

Unit 1. The entrepreneurial coach introspects him/herself and explores his/her working environment

Component : Exploring	"Exploring" Behaviours:
<p>The entrepreneurial coach knows the strengths and weaknesses of his own entrepreneurial behavior. Based on this he is able to determine his development needs and how he is going to work on them. He consults different (information) sources, looks at issues and problems from multiple angles and is open to new information.</p>	<p>Is motivated to gain (self-)knowledge:</p> <ul style="list-style-type: none"> Is open to the opinions of others about self and own actions; Tests self repeatedly and in different ways by regularly asking for feedback; <p>Thinks and analyses critically:</p> <ul style="list-style-type: none"> Asking questions for rational dealing; Postponing judgment; Viewing situations from multiple angles.
"Exploring" Knowledge	"Exploring" Skills
<p>K1. Has broad specialized knowledge about various types of reflection techniques that allows he/she to reflect on the work situation so that he/she can make use of new insights in his/her work as an entrepreneurial coach;</p> <p>K2. Has broad specialized knowledge and understanding of questioning techniques that helps him/her to obtain information and insights about motives and emotions of others;</p> <p>K3. Has in-depth knowledge and understanding of listening techniques.</p>	<p>S1.1 Distinguishes what is really happened in the work situation from the own interpretations and evaluation of that situation;</p> <p>S2.1 Encourages others to explain their ideas, defend and eventually adjust their own ideas;</p> <p>S3.1 Recognizes own feelings, thoughts and behavior and that of others and can describe it and asks where necessary appropriate help from others in further analysis of the work situation.</p>
"Exploring" exercises :	U1-E1/ U1-E2/ U1-E3/ U1-E4
Component : Learning	"Learning" Behaviours:
<p>The entrepreneurial coach is ensuring his own knowledge and skills are kept updated. He learns from mistakes and feedback. He works actively on his own personal and professional development.</p>	<p>Keeps knowledge and skills in the field of entrepreneurship up to date:</p> <ul style="list-style-type: none"> Asks questions and shows own insecurity; Shares his/her own learning experience even unasked; Talks conscious with different people to get to know the business. <p>Looks objectively and honestly to his/her own behavior in a given situation:</p> <ul style="list-style-type: none"> Is aware of how others behave and looks for role models; Tries to discover and/or understand what factors in own behavior plays a role; Asks for others concerns and motives. <p>Learns from feedback:</p> <ul style="list-style-type: none"> Reflects on his/her own experiences improved behavior.
"Learning" Knowledge	"Learning" Skills
<p>K1. Has detailed knowledge of the professional field in which he/she works and has understanding of a limited set of basic theories, principles and concepts that are important for his/her work as an entrepreneurial coach regarding entrepreneurship and intrapreneurship</p>	<p>S1.1 Knows where to gain new knowledge relevant to his/her profession as an entrepreneurial coach. Obtains this new knowledge;</p> <p>S2.1 Identifies the difference between the effects of behavior compared with the intentions of that behavior for himself/herself and others. May describe and include his/her own views, assumptions and beliefs of others;</p>

