

Unit 3. The entrepreneurial coach takes initiative for their own work

Component : Deciding and initiating action	"Deciding and initiating action" Behaviours:
The entrepreneurial coach timely and clearly takes the necessary (even if difficult) decisions. He/she takes, if necessary, measured risks and initiate independently the necessary actions and activities. He/she shows confidence in their own decisions and choices and therefore also takes responsibility.	Initiates activities to carry out his/her ideas or get them supported for and make them available for his/her plans, taking responsibility for his/her ideas / initiatives / plans Determines in consultations with others (work) tasks and activities also for others.
"Deciding and initiating action" Knowledge	"Deciding and initiating action" Skills
K1. Has knowledge of the steps needed to be taken in a decision-making process that enables he/she to make responsible choices; K2. Has broad specialized knowledge about reflection techniques that enables the he/she to analyze his/her strengths and weaknesses with regard to decision-making (results, perseverance, pro-activity, etc.) and his/her own stress management; K3. 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.	S1.1 Understands the needs and priorities of his/her clients and the organization and tries to balance this. He/she determines the priorities in his/her work as an entrepreneurial coach. He/she distinguishes main issues and details; S2.1 Sees the effects of his/her own behavior in decision-making processes in comparison with the intention of that behavior. Separates what really happened from his/her own interpretations; S2.2 Motivates decisions. Knows why he/she chooses a particular position. The entrepreneurial coach can clearly explain his/her choices to others; S2.3 Is results driven; Keeps the goal in mind. He/she is not distracted by obstacles and problems, and if there are, he/she knows to how to solve these.
"Deciding and initiating action" Exercises :	U3-E1, U3-E2, U3-E3
Component : Persuading and influencing	"Persuading and influencing" Behaviours
The entrepreneurial coach gives a strong positive impression when having contacts with people. He/she is active on generating ideas and opinions and knows how to argue them. He/she is able to firmly steer a discussion of negotiation. He/she strives for consensus on the outcomes.	Finds others enthusiastic for his/her ideas, plans and initiatives: <ul style="list-style-type: none"> Remains positive and persists when facing difficulties.
"Persuading and influencing" Knowledge	"Persuading and influencing" Skills
K1. Has broad specialized knowledge and understanding of social influence strategies that help he/she to carry out his/her plans and ideas; K2. Has broad specialized knowledge about interview techniques that enables he/she to argue in an effective manner; K3. Has broad specialized knowledge and understanding of emotional intelligence.	S1.1 Adjusts his/her communication to the target group; S1.2 Expresses his/her own opinions, facts and arguments and use this skill when negotiating new ideas and plans.

"Persuading and influencing" Exercises :	
Component : Showing passion and ambition	"Showing passion and ambition" Behaviours
The entrepreneurial coach seeks challenges, duties and responsibilities. He/she wants to achieve success and / or to come and put more into it.	Picks up tasks immediately with enthusiasm and a lot of energy: <ul style="list-style-type: none"> Shows a strong sense of helpfulness; Picks situations up with enthusiasm and perseverance.
"Showing passion and ambition" Knowledge	"Showing passion and ambition" Skills
K1. Has broad specialized knowledge about reflection techniques that enables he/she to analyze his/her own motives and ambitions.	S1.1 Sets himself/herself ambitious targets, i.e. targets that are feasible, but which also requests hard work; S1.2 Looks for new ways to achieve the goals: a nice, new audience, a product innovation, even if it is outside his comfort zone.
"Showing passion and ambition" Exercises :	U3-E4, U3-E5
Component : Planning and organizing	"Planning and organizing" Behaviours
The entrepreneurial coach formulates for his/her work specific and challenging goals and priorities. He/she plans and organizes activities efficiently and effectively. Herewith he/she knows how to control people and other resources and guarded closely the goals and deadlines.	Monitors the progress of own work and of others and discusses this with relevant people: <ul style="list-style-type: none"> Ensures that relevant information is continuously available, collects it, and performs the necessary assistance. Takes action where necessary to avoid possible problems.
"Planning and organizing" Knowledge	"Planning and organizing" Skills
K1. Has knowledge and understanding of time management techniques and tools (eg RET); K2. 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 entrepreneurship and intrapreneurial behavior.	S1.1 Sets priorities when implementing activities as an entrepreneurial coach and knows how to translate these priorities into concrete actions; S2.1 Involves others in his/her plans; creates support and understands the needs and priorities of others (clients and organisations) when planning and organizing his/her work.
"Planning and organizing" Exercises :	U3-E2, U3-E3, U3-E4, U3-E6, U3-E7

