AGRI CHARISMA

Intellectual Output 5

AgriCharisma Guide for Youth Trainers and Educators

Erasmus+

Partnership:

YuzuPulse is an SME that was created with the aim of bringing innovative solutions to spark social innovation in areas where IT tools are not always widely adopted, such as the environment and education. Its founders noticed that even though technology is becoming more accessible and easier to design even for non-experts, and that numerous open-source solutions exist, those who are not IT experts, especially in the sector of the social economy, often feel intimidated and think that technology is too complicated and has nothing to add to their daily practice.

Website: http://www.yuzupulse.eu/

Challedu pioneers new models of learning, inclusion and engagement. Its team consists of educators, teachers, experts, game designers and designs playful experiences and games with the aim to transform every activity into an irresistible experience. The scope is to unlock the transformative power of people as seekers and solvers of complex problems, risk-takers, inventors and visionaries. Our work also empowers creativity, fantasy, inclusion and empathy.

Website: http://challedu.com/

Citizens In Power (CIP) is an independent non-profit, non-governmental organisation. CIP aims to develop different ramifications of entrepreneurship, education and democratic dialogue in Cyprus and abroad. To achieve those targets, CIPhas established an on-going collaboration with the majority of leading Cypriot universities, NGOs and research organisations in Cyprus, especially for the development of innovative projects and international trainings or seminars as well as for the deployment of pedagogical educational material, by primarily using web platforms and other technological innovations.

Website: https://www.citizensinpower.org/

DRAMBLYS is a non-profit organisation located in Spain that works for the promotion of social innovation. In DRAMBLYS we combine sociological imagination & inquiry with social creativity and design to approach, explore, and innovate solutions to contribute to sustainable development. Our main programmes and areas of expertise include the following: programmes design and evaluation, data visualisation and social innovation design, development and management. In DRAMBLYS the aim is to facilitate creative dialogues and co-create sustainable alternatives and so, to inspire new social entrepreneurs and community leaders & promote sustainable ways of living.

Website: https://dramblys.org/

The Polish Farm Advisory and Training Centre not-for-profit Sp. z o.o. is a private not-for-profit company (in the process of becoming an NGO) dedicated to providing farm advisory services, enhancing the entrepreneurial spirit in rural areas and fostering rural development in general. The company's main goal is to improve the livelihoods of rural inhabitants by offering them the best and most professional and personalised advice in the field of agriculture as well as a variety of training courses and materials relevant to rural actors in the subjects of environment protection, sustainability, food safety, green growth, permaculture, social farming, etc.

Website: https://farm-advisory.eu/en/

Table of Contents

Introduction

The AgriCharisma project highlights the TEAM skills that are essential for the success of a new business, especially agro-startups.

It focuses on:

- Reflecting on skills and personality traits to identify your role in a founding a team
- Gaining soft skills to elevate your entrepreneurial development

The aim

The aim is to empower young people aged 18-30, especially those living in rural areas by targeting youth trainers and educators, guidance counsellors, youth centres, university departments in relevant fields by providing them with innovative educational tools and methods for promoting career development of youth in agro-entrepreneurship.

Why is this needed?

According to statistical data, the youth unemployment rate reached up to 16.8% in 2020, which means that young people in Europe struggle to find work (Eurostat, 2021). This element may push young people to take the risk to form their own start-up companies or innovative enterprises.

Also, more than 40% of young people in Europe find it feasible to be self-employed within the next five years (OECD/European Union, 2017, p. 58). Transmission from school to employment in rural areas is tricky, though the European green economy accounts for 6% of the EU's GDP. Rural areas' populations are getting steadily older, and numbers show that only 11% of managers in agricultural entrepreneurship are under 40 (Eurostat, 2018).

Additionally, the partnership's preliminary research found that young people face a lack of training, managerial and professional skills, career opportunities, examples of successful innovative agro-enterprises and a lack of networks. One way to overcome such challenges is the formation of teams within the entrepreneurial context. European Start-up Monitor reveals that 77.4% of founders in agricultural entrepreneurship started as teams (2nd European Start-up Monitor).

What is the AgriCharisma Guide for youth trainers and educators

As the last output of the project, this Guide provides the necessary tools and guidance to youth professionals on how to use AgriCharisma's materials in an educational setting. All innovative tools created in Outputs 1 to 4 are seen from the perspective of the educators and trainers, and specific activities are proposed along with other educational materials to cover the topics taught through the other outputs.

The Guide is divided into sections with the following titles:

- Output 1 - AgriCharisma Platform: The importance of engagement and peer-to-peer learning incorporating the platform.
    - It focuses on how to navigate the platform, how to use it for cooperation, communication and assessment activities
- Output 2 - E-course Module 1: Key skills and personality characteristics of a strong founding team.
    - It includes the learning objectives and outcomes of Module 1 along with concrete activities for the three lessons incorporated in the module regarding skills and personality characteristics of a strong founding team
- Output 3 - E-course Module 2: Development of soft skills useful in agro-entrepreneurship through innovative hands-on activities
    - It includes the learning objectives and outcomes of Module 2, along with concrete activities for the four lessons incorporated in the module
- Output 4 - AgriCharisma Digital Serious Game: Assessing personality characteristics and developing skills on Agro-entrepreneurship.
    - It focuses on the learning objectives and outcomes and on how to use the game based on activities

The Methodology of the AgriCharisma Project

A unique methodology has been formulated from the beginning of the project in terms of the creation of the results of the project. All the stages and activities of the "AgriCharisma" project are designed based on the needs of the target groups and the long experience of the project's partners.

The Methodology of Output 5

In order to ensure the best possible outcome, distinct steps, extensive research from various sources (articles, websites and iconography), consistent reviewing and translation of the material were key aspects of the development of this Guide to ensure the best possible outcome for youth trainers and educators and enhance transferability potential. The quality evaluation included the following thematises: (i) Didactic and Pedagogical Sustainability; (ii) Quality of Content; (iii) Language; (iv) Structure, Organizing and Functionality; (v) Aesthetics); (vi) Illustrative material.

The whole process is demonstrated as a summary in Figure 1, shown below.

Figure 1. Methodology of Output 5

Output 1

AgriCharisma Platform: The importance of engagement and peer-to-peer learning incorporating the platform

The first output of the AgriCharisma project aims at the development of a platform which will give the opportunity to its users to:

1. Download the outputs and other material of the AgriCharisma project;
2. Interact with each other and support their associates with peer-to-peer learning;
3. Upload material that can be empowering and helpful for other users of the platform;
4. Create topics of discussion and take part in other users' cases; and
5. Allow users to create their profile accounts.

