

## Unit 2. The entrepreneurial coach identifies opportunities for change

<b>Component : Cooperating and discussing</b>	<b>"Cooperating and discussing" Behaviours:</b>
<p>The entrepreneurial coach is aimed to achieve common results and can judge them separately from their own personal objectives. He/she sees opportunities and seizes them to get in touch with (the right) people who can help him/her in reaching his/her goals (by learning from them, or to use their expertise) and is able to maintain those relationships in order to create a personal and professional network.</p>	<p>Approaches the situation honestly and with respect for others:</p> <ul style="list-style-type: none"> <li>• Sees own "mistakes" as well as the faults of others;</li> <li>• Tries to use a positive approach.</li> </ul> <p>Consults preferably with (more) experienced others about his/her observations and possible solutions:</p> <ul style="list-style-type: none"> <li>• Provides his/her opinion on matters;</li> <li>• Is open to the opinions of others;</li> <li>• Asks others proactively for information.</li> </ul>
<b>"Cooperating and discussing" Knowledge</b>	<b>"Cooperating and discussing" Skills</b>
<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>
<b>"Cooperating and discussing" exercises :</b>	<b>U2-E1, U2-E5, U2-E6, U2-E8</b>
<b>Dealing with changes and adaptations</b>	<b>"Dealing with changes and adaptations" Behaviours:</b>
<p>The entrepreneurial coach adjusts his/her own behavior quickly and positively to changing circumstances. He/she is sympathetic towards new ideas and plans and accepts that things change with a certain regularity. He/she knows how to deal with diversity.</p>	<p>Does not stay stuck into problematic situations:</p> <ul style="list-style-type: none"> <li>• Analyzes what's behind the problem and tries to translate it into solutions;</li> <li>• Translates opportunities into correct and clear plans based on several solutions/possibilities;</li> <li>• Communicates his/her ideas in a clear and transparent way.</li> </ul>
<b>"Dealing with changes and adaptations" Knowledge</b>	<b>"Dealing with changes and adaptations" Skills</b>
<p>K1. Has broad specialized knowledge about various types of reflection techniques that allows he/she to reflect on his/her own strengths and weaknesses related to his/her behavior in changing circumstances;</p> <p>K2. Has detailed knowledge of the professional field in which he/she operates and understands a limited set of basic theories, principles and</p>	<p>S1.1 and S2.1 Has a good understanding of his/her own capabilities and knows in combination with a good theoretical background specific to the professional domain of the entrepreneurial coach, alternatives to determine professional behavior;</p>

<p>concepts that are important for his/her work as an entrepreneurial coach with regard to entrepreneurship and entrepreneurial behavior;  K3. Has broad specialized knowledge of conversational skills as listening and asking questions to explore new insights as the opportunities and alternatives for action in his/her work as an entrepreneurial coach.  K4. Has knowledge of changing management technics within organisations.</p>	<p>S3.1 Knows how to explain his/her own plans / ideas, defend them and, if necessary, repeat them. He/she also knows how to make decisions that will enable he/she to put his/her plans / ideas into action. All with respect to his/her environment;  S3.2 Weighs the pros and cons when there is a dilemma. He/she knows where and with whom he/she can discuss these dilemmas and make a responsible choice;  S4.1 Sees a change process as an opportunity to learn; to develop people so that not only performances are improved but also job satisfaction and pride is being improved.</p>
<p><b>"Dealing with changes and adaptations" exercises</b></p>	<p><b>U2-E2, U2-E3, U2-E4, U2-E7</b></p>
<p><b>Component : Creating and innovating</b></p>	<p><b>"Creating and innovating" Behaviours</b></p>
<p>The entrepreneurial coach is active in bringing in creative ideas, approaches and insights. He/she takes initiatives to change things and uses herewith a clear vision and develops it based on strategic plans.</p>	<p>Considers several solutions for the problems found:</p> <ul style="list-style-type: none"> <li>• Considers not only their own situation, but also of others who are involved;</li> <li>• Analyses actively what is happening inside or outside the (working) environment;</li> <li>• Tracks opportunities for improvement and shares those with others;</li> <li>• Asks for and accepts ideas of others and postpones judgment.</li> </ul>
<p><b>"Creating and innovating" Knowledge</b></p>	<p><b>"Creating and innovating" Skills</b></p>
<p>K1. Has broad knowledge about various techniques that encourage creative thinking process so that the he/she can be aware of the beaten track and thus gain new insights;  K2. 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 with regard to entrepreneurial and entrepreneurial behaviors;  K3. Has broad specialized knowledge of feedback rules in order to ask the opinion of others about his/her new professional action alternatives relevant to his/her work as an enterpreneurial coach.</p>	<p>S1.1 Thinks about what he/she wants to achieve and how. When the entrepreneurial coach comes up with new ideas, he/she knows how to apply his/her ideas;  S2.1 Has a good picture of his/her clients (groups at risk) and knows in combination with a good theoretical background specific for the professional domain of the entrepreneurial coach to determine alternatives for professional behavior;  S3.1 Dares himself/herself to be vulnerable in seeking and receiving feedback on new alternatives for action to motivate and encourage his/her clients' entrepreneurship and intrapreneurial behavior.</p>
<p><b>"Creating and innovating" exercises :</b></p>	<p><b>U2-E2, U2-E5, U2-E6, U2-E7</b></p>

