

Unit 4. The entrepreneurial coach acts in an entrepreneurial and business oriented way

Component : Building networks and relationships	"Building networks and relationships" Behaviours:
The entrepreneurial coach is actively investing in building good working / and customer relationships. He/she is able to get easily in on several levels and find smooth connections. He/she knows how to exploit this relationship networks for himself/herself and for his/her clients in his/her role as an entrepreneurial coach.	Maintains contact with the relevant authorities and stakeholders: <ul style="list-style-type: none"> pays attention to the developments in the market and the needs of the target group, identifies what factors the market (may) affect; When appropriate, takes the role of mediator in disputes between others.
"Building networks and relationships" Knowledge	"Building networks and relationships" Skills
K1. Has detailed knowledge of the professional field in which he/she is working 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 to entrepreneurship and intrapreneurial behavior; K2. Has broad specialized knowledge and understanding of reflection techniques that help him/her to analyze own skills to build and maintain networks and relationships.	S1.1 Distinguishes what is really happened in the work situation from the own interpretations and evaluation of that situation; S2.1 Encourages others to explain their ideas, defend and eventually adjust their own ideas; 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.
Building networks and relationships exercises :	U4-E1, U4-E4, U1-E6
Component : Applying professional expertise	"Applying professional expertise" Behaviours
The entrepreneurial coach turns specifically for the profession required mental, manual and / or physical abilities adequately and appropriate to the target group.	"Applying professional expertise" behaviours: Based on his/her own skills and technical understanding, solves issues and problems: <ul style="list-style-type: none"> Shares if necessary knowledge and expertise with others; Knows which materials to use and which resources to apply when carrying out his/her work.
"Applying professional expertise" Knowledge	"Applying professional expertise" Skills
K1. Has detailed knowledge of the professional field in which he/she is working and has understanding of a limited set of basic theories, principles and concepts that are important for his/her work as an entrepreneurial coach	S1.1. Uses information that is relevant to his/her profession as an entrepreneurial coach, for its own function. He/she is able to analyze what this information means for him/her or for his/her clients.

regarding to entrepreneurship and intrapreneurial behavior (i.e. financial resources, marketing strategies, safeguarding).	
Applying professional expertise exercises	U4-E2, U4-E3, U4-E4, U4-E5, U4-E6, U4-E7, U4-E8
Component : Environmental awareness	"Environmental awareness" Behaviours:
The entrepreneurial coach seeks for information about social developments and other factors and knows how to effectively utilize this knowledge for his/her own function as an entrepreneurial coach and for his/her clients.	Sees and recognizes opportunities and ways to improve things, both by himself/herself and in its surroundings: <ul style="list-style-type: none"> pays attention to the developments in the market and the needs of the target group, identifies what factors the market (may) affect; Seize business opportunities to connect with the needs of the target group and translates them into entrepreneurship (rules and regulations in order to start a company etc.)
"Environmental awareness" Knowledge	"Environmental awareness" Skills
K1. Has detailed knowledge of the professional field in which he/she is working 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 to entrepreneurship and intrapreneurial behavior (i.e. financial resources, marketing strategies, safeguarding).	S1.1 Analyses whether there is news that directly affects his/her own work situation through regular check on relevant information sources; S1.2. Applies the formal and informal rules applicable within the organization and the profession of entrepreneurial coach. S1.3 Deals with different people because he/she knows their different backgrounds, cultures and beliefs, and is familiar with their talents and limitations.
"Environmental" awareness exercises :	U4-E2, U4-E3, U4-E5, U4-E6, U4-E7, U4-E8