The platform's main language is English to enable its transferability and use by young people worldwide.

Navigating the platform

The AgriCharisma platform is relatively straightforward and easy to use. The figure below demonstrates the main pages of the platform and their content.
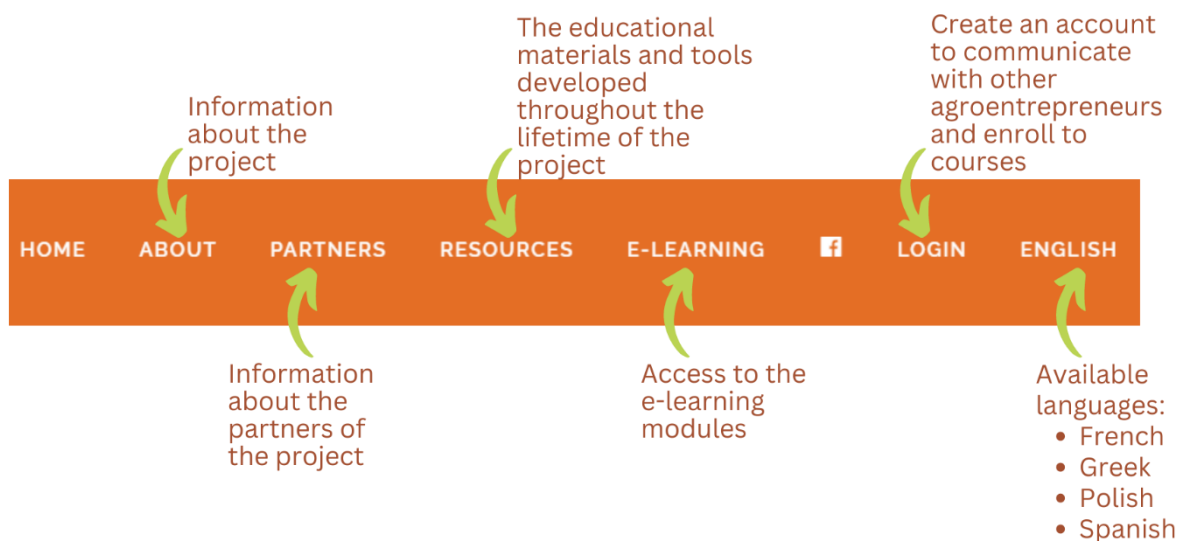
Figure 2. Main pages of platform and their content in AgriCharisma's platform

A user without an account on the AgriCharisma platform does not have the same rights or access as a user with an account.

Users **without** an account are allowed to:

● access the project website;
● create an account;
● access the forum in read-only mode; and
● access the project's resources.

Users **with** an account are allowed to:

- post on the forum;
- access the courses;
- update their account; and
- delete their account

The registration process requires the user to declare a username, email and password. After submitting, the user will receive an email with a link to confirm the account.

Figure 3. The registration process on AgriCharisma's platform

Once the registration is completed, you are able to view your dashboard, where you have access to the following features, shown in Figure 4:

- Dashboard: shows the users' general progress (i.e., how many courses the user has enrolled in and their status);
- My profile: holds the personal information of the user;
- Enrolled courses: the courses the user has enrolled in;
- Wishlist: the user's collection of desired courses;
- Reviews: the reviews given by the user;
- My quiz attempts: how many times the user has attempted to take a specific quiz included in the courses;
- Order history;
- Questions and Answers: includes questions made by the user and received answers.
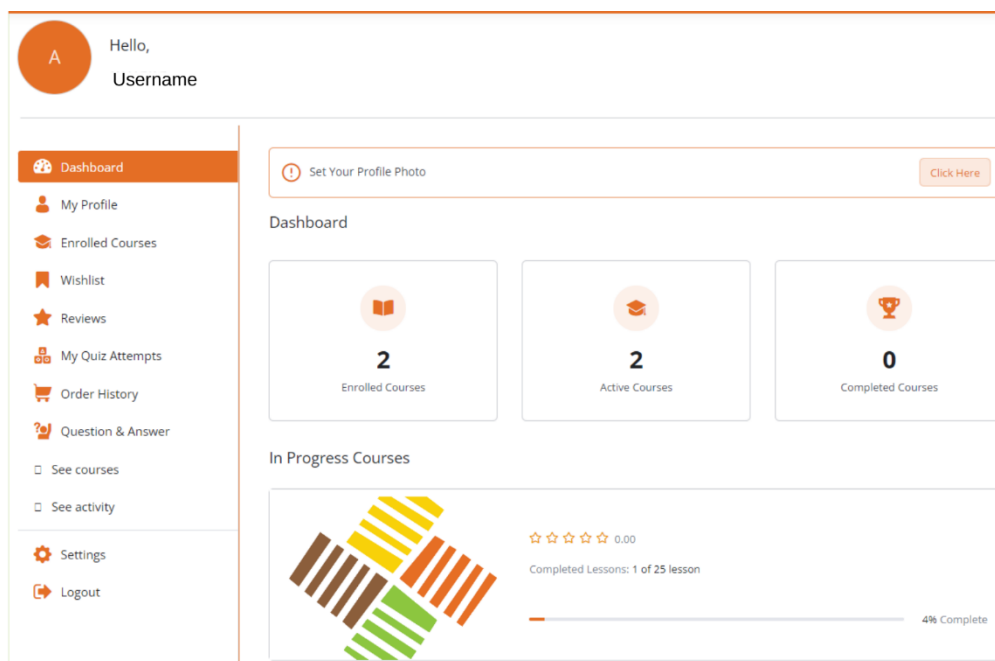
Figure 4. User Dashboard on AgriCharisma's platform

Another feature of the AgriCharisma platform is that it uses gamified methods to motivate its users by issuing badges. As demonstrated in Figure 5, the user earns points throughout each E-course journey and can maximise its point total. Youth workers can use this as a tool to motivate learners and cultivate some friendly competition among them.

