



Evaluating The Effectiveness of Video Case Studies As a Value Chain Management (Teaching) Learning Methodology

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Canadian Farm Business Management Council
Conseil canadien de la gestion d'entreprise agricole



GEORGE MORRIS CENTRE



Overview

- Emergence of VCM as new business model
- Factors influence farmers' ability to adopt VCM
- Why experiential workshops, reflecting adult learning theory?
- Research opportunity and methodology
- Insights into what works, and why?
- Evidence of change
- Conclusions

Changing Competitive Environment Creates Need For New Business Models

- Agriculture is struggling to adapt to a series of factors, including:
 - » Deregulation
 - » Consolidation
 - » Changing demands/expectations
- “(farm managers) have to recognise that the attitudes and business practices that served in an era of protection and price support are unlikely to be appropriate in the future”

(EFFP, 2003)

Value Chain Management

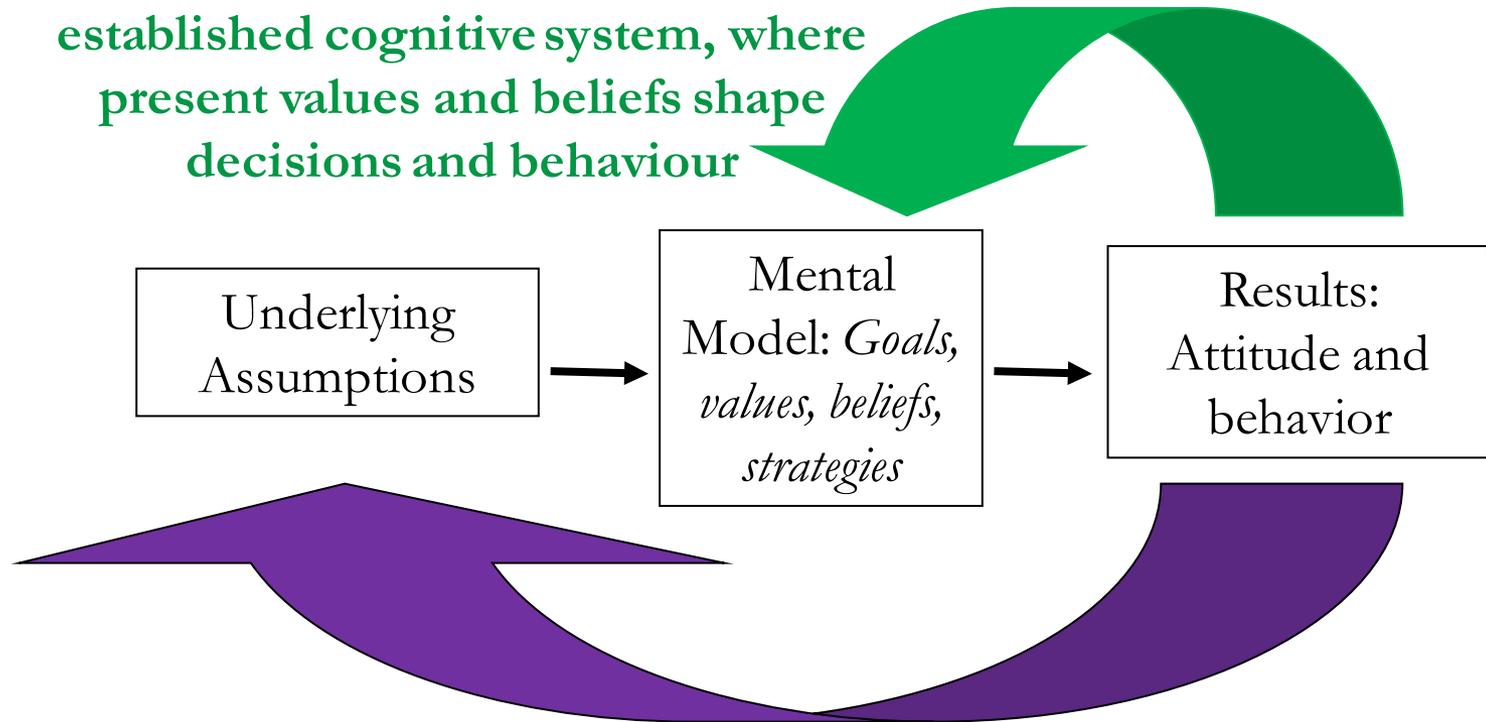
- Proposed as a business model than can assist farm managers adapt to changing environment
 - » Agriculture trails in extent to which adopted VCM
- Adoption of VCM relies on approaching business relationships as strategic resource
 - » Challenge in historically adversarial industry
- Knowledge about benefit of change insufficient to change individuals' behaviour
 - » Unless first possess attitude supportive of change
- Gaps in theory re effectiveness of methods that lead to adoption of non-traditional approaches
 - » Through first engendering changes in attitude