Exercise U4-E1:		Marshmallow tower	
Short description of the exercise		In this exercise, teams are challenged to build the tallest free-standing tower with a marshmallow balanced on top. The team must use a number of entrepreneurial skills including leadership, decision-making, team-working, communication and planning. The marshmallow represents assumptions. If we don't test our assumptions (or marshmallows), they can make our plans (or towers) fall down.	
Implementation		√	Offline
Components		Building networks and relationships	
Learning objectives		<ul style="list-style-type: none"> Has broad specialized knowledge and understanding of reflection techniques that help him/her analyse own skills to build and maintain networks 	
Exercise U4-E1 How to implement			
Implement this exercise in a room with 4 or 5 tables that the participants can work at.			
Time	Steps	Equipment	
2 min	Introduce the exercise. The task is for each group to build the highest free standing tower they can in 18 mins using the resources provided. Explain that the marshmallow must sit on the top of the structure. The tower cannot be fixed to or suspended from anything, and must be completely free standing.		
	Ask participants to get into small groups (3-5 people is ideal) then give each group a supply of straws, string, scissors and sellotape, and one marshmallow. Using an online timer (for example http://www.online-stopwatch.com/bomb-countdown/), start the task.	Drinking straws, string, sellotape, scissors, marshmallows.	
18 min	Keep groups informed about the amount of time left (10 min, 5 min, 2 min). When time is up, ask participants to step away from the tables. The winning group is the one whose tower is standing tallest and with the marshmallow balanced on top.		
5 min	Evaluate the exercise and ask participants what they have learnt : need to plan, team work, test early that the marshmallow will balance on the structure, keep to time. Explain that the marshmallow is a metaphor for assumptions. We make assumptions all the time. In business, making wrong assumptions can be fatal. What do we need instead? Evidence!		

Exercise U4:E2		Exploring enterprise	
Short description of the exercise		In this short exercise the participants define what is an enterprise and explore different types of enterprise.	

	This working method has the purpose of expanding participants' understanding of different models of enterprise that can be implemented.	
Implementation	√	Offline
	√	Online
Components		
		Applying professional expertise
		Environmental awareness
Learning objectives	<ul style="list-style-type: none"> • Sees and recognizes opportunities and ways to improve things • Seizes business opportunities to connect with the needs of the target group and translates them into entrepreneurship 	
Exercise U4:E2 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	<p>Introduce the word "enterprise". Ask what does it mean? Each participant to think of a definition.</p> <p>Give the participants an opportunity to share their definition, then open the discussion – what are the main points in common?</p> <p>Finally, reveal a business definition of enterprise : "A company, firm, or business involved in selling goods or services and expecting to make a profit."</p> <p>How does this fit with the group's definitions?</p>	
10 min	<p>Explain that there are many different ways you could run an enterprise. Give each participant a handout of some models of enterprise :</p> <ul style="list-style-type: none"> Create product or service Sell product or service Create marketplace where others can sell Rent products Subscription Franchising 	Enterprise models handout

	<p>In pairs, ask participants to identify two or three companies that use each particular model. Some examples are :</p> <p> Create product or service (Steve Jobs, Alexander Graham Bell, Mellita Benz, Aneurin Bevan) Sell product or service (retail store, online shop, market stall) Create marketplace where others can sell (eBay, Airbnb, Amazon, Etsy) Rent products (airline seats, hotel beds, cars, designer handbags) Subscription (mobile phones, magazines, Netflix, Shave.com) Franchising (Subway, Europcar, Snap-On Tools,) </p> <p>When completed, ask participants to share their ideas.</p> <p>Explain that models can be hybridized – for example, Europcar is a franchise but it also rents. Shave.com is a subscription but it also creates its own products.</p>																
10 min	<p>Explain the main legal structures that a business can choose :</p> <p> Sole trader – ‘you are the business’ Partnership – ‘you are in a marriage’ Limited Company – ‘the business is a separate asset’ </p> <p>Discuss the advantages and disadvantages of the legal structures :</p> <table border="1" data-bbox="344 970 1659 1398"> <thead> <tr> <th>Structure</th> <th>For</th> <th>Against</th> </tr> </thead> <tbody> <tr> <td>Sole trader</td> <td>Low cost, easy to set up Full control retained Little financial reporting</td> <td>Full liability for debt Pay more income tax Less credibility in the market place</td> </tr> <tr> <td>Partnership</td> <td>All the above, but with more heads</td> <td>All the above, affecting all partners Can be messy to wind up</td> </tr> <tr> <td>Limited Company</td> <td>Less personal financial exposure Favourable tax regime Credibility - able to work for corporate clients</td> <td>Annual accounts must be placed in public domain Admin and regulatory demands heavier</td> </tr> <tr> <td>Limited Liability Partnership</td> <td>Flexibility Combined advantages of partnership and limited company</td> <td>Profit taxed as income Partners must disclose income LLP must start to trade within one year</td> </tr> </tbody> </table>	Structure	For	Against	Sole trader	Low cost, easy to set up Full control retained Little financial reporting	Full liability for debt Pay more income tax Less credibility in the market place	Partnership	All the above, but with more heads	All the above, affecting all partners Can be messy to wind up	Limited Company	Less personal financial exposure Favourable tax regime Credibility - able to work for corporate clients	Annual accounts must be placed in public domain Admin and regulatory demands heavier	Limited Liability Partnership	Flexibility Combined advantages of partnership and limited company	Profit taxed as income Partners must disclose income LLP must start to trade within one year	Legal structures handout
Structure	For	Against															
Sole trader	Low cost, easy to set up Full control retained Little financial reporting	Full liability for debt Pay more income tax Less credibility in the market place															
Partnership	All the above, but with more heads	All the above, affecting all partners Can be messy to wind up															
Limited Company	Less personal financial exposure Favourable tax regime Credibility - able to work for corporate clients	Annual accounts must be placed in public domain Admin and regulatory demands heavier															
Limited Liability Partnership	Flexibility Combined advantages of partnership and limited company	Profit taxed as income Partners must disclose income LLP must start to trade within one year															

