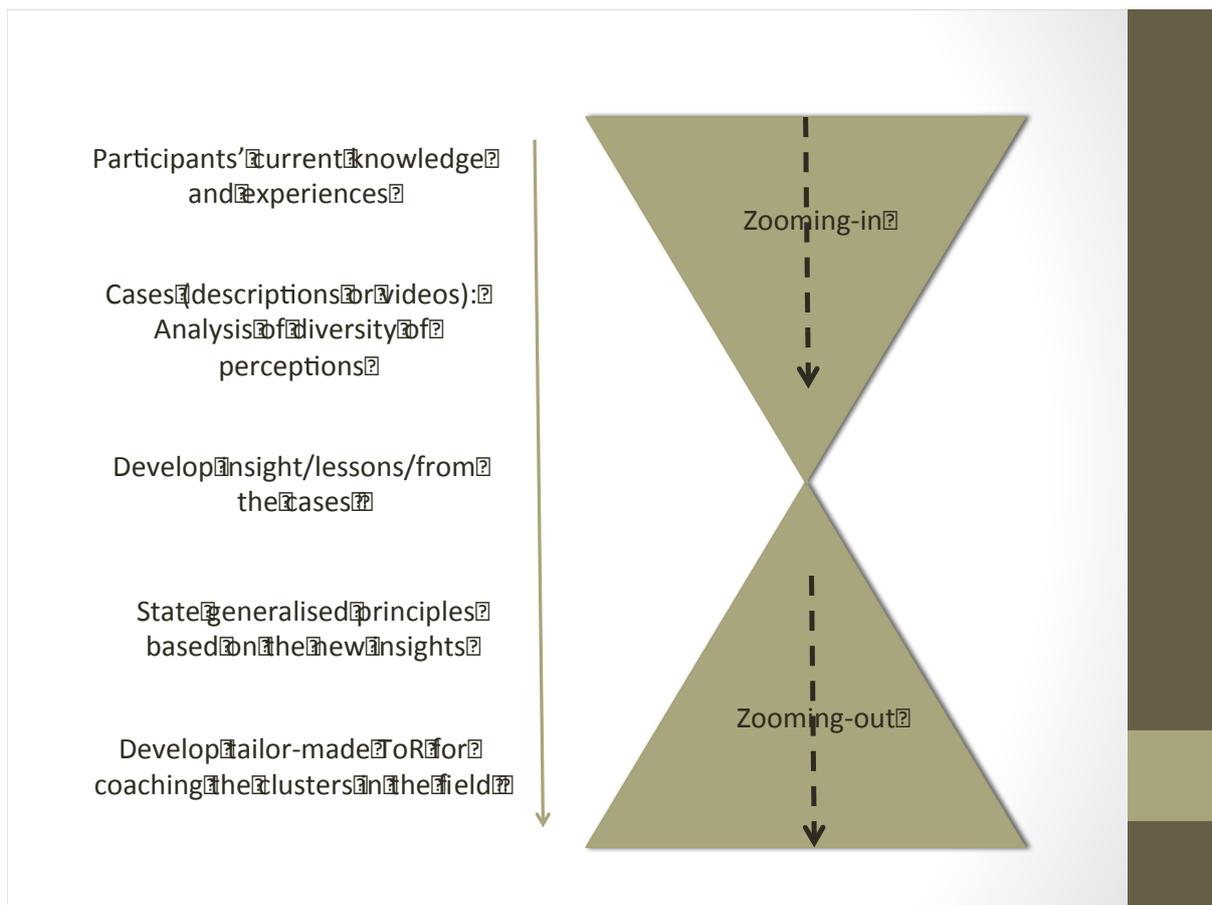
Each module comprises three sets of resources. Be sure to read the resources belonging to the module very carefully, so that you can decide what is appropriate to use in preparing for your workshop:

1. **Facilitators' guide:** explains in detail how to conduct a learning workshop on the topic. Each guide comprises the following elements:
  - **Foreword:** explains the origin and general content of the module, relating it to the rest of the series.
  - **Learning objectives:** provides the expected output in terms of new knowledge to be obtained, skills mastered, and mindset reached – for the participants to then apply the new learnings and adapt them to their own context. Besides content-related objectives, some competences aim to improve facilitation skills for coaches to apply within the framework of their work with the ABCs and cluster actors.
  - **Workshop outline:** lists the sessions and suggested exercises included in the module.
  - **Sessions, numbered:** specifies the learning objectives for each session as well as describing step-wise procedures on how to facilitate the session, with suggested pedagogical methods, often emphasising the use of visual aids.
    - Following the introduction to the theme, the first sessions generally deal with the present knowledge and experiences of the workshop participants, while the subsequent sessions gradually introduce new ideas, concepts and tools, generally through practical case material and educational videos; educational videos have proven an excellent format of case examples.
    - Additional '**Advice for facilitators**' is often provided in a box, with tips on how to prepare and/or orient the discussions during the sessions. Reference is made in the guide to the use of exercises, videos and handouts (which can be found in 2 and 3 below). All of these materials should be looked at carefully by the workshop facilitators ahead of time so that they understand the issues well, and can adapt the materials to needs of the workshop.
    - In the last-but-one session, coaches review what they learned and identify the tools/concepts that are specifically relevant for use and adaptation to the specific cluster contexts. This then forms the basis for each of the agribusiness coaches, to develop tailor-made Terms of Reference for their field coaching sessions with the ABCs.
    - The final session offers ideas for assessing the workshop and module. This is important to include in all workshops as it allows facilitators to get feedback on how well the participants understood and appreciated the sessions. It also gives good input into how to improve your workshop next time.

2. **Set of Exercises:** provides step-by-step instructions to help the facilitator guide the suggested exercises for best learning.
3. **Reference sheets:** includes *Background information* that can be used to strengthen the knowledge of the coaches; some of the reference sheets can be used as *Handouts* to be given to the participants at the end of the session.

### Each facilitated workshop follows a particular learning approach

(zooming in: from wide to narrow and zooming out: from narrow to wide)



### *Suggestions for facilitating the module (in terms of a learning cycle)*

#### **Preparing and conducting the learning workshop**

As indicated at the beginning of this document, these learning modules must not be used as a blueprint for conducting a workshop; rather, they are intended to provide guidelines to be adapted when designing your own workshop.

Start by reflecting on the context in which the workshop will take place, find out the value chains your participants focus on and align the examples you will use in the workshop to these value chains. This way participants can easily identify with your stories, tools and

skills, which makes application on the job easier after the workshop. Also inform yourself about the specific qualifications and competences of the participating coaches (and business actors), to determine the capacity strengthening needs of the workshop participants. What is helpful here is to find out what your participants experience as challenging or stressful in their work. You can find out about these challenging situations by short phone calls or chats with a few participants before the course. The overall aim is that your workshop provides them with tools and skills they need to deal with these challenges in the future.

Organising a workshop requires good preparation. Although this is not an exhaustive list of good workshop preparations, it is important to take the following aspects into account:

- Prepare the workshop well in advance: develop a clear outline of the workshop programme and be clear about the learning objectives;
- Adapt the procedures for conducting the workshop and prepare all required tools, hand-outs, exercises, case materials, videos, etc.;
- Invite the workshop participants well beforehand and re-confirm venue and date some days before the start of the workshop;
- Go and have look at the venue beforehand to know how much space you have and discuss the seating arrangement with the location owner. Ideally you have space for a circle of chairs for the plenary sessions and separate tables in café setting for group work. For the plenary sessions you will want to avoid sitting behind tables in order to provide “space” to let discussion and exchange happen as free as possible.
- Arrange the setting of the workshop hall some hours beforehand and make sure all equipment is in place, including flipchart stands, paper, pens, projector, ...
- Before you meet the group for the first time, make sure you look them up beforehand. Try to find a picture of them on internet (e.g. linkedIn, facebook), this way you can welcome them by their name when they arrive. This will make them feel warmly welcomed and contributes to a friendly and safe learning environment.
- Be at the workshop location at least one hour before you intend to start. You need to finish all logistics and preparations before the first participants arrive. As soon as the first participants arrives, you need to be there for them, to welcome them, chit-chat, offer coffee, anything to make them feel at home. Next to the late comers, there are also people who come early, so make sure you are ready with your preparations at least 15 to 20 minutes before you start. In some cases, people might even arrive up to half an hour before the start.
- Determine up-front how you want to deal with people who arrive late. Do you wait for them or start without them. How long do you wait and how do you justify this to the others. Also think about what you say to those who come in late when you have already started. They might feel embarrassed to be late so what do you say to make them feel welcome. It is only when they feel welcome that they will open up to learn.