<p>so that it can be used during his/her own professional work as an entrepreneurial coach; K2. Has specialized knowledge about exchanging and interpreting information so is better equipped to facilitate effective communication with others that positively effects his/her learning process as an entrepreneurial coach; K3. Has broad specialized knowledge and understanding of feedback rules that enable him/her to ask himself/herself and others critical questions about his/her own professional behavior and others own behavior and to learn (and enable other to learn) from it.</p>	<p>S2.2 Searches for limits of their own abilities to grow in his/her role as an entrepreneurial coach. He/she dares to make mistakes and can learn from this and thereby grow; S3.1 Takes responsibility for own mistakes and does not react defensively to criticism; S3.2 Sets up activities firmly in response to feedback obtained on his/her own professional behavior.</p>
<p>"Learning" exercises :</p>	<p>U1-E2/ U1-E4/ U1-E5</p>
<p>Component : Show interest and understanding</p>	<p>"Show interest and understanding" behaviours:</p>
<p>The entrepreneurial coach shows empathy for the ideas, opinions and emotions of others. He can empathize with the views and feelings of others. He shows appropriate concern and support to others when they are struggling.</p>	<p>Is curious about his/her surroundings:</p> <ul style="list-style-type: none"> • Observes closely what things are done, how and by whom; • Asks questions; • Talks consciously with different people to get to know the business. <p>Listens very carefully to others:</p> <ul style="list-style-type: none"> • Asks for others concerns and motives.
<p>"Show interest and understanding" Knowledge</p>	<p>"Show interest and understanding" Skills</p>
<p>K1. Has detailed knowledge of the professional field in which he/she works and has understanding of a limited set of basic theories, principles and concepts that are important for his/her work as an entrepreneurial coach regarding entrepreneurship and intrapreneurship so that it can be used during his/her own professional work as an entrepreneurial coach; K2.Has specialized knowledge about his/her clients (i.e. groups at risk) so that he/she can empathise with this group; K3. Has in-depth knowledge and understanding of listening techniques; K4. Has broad understanding of judgment and its impact on his/her own professional actions.</p>	<p>S1.1 He/she knows where to gain new knowledge relevant to his/her profession as an entrepreneurial coach. Obtains this new knowledge; S2.1 Takes into account the feelings and motives of his/her clients. Treats them with respect and put himself/herself in their position; S3.1 He/she listens to clients and knows what motivates them and what is interesting for them. The entrepreneurial coach uses this information to help his/her clients in encouraging them in entrepreneurship and intrapreneurial behavior; S4.1 Postpones judgment; S4.2 Is aware of the influence of his/her own behavior on the clients.</p>
<p>"Show interest and understanding" exercises</p>	<p>U1-E1/ U1-E2/ U1-E3/ U1-E4</p>

Exercise U1-E1		"Looking through a different lens"	
Short description of the exercise	<p>In this exercise all the participants get assigned a different lens (a different perspective) from which they look during the discussion. Every participant will approach his point of view via this lens and will try to do his best to represent himself in the target group assigned</p> <p>This working method has the purpose to force people to let go of their own existing perspective and to replace themselves in another role and the viewpoint of another person.</p>		
Implementation	√	Offline	
	√	Online	
Components		Explore	
		Shows Interest and understanding	
Learning objectives		<ul style="list-style-type: none"> • Asks questions for rational dealing; • Views situations from multiple angles. • Is open to the opinion of others about himself and his actions • Can place himself in another's "shoes" during discussion. • Can demonstrate empathy and mutual understanding for another person 	

Intrapreneurship or entrepreneurship

When you carry out this exercise you can emphasize both entrepreneurship and intrapreneurship. This depends on your participants and their needs and interests. Make sure that the topic of the discussion is relevant to them. When participants predominantly run their own companies, you can put the emphasis of the discussion on entrepreneurship. If the purpose of the training contributes to the development of soft skills in order to create a more enterprising attitude, lay the accent of the exercise than on intrapreneurship.

Exercise U1:E1 How to implement

Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.

Time	Steps	Equipment
5 min	Introduce the subject and the different lenses. Tell the participants that it is important to not only think from your own perspective but also to place yourself in another's perspective. <i>"Don't judge a man until you have walked a mile in his shoes"</i> – Cherokee Indian saying.	
-	Divide the participants into 3 groups and give each group a lens or a glass with a subject. Subject: Entrepreneurship. <ul style="list-style-type: none"> • Group 1: 'Entrepreneurship is a mindset, a way of thinking that is in you. It cannot be learnt.' • Group 2: 'You can teach entrepreneurship to students by giving them theoretical information' • Group 3: 'You can learn entrepreneurship only by trial and error and learning by doing' You can also use other relevant topics*	"Glasses" or "lenses" – a different perspective on a subject for each of the 3 groups (see Entrepreneurship example)
10 min	Repeat the purpose of the exercise so every one knows what to do. Stress that each group must participate in the discussion as if they held the view of their particular lens.	
20 min	Open the discussion and give the 3 groups the opportunity to give input. The trainer is the process-guider. Be sure that you summarize what is being said and make notes of the discussion. If necessary, insert breaks to give the different groups the opportunity to discuss in their group	
15 min	Summarize the discussion. Incorporate at the end of the discussion a moment where the participants step out of their role and to look back on the discussion from their own personal point of view. Summarize the input and discuss what points the discussion yielded.	Flip chart Markers
5 min	Evaluation on the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise	