5 min	Evaluate the exercise. What did the participants learn? Focus is especially on the learning objectives and transfer to the workplace.	

Exercise U4:E3		Why do people choose self-employment?	
Short description of the exercise	In this exercise, participants imagine they are going to set up in business. They need to think of a business idea and explore the practicalities of being self employed.		
Implementation	√	Offline	
	√	Online	
Components			
		Applying professional expertise	
		Environmental awareness	
Learning objectives		<ul style="list-style-type: none"> • Shares knowledge and expertise with others • Pays attention to the needs of the target group 	
Exercise U4:E3 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	
-	<p>Introduce the topic – exploring what it would be like to set up in business</p> <p><i>"The best way to predict the future is to create it." Peter Drucker</i></p> <p><i>"You miss 100 percent of the shots you don't take." Wayne Gretzky</i></p>		
10 min	<p>Explain that you will show a video about ideas.</p> <p>Show video "Where good ideas come from" - http://www.youtube.com/watch?v=NugRZGDbPFU</p> <p>Ask participants to imagine that they are going to set up their own business and tell them to write down two or three potential ideas for the business.</p> <p>Share ideas with the group.</p>	<p>Computer and screen</p> <p>Internet connection</p> <p>Flipchart paper</p>	
10 min	<p>How exciting – you are at the start of your (imaginary) journey! Ask participants to get into small groups. Their task is to write down all the positive reasons they would want to set up in business.</p> <p>Divide a sheet of flipchart paper in half by drawing a line down the middle. One column is entitled Advantages and the other column is entitled Disadvantages. Use this to record answers.</p>		

	When groups have completed the task, ask participants to reveal their reasons. Write them onto the Advantages column of the flipchart.	
5 min	Now ask each group to think of the flipside for each reason (the negatives) and write these down onto the Disadvantages column.	
5 min	Discuss what would a person have to consider before going into self-employment? How would enterprise change: <ul style="list-style-type: none"> • You and your life • Your family situation • Your financial situation 	
5 min	Evaluate. How did the participants experience the exercise? What did they learn? Focus especially on the learning activities of this exercise and transfer to the workplace.	

Exercise U4:E4		Entrepreneurs	
Short description of the exercise	In this exercise, participants explore the life stories of a number of entrepreneurs.		
Implementation	√	Offline	
	√	Online	
Components			
		Building networks and relationships	
		Applying professional expertise	
Learning objectives		<ul style="list-style-type: none"> • Develops and maintains contact with relevant professionals and role models • Shares knowledge and expertise with others • Has detailed knowledge of the professional field in which he/she is working 	
Exercise U4:E4 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
-	Introduce the topic – we can learn a lot by researching those who are already successful.		Handout pre-prepared case studies
10 min	Ask participants to get into groups of three or four. Give each group a different pre-prepared case study of an entrepreneur (for example Richard Branson, Denise Coates, Jeff Bezos) and ask participants to read them through.		
15 min	<p>When finished, each group to briefly explain the main facts of their entrepreneur's life.</p> <p>Facilitate discussion on what are the common links between the different entrepreneurs; what pivotal moments happened in their lives; what characteristics seem to have helped them become successes?</p>		
5 min	<p>Ask participants to think of a role model within their own professional field. How can they find out more about this person?</p> <p>How can they build networks with other like-minded people and professional organisations? (For example joining trade associations, social media groups, attend network meetings, Chambers of Commerce etc)</p>		

5 min	Evaluate. How did the participants experience the exercise? What did they learn? Focus especially on the learning activities of this exercise and transfer to the workplace.	
-------	--	--

JEFF BEZOS – AMAZON

From an early age, Jeff Bezos displayed a striking mechanical aptitude. Even as a toddler, he asserted himself by dismantling his crib with a screwdriver. In high school, Jeffrey first fell in love with computers. He entered Princeton University planning to study physics, but soon returned to his love of computers, and graduated with a degree in computer science and electrical engineering.