<b>Component : Guiding</b>	<b>"Guiding" Behaviours</b>
<p>The entrepreneurial coach advises and motivates others towards achieving goals and performing tasks or assignments. He/she puts others target results and helps solving problems (independently) and supports others in their development.</p>	<p>Encourages others to show entrepreneurial behavior:</p> <ul style="list-style-type: none"> <li>• Guides in the workplace/learning pathways;</li> <li>• Conducts interviews;</li> </ul> <p>Organizes learning moments:</p> <ul style="list-style-type: none"> <li>• Looks at how work can be organized so that individuals are more encouraged to be entrepreneurial.</li> </ul>
<b>"Guiding" Knowledge</b>	<b>"Guiding" Skills</b>
<p>K1 Has broad specialized knowledge and understanding of counseling techniques which he/she can exploit when guiding clients belonging to the groups at risk, in the development and promotion of entrepreneurship and intrapreneurial behavior;</p> <p>K2 Has broad specialized knowledge and understanding of interview techniques that enables he/she to determine motives and ambitions and the expected impact of the results of clients with respect to entrepreneurship and intrapreneurial behavior.</p>	<p>S1.1 Selects proper guidance techniques, tailored to the abilities and limitations of his/her clients;</p> <p>S1.2 Gives clear and constructive feedback so that his/her clients entrepreneurship and intrapreneurial behavior is stimulated or improved ;</p> <p>S1.3 Knows how to activate clients prior knowledge related to entrepreneurship and intrapreneurial behavior and determines based on that proper guiding intervention;</p> <p>S1.4 Creates learning situations and circumstances targeted to the clients in which specific knowledge and skills related to entrepreneurship and intrapreneurial behavior can be encouraged;</p> <p>S2.1 Motivates his/her clients by supporting social emotional intelligence, in to a greater or lesser extent, so that clients are committed to their own development.</p>
<b>"Guiding" exercises :</b>	<b>U2-E1, U2-E3, U2-E8</b>

<b>Exercise U2-E1: The Hidden Picture</b>	
<b>Short description of the exercise</b>	In this exercise, the participants will use instructions to help their partner reproduce a hidden picture. How well can they guide their partner? Is the copy like the original picture?
<b>Implementation</b>	√ Offline
	√ Online
<b>Components</b>	
	Co-operating and discussing
	Guiding
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Has broad specialized knowledge and understanding of questioning techniques</li> <li>• Has in-depth knowledge and understanding of listening techniques</li> <li>• Selects proper guidance techniques</li> <li>• Gives clear and constructive feedback</li> </ul>

### 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. 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 more on intrapreneurship.

