M6 Analyzing and improving our practices

Learning Pill 💊

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Title: Analyzing and improving our practices
Duration: 2:15h

Introduction: To enhance your activities, there's nothing like comparing, sharing and exchanging practices. Now that you've mastered the essential elements and ingredients for energizing your activities, let's move on to group practice.

Objective of the training pill:
Learning how to use practice analysis and project acceleration analysis

Key Concept:
The aim of the professional practice analysis (PPA) is to get trainees to think about and organize their ideas with a view to creating, improving or analyzing their agri-tourism activities. The more you practice, the easier it will be to reproduce the scheme.

The process:

Step 0: preparation (5 min.)

At the beginning of the meeting, the participants choose:
· a person who will present her issue : this person must have prepared her question in advance, thinking about what difficulty/questioning she experiences in her professional practice.
· a facilitator (guardian of the process): briefly presents the methodology, reminds participants of the rules, ensures that everything runs smoothly.
· someone to take notes (or shared function on pad).
Conditions for success: to ensure the success of that exercise, the facilitator reminds participants of the rules. The participants provide their help in a benevolent spirit and without "judging". This exercise requires users to pay attention to others. Do not speak for too long.

Step 1: Describing of the problem or situation (5 min)

The person who has agreed to talk about her problem/question explains the background as clearly as possible. She then describes how they define the problem. The other team members listen.

Step 2: Clarifying the problem (5 min)

The group members rephrase the questions to get a clearer picture of the situation. At this stage, they should stick to questions that provide factual information (e.g. better understanding of the context). The person who presented the situation then provides clarification.

Step 3: Deal - rephrasing the question (1 min)

The person who has presented her situation clearly states what she expects from the other members of the group (I would like the group to help me on ...)

Step 4: Reacting, commenting, suggesting (20- 30 min)

The other members of the group start giving their impressions, reactions, interpretations, etc. They suggest a different way of looking at the situation. They can make practical suggestions or give advice. The person who has presented their situation listens and undertakes not to intervene. It's a good idea to write down what you think is relevant.

Step 5: Synthesizing and writing a work plan (5–10 min)

The person(s) who has presented her situation takes a few moments to write up a small action plan based on the remarks made by the members of the group (a personal summary of what she has learned).

Meanwhile, the other participants note down the ideas and advice that may be useful to them in their projects (cross-cutting ideas, etc.). Then, the person who has described her situation presents her action plan, explaining how she will be able to put it into practice. The other members of the group are not asked to discuss the person's choices or action plan ; instead, they act as witnesses to the person's progress, and they are free to express their support and encouragement.

Step 6: Assessment and integration of learning, experience (5 -10 min)

To bring the meeting to a close, it is important to review what has happened. The person who has asked for help can talk about her experience; the group can evaluate the way they proceeded and, if necessary, make adjustments for the next meeting. It is advisable to take a few minutes to write down what each person remembers from the meeting.

Interactive activities:

1/ Duration: 15mn
Round table : each participant presents his or her problem: how to improve business dynamics

2/ Duration of the accelerating project workshop: 1h
We look for 2 volunteers who can suggest a problem relevant for all the participants and the group works on their case.

Tips and Suggestions:

DID YOU KNOW?

- Work on module 6 before this workshop to get an overview of the issues and problems linked to your business offer and their dynamics.
- Take a notebook or computer to work directly on a spreadsheet to keep notes of our discussions.
- Create a group dynamic based on trust that can reproduce this type of event

Summary and Recap:

Module 6 highlights some of the magic ingredients that can make your events more dynamic.
You will need to self-evaluate your teaching practices and the content of your activities in order to identify areas for improvement.
It's important to maintain your knowledge and question your practices when you're in face-to-face teaching situations on a regular basis.

Questions, answers and comments:

Encourage participants to ask questions and provide feedback or comments. Create an environment conducive to frank dialogue and knowledge sharing.

Conclusion:

Close the module with a game of inclusion - choose an everyday object to explain the benefits of the module.

Agritourism deserves to be well supported in the realization of its projects. Why? Because it's a way of reconnecting with the rural world, getting your head off the screen, meeting new people, discovering beautiful things and experiencing memorable adventures, whether you're alone, a couple or a family, and whatever your age.