Figure 5. Badges available on AgriCharisma platform

Cooperation and communication

Except for the e-learning part, there is also a community feature on the platform that allows users to receive messages from one another, create groups and post messages on their groups, as demonstrated in Figure 6.
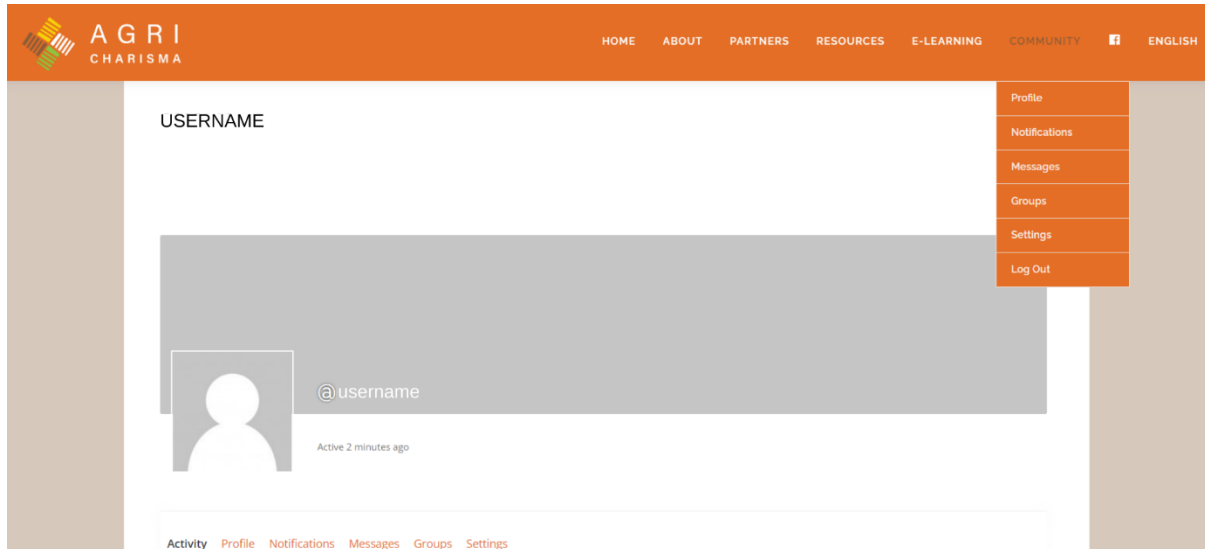
Figure 6. Profile on AgriCharisma's platform

The Agri-Charisma platform is created to offer the opportunity to learners to use it autonomously. However, it can also be integrated into an educator's training or teaching practice in several ways, in a blended learning approach. For instance, educators could ask the learners to study the module's content and keep the hands-on activities for the class or workshop time (this feature is also shown in Figure 4). They could also ask the learners to share their experiences with other learners on the forum and have further discussions during the workshops or present other learners' cases and give their opinions.

Assessment activities

The platform's primary functions are to build lessons and quizzes, as well as to manage student forums and courses and share multimedia content. The types of questions in the quizzes included in the courses are:

- True/False
- Single Choice
- Multiple Choice
- Fill in the blank
- Matching (i.e., different words with the same meaning)
- Image Matching (i.e., a definition with a picture)
- Image Answering (i.e., write a definition under a picture)
- Ordering (i.e., rank things according to their importance)

Output 2

E-course Module 1: Key skills and personality characteristics of a strong founding team

The second output intends to give youth a valuable instrument for assessing their key entrepreneurial skills and personality features for forming strong founding teams. "E-course Module 1" is composed of three lessons:

- Lesson 1: analyses the key roles in a team for a start-up,
- Lesson 2: elaborates on building a team and,
- Lesson 3: enriches the team with new members.

Learning objectives and outcomes of E-course Module 1

Objectives:

- Describe and understand what a rural start-up is and its benefits
- Identify your personality and role in a team through Belbin's theory on team roles and Holland's theory of 6 personalities
- Recognise the importance of building a team to succeed in entrepreneurship
- Examine how individual characteristics are detrimental to a start-up's success
- Analyse the process of growing a team

Outcomes:

- Identify rural start-up ideas
- Examine their own personality traits and how they interact with others in a work setting
- Recognise and appreciate different points of view and skills
- Synthesize a team based on individual characteristics for a common cause
- Implement the necessary steps and processes to grow your team

Lesson 1: Key roles in a team for a start-up

In Lesson 1, the following are covered through the AgriCharima platform:

⇒ What is a "rural" start-up?
⇒ What do roles and personalities mean?
  o The Belbin team roles
  o Holland's theory of six personalities

The practical activities proposed for Lesson 1 cover a combination of the sections mentioned above, from introducing the concept of "rural" start-ups to identifying personalities and team roles based on Holland's and Belbin's theories.

Introductory activity to "rural" start-ups

Objective:
Describe and understand what a rural start-up is and its benefits.

Materials needed:
- Computer/tablets and internet connection
- Presentation software

Time: 20-25 minutes

Steps

1 Show pictures of issues in agriculture in rural areas (e.g., pest control, drought, lack of organic fruits)
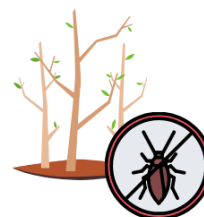
2 Ask learners to
- define the issues they see and
- what questions or additional information might they need to define the problem

Outcome:
By the end of this activity, learners will be able to understand how a potential issue can be turned into a rural start-up.

Activity for Holland's theory of six personalities

Objective:
Understand the thinking process of each person and how they communicate.

Materials needed:
- Piece of paper
- Pencil

Time: 10-15 minutes

Steps

1 Give everyone a piece of paper and a pencil. Give learners five minutes to draw a picture that represents who they are without using words or numbers.

2 Collect the drawings and show them to the learners. The learners must guess who drew each picture.

3 After that, each learner (artist) introduces themselves and explains how the work symbolises them.

4 Ask learners to consider 1) the words chosen and 2) how they communicated with the group.

Outcome:
By the end of the activity, the learners will realise more about how they view themselves and how they communicate that to others.

Activity for Belbin's theory of team roles

Objective:
Understand and recognise Belbin's theory of team roles in a practical context.

Materials needed:
- Printed scenario
- Pencils/Pens

Time: 20-30 minutes

Steps

1 Pair the learners in teams and give them the printed case study: A confusion between thinking and social roles (available on the next page) and let them read it.

2 Provide them with the following questions to discuss:
- What is the issue in this situation? What roles are being confused?
- What changes would you implement?

Outcome:
By the end of the activity, the learners will be able to recognise the importance of having defined roles and responsibilities in an agricultural start-up and identify potential confusing roles based on Belbin's theory.

Case study: A confusion between thinking and social roles

BEEsence is a small start-up that produces aromatic oils for cosmetic and massaging purposes and liquors from plants and will soon start to produce ecological honey.

YY is the person with the agricultural background who grew up in a mountainous area and has knowledge of pure and ecological products. In fact, he had been making such products for his friends and family long before the start-up was launched. He is also the CEO of the venture.