Knowledge Required to Adopt VCM

- Conceptual knowledge about why the closely-aligned chain(s) is being formed
 - » Batt, 2002; Duffy, 2005
- Operational knowledge about how to operate as a closely-aligned chain
 - » Hornibrook & Fearne, 2005; Whipple, 2007;
- Consciously recognise themselves as part of a larger system
 - » Boehlje, Hofing & Schroeder, 1999; Johnson, 2007;
- Tacit knowledge more important than explicit for enabling management of value chains

Engendering Changes in Attitude and Behaviour

Single loop learning within an established cognitive system, where present values and beliefs shape decisions and behaviour



Double loop learning, where an individual critically assesses the assumptions which underpin the values and beliefs which shape their decision making processes and behaviour

Experiential Workshops

- Proposed as effective means for motivating and enabling managers to acquire tacit knowledge
 - » First hand experience, leading to emotive connection between participants and material
- Facilitator is equal in stature to students
 - » There to assist learners connect with material in method that creates emotional attachment
- Responsible for creating neutral environment
 - » Increases learners' willingness to experiment with new approaches to solve problems faced in real life
- Motivate learners to continue knowledge growth
 - » Increasingly sophisticated problem solving skills

Research Opportunity



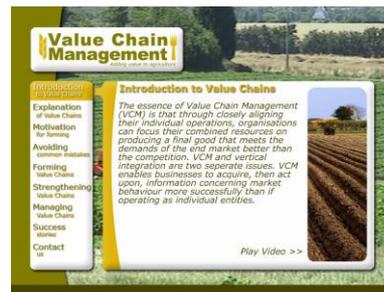
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**The strategic move
to profitability**
Value Chain Management Workshop



Agriculture and
Agri-Food Canada



Structure Reflected Learning Theory

Simulations on how a chosen chain's performance could be improved. Included value chain mapping and role playing.

Video cases of farm managers and their business partners describing how and why work as a closely-aligned value chain.