During the workshop, other important issues to take account of when facilitating are as follows:

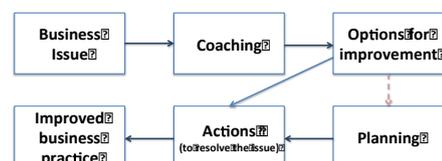
- Keep participants aware, focused and awake through the use of a variety of pedagogical methods, like group work and exercises. Ensure enough space and time for participants to express themselves.
- Use colours and a lot of visualisation: graphs, arrows, tables, and pictures (but keep it balanced - avoid confusion).

- Be curious and do not be satisfied by any answer. In many cases people give “easy” answers to questions, but often these answers are not really satisfactory because they do not cover all complex aspects of a topic. So, be curious and often ask “why?” or “what makes you say that?” - probe to deepen the participants’ reflections. You can also probe by inquiring into other perspectives; “is there another way we could look at that?”.
- As often as possible, ask participants to give concrete examples from their own experiences.
- Group work: Think ahead of time how you would like to group the participants. It could depend on the participants’ characteristics, in terms of origin (country, region, province), sex, or you may wish to group shy people in one group. Ideally, a group should not exceed 5 persons. Remind groups to clearly read the terms of reference of the exercise and to have a common understanding of the objectives of the exercise and the way how to deal with it. Ask the group to discuss how to divide roles (e.g. facilitator or reporter) in the group if the exercise requires it.
- At all moments, remind the participants of the final objective of the workshop: that is, to use and capitalise on the insights obtained in the workshop with the cluster actors during the coaching sessions with their ABCs. Remind participant coaches to always keep this point in mind. Reflect with them on how a specific tool or item can be used during their coaching sessions. A so-called reflection diary (see Annex 1) can be used during the workshop in which each coach fills out a form at the end of the day; you can start the next day by asking some of the coaches to read their responses to reflect on their learning.
- If necessary, come back to a concept or idea that you, as a facilitator, want the participants to keep in mind. What important messages do you want the participants to remember?
- Running out of time is very normal. Don’t just let it happen but prepare for it. Make backup plans, to be able to adapt the session quickly if need be. To decide what to skip you could ask yourself what will help participants most (has the biggest impact) to be able to deal with the challenging situations they face in their job.

## Field coaching

At the end of each thematic workshop run by the facilitator-mentors, the agribusiness coaches must make a Terms of Reference for their subsequent coaching sessions with the ABCs. The overall principle of any coaching session is that it deals with one or several business issues that are of relevance to the ABC actors. That is why coaches must be very clear - not only about the specific business issue(s), but also about the coaching tools to be used, and possibly additional information to collect **before** the actual coaching begins. Coaching is key to supporting a cluster to learn and be innovative, and coaches need to reflect on the possible actions that cluster actors will undertake to solve their business issue(s).

The coaching sessions with the ABCs follow the same principles of adult learning as those of the learning workshops for the coaches. This means that the coach:



- starts the coaching session by asking what cluster actors already know regarding the particular theme, and lets them talk about their experiences, problems and challenges.
- is not there to teach – but to facilitate. The coach picks up on a problem brought up by the cluster actors, and then analyses it with them, to try to resolve it together.
- leads the cluster actors in such a way that they come up with clear outputs in terms of action points to resolve the problem; some of these could be put into action on a short term, while others will be subject to more or less longer-term planning.

For practical reasons:

The coach should not invite more than 25 actors for any of the coaching sessions. This means you need to identify the key actors for each topic and invite them accordingly. This is because the number invited participants has budgetary consequences but also effectively coaching a group of more than 25 people is not easy.

Observe the time available for the coaching session. Due to the limited time envisaged it is important for each coach to prepare very well for technical delivery, and the materials that may be needed. Presentations must be brief, straight-to-the-point yet should be as much as possible interactive.

Detailed needs assessments determine the themes of the coaching sessions, so these will obviously be of interest to the cluster actors. Still it could be that the cluster actors will bring up an issue that is related to a different theme from the one treated in the intensive learning workshop just attended by the coach. In this case, coaches need flexibility, a good imagination and good facilitation skills to guide the coaching session into a useful direction. This is tricky and depends on the experience of the coach. Back-up support may therefore be needed. For this reason, we recommend that the facilitator-mentor always attends at least one coaching session of each coach. In our experience, this practice has proven to be critical to success. The coaches cannot be asked to simply do it all on their own, but require some support in the field.