BB is YY's closest friend and another founding member. He is not a master in terms of the particularities of the technical side of the product, but he has brought in resources and has also learned everything he needs to know. He is good at making contacts and bringing new ideas about product diversification. He has an ambitious vision of achieving objectives to increase profit, but it remains an idea. However, the production process is time-consuming as it is primarily artisanal and ecologically friendly. Hence, BB spends all the time working and solving arising challenges in this area, such as planning how many harvesters they will need and seeing the temporary squads they hire to achieve the harvesting objectives.

The third group member is AA. She also invested in the venture but has a full-time job. She contributes by maintaining high visibility in social networks and keeping ledgers on inflows and outflows.

On the other hand, YY has key knowledge about the product. He also plans strategically and is on top of implementation when it comes to the production processes.

Being the perfectionist that he is, when the product is ready, he spends time checking the technical side and the aesthetics of the packing, delivery and so on. On top of this, as a CEO, he is trying to find new market niches, design new products relying on the raw material available, and ensure everyone is doing what needs to be done. He sometimes feels so overwhelmed that he has even thought of dropping the ball.

Question: What is the issue in this situation? What roles are being confused?

Answer: YY is taking on too many roles. He is performing coordinator (social role), specialist (plant role), implementer (action role) and finisher (action role). Exhaustion comes as no surprise. His strengths are the thinking roles as he is the one with the technical knowledge.

On the other hand, BB is focused on the plant (thinking role) and shaper (action role) when what comes natural to him is to be a resource investigator (Social role). However, he never gets to perform this role due to the intensity of his current roles. Perhaps the team is missing the resources that BB could have potentially made had he had the possibility to invest in the role.

Question: What changes would you implement?

YY should consider not juggling so many roles at the same time. He should instead focus on the ones that no one else can perform and come more naturally to him (of course, this doesn't mean that he should stop being CEO and not participate in decision and strategy making), for instance, focusing more on thinking roles. Similarly, BB should focus more on social roles, exchanging them with the thinking roles he currently performs.

The role of AA is rather challenging because, on the one hand, she is trying to work extra hours, apart from her full-time job, to contribute to the demands of the APEsence. Such dynamics might lead her to burnout, which might have a detrimental effect on the partnership between the three partners.

One solution would be for someone to be hired to carry out administrative and accounting tasks and for AA to focus on tasks and fill in roles that come naturally to her and that she can perform, such as coordinator and team worker. She may also share these roles with YY to lighten the burden of his responsibility and avoid burnout on both sides.

Other proposed educational materials

- [Assessment prior to establishing a start-up, BDC, the Business Development Bank of Canada, made up of 6 sections.](#)
- [An introductory video on Belbin's team roles and their role on team dynamics.](#)
- [A 5-page PDF on Holland's Occupational Personality Types.](#)

Lesson 2: Building a team

In Lesson 2, the following are covered through the AgriCharima platform: **15**

- ⇒ Introduction: Why building a team for succeeding?
- ⇒ Composing a team and aligning individual and team goals
    - o Building a team
    - o Aligning individual and team goals
- ⇒ Tools for creating the best founding team for a start-up
- ⇒ How to establish roles, build structures, and manage decision making
    - o Establishing roles
    - o Necessary roles to build a team (early stages of the start-up): know your objectives and determine which roles are needed
    - o Building structures
    - o Decision-making process in team

The practical activities proposed for Lesson 2 cover a combination of the abovementioned sections. They are used to develop various soft skills, such as problem-solving, communication and leadership.

Activity for team building and its importance

Objective:
Understand and appreciate each person's role in a team and how it contributes to its success. It also reinforces the development of problem-solving and strategy skills.

Materials needed:
- Building blocks
- Popsicle sticks (optional)
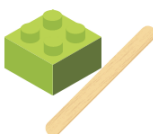
Time: 25-30 minutes

Steps

1 Before the activity begins, build an agriculture sculpture using blocks (and popsicle sticks) and cover it from all learners.

2 Divide the learners into teams of 2-8 persons and provide them with the same amount of building material.

3 Invite a member from each team to come and have a quick look at the sculpture for 10 seconds.

4 After that, each team member goes back to their teams and has 25 seconds to describe what they saw in order to recreate the sculpture.

5 Once the 25 seconds pass, another member from each team is goes to repeat the process. This continues until one of the teams successfully builds a replica of the original sculpture.

Outcome:
By the end of this activity, the team will recognise that each team member is essential for the team to succeed. It also enhances teamwork and bonding, pushes members to develop new strategies to solve problems and increase their self-confidence.

Activity for appreciating diverse perspectives in a team

Objective:
Discover diverse perspectives in a team and realise the value of different opinions. Another skill developed through this activity is creativity.

Materials needed:
- Whiteboard
- Sticky notes
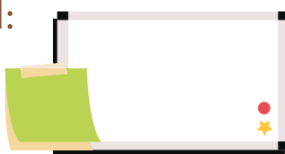
Time: 25-30 minutes

Steps

1 Ask everyone to gather in a circle.

2 Start the game by narrating the first three lines of an entrepreneurial story based on agriculture.

Story time...

3 After three sentences, you say "suddenly," and the person sitting next to you must continue.

4 They will have to come up with another three sentences for the story at that point and pass it to the person next to them.

Outcome:
By the end of the activity, the learners will realise more about how they view themselves and how they communicate that to others.

Ideas for stories

Beginning of story...

During the beginning of COVID-19, Amy lost her long-term job as a manager in a restaurant. She was having a difficult time deciding what she wanted to do next when suddenly she....

Harry decided to go to **work** abroad on a farm for the summer. He was always fascinated by farming but never had the opportunity to try it. Once he arrived at the farm, he suddenly....

The city of (name) has always been facing issues with pollution. However, the past few months, something had changed. The people of the city started getting sick suddenly, and....

Maya has always wanted to start her own business but never had the time to explore any available options. When she got an email on her computer, she suddenly....

Activity for decision-making in a team

Objective:
Practice leadership skills and arrive at decisions with a consensus.

Materials needed:

- Paper

- Pencil/Pens

Time: 15-20 minutes

Steps

1 Ask the learners to form groups of 3-4 people.

2 Present each team with the same scenario and a list of solutions.

3 Each team must select one solution that they agree on and justify their selection in 5 minutes.

4 The activity can continue with different scenarios.

5 Afterwards, ask the learners to consider: Did anyone (or more individuals) take the lead? Did it feel natural or forced? Why did they agree? (e.g., due to limited time or persuasion of individuals)

Suggestion: To increase the activity's difficulty, ask the learners to find solutions themselves.