After graduation, Jeff Bezos found employment on Wall Street, where computer science was increasingly in demand to study market trends. Some years later, he made a discovery that changed his life -- and the course of business history.

As late as 1994, there was still no Internet commerce to speak of. One day that spring, Jeffrey Bezos observed that Internet usage was increasing by 2,300 percent a year. He saw an opportunity for a new sphere of business, and immediately began considering the possibilities.

In typically methodical fashion, Bezos reviewed the top 20 mail order businesses, and asked himself which could be conducted more efficiently over the Internet than by traditional means. Books were the commodity for which no comprehensive mail order catalogue existed, because any such catalogue would be too big to mail -- perfect for the Internet, which could share a vast database with a virtually limitless number of people.

He learnt everything he could about the book business. He found that the major book wholesalers had already compiled electronic lists of their inventory. All that was needed was a single location on the Internet, where the book-buying public could search the available stock and place orders directly. Bezos knew the only way to seize the opportunity was to go into business for himself. It would mean sacrificing a secure position in New York, but he and his wife, Mackenzie, decided to make the leap.

Jeff and Mackenzie travelled to Seattle, where they would have ready access to the book wholesaler Ingram, and to the pool of computer talent Jeff would need for his enterprise. Mackenzie drove while Jeff typed a business plan. The company would be called Amazon, for the seemingly endless South American river with its numberless branches.



They set up shop in a two-bedroom house, with extension cords running to the garage. When the test site was up and running, Jeff asked 300 friends and acquaintances to test it. The code worked seamlessly. On July 16, 1995, Bezos opened his site to the world. In 30 days, with no press, Amazon had sold books in all 50 states and 45 foreign countries. By September, it had sales of \$20,000 a week. Bezos and his team continued improving the site, introducing such unheard-of features as one-click shopping, customer reviews, and e-mail order verification.

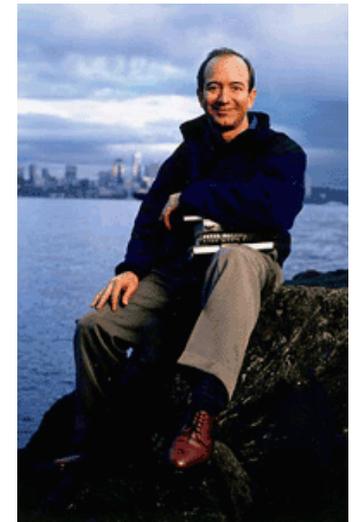
The business grew faster than Bezos or anyone else had ever imagined. Jeff had told his original investors there was a 70 percent chance they would lose their entire investment, but his parents signed on for \$300,000, a substantial portion of their life savings. "We weren't betting on the Internet," his mother has said. "We were betting on Jeff." By the end of the decade, as six per cent owners of Amazon, they were billionaires.

From the beginning, Bezos sought to increase market share as quickly as possible, at the expense of profits. When he disclosed his intention to go from being "Earth's biggest bookstore" to "Earth's biggest anything store," skeptics thought Amazon was growing too big too fast, but a few analysts called it one of the smartest strategies in business history. Amazon moved into music CDs, videos, toys, electronics and more. When the Internet's stock market bubble burst, Amazon re-structured, and while other dot.com start-ups evaporated, Amazon was posting profits.

In October 2002, the firm added clothing sales to its line-up. In September 2003, Amazon announced a new venture aimed at developing a commercial search engine that focuses on e-commerce web sites. At the same time, Amazon launched an online sporting goods store, offering 3,000 different brand names. Amazon.com ended 2006 with annual sales over \$10.7 billion. Amazon had become America's largest online retailer, with nearly three times the sales of its nearest rival.