We also recommend that the facilitator-mentor makes a report on the coaching session(s), specifying the business issues dealt with; (how) coaching methods/tools were used – and their usefulness; ideas generated by the cluster actors; plans made for action and intended business improvements. See suggestions on Report formats in Annex 2.

### **Review & Reflection session**

Once coaches have facilitated coaching in the field (often in the form of weekly cluster meetings) -one of which was attended by the facilitator-mentor, all coaches come together once again to review and reflect on the coaching period.

During this Review & Reflection session, all coaches present their findings, using the reporting format (see suggested format in Annex 3). All outcomes are then summarised by the facilitator-mentor (who can follow the suggested Summary format presented in Annex 4). The facilitator-mentor guides the coaches to share their experiences, and also shares

observations made during the coaching sessions attended. Together, they discuss the changes (or lack of progress) that have come as a result of the coaching sessions, and finally come up with a joint list of lessons learned.

### ***Abbreviations used in this series***

|      |   |
|------|---|
| ABC  | Agribusiness Cluster (sometimes represented simply as cluster)        |
| AP   | Action Plan   |
| BSS  | Business Support Services   |
| CASE | Competitive Agricultural Systems and Enterprises                      |
| FAO  | Food and Agriculture Organization                                     |
| ICRA | International Center for Development oriented Research in Agriculture |
| IFDC | International Fertilizer Development Center                           |
| ICT  | Information and Communication Technology                              |
| MIS  | Market Information System   |
| NGO  | Non-Governmental Organisation   |
| PPP  | Private Public Partnership  |
| R&D  | Research and Development  |
| SWOT | Strength, Weakness, Opportunity, Threat                               |
| ToR  | Terms of Reference  |
| ToT  | Training of Trainers  |
| VC   | Value Chain   |
| WS   | Workshop  |

**Annex 1: Reflection diary for ABC coaches**

Day of the week :

Name of coach:

| What did we do today? (give key words) | What did I find IMPORTANT/ INTERESTING/ IMPRESSIVE? And Why ? | What was IMPORTANT in terms of my actual/future work ? | What could I apply to my work? Consider individual and organisational implications |
|--|---|--|--|
|  |   |  |  |

## Annex 2: Reporting canvas for a coaching session

| GENERAL INFO                    |          |      |        |       |
|---------------------------------|----------|------|--------|-------|
| Title of partnership            |          |      |        |       |
| Country                         |          |      |        |       |
| Name of Cluster                 |          |      |        |       |
| Name of coach who was backed-up |          |      |        |       |
| Date of back-up session         |          |      |        |       |
| Participants                    | Position | Male | Female | Total |
| Farmers                         |          |      |        |       |
| Input dealers                   |          |      |        |       |
| Processors                      |          |      |        |       |
| Traders                         |          |      |        |       |
| Finance Institutions            |          |      |        |       |
| Others (.....)                  |          |      |        |       |

### 1. What is the specific issue/challenge being treated during the coaching session? Describe as precisely as possible

|   |  |
|---|--|
| <i>Issue or challenge treated; Business nature of the issue/challenge; actors concerned with the issue and particular interests related</i> |  |
| <i>Implications of the issue in the actors business/the link with the business model of the "overall" partnership</i>                       |  |

### 2. How did the coaching go, methodology wise?

|  |  |
|--|--|
| <i>Which tools/methods/approach were used; give some insight HOW this worked and WHY these specific tools/methods were used?</i> |  |
| <i>Strong points and points to be improved</i>   |  |
| <i>Give reactions of the cluster members, some specific quotes, what was said; give some nice statements</i>                     |  |

### 3. What are the outcomes of the coaching session? Describe as precisely as possible

|  |  |
|--|--|
| <i>WHAT new innovative ideas were suggested to deal with the issue/challenge</i>   |  |
| <i>WHAT innovative ideas were actually taken up as planned activities, in order of importance (specify how they deal with the issue/challenge)</i>               |  |
| <i>How does the planned activity relate to the overall activity plan of the partnership (or cluster) or HOW/When it will be taken up in the planning.</i>        |  |
| <i>What are the anticipated outcomes/effects, (Linkages/networks/contracts established; Changes in volumes marketed; Transaction costs reduced; Profit made)</i> |  |

*Section 4 only to be filled-out in case of a second, third or fourth coaching session*

**4. What are the major changes since earlier coaching sessions**

*How does the coach relate to the cluster: what changes (improvements or deterioration) do you observe; try to make clear how the coach has contributes to the changes*