Outcome:
By the end of this activity, each team practices their communication, planning and leadership skills.

Other proposed educational materials

- A short video will demonstrate six ways to improve a team's decision-making.
- An online article will introduce fundamental Decision-Making Techniques.
- Several Practical activities provided by the Module's responsible authors will test the learner's understanding on the issue.
    - Case Study on Achipampanos, a women-led enterprise.
    - Fill-the-gaps exercise to discover the definition of a team.
    - A matching exercise with terms and definitions.
    - A question for discussion.
    - True or False / Yes or No exercises.

Lesson 3: Enriching the Team with new members

In Lesson 3, the following are covered through the AgriCharima platform:

⇒ Qualities of a good team (characteristics of effective teamwork)
⇒ Talent Management
⇒ Selecting new members: the importance of the personality traits (the big five personality test)
⇒ Ways to keep the members of your team motivated
⇒ Being a motivational leader

The practical activities proposed for Lesson 3 cover a combination of the abovementioned sections. They are used to develop various soft skills, such as problem-solving, communication and leadership.

Activity for interacting with diverse individuals

Objective:
Understand how to adjust your communication and management style according to the individual.

Materials needed:
- Piece of paper
- Pencil/Pen

Time: 15-20 minutes

Steps

1 Select six learners to be volunteers.

2 One learner has to play the role of an employee who has recently missed meetings or been late to work. Each of the other five learners demonstrates a different leadership style (to save time, nominate a particular personality trait).

3 Ask all learners to form a circle and put two chairs in the middle of the circle.
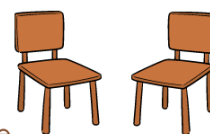
4 After each demonstration of how to deal with the employee, ask the whole group to reflect on the different leadership approaches. For instance, the group could consider what worked and what did not.

5 Finally, to conclude this activity, ask the group to consider what the 'ideal' leader would do in the scenario.

Outcome:
By the end of this activity, learners will better understand the different communication and management styles whilst also realising what type of leader they would want to be.

Activity for selecting new members and the big five personalities

Objective:
Understand how diverse personality characteristics affect interactions in the workplace.

Materials needed:
- Cards with personality traits written on them (spectrum of big 5 personality dimensions, e.g., neuroticism: anxiety, negative way of thinking, a little aggressiveness, etc.)

Time: 15-20 minutes

Steps

1 Give each learner a card telling them to act like the word written on the card.

2 Pair learners and ask them to start a conversation and act the way the card says until their partner guesses the matching adjective.

3 Ask learners to consider how personality characteristics affect a team and their dynamic in the workplace.

Outcome:
By the end of this activity, learners will be able to understand how personalities interact in the workplace, their importance and the dynamics created.

Other proposed educational materials

- a test on the Big Five personality traits;
- a YouTube video on Psychological Safety at the workplace;
- an online article by Forbes on "How To Scale Your Startup With The Best Talent";
- a YouTube video on how to be a motivational leader;

E-course Module Schedule

This E-course Module is separated into three lessons, lasting 8 hours in total.

	Lesson Stages	Duration
B.1.1	What is a "rural" start-up?	2 hours
B.1.2	Roles and Personalities in a team - The Belbin Team Roles - Holland's Theory of 6 personalities	
B.1.3	Further Inquiry and tests	
B.1.4	Practical Activities	
B.2.1	Introduction: Why building a team for succeeding?	3 hours
B.2.2	Composing a team and aligning individual and team goals - Composing a team - Aligning individuals and team goals	
B.2.3	Tools for creating the best founding team for a start-up	
B.2.4	Establishing roles, structures and the decision-making process - Establishing roles - Necessary roles to build a team - Building structures - Decision making process in a team	
B.2.5	Further Inquiry	
B.2.6	Practical Activities	
B.3.1	Qualities of a good team (characteristics of effective teamwork)	3 hours
B.3.2	Talent management	
B.3.3	Selecting new members: the importance of the personality traits (the big five personality test)	
B.3.4	Ways to keep the members of your team motivated (essential leadership skills, how to inspire and motivate individuals) - Being a motivational leader	
B.3.5	Further Inquiry	
B.3.6	Practical activities	
	TOTAL:	8 hours

Tips for the Educators

- Each lesson is built to last 30 minutes. However, when you use them in training courses/youth work, feel free to modify their duration and the respective subsections according to the learning needs of the participants.
- You may start the lessons at any time and pace yourself through them. It is advisable to be cautious and practical in terms of time management, making the most of the time dedicated to each session.
- The lessons of the modules are built chronologically, so it is advisable to follow the order. On the other hand, the order of the subsections may be altered as they are features that add to the lesson and do not follow a specific order.
- Practical activities are advisable to be included after each lesson. However, if you see fit, you may also choose to carry out the practical part after the subsections.
- In each lesson, additional materials, such as articles or videos, add to the topics explored. You may choose if you want to include them after each topic, at the end of each lesson, or leave it to the participants for personal use.

Output 3

E-course Module 2: Development of soft skills useful in agro-entrepreneurship through innovative hands-on activities

The third output focuses on soft skills identification and their development. It also includes interactive learning, innovative hands-on skills development activities, and corresponding skill and competences test to assess the learners' progress. Contrary to Module 1, Module 2 addresses the identification of soft-skills in agro-entrepreneurship to enable young people from distant and isolated agricultural areas to identify, acquire and develop key soft and leadership skills for innovative entrepreneurship in the agro-economy.

"E-course Module 2: Development of soft skills useful in agro-entrepreneurship through innovative hands-on activities" comprises five lessons.

- Lesson 1: Introduction
- Lesson 2: Opportunity skills
- Lesson 3: Management skills
- Lesson 4: Strategic skills
- Lesson 5: Cooperation skills

Learning objectives and outcomes of E-Course Module 2

Objectives:

- Understand what agro-entrepreneurship is and the usefulness of soft skills
- Recognise opportunity skills and how to apply them
- Examine diverse management styles and related outcomes
- Create and adopt strategic plans according to business needs and unexpected situations
- Explore different communication and networking styles

Outcomes:

- Recognise the value of soft skills in agro-entrepreneurship
- Perform risk management and SWOT analysis
- Understand how diverse management styles affect the workplace
- Implement strategy skills in simulated business situations
- Adjust communication and networking style according to the person

Lesson 1: Introduction

In Lesson 1, the following are covered through the AgriCharima platform:

$\Rightarrow$ Agro-entrepreneurship – what is that?

$\Rightarrow$ Soft skills? Has anyone heard of it?