In 2007 the Kindle was introduced; Amazon's sales increased by 38 percent, and its profits more than doubled. Amazon quickly captured 95 percent of the U.S. market for books in electronic form -- e-books. The first major challenge to the Kindle's supremacy came in 2010, when Apple introduced its iPad tablet computer, which was also designed for use as an electronic reading device. Bezos responded aggressively, cutting the Kindle's retail price and adding new features.

Jeff and Mackenzie Bezos continue to live in the Seattle area, and are increasingly concerned with philanthropic activities. "Giving away money takes as much attention as building a successful company," Jeff Bezos has said.



Jeff Bezos Biography -- Academy of Achievement. (last revised 30 September 2013). <http://www.achievement.org/autodoc/page/bez0bio-1>

DENISE COATES – Bet 365

There is every chance you will never have heard of Denise Coates but with more than £12bn of bets a year staked with her highly profitable Bet365 online bookmaking empire, she is arguably the UK's most successful self-made businesswoman.



"I really don't enjoy the attention. The public side does not come naturally to me," she explains. "It's just I very much enjoy actually running the business." Coates can pass unrecognised through the streets of Stoke-on-Trent, where Bet365's success has made it the city's largest private sector employer, its unassuming offices a hi-tech hive of activity on the margins of an industrial landscape

dominated by derelict pottery factories.

In 12 years she has built Bet365 into a business with a revenue of £647m, only about a quarter of which comes from punters in the UK. Top-line operating profits of £147m are far greater than equivalent earnings from the online operations of either Ladbrokes or William Hill.

And there is a clue to Coates's success in the company name. "You start a 24/7 business and you work 24/7," she explains. "When you're not here [in the office], you take calls in the middle of the night, regularly – that's how the early days were. I've worked harder than you can possibly imagine."

The latest filed accounts show Coates and her family have started to enjoy the fruits of their labour, sharing almost £75m in dividends over three years. Half of this has gone to Bet365's indefatigable founder, by dint of her 50.2% stake, making Coates a very rich woman indeed. Profits too have been used to subsidise Stoke City football club, which is majority owned by Bet365.

Coates's start in the bookmaking industry was unremarkable. She began as a cashier, marking up results in a small number of betting shops owned by her father, and operated for him as a sideline to his main business which was football stadium catering. Outside the confines of the cashier's booth the bookmaking industry might have seemed to many a very male preserve, but Coates was blind to that and the trade appealed to her mathematical mind. "I really enjoyed it ... by the time I left university [where she achieved a first in econometrics] I could run a betting shop."

Unclear what to do next, she went on to train as an accountant within the family firm – a useful move, she reflects, though the work was "dry" and she hated it. Given the opportunity by her father to take over what Coates remembers as "a small chain of pretty rubbish betting shops", she jumped at the challenge. Very soon the shops' fortunes had begun to turn around and, with the help of a huge loan from Barclays, Coates acquired a neighbouring chain, doubling the size of the business at a stroke.



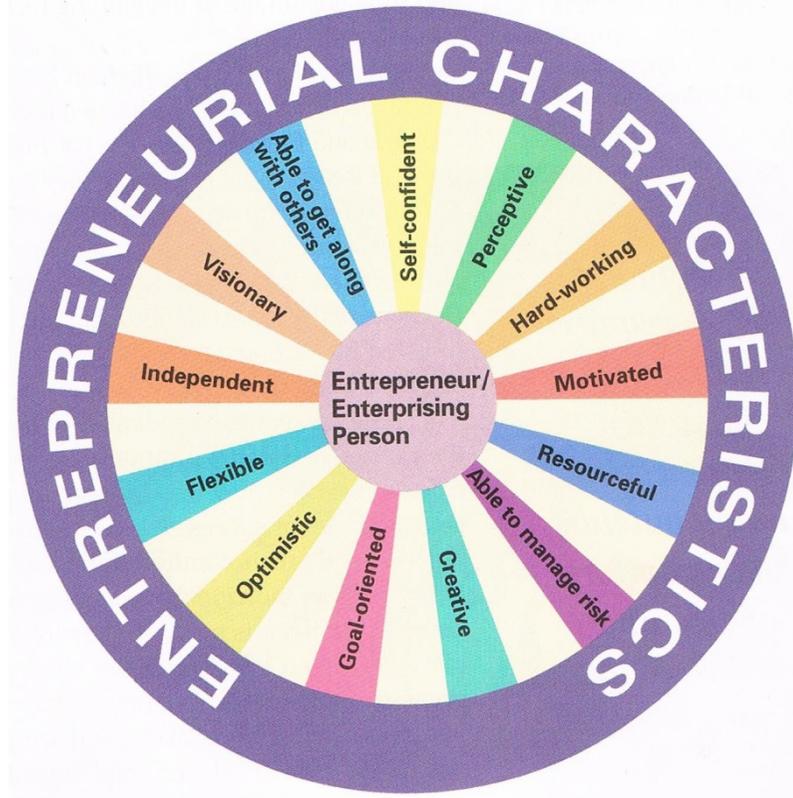
But turning round the fortunes of the shops – long since sold on to Coral – was not enough. Working from an office above one of her father's bookies, Coates starting to notice the emerging popularity of gambling websites. Quickly, she was convinced this was where the future lay. "She just kept saying: 'This is what we're going to do, this is what we're going to do,'" recalls her brother John Coates, who helps run the business and is her closest adviser. "The internet was there and she just felt sports betting was the thing."

