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

Component : Exploring	"Exploring" Behaviours:
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.	Is motivated to gain (self-)knowledge: • Is open to the opinions of others about self and own actions; • Tests self repeatedly and in different ways by regularly asking for feedback; Thinks and analyses critically: • Asking questions for rational dealing; Postponing judgment; Viewing situations from multiple angles.
"Exploring" Knowledge	"Exploring" Skills
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; 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; K3. Has in-depth knowledge and understanding of listening techniques.	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.
"Exploring" exercises :	U1-E1/ U1-E2/ U1-E3/ U1-E4
Component : Learning	"Learning" Behaviours:
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.	Keeps knowledge and skills in the field of entrepreneurship up to date: • 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. Looks objectively and honestly to his/her own behavior in a given situation: • 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. Learns from feedback: • Reflects on his/her own experiences improved behavior.
"Learning" Knowledge	"Learning" Skills
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	S1.1 Knows where to gain new knowledge relevant to his/her profession as an entrepreneurial coach. Obtains this new knowledge; 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;

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.	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.
"Learning" exercises :	U1-E2/ U1-E4/ U1-E5
Component : Show interest and understanding	"Show interest and understanding" behaviours:
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.	Is curious about his/her surroundings: • Observes closely what things are done, how and by whom; • Asks questions; • Talks consciously with different people to get to know the business. Listens very carefully to others: • Asks for others concerns and motives.
"Show interest and understanding" Knowledge	"Show interest and understanding" Skills
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.	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.
"Show interest and understanding" exercises	U1-E1/ U1-E2/ U1-E3/ U1-E4

Exercise U1-E1	"Looking through a different lens"	
Short description of the exercise	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 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.	
Implementation	√	Offline
	√	Online
Components	 	Explore
	   	Shows Interest and understanding
Learning objectives	• 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.

Unit 1 Training Materials

Exercise U1:E1   How to implement online

It is easy to carry out this exercise online. You will need an online meeting room like Google hang out or Adobe connect. Of course it is necessary that all participants have access to a computer and the Internet.

Time	Steps	Equipment

	Create an online meeting room. Divide the participants in 3 groups with a subject.
	
	Subject: Entrepeneurship.
	
	    • 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.
	
	E-mail the participants; introduce the subject and that it is important to not only think from your own perspective but also to replace yourself in another perspective. Give them their discussion-perspective. Instruct the participants that they can consult within the group before hand if they wish.
	
	Let the participants know the date and time that you will meet online for the discussion.
		Online meeting room
		
		E-mail addresses of all participants

	Use an online meeting room (google hangout/ adobe connect) to get the group together. Make sure there is a possibility to use a webcam.	Online meeting room: Google hang out/ adobe connect; webcam
	Log in into the online meeting room Ensure that, before hand, the trainer has already instructed the participants via e-mail from which perspective they will participate in the discussion. This is to avoid confusion during the online meeting.	Online meeting room: Google hang out/ adobe connect
	Repeat the purpose of the exercise so everyone knows what to do and explain to them which tools in the online meeting room they can use during the discussion to interrupt. Which tool they can use is dependent on the online meeting tool you use.	Online meeting room: Google hang out/ adobe connect
	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	Online meeting room: Google hang out/ adobe connect

Unit 1 Training Materials

	The trainer is the one who gives the turns to the participants.	
	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 point of view. Summarize the input and discuss what points the discussion yielded. Make short notes during the discussion and present it after the discussion. Let the participants say how they felt about the discussion and focus on the point 'Replace yourself in another perspective'	Online meeting room: Google hang out/ adobe connect
	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	

Unit 1 Training Materials

Learning objectives	• 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 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 online

It is possible to carrying out this exercise online. The participants will practice with giving and receiving written feedback. This means in particular that the primitive reaction in giving and receiving feedback can be better controlled. Focus in this exercise is primarily on the difference between negative and positive feedback.

You need an online meeting room like Google hang out or Adobe connect. Of course it is necessary that all participants have access to a computer and the Internet.

Time	Steps	Equipment
	Introduce the subject Feedback to the participants. You can send them the theory via e-mail or a Moodle if used. Divide the groups into different groups of 3 or 4 persons and give them a role (A, B, C or D). And send each group on for hand. Explain in an e-mail that the different roles and explain them. A gives the feedback to B. C reflects the given feedback and receiver B reacts on the feedback (if D is there, D can also reflect on the way of giving feedback by A). Send him also already the practical situations: 1. You want to tell your colleague that you really appreciate 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	Theory about feedback. Provide theory you think that fits your target group. Email addresses of all the participants

	work place, she takes this into account and clears all her things when her work is done. You find that very pleasant. 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. Send only the practical situations to the persons who are not person B in the group.	
	Evaluate the exercise. You can do this via e-mail, but we recommend an evaluation via an online meeting via skype or adobe connect. Focus points when evaluating the second round: - 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.	Online meeting room : Google hang out/Adobe connect

Unit 1 Training Materials

Exercise U1-E3:	"Present!"	
Short description of the exercise	The participants make a presentation about a chosen subject. 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. 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!	
Implementation	√	Offline
	x	Online
Components	🟥	Explore
	🟩	Shows Interest and understanding
Learning objectives	• 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-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	• 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	

9

Exerise U1-E4   How to implement online

It is possible to carry out this exercise online. You need an online meeting room like Adobe connect which includes features that enables the participants to interrupt each other properly. Of course it is necessary that all participants have access to a computer and the Internet.

Time	Steps	Equipment
	Create an online meeting room in adobe connect.	Online meeting room: Google hang out/ adobe connect
	E-mail all the participants the theory about the talking stick. Send them in this e-mail message also the instructions for the exercise and ask them to already think about different topics which can be discussed. • 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 You can also think of a suitable topic yourself. Send them the invitation and credentials for log in in to the online meeting room.	e-mail addresses of all the participants.
	After everybody has login the online meeting room, explain again explain to the participant what working with a talkingstick contains: 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 spoke had said. If the person who spoke agrees with the summary and feels himself understood, he gives the talking stick. Show the participants the you tube film about the talking stick of Stephen Covey: https://www.youtube.com/watch?v=HUxi-Zc45tA	

	Explain the participant which features they can use and ask the participants which topic they want to talk about.	
	The trainer starts by raising his 'virtual hand'. Ask the first participant to raise his hand if he wants to start talking. Make sure the discussion circulates several times between different participants. After about 30 minutes you stop the discussion.	
	Ask the participants after the discussion about their experience with talking with the talking stick. Lead on to the conclusion that communicating 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 make you value the participation of each individual.	

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	• 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 online
It is possible to carry out this exercise online. Instead of presenting their reflection in front of the group, the participants will present their reflection online.

Time	Steps	Equipment
	Send the participants an e-mail with instructions about the exercise: ask the participants to reflect according to the following questions: 1. 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 do you often get told that you cannot do? Why do you do it anyway? What do you want to achieve? Ask the participants to also prepare a presentation about their reflection for the other participants. Let them send the presentation online (e-mail) to the other participants. They can think of a presentation in the form of a written Word document or using a Powerpoint or Prezi, using online postcards or an online memo board.	E-mail addresses of all the participants

Unit 1 Training Materials

	After each online presentation divide the group into pairs. And ask each pair to say something about the presentation of the other in one word that expresses their own feeling like: admirable, enthusiastic, loving, personal. Let the participants send their feedback to each other. It is important that the one word feedback represents a feeling	