The practical activities proposed for Lesson 1 cover a combination of the sections mentioned above and are used to develop an understanding of agro-entrepreneurship and soft skills in practice.

Activity for understanding agro-entrepreneurship

Objective:
The objective of this activity is for learners to work together in teams and build their entrepreneur skills. The main objective is to let the learners present their business ideas and secure funding.

Materials needed:
- Whiteboard
- Markers

Time: 90 minutes

Steps

1 Divide learners into teams of 2-6 people. Ask each group to develop their product or service in agriculture and develop a pitch for it. The pitch must be professional and should include the following:

2
- Brand name
- Brand tag
- Business plan
- Marketing plan
- Financial data (optional)

3 After they develop a solid plan, ask them to pitch their idea and present it in front of the investors. Encourage the investors to ask relevant questions and realistically evaluate each team.

4 The team with the highest funding wins the game.

Outcome:
This team-building activity aims to promote leadership qualities, innovative thinking, building confidence, and entrepreneurship among the team members. Moreover, the activity seeks to promote teamwork and working towards a common goal.

Other proposed education materials

- A [Short Quiz](#) (Google Form) will test the learners' new knowledge.
- A [Competency Test](#) which consists of 30 questions, will test which skill most applies to the learners.

Lesson 2: Opportunity skills

In Lesson 2, the following are covered through the AgriCharima platform:

⇒ An overview of opportunity skills
⇒ Recognising business opportunities
⇒ Market and customer orientation
⇒ Awareness of threats
⇒ Innovation skills
⇒ SWOT Analysis

The practical activities proposed for Lesson 2 combine the sections mentioned above and are used to develop opportunity skills holistically.

Activity for SWOT Analysis in Agriculture

Objective:
Understand how to perform SWOT Analysis

Materials needed:
- Printed cutout notes of strengths, weaknesses, opportunities and threats
- Printed SWOT Matrix
- Magnetic pins/tape

Time: 20-25 minutes

Steps

1 Give out a set of cut-out notes that contain strengths, weaknesses, opportunities and threats for the agriculture field in a given country or location.

2 Ask the learners to create teams of 3-4 people and sort out the strengths, weaknesses, opportunities and threats in their corresponding place on the SWOT matrix.

3 Encourage them to come up with ideas of their own to add to the matrix.

Outcome:
By the end of the activity, the learners will have a better understanding of what each part of the SWOT matrix entails, how to perform it and collaborate to come up with new strengths, weaknesses, opportunities and threats for the agriculture field in their geographical location. It also helps enhance communication skills, teamwork, and problem-solving and identify market gaps.

Activity for risk awareness and management

Objective:
This activity aims for learners to understand the risks in agro start-ups and how they can be managed.

Materials needed:
- Whiteboard
- Sticky notes

Time: 30-60 minutes.

Steps

1 Start by proposing a problem on the whiteboard (e.g., climate change in agriculture, pest control, conflict within the team)

2 Ask the learners to consider potential solutions to the problem while considering their limitations and write them on sticky notes.

3 Map each solution on the whiteboard as a spectrum or with the help of different factors like soft to aggressive approach, safe to risky, etc.

RISK

4 Use the sticky notes and mark the position on the whiteboard based on the answers. Group similar solutions together. This will help you identify the solutions that the group members find ideal.

Outcome:
This activity allows learners to explore potential risks and diverse strategies to manage them in agro start-ups. Furthermore, it pushes team members to think beyond the box to achieve long-term success.

Other proposed educational materials

- A Short Quiz will test what the learners know about Opportunity Skills;
- A Google Form will help the learners put the steps involved in creating a complete SWOT analysis in the correct order.

Lesson 3: Management skills

In Lesson 3, the following are covered through the AgriCharima platform:

⇒ The overview of management skills
⇒ Financial management and administrative skills
⇒ Human resource management skills
⇒ Customer management skills
⇒ General planning skills

The practical activities proposed for Lesson 3 cover the sections above by engaging learners in simulated scenarios with unexpected situations.

Activity for understanding and developing management skills

Objective:
This activity aims to stimulate critical, creative, strategic thinking and problem-solving skills within a team/leadership dynamic.

Materials needed:
- Printed list of items

Time: 20-25 minutes

Steps

1 Divide the learners into two teams and present them with a survival situation related to agriculture, such as floods, crop theft, invasive species, decrease in soil fertility.

2 Then, present them with a list of items that might be useful in that situation.

3 Challenge the groups to choose five items to help them survive.

4 After they finish picking their items, ask them to justify their selections and how they would use those things to overcome their given circumstance.

Outcome:
By the end of the activity, learners will be able to understand better how management skills are valuable in diverse situations and how they can think outside the box in group settings.

Activity for innovative thinking and personal awareness

Objective:

The objective is to promote learners' creative thinking and increase personal awareness.

Materials needed:

- Coins
- Notebooks
- Pens/Pencils

Time: 20-25 minutes

Steps

1 Ask the participants to empty their pockets, wallets, etc., of any coins and place them on the table.

Suggestion for educator/trainer: consider having backup coins

2 Instruct them to create their own logo using the coins in front of them in two minutes. If you have a large group of learners, split them into a group of 3 and ask them to do the same.

3 Once they are done with their logo, ask them what it says about them.

Outcome:

This activity tests individuals' creativity and ability to collaborate in a team. It also enables learners to become self-aware of their personality within an organisation.

Other proposed educational materials

- A Short Quiz will test what the learners know about management skills
- Learners must check at what level these skills are in their cases through a test.

Lesson 4: Strategic Skills

In Lesson 4, the following are covered through the AgriCharima platform:

⟹ An overview of strategic skills
⟹ Monitoring and evaluation skills
⟹ Strategic planning skills
⟹ Strategic decision making skills

The practical activities proposed for Lesson 4 cover the sections above by engaging learners in simulated scenarios with unexpected situations.

Activity for understanding and developing strategy skills

Objective:
Develops several skills like strategy, negotiation, and problem-solving.
It also tests your learners' communication and leadership skills.

Materials needed:
- Jigsaw puzzles

Time: 45 minutes to an hour

Steps

1 Split people into groups of four or fewer.

2 Give every group a different jigsaw puzzle with the same difficulty level. The catch of this game is that some pieces of the puzzle will be mixed at random with puzzles of other groups.

3 Their task is to complete their puzzle by negotiating, trading, or bargaining with other groups to collect their pieces of the puzzle. Whatever their chosen method will be, the group must reach a consensus before acting.

4 The team who completes their puzzle first wins the team-building activity.

5 Afterwards, ask learners to consider: Did the trade feel fair or unfair? Could they have done something differently? What was their strategy?