Active
Experimentation

Concrete
Experience

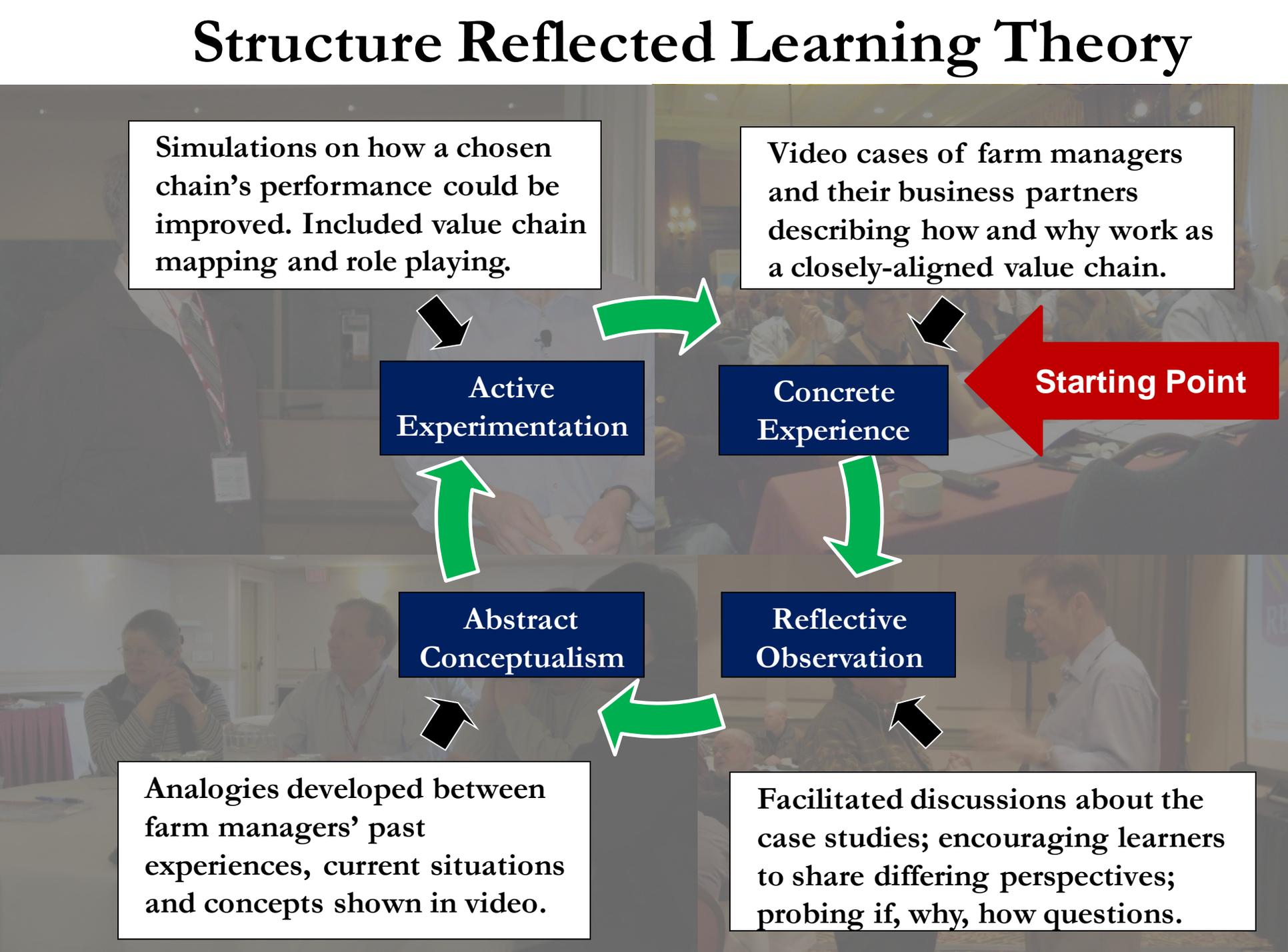
Starting Point

Abstract
Conceptualism

Reflective
Observation

Analogies developed between farm managers' past experiences, current situations and concepts shown in video.

