



# TRAINING FACILITATION GUIDE

Welcome to the **Assessing and Financing Regional Food Enterprises** training. This brief guide is to be used by an in-office “study group” to view the recorded presentations and do the interactive case exercises.

## Before starting the training, ensure that you:

1. Organize a group of 3–8 people in your office to complete the training.
2. Designate someone from the group to be the Facilitator.
3. Schedule times and days when all study group participants can meet together to complete the training. You can choose to do the training all at once or break it up into different sessions:

<b>PART 1</b>	A lecture presentation that does not need to include group discussion. This part of the training can be viewed individually before you meet as a group <b>or</b> as part of the group meeting, depending on your preference. It should take <b>about 25 minutes</b> to complete and should be completed before moving on to the other portions of the training.
<b>PART 2</b>	Includes a lecture presentation, individual work on a case exercise, and group discussion of the case exercise. In total, Part 2 should take <b>about 2 hours</b> .
<b>PART 3</b>	Includes a lecture presentation, individual work on a case exercise, and group discussion of the case exercise. In total, Part 3 should take <b>about 1 hour</b> .

## FACILITATION TIPS

### 1. MAKE DISAGREEMENT CONSTRUCTIVE

As facilitator, it’s your job to ask questions that will encourage people to speak up, share their thoughts and foster an interesting discussion. Differences in opinion are healthy and when managed well can lead to very constructive discussion. Ask participants why they are making certain comments or taking particular positions, probe deeper to understand the “why.” Seek to highlight common ground and shared goals (e.g., promoting agriculture, improving farm viability, creating good jobs, etc.). Very often people have similar end goals and different views on how to achieve those end goals.

### 2. SHARE THE MICROPHONE

Call on different group members to speak at different times. Avoid allowing one participant to monopolize the discussion by asking, “What do others think?”

## In advance of the group meeting:

4. The Facilitator should read this guide in detail so s/he is prepared to facilitate the case exercise discussions.
5. The Facilitator should download and print the case materials

**Other than this Facilitation Guide there are two packets of materials**, one for Part 2 and one for Part 3. Print the Part 2 and Part 3 materials packets and make sufficient copies so that each member of your group will have a copy of each packet.

6. Decide whether to have the participants in your group read the case materials *before or during* the group meeting.

**The exercises in Parts 2 and 3 are based upon a case study on a regional food enterprise.**

Participants will need to read and digest the case study to be able to actively engage in the exercise and group discussion. If you think that your group would prefer to read the case materials before gathering or if you would like to save time (about 10 minutes) in your group session, please instruct your group participants to read the case business summary and review the financials at the beginning of the Part 2 materials packet prior to the group meeting.

If you think that it is best to spend time during the session reading the materials, you can hand out the copies of the materials during the group meetings as instructed below and allow time for reading then.

7. When you meet with your study group, click through the video lecture together as a group. Please remember that the case reading and assessments are intended to be done individually first, before discussing with your study group.
8. Meet with your study group and have a great discussion!

## FACILITATION TIPS

### 3. SET UP A “PARKING LOT”

Set up a large visible space to write down and record questions, big ideas, suggestions and general tangents to revisit later. This can be a whiteboard, chalkboard or flipchart paper stuck to a wall. Having a common visible space to record questions and tangents helps keep the group aligned.

### 4. BE SOCRATES

As facilitator, focus on asking questions to drive discussion rather than offering answers. You can point to experiences in the group, experts on the team, or parts of the lecture to help members arrive at their own answers.

# FACILITATOR PRE-READING AND SESSION RUNSHEET

As facilitator, your role is to keep the group discussion focused on learning goals, manage time (or delegate a timekeeper to manage time), and pose key questions to help the group analyze the case exercises. Please use the detailed agenda below as a starting template to run your session.

*Italicized text shows a proposed/suggested script if you need it.*

This symbol → shows pointer notes and reminders for you as you move along

Open the session by welcoming everyone, reviewing the agenda and doing introductions, if needed.	
Activity Item	Talking points (for facilitator speaking to group)
Welcome and review training objectives	<i>Welcome everyone, let's get started. Thanks for coming today. In this training, we will be learning how to take a structured approach to assessing and financing regional food enterprises.</i>
Timing	<b>The training has three parts:</b>
2-5 minutes	<ol style="list-style-type: none"> <li><i>Part 1 provides background on the food industry and discusses how regional food enterprises fit into the industry.</i></li> <li><i>Part 2 covers assessing the strengths and weaknesses of regional food enterprises.</i></li> <li><i>Part 3 discusses bringing together different financing partners into capital stacks to meet the financing needs of regional food enterprises.</i></li> </ol> <p><b>By the end of the course, you will have:</b></p> <ul style="list-style-type: none"> <li><i>Developed an understanding of the current U.S. food industry and how food hubs and other regional food enterprises are similar and different to other types of food businesses;</i></li> <li><i>Gained a level of comfort for how to use the assessment toolkit through a case study exercise; and</i></li> <li><i>Increased your knowledge of capital stacking and how to identify nontraditional resource partners.</i></li> </ul>