That's why your offer deserves to be well prepared to ensure maximum success for your business! Marketing and problem-solving methods such as the 5W method (Who, What, Where, When, Why) are not exclusively dedicated to big companies and should be made available to committed professionals.

We cannot go into detail about the choice of tools to be used and their purpose. This is a matter for the educational team brought together by each partner.

Each member of staff can contribute as much information or resources as they deem necessary. However, it is essential that the design of the training pills is adapted to a session of one hour and 45 minutes.

It is essential to establish a framework for this training session: listening - confidentiality - benevolence - non-judgement... to be defined with the group and the values it wishes to embody.

- It is clear that analysing professional practices in a group requires the following conditions
- personal and voluntary participation
- respect for others and what they say
- confidentiality: "what is said here does not come out"; and
- freedom of expression within the framework adopted;
- Respect for the way things work,
- rituals ;
- rigorous time management;
- regular attendance in the group over a chosen period ;
- regularity of meetings (rhythm and alternation)

Project accelerator method

Origin of the tool

This method derives from the mental training created during the 39-45 war by Joffre Dumazedier and developed then by the popular education movement "people and culture". It is used a little differently in the context of professional practice analysis. To ensure the success of such an approach, it is important to appropriate the method and follow the rules that result from it.

Step-by-step method:

Step 0: preparation (5 min.)

At the start of the meeting, the group chooses:

- a person who presents their problem situation: it is advisable that they prepare their question in advance based on their reflection on what they experience as a difficulty in their professional practice.
- a facilitator (guardian of the process): quickly presents the method, reminds the rules, ensures smooth running a person who will take the notes (or shared function on pad)

Conditions for success

To ensure the success of such an approach, the facilitator reminds you of the rules. The participants provide their help in a caring spirit and without "judging". This exercise requires users to pay attention to others. Do not make the procedure too long.

Step 1: presentation of the problem or situation (5 min)

The person who agreed to submit their problem explains the situation and its context as clearly as possible. She then expresses how she defines the problem. The other team members listen.

Step 2: clarification of the problem (5 min)

The members of the group formulate questions to clearly understand the situation. At this stage, they must stick to questions of factual information (better understanding of the context, for example). The person who explained their situation then provides details.

Step 3: contract - rephrasing the question (1 min)

The person who explained their situation clearly specifies what they expect from other members of the group. (I would like the group to help me....)

Step 4: reactions, comments, suggestions (20-30 min)

The other members of the group intervene and give their impressions, reactions, interpretations... They propose a way of seeing the situation differently. They can make practical suggestions or give advice.
The person who explained their situation listens and agrees not to intervene. She has every interest in writing down what she considers relevant to remember.

Step 5: Summary and action plan (5-10 min)

The person who explained their situation takes a few moments to finalize the remarks expressed by the members of the group into a mini action plan (a personal summary of what they remember). During this time, the other participants note ideas and comments that may be useful to them in their projects (transversal ideas, etc.) After this writing time, the person who explained their situation presents their action plan, indicating how they intend to follow up. The other members of the group do not have to discuss the person's choices or their plan of action; rather, they behave as witnesses to this person's journey, they can express their support and encouragement.

Step 6: Evaluation and integration of learning, experience (5-10 min)

To properly close the meeting, it is appropriate to review what happened. The person who has asked for help can express their experience; the group can evaluate its way of proceeding and, if necessary, make corrections for the next meeting. It is advisable to take a few minutes to individually note what each person remembers from this meeting.

Methods :

Position yourself as a facilitator and trainer to provide a clear framework for discussions and to remind everyone of their roles in the method used.

Practical analysis enables participants to question their professional practices in order to improve their skills and attitudes.

Leaders/farmers/professionals in the tourism industry are constantly confronted with diverse and complex situations, and practice analysis is an essential tool for thinking about and questioning their practice.

Practice analysis is a way of building collective responses to situations that pose problems or raise questions.

It allows people to express their professional experience and listen to the realities of other participants. It is a forum for sharing tools and resources.

Practice analysis raises questions about self-awareness in the professional situation and the question of the right distance.

M6: Dynamising activities and groups

Upskill+ Quality upskilling in agroturism focused on sustainable innovation and experience

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