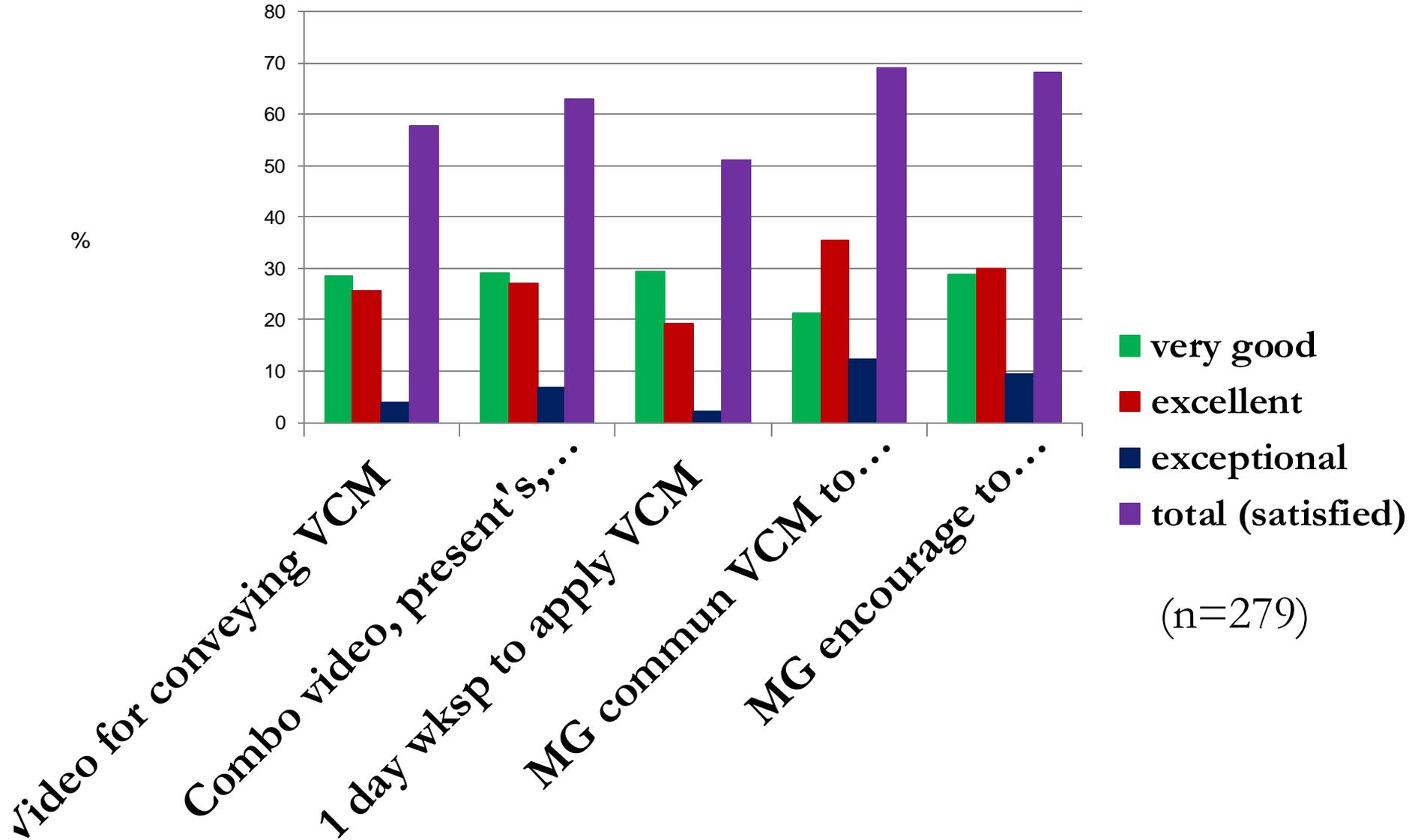
Facilitated discussions about the case studies; encouraging learners to share differing perspectives; probing if, why, how questions.



Research Methodology

- 13 workshops nationally
 - » 3 focused on specific sectors, 10 general
- 334 attendees
 - » Farmers, processors, retailers, government, etc.
- 279 exit surveys
 - » Structure, materials, value, facilitator
- 95 follow up interviews (*~14 months after w'shop*)
 - » Resulting changes in attitude and behaviour
 - » Who changed vs, who didn't, why, outcomes
- 14 workshop hosts and organizers
 - » Observations, attendees, pre/post interactions

Exit Surveys



Videos: Central Element of Workshop

“It distilled a number of things that I’d already been thinking down into a clearer vision of how we could get to where we want to be 5-10 years from now. Martin’s passion and background, combined with the tactile and visual element of the video, helped motivate discussions about the whys and not just the whats. That engaged other people to share their opinions and perspectives, which led to my connecting with the material.”

“Seeing and listening to Livestock Marketing was a great motivation to intently learn what and why they were doing, and how they were doing it.”