## PART 1

Watch lecture presentation as a group if participants have not done so before	
Activity Item	Timing
Watch the Part 1 lecture presentation	25 minutes

Discuss the lessons in Part 1	
Activity Item	Talking points (for facilitator speaking to group)
Short group discussion	<i>Let's talk about what we've learned in the first part of the training.</i>
<b>Timing</b>	<b>Some questions you might ask to prompt discussion include:</b>
5 minutes	<ul style="list-style-type: none"> <li>• <i>What are your major takeaways about the food industry?</i> <i>How is the industry different than other industries?</i></li> <li>• <i>What are regional food enterprises?</i> <i>What makes them different from other food businesses?</i></li> <li>• <i>Why is it important that we support the development of and invest in food?</i> <i>Why should we care?</i></li> </ul>

## PART 2

Go through presentation as group until presenter prompts participants to read case materials	
Activity Item	Talking points (for facilitator speaking to group)
Read case	→ Hand out Part 2 packet of materials.
<b>Timing</b>	<i>As individuals, please read the business summary of Good Food Co and review the financials provided.</i>
8 minutes	
Return to presentation to learn about how to assess Business Model & Strategy	

When prompted, allow participants to work individually on assessment	
Activity Item	Talking points (for facilitator speaking to group)
Assess business model and strategy	<i>As individuals, please use the portions of the toolkit provided and the case business summary and financials to fill out the business model and strategy section of the worksheet at the back of the packet of materials for Part 2.</i>
<b>Timing</b>	
10 minutes	

Lead group discussion on Business Model & Strategy Assessment	
Activity Item	Talking points (for facilitator speaking to group)
Group Discussion: Business Model & Strategy	<p><i>Let's start with business model and strategy</i></p> <p><b>Questions for facilitator to pose to the group:</b></p> <ul style="list-style-type: none"> <li>• <i>How is this business proposing to generate revenue? Very specifically what is their approach?</i></li> <li>• <i>Walk us through how you arrived at an assessment of Good Food Co's business model and strategy?</i></li> </ul>
<b>Timing</b>	
12 minutes	<p>→ Go one by one through each of the sections of the Business Model and Strategy matrix and ask people what they put and, most importantly, ask <b>WHY?</b></p> <ul style="list-style-type: none"> <li>- Business Justification</li> <li>- Revenue Generation Mechanism</li> <li>- Value Proposition</li> <li>- Competitive Advantage</li> </ul> <p><b>REMEMBER</b></p> <p>→ Moderate open discussion, have members compare and contrast answers. If time allows, try to arrive at a group decision on the ratings.</p> <p>→ Record the group's general output on flipchart paper or a whiteboard.</p> <p><b>OPTIONAL/ADDITIONAL questions (if needed):</b></p> <ul style="list-style-type: none"> <li>• What were some attributes that stood out to you about this company? What concerned you about this company?</li> <li>• What big questions did you have? Any information missing that you wished you had?</li> </ul>
Return to presentation to hear about “example ratings” for Business Model & Strategy	

Review “example ratings” for Business Model & Strategy	
Activity Item	Talking points (for facilitator speaking to group)
Review “example ratings” and discuss	<p><i>Let's see what the 'example ratings' show. DISCLAIMER, Now I have to mention that these are not “answers,” these are the views of experts who have spent a lot of time analyzing regional food businesses.</i></p>
<b>Timing</b>	
5 minutes	<p><i>Do you agree/disagree? What major questions or information did you want to see but was unavailable? How might that have changed your rating?</i></p>
Return to presentation to learn about how to assess Impact Potential	

When prompted, allow participants to work individually on assessment	
Activity Item	Talking points (for facilitator speaking to group)
Assess business model and strategy	<i>As individuals, please use the portions of the toolkit provided and the information in the case business summary and financials to fill out impact potential section of the worksheet at the back of the packet of materials for Part 2.</i>
Timing	
10 minutes	