<b>Exercise U2:E1 How to implement</b>		
<b>Implement this exercise in a room large enough for participants to sit opposite each other, with some space between pairs.</b>		
<b>Time</b>	<b>Steps</b>	<b>Equipment</b>
	<p>Introduce the importance of listening and questioning when helping a client. Lots of things can get in the way of our listening. We often have our own interpretation or idea, which can stop us hearing or learning from another person.</p> <p><i>I remind myself every morning: Nothing I say this day will teach me anything. So if I'm going to learn, I must do it by listening. Larry King</i></p>	<p>A different picture for each person (simple cartoons are suitable)</p> <p>Blank paper</p> <p>Pencils</p>
	<p>Outline the exercise –</p> <ul style="list-style-type: none"> <li>• In pairs, each person sits facing their partner.</li> <li>• One person (A) will have a picture which they keep hidden from their partner (B).</li> <li>• The partner (B) has a blank piece of paper and a pencil.</li> <li>• A has to guide B to draw a replica of the picture by giving clear instructions (for example – “draw a horizontal line at the top”) but without saying what the picture is</li> </ul>	

	<ul style="list-style-type: none"> <li>• In two rounds, the participants will practice listening and questioning techniques.</li> <li>• Ensure the picture is not visible from the back of the paper.</li> </ul>	
5 mins	<p><b>Round one</b></p> <p>Ask the group to get into pairs. Give each A a picture, and give each B a blank piece of paper and a pencil. Ask the pairs to sit facing each other. In this round, only A is allowed to talk.</p> <p>Next, A should give clear instructions, B should interpret the instructions and attempt to recreate the picture.</p> <p>When finished, the hidden picture can be revealed and compared against the copy.</p>	
2 mins	<p>Evaluate the first round.</p> <p>Focus points when evaluating the first round:</p> <ul style="list-style-type: none"> <li>- Did A find it easy or hard giving the correct instructions?</li> <li>- Did B find it easy or hard to follow the instructions?</li> <li>- What got in the way?</li> <li>- What helped?</li> </ul>	
5 mins	<p><b>Round two</b></p> <p>This time, give each B a picture, and give each A a blank piece of paper and a pencil. In this round, A is allowed to ask questions.</p> <p>Next, B should give clear instructions, A should interpret the instructions and attempt to recreate the picture. A can ask questions to clarify.</p> <p>When finished, the hidden picture can be revealed and compared against the copy.</p>	
2 mins	<p>Evaluate the second round.</p> <p>Focus points when evaluating the first round:</p> <ul style="list-style-type: none"> <li>- What was different this time?</li> <li>- Why?</li> <li>- A and B discuss possibilities to give feedback on an alternative way to communicate</li> </ul>	

<b>Exercise U2-E2:</b>		<b>Bucket List</b>	
<b>Short description of the exercise</b>	A bucket list is a term used for a number of experiences or achievements that a person hopes to accomplish during their lifetime. The exercise gives participants the opportunity to think about their future plans and how their life might change over the next five years or so.		
<b>Implementation</b>	√	Offline	
	√	Online	
<b>Components</b>		Dealing with changes and adaptations	
		Creating and innovating	
<b>Learning objectives</b>		<ul style="list-style-type: none"> <li>Analyzes what's behind the problem and tries to translate it into solutions</li> <li>Translates opportunities into clear plans</li> <li>Considers own situation as well as that of others</li> </ul>	

### Intrapreneurship or entrepreneurship

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<b>Exercise U2:E2 How to implement</b>		
<b>Implement this exercise in a room large enough to place tables and chairs in small groups.</b>		
<b>Time</b>	<b>Steps</b>	<b>Equipment</b>
2 mins	Introduce the concept of the bucket list. This exercise gives participants the opportunity to think about their future plans and how their life might change over the next five years or so. They will have time to think and plan what they would like to achieve in that time. <i>"If you don't design your own life plan, chances are you'll fall into someone else's plan. And guess what they have planned for you? Not much."</i> (Jim Rohn)	Paper A5 postcards with postage stamps attached
5 min	In groups of two or three, spend a few minutes discussing each person's hopes, dreams and goals. Each person to write down their own list.  Now organise your list into those that you could complete within 1 month, 1 year or 5 years.	