Outcome:
By the end of this activity, team members will improve their collaboration and appreciation towards each other. This activity challenges teams to reach decisions together through robust communication and discussion. It also addresses strategic decision-making and advances negotiating skills.

Activity for strategic decision-making

Objective:
This activity aims to enhance problem-solving and innovation skills within a team.

Materials needed:
- A5 Paper
- Pen
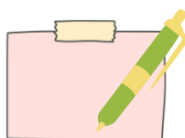
Time: 10-20 minutes

Steps

1 Divide all the learners into teams of 2-4 players. Ideally, you would want to group learners who have not worked together.

2 Come up with a bunch of open-ended questions or problems. These problems can be related to agricultural businesses, products or operations.

3 Provide teams with an A5 paper and a pen.

4 Ask the teams to come up with solutions to the given problem(s).

5 Evaluate all solutions and pick the best one as the winner.

Outcome:
By the end of this activity, team members will enhance their out-of-the-box thinking and decision-making abilities. This activity is also helpful for team-bonding and increasing the understanding of a team within an agricultural business.

Topic suggestions

Climate change

Soil erosion

Learn new technologies

Farm productivity

Loss of biodiversity
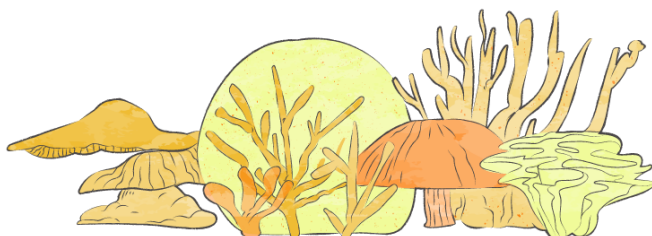
Conflicting goals within a team

Other proposed education materials

- A Short Quiz will test what the students know about strategic skills;
- Students must correctly put a puzzle to present the Strategic Decision-Making circle.

Lesson 5: Cooperation skills

In Lesson 5, the following are covered through the AgriCharima platform:

⇒ An overview of cooperation skills
⇒ Skills related to cooperating with other farmers and companies
⇒ Networking skills
⇒ Leadership skills
⇒ Summary of cooperation skills

The practical activities proposed for Lesson 5 cover the sections above by engaging learners in simulated scenarios with unexpected situations.

Activity to enhance communication and negotiating skills

Objective:
Develop learners' marketing and selling abilities in a simulated environment. It also enhances self-awareness and contributes to improved negotiating skills.

Materials needed:
- Any regular object

Time: 30 minutes or more

Steps

1 To play this game, ask each team member to pick up an object found in the classroom or workshop space. Explain to each learner that once they have the item in their hands, they will have to try to sell it to the other team members.

2 Set a 5-minute timer for members to prepare a pitch for why the other team members need to buy that item. They can set their own prices and have one minute to present a sales pitch and one minute to answer questions.

3 After everyone on the team has pitched, ask everyone to vote on which pitch they believe was the best. The pitch that secures the highest number of votes wins.

Outcome:
By the end of this activity, learners showcase their presentation, negotiation, creative thinking, and communication skills. It can serve as a team-building exercise and personal development activity.

Activity to develop networking skills

Objective:
This activity aims to allow learners to practice their networking skills in a simulated environment.

Materials needed:
- Business cards
- Cards with assigned roles and industries on them

Time: 30-40 minutes

Steps

1 Ask learners to pick up a card with an assigned role (e.g., agriculture and farmer). According to their assigned roles and industries, the learners must mingle in the room and collect the most business cards within a set time.

2 The learner that collects the most cards by the time stops is the winner.

3 Afterwards, ask the learner to consider: How did they communicate with others? Did they apply any communication techniques? What could they have done better? What have they learnt?

Outcome:
By the end of this activity, learners will be able to understand better how to communicate with potential stakeholders or business partners to establish a network and grow their businesses. They will also improve their communication, negotiation and active listening skills.

Other proposed educational materials

- A Short Quiz will test what the learners have learnt about cooperation skills.
- Learners will watch a video and take a test to test their leadership styles and skills.

E-course Module Schedule

This E-course Module is separated into five lessons, and it lasts 10 hours in total.

	Lesson Stages	**Duration**
C.1.1	Agro-Entrepreneurship - What is that?	2 hours
C.1.2	Soft skills? Has anyone heard of it?	
C.1.3	Learning objectives of this course	
C.2.1	Recognizing business opportunities	2 hours
C.2.2	Market and customer orientation	
C.2.3	Awareness of threats	
C.2.4	Innovation skills	
C.2.5	SWOT analysis	
C.3.1	Financial management and administrative skills	2 hours
C.3.2	Human resource management skills	
C.3.3	Customer management skills	
C.3.4	General planning skills	
C.4.1	Monitoring and evaluation skills	2 hours
C.4.2	Strategic planning skills	
C.4.3	Strategic decision-making skills	
C.5.1	Skills related to co-operation with other farmers and companies	2 hours
C.5.2	Networking skills	
C.5.3	Leadership skills	
	TOTAL:	10 hours

Tips for the Educators

To ensure that all the learners will be actively involved during the activity, the teachers should consider the tips from The Polish Farm Advisory and Training Centre that developed the E-course Module 2.

1. The assumption is to allocate 30 minutes for each part of the lesson, but you are free to modify the time needed to complete the activity;
2. It is best if each lesson starts with a theoretical presentation of the material. There is additional material after each lesson provided, which can be mentioned as conclusions such as articles, videos, podcasts etc.;
3. The order of the lesson topics can be mixed freely, as each is a separate thematic structure, but remember that INTRODUCTION (Lesson 1) must always be discussed as the first step;

4. All necessary graphics/supporting materials should be printed and distributed to learners before the lesson - it is best to discuss the test results obtained right after each completed test.

Output 4

AgriCharisma Digital Serious Game: Assessing personality characteristics and developing skills on Agro-entrepreneurship.

The fourth output is the AgriCharisma digital serious game, which focuses on assessing players' skills and personality characteristics while simultaneously supporting them to develop new skills and competencies in agro-entrepreneurship. Through the game, young people take the role of an agro-startup manager of a fictional agro-enterprise, such as an agro-tourism farm and try to manage resources, production, marketing, financial targets, etc. In other words, the game is a simulation of an agro-startup where the players discover the processes followed in different settings. The players can also choose the type of agro start-up they want to build. The game's scope is for players to gain new competencies and skills, increase self-awareness and identify their role within an agro-enterprise team.