Others too, such as Coral and William Hill, were tentatively exploring what the internet had to offer, but none leapt into these uncharted waters with quite the conviction of Coates. Having failed to raise a penny from venture capitalists in London, she turned instead to her father, other family members and Royal Bank of Scotland for the backing she needed. "We mortgaged the betting shops and put it all into online. We knew the industry required big startup costs but ... we gambled everything on it. We were the ultimate gamblers if you like." It was a bet that has paid off spectacularly, producing a hi-tech business that employs 1,900 staff in Stoke and spends £60m a year on IT.

Although she has not won the Veuve Clicquot businesswoman of the year award or enjoyed the celebrity of internet entrepreneur peers such as Martha Lane Fox, Coates's success was finally recognised outside the betting industry last year when she was awarded a CBE. Should Bet365 continue to flourish, it is hard to imagine her remaining below the radar much longer.

Denise Coates Biography – The Guardian June 2012, <http://www.theguardian.com/uk/2012/jun/08/denise-coates-woman-bet365-gambling>

Exercise U4:E5		Characteristics of an entrepreneur	
Short description of the exercise	In this exercise, entrepreneurial characteristics, and ways in which to develop them, are explored.		
Implementation	√	Offline	
	√	Online	
Components			
		Applying professional expertise	
		Environmental awareness	
Learning objectives		<ul style="list-style-type: none"> • Has broad specialized knowledge and understanding of reflection techniques that help him/her to analyse own skills to build and maintain networks and relationships • Knows which materials to use and which resources to apply when carrying out his/her work • Sees and recognizes opportunities and ways to improve things • Pays attention to the needs of the target group 	
Exercise U4:E5 How to implement			
Implement this exercise in a room that can serve as main room and as sub space.			
Time	Steps		Equipment
	<p>Explain the exercise explores what skills, knowledge and behaviours are needed by a successful entrepreneur.</p> <p><i>"As long as you're going to be thinking anyway, think big." –Donald Trump</i></p>		
10 min	<p>What are the characteristics that a person would have to develop in order to become a successful entrepreneur? Ask the participants to list as many characteristics as they can think of (skills, knowledge, behaviours)</p> <p>Show the entrepreneurial wheel. Ask if the characteristics they have identified fit into one of the segments of the entrepreneurial wheel.</p>		<p>Characteristics from the entrepreneurial wheel written out on separate pieces of paper</p>



Give each participant a piece of paper with one of the characteristics on it, ie "perceptive". Their task is to find as many ways as possible to learn or develop that particular characteristic. Ask them to get up from their seat and talk to at least three other people for their ideas, and write the ideas down.

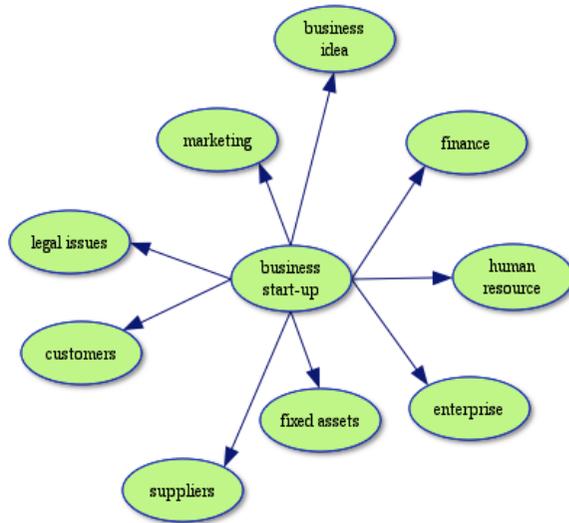
After this has been completed, ask each participant to share their development ideas with the group. Other ideas may be identified as they go through this process.