	<p>Which item from your “within 1 month” list will you commit to? Write your item onto a postcard, write your name and address on the back of the postcard, and give it to a person in the group to whom you will be accountable.</p> <p>Decide how you want them to keep you accountable – for example you may ask them to email you for a progress report in two weeks’ time.</p> <p>Score out of 10, how likely are you to be successful (where 1 is not successful and 10 is completely successful)</p> <p>Alternatively, participants can use the website <a href="http://www.futureme.org">www.futureme.org</a> to write themselves a letter which will be emailed to them at a chosen point in the future.</p>	
2 mins	Remind the participants that they should carry out the accountability task that they have agreed with their partner and remember to mail the postcard back to its owner in 30 days’ time.	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise?</p> <ul style="list-style-type: none"> <li>• How did it feel to commit to an action?</li> <li>• What does this commitment mean you have to do?</li> <li>• What did they learn?</li> </ul> <p>Focus is especially on the learning objectives of the exercise</p>	

<b>Exercise U2-E3:</b>		<b>Managing change styles</b>	
<b>Short description of the exercise</b>	This exercise helps to understand how each person manages change by looking at our own experiences and using models to identify different approaches.		
<b>Implementation</b>	√	Offline	
	√	Online	
<b>Components</b>			
		Dealing with changes and adaptations	
		Guiding	
<b>Learning objectives</b>		<ul style="list-style-type: none"> <li>Analyzes what's behind the problem and tries to translate it into solutions;</li> <li>Translates opportunities into correct and clear plans based on several solutions/possibilities;</li> <li>Communicates his/her ideas in a clear and transparent way.</li> <li>Encourages others to show entrepreneurial behavior</li> </ul>	
<b>Exercise U2:E3 How to implement</b>			
<b>Implement this exercise in a room large enough to place tables and chairs in small groups.</b>			
<b>Time</b>	<b>Steps</b>		<b>Equipment</b>
	<p>Introduce the topic of change. Change is routine in today's world. And, no matter what you do, you probably can't – or shouldn't – try to stop it. However, you can choose how you react to it. If you can embrace and cope with change, you'll be flexible and adaptable, and this reputation can open up many opportunities. If, however, you consistently resist change, you'll be seen as "part of the problem," and you'll get left behind.</p>		
5 min	<p>As you read the descriptions which follow, consider which style is most like you when you have adopted items such as a new mobile phone or.</p> <ul style="list-style-type: none"> <li>Innovators – risk takers who are the first to adopt new ideas</li> <li>Early Adopters – willing to try out new ideas and accept change more quickly than the average</li> <li>Early Majority – thoughtful people who accept change in a more considered or careful way</li> <li>Late Majority – sceptics who only change when everyone else has</li> <li>Laggards – traditional people who much prefer the 'old ways'</li> </ul> <p>Which one are you?</p> <p>Ask "how much change have you experienced in the last year?" Perhaps you've had to learn a complicated new software system. You may have taken on a new role. You might have moved house or suffered loss. Here is a model which summarises four options that are open to someone when they find themselves in a situation that is unsatisfactory.</p>		



Let us illustrate the four options with the example of someone who isn't satisfied with their job; suppose they think it isn't stretching enough and are concerned that their career prospects will be harmed.

- One option is to leave – in this case, find another job within or outside the organisation.
- Another option is to change the situation – for example, they might take on extra responsibilities in addition to their current role.
- A third option is to put up with the situation – stay in the job and continue to feel dissatisfied.
- The final option is to change – for example, rather than becoming frustrated and upset, think of this as a temporary situation where they will do as good a job as they can while also looking for the next step in their career, which may help to dispel their feelings of dissatisfaction. Note that changing yourself is different from merely putting up with the situation since your thoughts, feelings and behaviour are different in the two cases.