Learning Objectives and Outcomes

Objectives:

- Increase self-awareness of individual personality characteristics of a team
- Identify your role within an agro-enterprise
- Understand various types of agro-enterprises
- Examine how to manage resources in a simulated agro-enterprise

Outcomes:

- Examine their own personality traits within a team
- Recognise their role and preferences within an agro-enterprise
- Become familiar with various types of agro-enterprises
- Apply resource management for agro-enterprises

How to use the AgriCharisma Digital Serious Game

The following sections describe the concept and gameplay and how players progress and gain experience points within the game. Educators can use two indicative activities as part of a workshop.

Concept and gameplay

A well-known agro-entrepreneur decided to be a mentor and investor for aspiring young entrerpeneurs and agro-startup managers. One of these is you. Your mentor provides you and your team with land, tools, staff and guidance to test your skills. The aim is to go through the daily routine of the 6 agro-enterprises step by step to find out which suits you best. During the game, you also find your role in agro-entrepreneurship.

The players start their entrepreneurial journey with an initial capital enough to develop one of the six different types of agro-enterprises. At the beginning of a game, the players may choose one of

these enterprises to go through all the stages of completion. In this way, they will create a profitable enterprise. They can upgrade their enterprise by improving specific processes, reducing working time and increasing profit. While playing, they can get hands-on experience on the processes needed in order to fund an enterprise, build its premises and manage it in everyday terms. The purpose of this game is to educate users in the field of agro-enterpneurship and their roles. The game ends when you have built all 6 enterprises, applied all the possible upgrades possible and completed your personality assessment in order to find your role in an agro-enterprise.

Figure 7. Gameplay from AgriCharisma Digital Serious Game - Types of agro-enterprises available

During the game, the players get acquainted with basic (everyday) processes and certain production stages. They also choose between different ways to perform each task and decide on certain upgrades. In a separate section of the game, the player is presented with a series of different situations and responses within the agricultural sector. Based on the responses, the player gets to assess and find out which is their ideal role in the founding team of an enterprise.

Progress bar & XP Points

Once you start an enterprise, the players go through each step one by one. When entering an enterprise, you have to go each step one by one. After completing one loop, you are allowed to make upgrades. Then, they will have to manage their own agro-enterprise by facing everyday challenges included in these steps. During the game, the players gather experience points.

At first, the chosen enterprises will be presented, along with their main processes and possible upgrades. The values of the various processes and upgrades (cost, time, profit) are indicative. Then, the players are briefed on how they gain XP points (experience points).

A progress bar is a graphical control element to visualize the players' progression during the game. In AgriCharisma Serious Game's case, the progress bar will be filled with XP points (experience points). Once the bar is complete, the player can level up and use another plot in the initial map to create a new enterprise.

Activity for different types of agro-enterprises

Objective:
Understand the diverse processes of various types of agro-enterprises and make connections to real-life contexts.

Materials needed:
- ·Laptop/Mobile Phone (Android/Windows users)

Time: 30-40 minutes

Steps

1 Group learners in pairs to play the game together and assign or let each team select one of the six agro-enterprises available.

2 Ask the teams to consider the different processes followed for each type of agro-enterprise and how they could relate to creating their own.

3 After playing the game for 10 to 15 minutes, ask each team to develop their own agro-enterprise and develop a pitch for it. The pitch must be professional and should include the following:
- Brand name
- Brand tag
- Business plan

4 After they develop their own pitch, they will present it to the rest of the learners.

5 Each team will be rated from 1 to 5, and the winning team will be the one that secures the overall highest rating.

Outcome:
This team-building activity aims to help learners understand some important types of agro-enterprises in the market and apply their processes in a real-life business. It also promotes team members' leadership qualities, innovative thinking, confidence, and entrepreneurship.

Activity for discovering personality characteristics

Objective:
Increase self-awareness and identify suitable roles in an agro-enterprise.

Materials needed:
- Laptop/Mobile Phone (Android/Windows users)

Time: 25-30 minutes

Steps

1 After a review of Belbin's team roles and Holland's six personalities, ask learners to select which of Belbin's team roles they think suits them.

2 Guide them to take the personality test through the game.

3 After they get a result from the personality test, ask them to compare their answer with the game's outcome and prompt group discussion.

Outcome:
By the end of this activity, learners will better understand their role in a team and have an increased awareness of their personality characteristics.

Other possible uses

- Discussion on key skills and profiles of various personality types
- Activities on managing individuals according to their personality traits and how to grow as a team.
- Discovering and analysing alternative strategies to deal with various business management problems.

Conclusion

This Guidebook aims to provide youth organisations and youth workers with activities on implementing the innovative, tangible tools and methods of AgriCharisma in their courses. The need to develop this Guide derives from the fact that the professionals who deal with the education of the youth need specialised tools and guidance to integrate them into their professional educational activities. Therefore, all innovative tools created in the Outputs mentioned in the previous pages are seen from the perspective of the educators and trainers.

During the previous pages of this document, specific lesson plans that incorporate the produced material of IO1, IO2, IO3 and IO4 are brought together. Within this Guidebook, the readers can learn about the project's methodology in general, as well as the methods that the output's leading organisation has followed during the development of the current document. Each section includes the learning outcomes and objectives of each output, combinatory and interactive activities related to topics taught in the outputs, and a list of tips that the educators and trainers should consider to ensure that all the learners will be actively involved during the activities.

Since young people face a lack of training, managerial and professional skills – accompanied by the lack of career opportunities, lack of examples of successful innovative agro-enterprises and the lack of networks – the AgriCharisma project aims to help people in overcoming such challenges through the formation of teams within the entrepreneurial context. The AgriCharisma project's results can help young people interested in agricultural entrepreneurship connect, determine and evaluate their existing skills and competencies, and empower them to develop new ones by creating agricultural companies based on efficient teams.

This Guidebook, along with the rest of the resources that have been produced during the project, aims to be used by youth trainers and educators, career advisors and other relevant stakeholders, youth centres, agro-clusters, university departments of relevant fields, and other stakeholders, as well as organisations and centres that provide training to groups with learning disorders or other at-risk groups. Such groups are long-term unemployed, NEETs or marginalised groups that have occasionally encountered situations and issues of social exclusion. Additionally, organisations that provide formal and non-formal training on different entrepreneurial aspects appealing to young people – but more specifically on Agricultural Entrepreneurship – will benefit from the results of this Output.

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Illustrative material

All images, photos and icons used in this guide, except the screenshot from the produced materials of the AgriCharisma project, are from and created through the graphic design platform Canva (https://www.canva.com/).

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