Example of an alternative subject - Youth unemployment

Group 1 : Young unemployed people should be made to do unpaid volunteering for the community

Group 2 : Young unemployed people should carry on with their education if they can't find a job

Group 3 : Young unemployed people should be able to claim welfare benefits just like everyone else

Exercise U1-E2:		Practicing with feedback	
Short description of the exercise	Participants practice in groups of 3 or 4 with giving and receiving feedback. Feedback is a message about the behavior or performance of another. Feedback is essential when working with others. You should occasionally say that the work of the other is not right, or is just very good. You correct others by commenting. But who gives feedback, can also expect to receive feedback. That is sometimes unpleasant, but you learn to live with it, if everyone plays by the rules. When you are a job coach, it is extra important to you that you learn to give feedback. You regular perform feedback discussions with people who encounter difficulties in their functioning. But it is also important to use feedback to reflect on yourself.		
Implementation	√	Offline	
	√	Online	
Components			
		Explore	
		Learn	
		Shows Interest and understanding	
Learning objectives		<ul style="list-style-type: none"> • Reflects on his owns experiences improved behavior in the following situations • Is aware of how others behave and is looking for role models. Tries to discover and / or understand what factors in their (example) behavior plays a role; • Asking for other concerns and motives 	

Intrapreneurship or entrepreneurship

When you carrying out this exercise you can emphasize on both entrepreneurship and intrapreneurship. This depends on your participants and their needs and interests. Note that the topic of the discussion is relevant to them. When participants predominantly run their own companies, you can put the emphasis of the discussion on entrepreneurship. If the purpose of the training contributes to the development of soft skills in order to create a more enterprising attitude lay the accent of the exercise than on intrapreneurship

Exercise U1-E2 How to implement

Implement this exercise in a room that can serve as main room and as sub space. Organize the room as such that different groups can work.

Time	Steps	Equipment
5 min	Introduce the subject feedback and the importance of giving and receiving feedback and that feedback can be positive as well as it can be negative.	Theory about feedback. Provide theory the you think that fits your target group.
5 min	<p>Explain the exercise:</p> <ul style="list-style-type: none"> • You will divide the group in different subgroups of 3 or 4 persons. • In each group there will be a feedback provider (A), a feedback receiver (B) and an observer (C). The fourth person will also be an observer. • In 2 rounds the participants will practice with giving and receiving feedback. <p>Divide the group into groups of 3 or 4 persons.</p>	
15 min.	<p>Round 1 A and C (and D) read the situations for round 1 (see beneath). Then they choose a situation and think how A can give feedback about this to B. Then A gives the feedback to B. C observes how feedback receiver B reacts on the feedback (if D is there, D can observe the way of giving feedback by A).</p> <p>Round 1. Choose one of the practical situations below: <i>1. You want to tell your colleague that you really appreciates that she always leaves the workplace so neat. You know about her that she works rather chaotic. After you told her once that you like to work on a clean neat work place, she takes this into account and cleans on her things when her work is done. You find that very pleasant.</i> <i>2. You want to tell your colleague that you appreciate it that he always arrives on time at work. Because he always just comes earlier, you have the time to do a careful transfer. You must always leave on Wednesdays exactly on time to pick up your children from school on time. You like that it is not problem for him.</i></p>	Description of the practical situation. You can provide them on carts or project them on a beamer or flip charts.
5 min	<p>Evaluate the first round.</p> <p>Focus points when evaluating the first round: - What did B experience with receiving the feedback on this way?</p>	