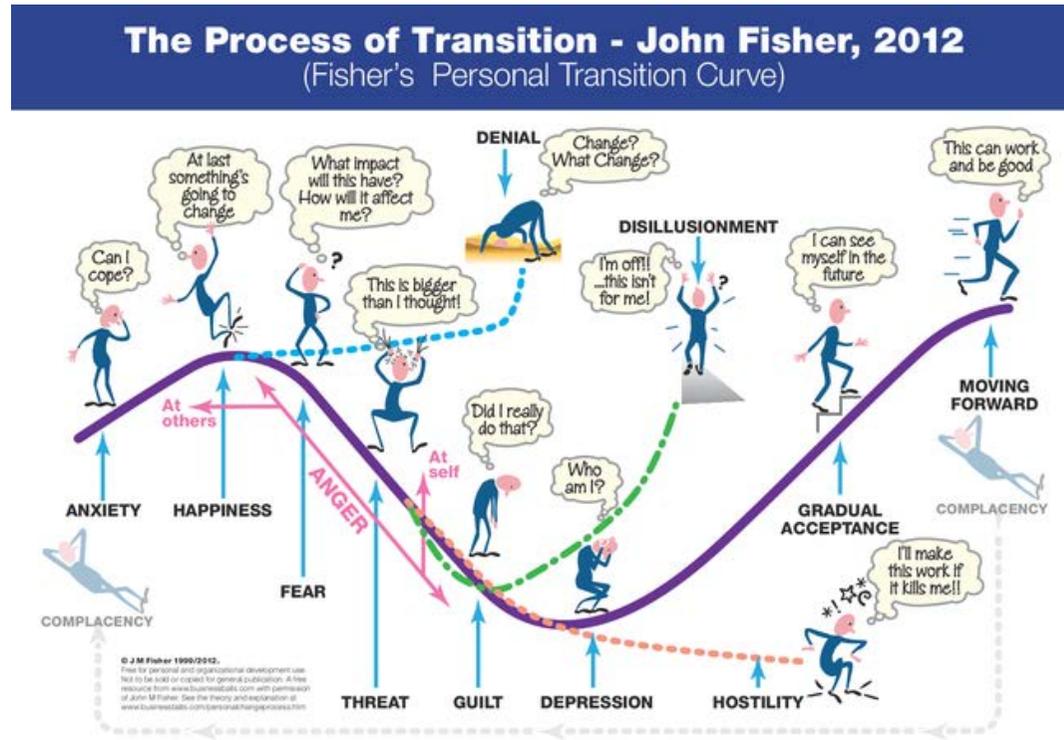
Ask participants to write down a significant change they have experienced in the last year. Discuss in pairs or small groups :

	<ul style="list-style-type: none"><li>• Which option(s) did they take?</li><li>• Why did they take that option?</li><li>• In hindsight, was it the best option?</li></ul>	
5 min	Evaluate the exercise. How did the participants experience the exercise. What did they learn? How will this learning translate into the workplace? Focus especially on the learning objectives of this exercise.	

<b>Exercise U2-E4:</b>		<b>Change curve</b>	
<b>Short description of the exercise</b>		This exercise helps to understand how each person manages change by using the change curve model.	
<b>Implementation</b>		√	Offline
		√	Online
<b>Component</b>		Dealing with changes and adaptations	
<b>Learning objectives</b>		<ul style="list-style-type: none"> <li>Assesses own response to change situations</li> <li>Analyzes what's behind the problem</li> <li>Does not stay stuck in problematic situations</li> </ul>	
<b>Exercise U2:E4 How to implement</b>			
<b>Implement this exercise in a room large enough to place tables and chairs in small groups.</b>			
<b>Time</b>	<b>Steps</b>		<b>Equipment</b>
	<p>Introduce the topic of change. Change is routine in today's world. And, no matter what you do, you probably can't – or shouldn't – try to stop it. However, you can choose how you react to it. If you can embrace and cope with change, you'll be flexible and adaptable, and this reputation can open up many opportunities. If, however, you consistently resist change, you'll be seen as "part of the problem," and you'll get left behind.</p> <p>Explain that participants will complete an activity to find out how they personally manage change.</p> <p><i>"When you're finished changing, you're finished." Ben Franklin</i></p>		Fisher change curve handout
5 min	Give each person the change curve handout and explain that this is an illustrative example of a set of reactions that a person might go through.		
5 mins	<p>Participants to think of a change they have been through recently. Examples include jobs, routines, relationships, stage of life. Now ask them draw their own curve, adding their own descriptive words to capture what they felt at the time.</p> <p>Next, ask them to think of a current or imminent situation and to draw the curve so far. Now ask them to complete their curve <b>as they would like it to be</b> and to write in what they can do to maximise the chances of this happening.</p>		
5 min	Evaluate the exercise. How did the participants experience the exercise? What did they learn?		