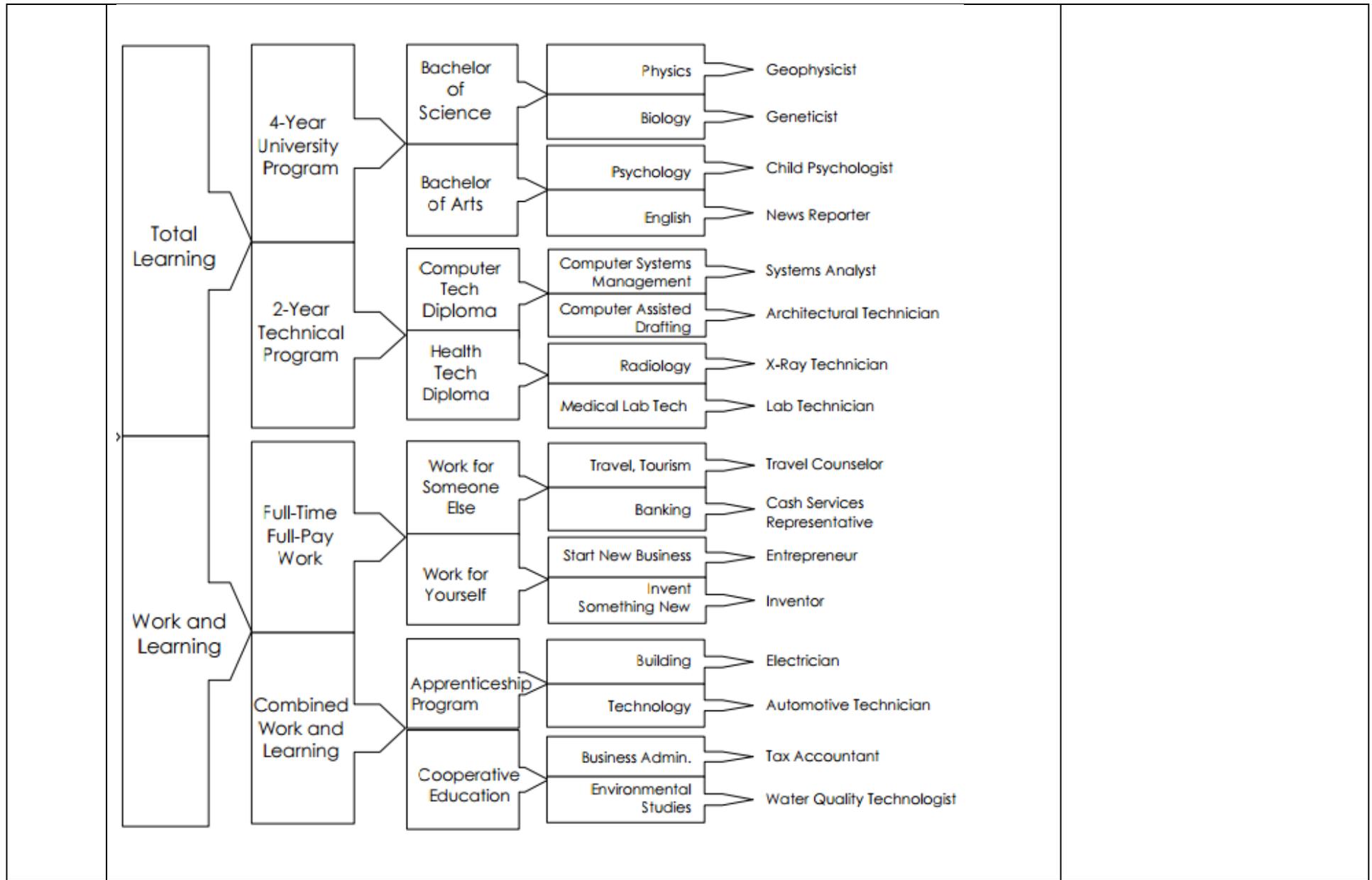
Exercise U3-E1		Paths of life	
Short description of the exercise	This exercise introduces participants to two types of decision making: snap decisions and responsible decisions.		
Implementation	√	Offline	
	√	Online	
Components		Deciding and initiating action	
Learning objectives		<ul style="list-style-type: none"> • Understands how decisions are made • Is aware of the impact that decisions have on future choices • Takes responsibility for own choices 	