*WHAT innovative ideas from the previous coaching sessions have been implemented?*

### ***Annex 3: Individual Coach Review & Reflection format on the field coaching period***

***(1 form to be filled out by EACH of the coaches, before coming to the R&R session)***

|        |
|--------|
| ABC:   |
| Date : |

|                          |                    |              |
|--------------------------|--------------------|--------------|
| Learning cycle : Topic : |                    |              |
| Coach :                  | Name of cluster:   |              |
| Coaching Date :          |                    |              |
| Participants present :   | Female :           | Male :       |
| No of Actors :           | Inputs suppliers : | Producers :  |
|                          | Traders :          | Processors : |

|   |  |  |
|---|--|--|
| 1 | What is the business issue that you have treated during the coaching?  |  |
| 2 | What was done (practical field activities) to apply/use the knowledge from the workshop during the coaching? |  |
| 3 | What « principal » coaching methods did you use?   |  |
| 4 | What are the major new ideas and planned « changes », related to the business issues (see point 1)           |  |
| 5 | Present a statement from participants that is sticking to your mind  |  |
| 6 | What is YOUR (personal) major lesson learned from THIS coaching  |  |

Same remark as the previous page ?

**ANNEX 4: SUMMARY REPORTING <sup>2</sup>:**

Partnership/ABC : .....

Review, Reflection and Experience Sharing from the Field Coaching activity  
Summarise in the form of Key words that allow for comparison between the different clusters

***(Form to be filled out by the facilitator-mentor, during the presentations of the coaches)***

|   | Clusters   | 1. .... | 2. .... | 3. .... | 4. .... | 5. .... | 6. .... | ..... |
|---|--|---------|---------|---------|---------|---------|---------|-------|
| 1 | What is the business issue that you have treated during the coaching.                              |         |         |         |         |         |         |       |
| 2 | What specific knowledge aspects (contents) from the workshop were used during the coaching?        |         |         |         |         |         |         |       |
| 3 | What « principal » coaching methods did you use?   |         |         |         |         |         |         |       |
| 4 | What are the major new ideas and planned « changes », related to the business issues (see point 1) |         |         |         |         |         |         |       |

<sup>2</sup> This table will be posted on the wall before the start of the individual presentations of the coaches. The trainer will simultaneously write down some key word statements on cards and post these in the relevant cells of the matrix table. This means by the end of all presentations, the table will be filled out by the trainer.

## **Analysis of the overview table (line by line, comparing the different clusters);**

The trainer will present the overview tables and make an analysis of the outcomes, line by line; using the following guideline; the report is done similarly.

### 1. Business issues treated

- What are the recurring business issues treated during the coaching sessions; and in how many clusters?
- Are these real collective business issues and are they relevant for specific learning cycle? Explain!!
- What other important business issues were specific to some of the clusters?
- What can we learn from this comparison?

### 2. Practical knowledge application (from workshop to coaching)

- What (knowledge) aspects from the workshop were recurrently treated in several clusters?
- What specificities do these knowledge contents have; how do they relate to the business issues?
- Did some of the coaches use some knowledge from the workshop and innovate/adapt that to the specific business issues? How?
- What knowledge (contents) aspects from the workshop were not at all treated? Why is that; are they not relevant/useful?
- What other knowledge (contents) aspects from the workshop COULD have been useful; and why was this not used/done?
- What can we learn from the comparison among clusters; what lesson fro the future?

### 3. Coaching methods

- What coaching methods were recurrently used
- What is the relevance of using these specific methods; WHY were these specific methods used?
- Have some coaches used some “innovative” methods? Explain
- COULD you have used other methods so be more successful (including inclusiveness challenge) ?
- What can we learn from the comparison among clusters; what lessons for the future?

### 4. Outcomes of the coaching sessions: New ideas and planned changes

- What new ideas were recurrently generated through the coaching sessions? and in how many clusters?
- What changes in terms of new business action were recurrently made? and in how many clusters?
- What are the issues for following up on the planned changes

### **Overall lessons/difficulties/way forward**

Thereafter, the trainer engages in a short overall discussion on the topics below.

***The trainer reports the outcomes of the discussion in the related boxes***

- The key experiences and major lessons learned of this coaching

- the major difficulties encountered and how these were solved

- The way forward; What would you do differently (*What should be improved/added on tools/ methods/2 procedures/ processes i.e. from your experience*)

(END)



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