They may not be able to affect the change itself, but they may be able to better manage their reactions to that change so that it is more productive (or less damaging) for them.

Focus especially on the learning objectives of this exercise.



<b>Exercise U2-E5:</b>		<b>Paperclips!</b>	
<b>Short description of the exercise</b>	This exercise challenges participants to think outside of the box and introduces competition and time constraints.		
<b>Implementation</b>	√	Offline	
	√	Online	
<b>Components</b>			
		Cooperating and discussing	
		Creating and innovating	
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Provides his/her opinion on matters;</li> <li>• Is open to the opinions of others;</li> <li>• Asks others proactively for information.</li> </ul> Considers several solutions for the problems found: <ul style="list-style-type: none"> <li>• Analyses actively what is happening inside or outside the (working) environment;</li> <li>• Shares own ideas with others;</li> <li>• Asks for and accepts ideas of others and postpones judgment.</li> </ul>		
<b>Exercise U2:E5 How to implement</b>			
<b>Implement this exercise in a room large enough to place tables and chairs in two or three groups.</b>			
<b>Time</b>	<b>Steps</b>		<b>Equipment</b>
	Introduce the exercise. This is about thinking outside the box, using innovation and imagination. Participants have to find as many uses as they can for a paperclip.		Paperclip for each person
15 min	Divide students into groups of 5 or 6. Give one paperclip to each person and tell them the challenge is to come up with 50 uses in 15 mins.  Use an online timer like <a href="http://www.online-stopwatch.com/bomb-countdown/">http://www.online-stopwatch.com/bomb-countdown/</a> and tell the participants when 10 mins/5 mins/2 mins remain.		
5 min	When they have completed the exercise, ask each group to share their list. Congratulate the team who created the highest number of uses. You may also provide a small prize (for example sweets).		
5 min	Evaluate the exercise. How did the participants experience the exercise? What did they learn? Did they expect to think of so many uses? What were the entrepreneurial aspects of the activity? (time management, creativity, deadlines, team working, synergy, innovation). Focus especially on the learning objectives of this exercise.		

<b>Exercise U2-E6:</b>		<b>World Cafe</b>	
<b>Short description of the exercise</b>	This exercise allows the flow of new ideas and the development of new thinking and insights.		
<b>Implementation</b>	√	Offline	
<b>Components</b>		Co-operating and discussing	
		Creating and innovating	
<b>Learning objectives</b>	<p>Approaches the situation honestly and with respect for others:</p> <ul style="list-style-type: none"> <li>• Tries to use a positive approach.</li> </ul> <p>Consults preferably with (more) experienced others about his/her observations and possible solutions:</p> <ul style="list-style-type: none"> <li>• Provides his/her opinion on matters;</li> <li>• Is open to the opinions of others;</li> <li>• Asks others proactively for information.</li> </ul> <p>Considers several solutions for the problems found:</p> <ul style="list-style-type: none"> <li>• Considers not only their own situation, but also of others who are involved;</li> <li>• Analyses actively what is happening inside or outside the (working) environment;</li> <li>• Tracks opportunities for improvement and shares those with others;</li> <li>• Asks for and accepts ideas of others and postpones judgment.</li> </ul>		
<b>Exercise U2:E6 How to implement</b>			
<b>Implement this exercise in a room large enough to place tables and chairs in small groups. If possible, create an environment modelled after a café, with small round tables covered with a tablecloth. If not possible, place a vase of flowers on each table. Ideally place three chairs at each table. Minimum number of participants</b>			
<b>Time</b>	<b>Steps</b>		<b>Equipment</b>
5 min	Show video <a href="https://www.youtube.com/watch?v=YrTKD8NpApY">https://www.youtube.com/watch?v=YrTKD8NpApY</a> which explains the concept of the world café.		
5 min	Begin with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease. Use the World Café principles wheel to demonstrate.		Blocks of paper or post it notes Coloured pens Flipchart paper



Explain that the process begins with the first of three ten minute rounds of conversation for the small groups seated around a table. Each round is prefaced with a question :

**Example A**

- Round 1 question - What opportunities can you see in (this issue)?
- Round 2 question - What are you hearing underneath the variety of opinions being expressed?
- Round 3 question - What seed might we plant together today that could make the most difference to the future of (this issue)?