Intrapreneurship or entrepreneurship

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

Exercise U3:E1 How to implement		
This exercise can be uploaded onto a closed Facebook page or sent by email. It is also possible to run it using Adobe Connect or Google hangout.		
Time	Steps	Equipment
	Choose method of implementation. Introduce subject. In life we each follow different paths, based on the particular choices we make. Every path has a number of 'decision points' – places where we have to make a choice. Each choice has an impact upon our future path. We are going to explore the role of snap decisions.	Path of life choices script and diagram
5 min	Send or make available a copy of the path of life choices script and diagram, together with instructions :	

	<p>Work quickly through the choices; read the script and decide in less than five seconds – make a snap decision. Record your choice on the diagram. You will end up with one of 16 different jobs, based on your decisions.</p>	
10 min	<p>Explain that responsible decisions are made using the following steps, and write on a flipchart :</p> <ol style="list-style-type: none"> 1. Identify choices 2. What's best for you now? 3. Consider others – not only me 4. Consider your future – not only now 5. Make a choice and go for it <p>Now ask participants to review their choices using these steps. Would they change any of them? Were they happy with the job that their choices led them to? If using Connect or Hangout, participants can exchange views.</p>	
5 min	<p>Evaluation on the exercise; how did the participants experience the exercise?</p> <p>What did they learn? How will this help them back in the workplace? Focus is especially on the learning objectives of the exercise.</p>	



	<p style="text-align: center;">PATH OF LIFE SCRIPT</p> <p>You have just graduated from high school. You have two choices: to take a learning path that has a total learning focus (no income), or a learning path than places an equal focus on work and learning (some income). Which do you choose?</p> <p>TOTAL LEARNING PATH :</p> <p>You have a choice. You can elect to take a four-year university program leading to a degree, or you can choose a two-year technical school programme leading to a diploma.</p> <p>If four year university focus :</p> <p>You have a choice. You can elect to take a bachelor of science degree (for example, physics, chemistry, biology, math) or a bachelor of arts degree (for example, English, history, geography, political science, psychology).</p> <ol style="list-style-type: none"> 1. Bachelor of Science Degree : You have a choice. You can pursue your science degree in physics or in biology. Which do you prefer? 2. Bachelor of Arts Degree : You have a choice. You can get your Bachelor of Arts degree in psychology or in English. Which do you prefer? <p>If two year technical programme :</p> <p>You have a choice. You can elect to take a computer tech diploma programme or a health tech diploma programme.</p> <ol style="list-style-type: none"> 1. Computer Tech Programme : You have a choice. You can get your diploma in computer systems management or computer-assisted drafting. Which do you prefer? 2. Health Tech Programme : You have a choice. You can get your diploma in radiology or you can become qualified in medical laboratory technology. Which do you prefer? <p>WORK AND LEARNING PATH:</p>	

You have a choice. You can elect full-time full pay work – getting your education from what you learn in day-to-day life – or you can choose to take an educational program where you combine paid work with non-paid learning.

If full-time full-paid work :

You have a choice. You can take employment working for someone else (also known as a job!) or you can open your own business, working for yourself.