Livestock Marketing



**Randall
Parker
Foods**

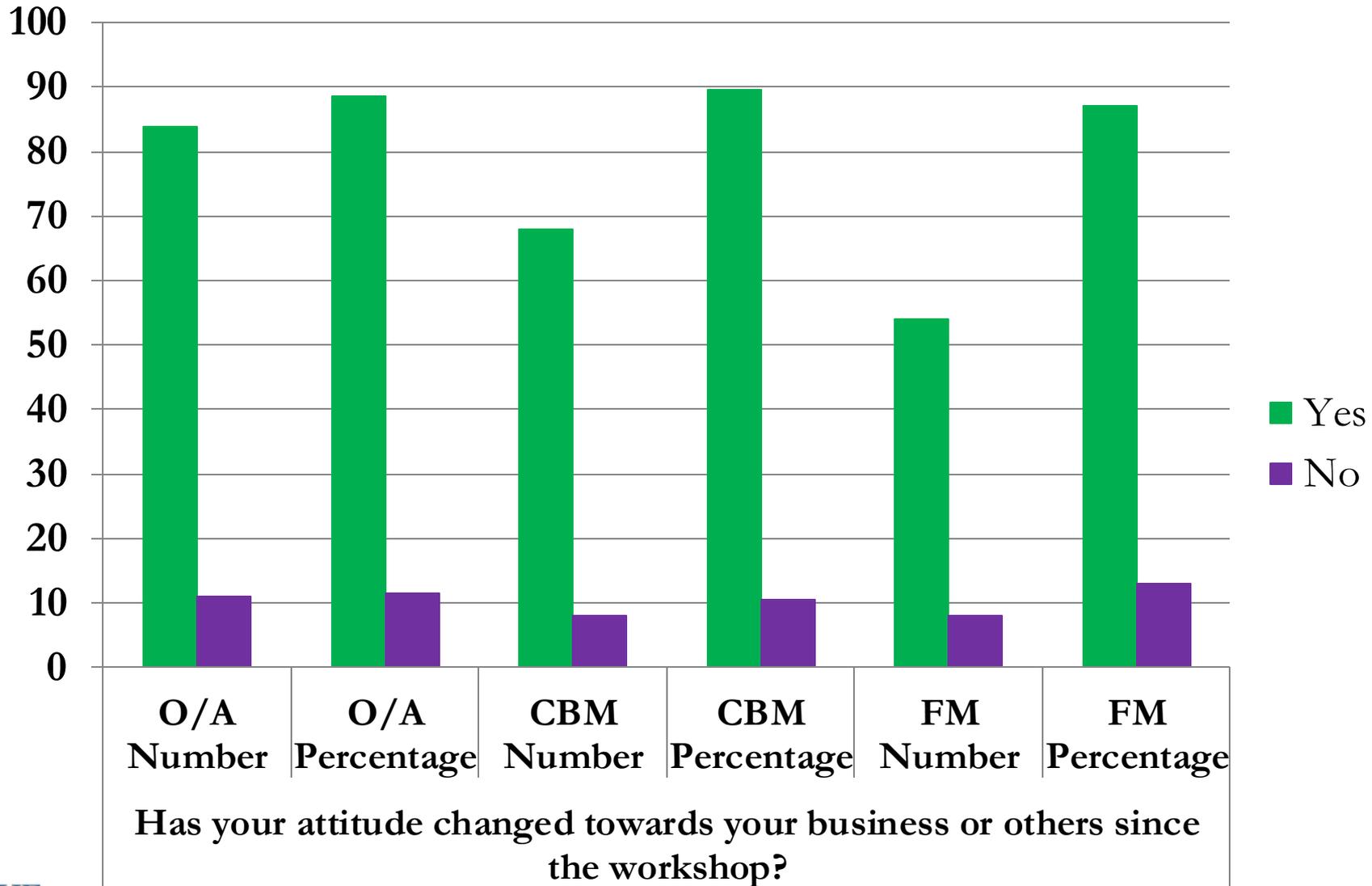


Observation and Abstraction

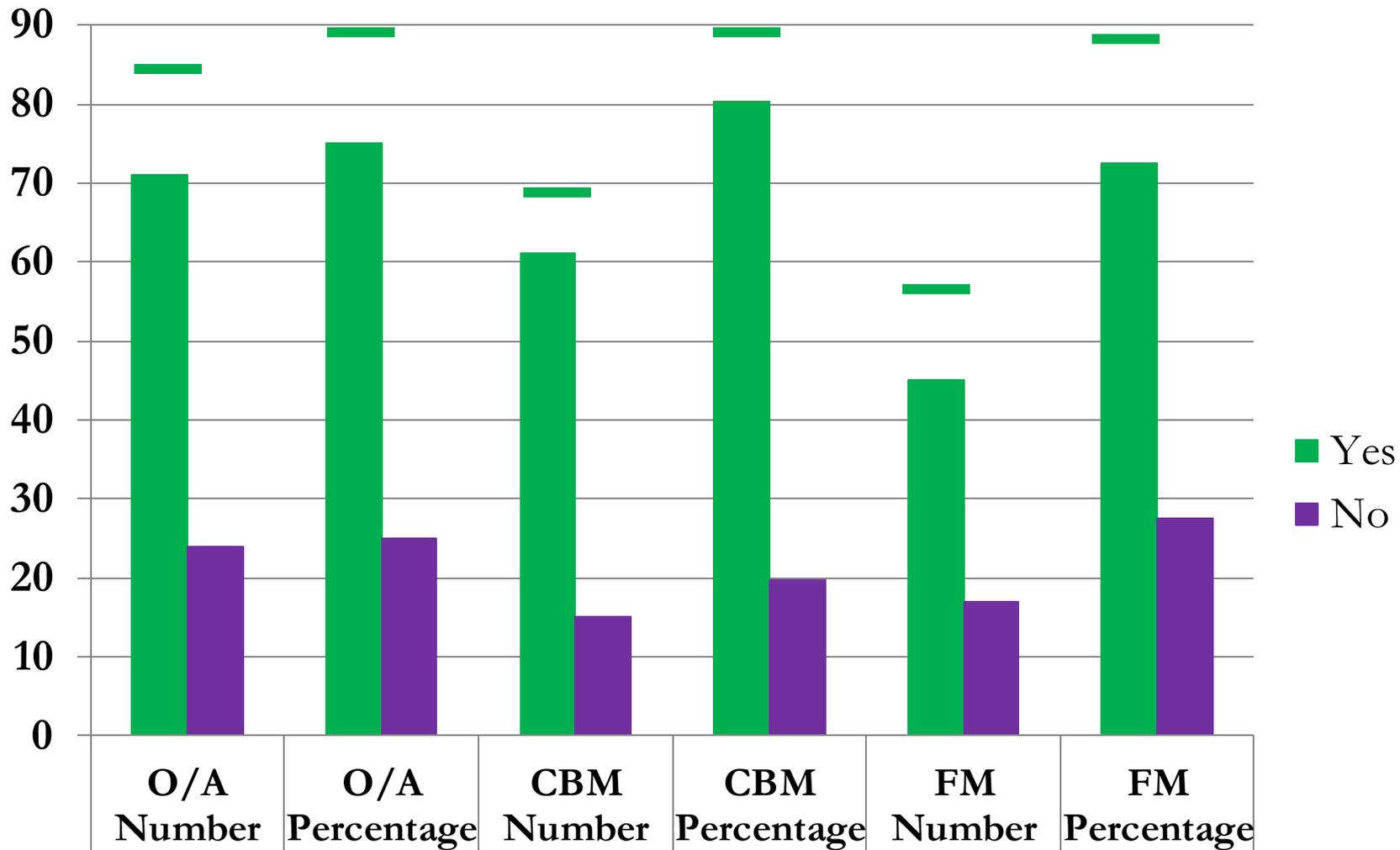
“When you give the PowerPoint to start with, it gives them the background and a better understanding before you go into things in more detail. When they are actively participating there is no doubt that they are learning about ideas and concepts reflected in successful initiatives that they were able to observe through the case studies.”