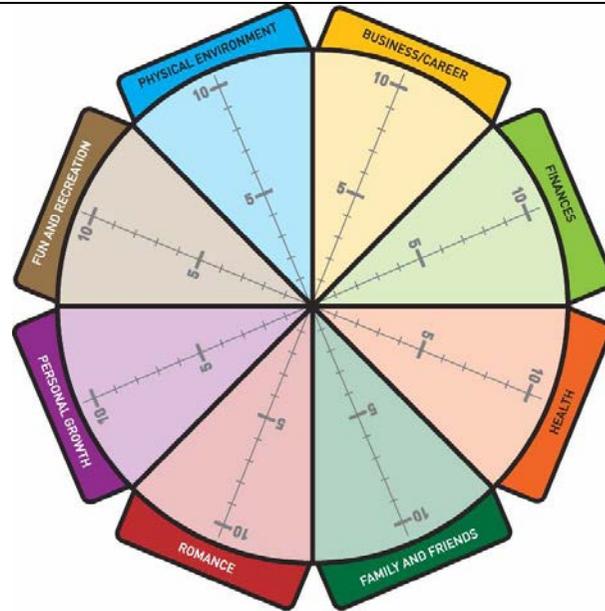
**Example B**

- Round 1 question - What assumptions do we need to test or challenge in thinking about (this issue)?
- Round 2 question - What had real meaning for you from what you've heard? What surprised you? What challenged you?
- Round 3 question - What would it take to create change on this issue?
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- After each round, one person stays at the original table as table host and the others each go to new tables, carrying with them the core ideas, insights or deeper questions of their initial group. Café conversations might be described as akin to a progressive dinner party for collaborative inquiry, creative thinking and mutual discovery!
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- Encourage participants to write, doodle and draw key ideas on their paper blocks.

Round 1

	<p>Four participants sit at each table. The Round 1 question is introduced for participants to discuss. At the end of ten minutes, one person stays at the table and the other members of the group move to different new tables.</p> <p>Half the excitement of being part is the opportunity to move to another Café table, visit with new people and cross-pollinate ideas and insights. As the conversations connect together, collective knowledge grows and evolves.</p>	
	<p>Round 2 The Round 2 question is introduced for participants to discuss. At the end of ten minutes, one person stays at the table (not the person who stayed after round 1) and the other members of the group move to different new tables.</p>	
	<p>Round 3 The Round 3 question is introduced for participants to discuss.</p>	
5 min	At the end of round 3, individuals are invited to share insights or other results from their conversations with the rest of the large group. Record these results in the front of the room on flipchart.	
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.	

<b>Exercise U2-E7:</b>		<b>Wheel of Life</b>	
<b>Short description of the exercise</b>	This exercise allows participants to consider whether their life is balanced and assess where changes are required.		
<b>Implementation</b>	√	Offline	
	√	Online	
<b>Components</b>		Dealing with changes and adaptations	
		Creating and innovating	
<b>Learning objectives</b>	<p>Assesses the present state</p> <p>Does not stay stuck into problematic situations:</p> <ul style="list-style-type: none"> <li>• Analyzes what's behind the problem and tries to translate it into solutions;</li> <li>• Translates opportunities into correct and clear plans based on several solutions/possibilities;</li> </ul> <p>Considers several solutions for the problems found:</p> <ul style="list-style-type: none"> <li>• Considers not only their own situation, but also of others who are involved;</li> <li>• Analyses actively what is happening inside or outside the (working) environment;</li> <li>• Tracks opportunities for improvement and shares those with others;</li> <li>• Asks for and accepts ideas of others and postpones judgment.</li> </ul>		
<b>Exercise U2:E7 How to implement</b>			
<b>Implement this exercise in a room large enough to place tables and chairs groups.</b>			
<b>Time</b>	<b>Steps</b>		<b>Equipment</b>
	Introduce the exercise and give the wheel of life handouts. The 8 sections in the wheel of life represent balance. (This exercise can also be carried out using the career development wheel (below) if more appropriate).		Wheel of life (or career development) handouts