5 min

Evaluate. How did the participants experience the exercise? What did they learn? Focus especially on the learning activities of this exercise and transfer to the workplace.

Exercise U4:E6		What business skills does an entrepreneur need?	
Short description of the exercise	In this exercise the participants define what business skills are required by a successful entrepreneur.		
Implementation	√	Offline	
	√	Online	
Components		Building networks and relationships	
		Applying professional expertise	
		Environmental awareness	
Learning objectives	<ul style="list-style-type: none"> - Has detailed knowledge of the professional field in which he/she is working and has understanding of a limited set of basic theories, principles and concepts that are important for his/her work as an entrepreneurial coach - Shares knowledge and expertise with others - Sees and recognizes opportunities and ways to improve things, both by himself/herself and in its surroundings: pays attention to the developments in the market and the needs of the target group, identifies what factors the market (may) affect; Seize business opportunities to connect with the needs of the target group and translates them into entrepreneurship 		
Exercise U4:E6 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
	<p>The entrepreneur is a “jack of all trades” and needs to wear a lot of different hats, especially at the start-up stage of the business.</p> <p><i>“If you just work on stuff that you like and you’re passionate about, you don’t have to have a master plan with how things will play out.” – Mark Zuckerberg, Facebook Founder and CEO</i></p>		
10 min	<p>Ask the participants to identify as many different business skills as they can think of, for example ;</p> <p>Research – understanding the market, competitors, customer needs Promotion – getting the product or service known in the marketplace Understanding laws and regulations related to the specific industry Finance – book-keeping, cashflow, funding</p>		

Branding – communicating the image
Social media – building relationships
Intellectual property –protecting ideas and designs
Sales – converting an enquiry into a cash sale



Facilitate discussion on these essential skills; U4-E7 signposts participants to more information on many of them.

5 min

Evaluate. How did the participants experience the exercise? What did they learn? Focus especially on the learning activities of this exercise and transfer to the workplace.

Exercise U4:E7		Resources	
Short description of the exercise		In this exercise the participants explore the resources that are available to help them as an entrepreneurial coach.	
Implementation		√	Offline
		√	Online
Components			
		Applying professional expertise	
		Environmental awareness	
Learning objectives		<ul style="list-style-type: none"> • Sees and recognizes opportunities and ways to improve things, both by himself/herself and in its surroundings; • Knows which materials to use and which resources to apply when carrying out his/her work • pays attention to the needs of the target group, identifies what factors the market (may) affect; • Seize business opportunities to connect with the needs of the target group and translates them into entrepreneurship 	
Exercise U4:E7 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
	There are a lot of resources and support organisations in the UK to help the budding entrepreneur.		Handout
5 min	Provide a handout of places to signpost to, including Setting up – www.gov.uk, Companies House, HM Revenues and Customs Try the videos on www.youtube.com/user/HMRCgovuk for how to register, am I trading or not, keeping records, VAT, PAYE etc. www.princes-trust.org.uk/need_help/enterprise_programme/ideas_and_inspiration.aspx Research – City Business Library, the British Library Business & IP Centre. Both organisations run a calendar of workshops for businesses. Promotion – www.startups.co.uk, www.startupdonut.co.uk Laws and regulations – City Business Library or British Library Business and IP Centre		

	<p>Finance – www.greatbusiness.gov.uk/choosing-the-right-finance-for-a-new-business/ www.startups.co.uk, www.startupdonut.co.uk;</p> <p>Branding – www.marketingdonut.co.uk</p> <p>Social media, data protection – www.startups.co.uk, www.ico.org.uk</p> <p>Intellectual property – Intellectual Property Office Try the videos on www.youtube.com/user/ipogovuk/videos for trademarks, copyright, patents and registered designs</p> <p>Sales – www.startups.co.uk, www.startupdonut.co.uk</p> <p>www.greatbusiness.gov.uk is a very useful website.</p>	
5 min	Evaluate. What did they learn? Focus especially on the learning activities of this exercise and transfer to the workplace.	