1. Work For Someone Else : You have a choice. Two job opportunities have been presented to you – one in travel and tourism and the other in banking. Which do you prefer?
2. Work For Yourself : You have a choice. You can put your efforts into developing a new business, or you can invent something new and try to sell it. Which do you prefer?

If combined paid work and non-paid learning :

You have a choice. You can enrol in an Apprenticeship Programme (trades and technical focus) or you can enrol in a Cooperative Education Programme (academic or technical school education with built-in related summer employment) at a college or university.

1. Apprenticeship Programme : You have a choice. You can go after employment in the world of builders or in the world of technology. Which type of apprenticeship programme would you prefer?
2. Cooperative Education Programme : You have a choice. You can take your co-op training in business administration or in environmental studies. Which do you prefer?

Exercise U3-E2		Decisions, decisions!	
Short description of the exercise	In this exercise, participants use a personal example to explore their understanding of the responsible decision-making process.		
Implementation	√	Offline	
	√	Online	
Components			
		Deciding and initiating action	
		Planning and organising	
Learning objectives		<ul style="list-style-type: none"> • Understands how decisions are made • Is aware of the impact that decisions have on future choices • Considers different perspectives before making choices • Recognizes opportunities to plan for future effectiveness 	

Intrapreneurship or entrepreneurship

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Exercise U3:E2 How to implement		
This exercise can be run using Adobe Connect or Google hangout.		
Time	Steps	Equipment
	<p>Ensure participants can access the platform.</p> <p>Introduce subject. Snap decisions are probably not the best way to map out your life. Responsible decision making is a process which can be learnt with practice :</p> <ol style="list-style-type: none"> 1. Identify choices 2. What's best for you now? 3. Consider others – not only me 4. Consider your future – not only now 5. Make a choice and go for it 	Computer or laptop

15 min	<p>Ask participants to think of a personal decision-making dilemma they have (or have experienced). They need to :</p> <ul style="list-style-type: none"> - think of at least five different solutions to the problem - explain which is their personal preference - outline the perspective of other important people in their life - summarise which decision they will – or did – choose, and why 	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise? Did their choice of decision change as a result of taking the problem through this process? What did they learn? Focus is especially on the learning objectives of the exercise</p>	

Exercise U3-E3		Plus, minus, interesting	
Short description of the exercise	This exercise provides a useful tool to help us evaluate a situation or a potential choice.		
Implementation	√	Offline	
	√	Online	
Components			
		Deciding and initiating action	
		Planning and organising	
Learning objectives	•		

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Exercise U3:E3 How to implement				
This exercise can be uploaded onto a closed Facebook page or sent by email. It is also possible to run it using Adobe Connect or Google hangout.				
Time	Steps			Equipment
-	Choose implementation method. If using email or Facebook, the following instructions can be copy and pasted. Introduce topic : before making decisions, it is useful to be able to evaluate different possibilities or options open to us. This exercise uses a model called PMI – plus, minus, interesting – to help us carry out the evaluation.			
5 mins	Show an example - Moving to a big city :			
	Plus	Minus	Interesting	
	Many job opportunities Good entertainment Lots of restaurants Good transport links	Expensive Too much traffic Pollution Crime	More people Close to airport Culturally diverse	