5 min

Ask participants to review the 8 sections on the wheel of life. The wheel must, when put together, create a view of a balanced life for them. Invite to change or rename any category so that it's meaningful to them. If necessary they can split categories to add in something that is missing for them. The usual categories are:

1. Family/Friends
2. Partner/Significant Other/Romance
3. Career
4. Finances
5. Health (emotional/physical/fitness/nutrition/wellbeing)
6. Physical Environment/Home
7. Fun/Recreation/Leisure
8. Personal Growth/Learning/Self-development
9. Spiritual wellbeing (not necessarily religion – can be sense of self)
10. Others could include security, service, leadership, integrity, achievement or community.

5 min

Ask them to think about what success feels like for each area.

	<p>Now ask them to rank their level of satisfaction with each area of their life by drawing a straight or curved line across each segment to create a new outer edge. Place a value between 1 (very dissatisfied) and 10 (fully satisfied) against each area to show how satisfied they are currently with these elements in their life.</p> <p>The new perimeter of the circle represents <b>your</b> 'wheel of life'. Is it a bumpy or a smooth ride?</p> <p>Now, looking at the wheel here are some questions to ask the client and take the exercise deeper:</p> <ol style="list-style-type: none"> <li>1. Are there any surprises for you?</li> <li>2. How do you feel about your life as you look at your wheel?</li> <li>3. Which of these elements would you most like to improve?</li> <li>4. What would make that a score of 10?</li> <li>5. How could you make space for these changes?</li> <li>6. Can you effect the necessary changes on your own?</li> <li>7. What help and cooperation from others might you need?</li> </ol>	
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.	
		

<b>Exercise U2:E8</b>		<b>"Blindfold!"</b>	
<b>Short description of the exercise</b>	In this exercise the participants experience being guided, without knowing where they are going or what obstacles they may encounter. This working method has the purpose to force people to trust someone else and learn what needs to be present for trust to develop.		
<b>Implementation</b>	√	Offline	
<b>Components</b>		Co-operating and discussing	
		Guiding	
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Encourages others to show entrepreneurial behavior;</li> <li>• Guides in the workplace/learning pathways;</li> <li>• Consults preferably with (more) experienced others about his/her observations and possible solutions;</li> <li>• Provides his/her opinion on matters;</li> <li>• Takes steps to build trust with others;</li> <li>• Is open to the opinions of others.</li> </ul>		

### **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. 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 more on intrapreneurship.

<b>Exercise U2:E8 How to implement</b>		
<b>Implement this exercise in a large room. Use tables and chairs to create two obstacle courses; the idea is that participants will climb over or under the obstacles.</b>		
<b>Time</b>	<b>Steps</b>	<b>Equipment</b>
	Introduce the subject. Guidance is giving help and advice about how to do something or about how to deal with problems. Sometimes it is difficult for people to receive help and advice.	A blindfold for each pair. Tables and chairs
2 mins	Divide the participants into pairs (person A and person B) and give each pair a blindfold.	

	Explain that person A will put on the blindfold. Person B will guide them OVER each obstacle using verbal instructions. After 2 minutes, ask the participants to stop.	
5 mins	<p>Reflection.</p> <p>Discuss what points the exercise yielded – ask the blindfolded people how did it feel being guided? And how did the guide feel about their role? What is needed in order to be able to guide someone?</p> <p>Give the pairs a few minutes to talk about trust and what needs to be present for them to feel they can trust their partner.</p>	
2 min	Explain that person B in each pair will now put on the blindfold. Person A will guide them UNDER each obstacle using verbal instructions. After 2 minutes, ask the participants to stop.	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise?</p> <ul style="list-style-type: none"> <li>- How was the exercise different after the discussion about trust?</li> <li>- What else helped to guide them (for example intuition, differences in light/dark, touch)</li> </ul> <p>Focus is especially on the learning objectives of the exercise.</p>	