Exercise U4:E8		Entrepreneurial competences	
Short description of the exercise		In this exercise the participants use a questionnaire to assess their entrepreneurial competence.	
Implementation		√	Offline
		√	Online
Components			
		Applying professional expertise	
		Environmental awareness	
Learning objectives		<ul style="list-style-type: none"> • Sees and recognizes opportunities and ways to improve things, both by himself/herself and in its surroundings; • pays attention to the needs of the target group, identifies what factors the market (may) affect; • Seize business opportunities to connect with the needs of the target group and translates them into entrepreneurship • 	
Exercise U4:E8 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
	<p>How do you assess whether you have what it takes to be successful in business? It's better to know before you start, so that you can work on any areas that need developing.</p> <p><i>"Whether you think you can, or think you can't — you're right." – Henry Ford</i></p>		
5 min	<p>Give each participant a copy of the entrepreneur competency questionnaire and ask them to complete it, choosing the most appropriate answer.</p> <p>When complete, ask them to count the number of "Yes" answers and assign one point for each one.</p> <p>If they got less than 13 points: their entrepreneurial boost is not evident.</p> <p>If they obtained from 13 to 17 points: their entrepreneurial boost is not clear, though definitely they have ability to be an entrepreneur. They need to make sure they want to accept the "headaches" accompanying "being your own boss."</p> <p>If they got more than 17 points: they have an entrepreneurial impulse, the desire, energy and ability to adapt and make their business a success.</p>		Questionnaire

5 min	Evaluate. How did the participants experience the exercise? What did they learn? Focus especially on the learning activities of this exercise and transfer to the workplace.	
-------	--	--

Nº	Questions	Yes	No
1.	Can you start a project and imagine it done, instead of seeing only the obstacles?		
2.	Can you take a decision about a subject and keep it even when challenged?		
3.	Do you like to control and be responsible for others?		
4.	Do people respect you and trust you?		
5.	Are you in a good physical shape?		
6.	Are you willing to work long hours without immediate compensation?		

7.	Do you like to meet people and develop relationships?		
8.	Can you communicate effectively and persuade people?		
9.	Do others easily understand your ideas and perspectives?		
10.	Do you have prior experience in the career or business you want to start?		
11.	Do you have knowledge of business management?		
12.	Is there a need in your geographic area for the product or service you want to introduce into the market?		
13.	Do you have marketing and/or finance knowledge?		
14.	Are there other similar businesses that are successful in the same geographical area?		
15.	Have you considered the location for your new company/business?		
16.	Do you have an "emergency" fund (working capital), enough for the first year of operations?		
17.	Do you have sufficient resources to fund the establishment of the company or have access to these resources through family or friends?		
18.	Do you know the suppliers you'll need?		
19.	Do you know individuals who have the talent and the knowledge that you miss?		
20.	Do you really want to start this business more than anything else?		

Adapted from Ferreira, Manuel; Santos, João; Serra, Fernando, (2010). Ser Empreendedor – Pensar, criar e Moldar a Nova Empresa; Sílabo: 2ª Edição; Lisboa.

Exercise U4:E9		Entrepreneurial passport	
Short description of the exercise	In this exercise the participants complete their own entrepreneurial passport.		
Implementation	√	Offline	
	√	Online	
Components			
		Building networks and relationships	
		Applying professional expertise	
Learning objectives		<ul style="list-style-type: none"> • Maintains contact with the relevant authorities and stakeholders • Pays attention to the developments in the market and the needs of the target group • Shares knowledge and expertise with others • Knows which materials to use and which resources to apply when carrying out his/her work 	
Exercise U4:E9 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	
	<p>The passport is an action planning tool, to help consolidate the learning and ensure learning is transferred back into the workplace. It also records entrepreneurial progresss and achievements.</p> <p><i>“My biggest motivation? Just to keep challenging myself. I see life almost like one long University education that I never had — everyday I’m learning something new.” – Richard Branson</i></p>	Entrepreneurial passport	
	<p>Ask participants to complete relevant parts of the passport, dependent upon which activities and exercises they have completed.</p> <p>Encourage participants to add accountability so they are motivated to complete actions and incorporate new ways of working into their everyday practices.</p>		
	Evaluate. How did the participants experience the exercise? What did they learn? Focus especially on the learning activities of this exercise and transfer to the workplace.		