Lead group discussion on Impact Potential Assessment	
Activity Item	Talking points (for facilitator speaking to group)
Group Discussion: Social, Environmental, & Economic Impact	<p><i>Next, let's move to the impact assessment. We will be reviewing only a portion of this assessment area, not the whole thing.</i></p> <p><b>Questions for facilitator to pose to the group:</b></p> <ul style="list-style-type: none"> <li>• <i>How does this business impact social, economic and environmental measures? Who can walk us through the assessment?</i></li> <li>• <i>What does the overall impact picture look like?</i></li> <li>• <i>What should the impact proposition be for a business to deserve grants, low-interest loans and non-traditional capital investment?</i></li> </ul> <p>➔ Go one by one through each of the selected sections of the Impact matrix and ask people what they put down and, most importantly, ask <b>WHY?</b></p> <ul style="list-style-type: none"> <li>- Social</li> <li>- Environmental</li> <li>- Economic</li> </ul>
Timing	
12 minutes	
Return to presentation to hear about “example ratings” for Impact Potential	

Review “example ratings” for Impact Potential	
Activity Item	Talking points (for facilitator speaking to group)
Review “example ratings” and discuss	<p><i>Let's see what the “example ratings” show. DISCLAIMER: Now I have to mention that these are not “answers,” these are the views of experts who have spent a lot of time analyzing regional food businesses.</i></p> <ul style="list-style-type: none"> <li>• <i>Do you agree/disagree?</i></li> <li>• <i>What major questions or information did you want to see but was unavailable?</i></li> <li>• <i>How might that have changed your rating?</i></li> </ul>
Timing	
5 minutes	

## PART 3

Go through presentation as group until presenter prompts participants to read case materials

Activity Item	Talking points (for facilitator speaking to group)
Read case financial history and financing partner profiles	<p>→ Hand out Part 3 packet of materials.</p> <p><i>As individuals, please read the company's financial history and list of potential financing partners in the Part 3 materials packet.</i></p> <p><i>If you need to refresh your memory, skim the case business summary and financial statements in the Part 2 packet.</i></p>
<b>Timing</b>	
8 minutes	

Return to presentation to learn about how to do the capital stacking exercise

When prompted, allow 10 minutes for participants to work individually on capital stacking

Lead group discussion on capital stacking exercise

Activity Item	Talking points (for facilitator speaking to group)
Group Discussion: Capital Stacking	<p><i>As a group, we will be discussing how to finance Good Food Co with the group of interested partners.</i></p>
<b>Timing</b>	
12 minutes	<p><b>Questions for facilitator to pose to the group:</b></p> <ul style="list-style-type: none"> <li>• <i>What types of parties are interested in financing Good Food Co? What types of funding and financing do they bring to the table that fit Good Food Co's needs?</i></li> <li>• <i>Walk us through how you arrived at your financing solution? Which partners did you include in your capital stack and why?</i></li> </ul> <p><b>REMEMBER</b></p> <ul style="list-style-type: none"> <li>→ Moderate open discussion, have members compare and contrast answers. If time allows, try to arrive at a group decision on the ratings.</li> <li>→ Record the group's general output on flipchart paper or a whiteboard.</li> </ul> <p><b>OPTIONAL/ADDITIONAL questions (if needed):</b></p> <ul style="list-style-type: none"> <li>• <i>What were some attributes that stood out to you about this company? What concerned you about funding this company?</i></li> <li>• <i>What big questions did you have? Any information missing that you wished you had?</i></li> <li>• <i>What questions or concerns do you think the funding partners might have expressed?</i></li> </ul>

Return to presentation to hear about one possible financing approach for Good Food Co.

Review example capital stack for Good Food Co.

Activity Item	Talking points (for facilitator speaking to group)
Review example capital stack and discuss	<i>Let's see what capital stack the trainers developed. DISCLAIMER: Now I have to mention that this is not an "answer," just one possible approach among many.</i>
Timing	
5 minutes	<ul style="list-style-type: none"><li>• <i>What are the differences and similarities between your approach and the one offered by the trainers?</i></li><li>• <i>Why do you think they are different or similar?</i></li><li>• <i>What major questions or information did you want to know but was unavailable?</i></li><li>• <i>How might that have changed your capital stack?</i></li></ul>
<b>Return to presentation to close out the training.</b>	