	<ul style="list-style-type: none"> - What does it to A to give the feedback? - C and D share what they saw and felt during the feedback session. - A, B, C en D discuss possibilities to give feedback on an alternative way. 	
15 min	<p>Round 2 The participants changes roles and will repeat round 1. They discuss the round with the same subject/number choosen from round 1.</p> <p>Round 2. Choose the same number of the situations that you have choosen in round 1: <i>1 You want to tell your colleague that you are terribly annoyed by them mess she leaves on the desk when her work is done. Before you can begin, you must first clean up the mess. You find that everyone has to take responsibility for a tidy workplace.</i> <i>2 You want to tell your colleague that you are fed up of that he always comes late. The transfer, which then takes place, actually happening in your own time. And you have to do all the terrific rush to get your kids to school on time. If he would come on time, you can pass quietly and you can leave on time.</i></p>	Description of the practical situation. You can provide them on carts or project them on a beamer or flip charts.
5 min	<p>Evaluate the second round.</p> <p>Focus points when evaluating the second round:</p> <ul style="list-style-type: none"> - What did B experience with receiving the feedback on this way? - What does it to A to give the feedback? - C and D share what they saw and felt during the feedback session. - A, B, C and D discuss possibilities to give feedback on an alternative way. 	

Exercise U1-E3:		"Present!"	
Short description of the exercise	<p>The participants make a presentation about a chosen subject.</p> <p>When you have to give a presentation, it is important to think in advance about the purpose of your presentation. What do you want to tell and for what purpose? Each target group requires a different approach. But not only do you have to adjust the content of your presentation to the target group, but also the form. Things like word choice, voice and the use of tools such as a flipchart, you must also tune to your target group.</p> <p>In addition, a presentation will be given at any place and on different occasions. If you know what kind of situation you are acting as a speaker, you can prepare yourself better. Giving a good presentation requires good communication skills but also a good dose of empathy!</p>		
Implementation	√	Offline	
	x	Online	
Components		Explore	
		Shows Interest and understanding	
Learning objectives		<ul style="list-style-type: none"> • Is able to prepare a presentation and tunes the message, the form and the structure of the presentation on the target group; • Is able to make contact with the target group by asking questions and shows his own insecurity • Know how to use his voice, breathing and attitude in order to keep the target groups attention 	

Exercise U1-E3 How to implement

Implement this exercise in a room that can serve as main room and as sub space. You can arrange the table/chairs in a presentation setup where everyone has a good view on the presenter.

Time	Steps	Equipment
10 min	<p>Introduce the exercise and divide the group into sub groups of 2 or 3 persons.</p> <p>Instruct the group that the participants have to prepare in groups of 2 or 3 persons a presentation about one of these subjects:</p> <ol style="list-style-type: none"> 1. Judgement techniques 2. Effective communication techniques (verbal and non-verbal) 3. Feedback techniques <p>Explain that there will be presentations on 3 subjects. The other participants have to make notes and have to ask critical questions afterwards.</p>	Flip charts or beamer
5 min	Let the participants prepare a short presentation on their chosen subjects.	
5 min per presentation	The participants present the subjects in 10-15 minutes to the rest of the group.	
5 min per presentation	Ask at random for a summary per participant	
5 min per presentation	<p>Asks for feedback in the group on the presenters. What went good and what went wrong. How did the listeners experience:</p> <ul style="list-style-type: none"> - The pre-activation - The presentation - The way of presenting? 	
5 min	Evaluate the exercise. How did the participants experience the exercise. What did they learn? Focus especially on the learning objectives of this exercise.	

Exercise U1-E4:		"Talking Stick"	
Short description of the exercise	The talking stick is a stick that is being used for ages. With the talking stick you will get all different perspectives on the surface in a group. The one with the talking stick can speak and gives his perspective on the problem. The other ones are listening and speak only if they have the talking stick in their hands. In this exercise, the participants will replace them in others' perspectives		
Implementation	√	Offline	
	√	Online	
Components			
		Explore	
		Learn	
		Shows interest and understanding	
Learning objectives		<ul style="list-style-type: none"> • Tunes the question to the situation and the type of information that he want to sort out. • May take into account the needs and feelings of others 	

Exercise U1-E4 How to implement

Implement this exercise in a room that can serve as main room and as sub space. You can arrange the table/chairs in a round setting where everyone has a good view of the each other and everybody will be involved in the exercise.