Workshop host

Changed Attitude

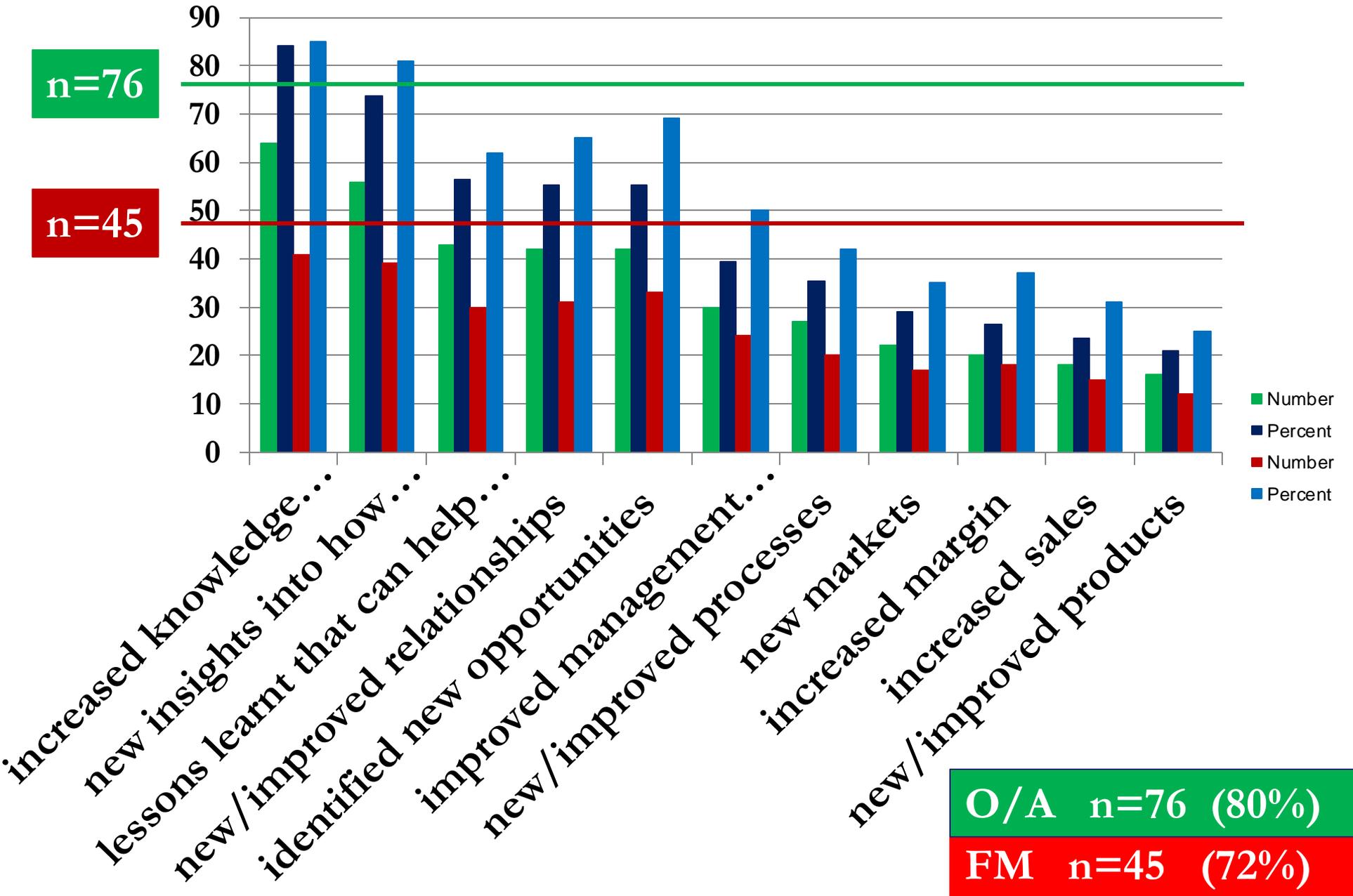


Changed Behaviour

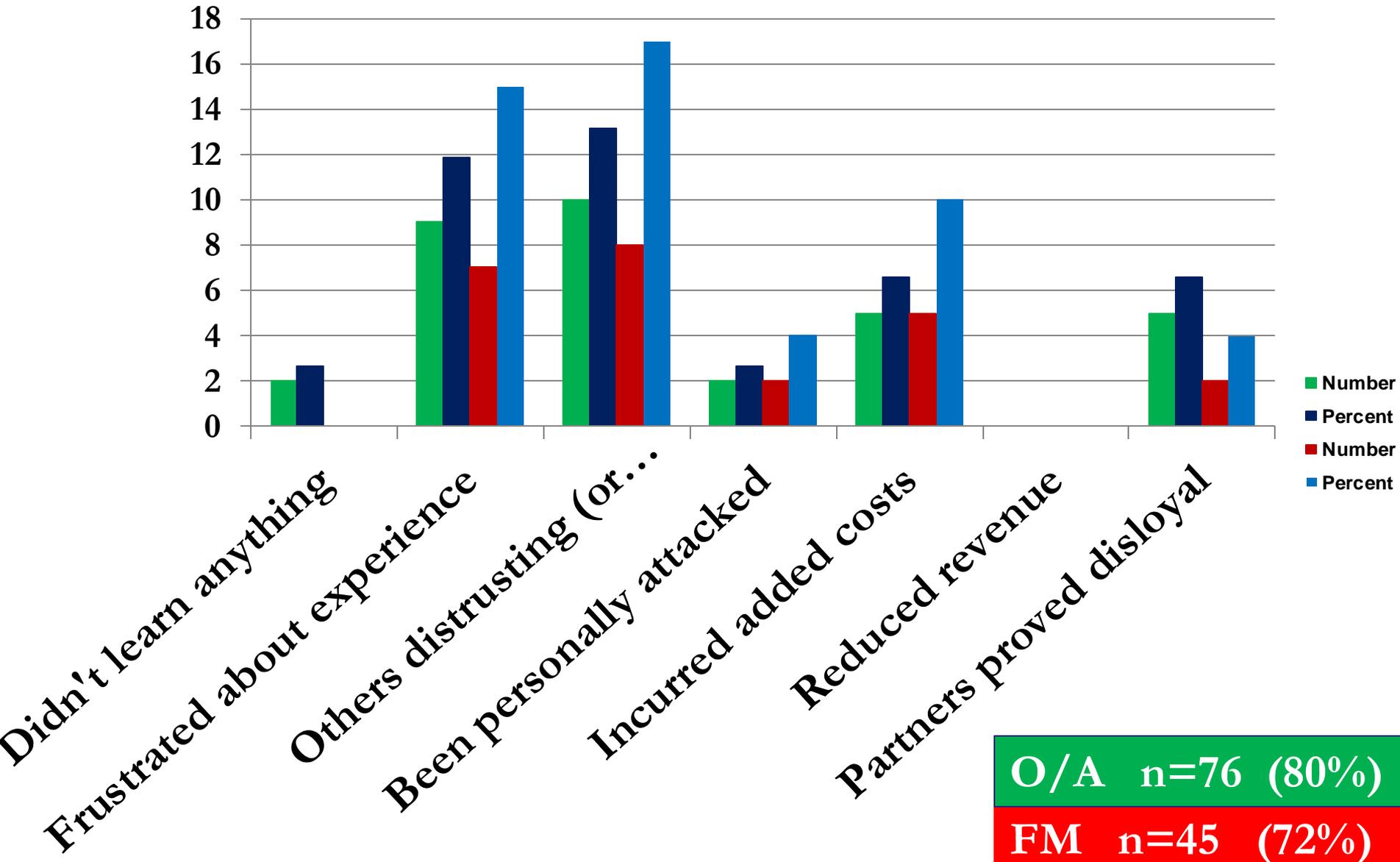


Have you changed how you manage your farm, business or operation since the workshop?

Those Who Changed Behaviour: Positives



Those Who Changed Behaviour: Negatives



Conclusions

- Experiential workshops effective in encouraging farmers to learn about non-traditional skills
 - » When structured to reflect adult learning theory
- Also effective means to encourage farmers to change management behaviour
 - » Change unlikely to occur unless attitude also changed
- Video case studies are important element of experiential workshops
 - » Convey tangible, contextual, visual experience
- Leads to emotional bond developing between participant and the material
 - » Particularly when workshops target specific audience



Thank you!

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