Time	Steps	Equipment
10 min	<p>Explain to the participant what working with a talking stick contains:</p> <p>The talking stick has being used for centuries as an aid for chiefs of the indigenous population. The one who holds the stick is the only one who should be speaking. All others are expected to listen carefully, empathetic and active to the person who is speaking. When anyone else would like to say something, he may ask for the stick. But he can only receive the talking stick under one condition: the receiver first needs to summarize what the person who spokes had said. If the person who spokes agrees with the summary and feels himself understood, he gives the talking stick.</p> <p>Show the you tube film about the talking stick of Stephen Covey: https://www.youtube.com/watch?v=HUXi-Zc45tA</p>	<p>A talking stick. This can be any sort of stick: A real microphone, a simple wooden stick. Anything can serve as a talking stick, as long as it is manageable and it is easy to for the participants to handle over to each other</p>
5 min	<p>Present different topics which can be discussed and consult them about which topic they want to talk.</p> <ul style="list-style-type: none"> • Young people are obliged to spend part of their high school in another Member State • All EU Member States should legalize gay marriage • The EU should oblige Member States to issue a minimum education • Europe needs a president directly elected by the people • There should be a European army • EU residents should be able to work in any other country 	
30 min	<p>The trainer has the talking stick in his hands. If you are ready, keep the talking stick in the middle of the group so the participants can talk away the talking stick. Then the dialogue will start.</p> <p>Make sure the talking stick circulates several times between different participants. After about 30 minutes you stop the discussion.</p>	
5 min	<p>Ask the participants after the discussion about their experience with talking with the talking stick. Lead on to the conclusion that to communicate with each other in this way contributes to a respectful conversation with each other. It transforms negative energy in a creative and formative energy that will give you a sense of the value of each individual's participation.</p>	

Exercise U1-E5:		"Looking into the mirror"	
Short description of the exercise		Reflection allows you to learn from situations. It belongs to a professional attitude of job coaches to reflect on their own (professional) act and give each other feedback. The development and stimulation is the purpose of this reflection.	
Implementation		√	Offline
		√	Online
Components		Learn	
Learning objectives		<ul style="list-style-type: none"> • Show his own learning experience • Is aware of how others behave and how this influences their own (professional) behavior. • Reflects on his own experiences and knows how to improve his behavior. 	
Exercise U1-E5 How to implement			
Time	Steps		Equipment
30 min	<p>Introduce the participants and theory about reflection. You can choose for yourself which one. Try to link this theory with the knowledge about reflection the participants already have. If not, then choose a model that fits your participants the best.</p> <p>Participants to get into pairs and each will be given a mirror. Ask each participant in turn to describe what they see to their partner.</p> <p>Ask the participants on of the following questions:</p> <ol style="list-style-type: none"> 1. You have a minute to introduce yourself as an entrepreneur or job coach to a jury. What would you especially like to show of yourself? How are you going to do that? 2. What do people appreciate most about you as an entrepreneur or as a job coach? What do you often get compliments for? Where do people not give you compliments, but you think you are good anyway? What you often get told that you cannot do? Why do you do it anyway? What do you want to achieve? <p>Give them time to prepare a presentation.</p>		<p>Mirrors</p> <p>Flip chart/ beamer or cards to present the questions</p>

30 min	Let the participants present the outcomes. Let them free think about the form of the presentation.	
1 min per presentation	After each presentation ask each of the other participants to say something about the presentation in one word that expresses their own feeling like: admirable, enthusiastic, loving, personal. It is important that the one word feedback represents a feeling.	
5 min	Evaluate the exercise very briefly and focus on the learning objectives.	