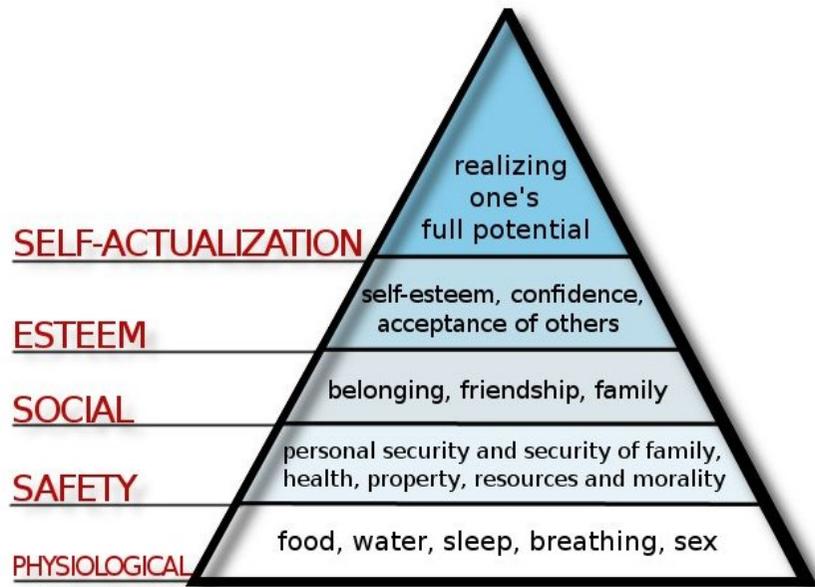
10 min	Ask participants to think of a choice or decision that they haven't yet made. In pairs, run the situation through the PMI process – what are the positives, what are the negatives and what points are interesting to note?	
5 min	Evaluation of the exercise; how did the participants experience the exercise? What did they learn? How could this process be useful in the workplace? Focus is especially on the learning objectives of the exercise	

Exercise U3-E4		Motivate me!	
Short description of the exercise	This exercise gives participants their own motivational trigger.		
Implementation	√	Offline	
	√	Online	
Components		Showing passion and ambition	
		Planning and organising	
Learning objectives		<ul style="list-style-type: none"> • Uses tools to motivate self and others • Takes action where necessary to avoid possible problems 	

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Exercise U3:E4 How to implement		
This exercise can be uploaded onto a closed Facebook page or sent by email. It is also possible to run it using Adobe Connect or Google hangout.		
Time	Steps	Equipment
-	Choose implementation method. If using email or Facebook, the information can be copy and pasted. Explain the topic. Motivation is a pre-requisite in business, and in the world of work. Without it, you are unlikely to succeed. <i>"It does not matter how slow you go so long as you do not stop" - Confucious</i>	
5 mins	Give an overview of Maslow's hierarchy of needs. Every one of us has unsatisfied needs and desires that influence our behavior, whereas satisfied needs do not. As soon as we have satisfied basic needs, such as hunger and thirst we focus towards the satisfaction of the next level of needs, such as safety and health, and so until we have reached the highest level of needs: self actualization. Maslow's hierarchy consists of the following five needs that are listed from the most complex to basic ones:	



To use Maslow's hierarchy of needs to get motivated you need to be able to identify at what stage of the pyramid you see yourself and match your goals and activities towards the satisfaction of the needs in this particular stage. You are unlikely to realise your full potential when you have no secure accommodation, or suffer from a lack of confidence, for example.

Facilitate discussion about which level participants they feel they are at.

Show or send link to video <https://www.youtube.com/watch?v=KyHr8SOWBHI> which explains what anchoring is. Give the following instructions to participants :

You are going to do an anchoring exercise. Stand with feet planted firmly on the floor, hip width apart. Think of a time in the past when you were highly motivated.

Now, think back to that time in the past when you were really motivated. Think about how you took action on that motivation and did whatever it was you set out to do.

Run through that event in your mind, and make the pictures bigger, brighter and more colourful. Feel what you felt and suck that motivation into your body as if you were there now, doing it again for the first time.

Make the emotions stronger and stronger, and keep building up the feeling of taking action and successfully doing what you set out to do. Run the story through your mind several times, each time building the momentum.

Now, as your motivation builds up, press your thumb and forefinger together. As you do so, think about even more occasions when you were highly motivated and increase those sensations even further.

Keep pressing your thumb and forefinger together, and know that whenever you want to call upon that highly motivated feeling, all you have to do is press your thumb and forefinger together.

Finally, while still pressing your thumb and forefinger together, think about your most important BIG goal and all of the smaller goals you must complete to make it. Imagine reaching them with everything going well, reaching that big goal right on your deadline.

Can you see what we're doing here? We are taking your motivation which you clearly have and adding it first to the motion of pressing your thumb and forefinger together, and secondly adding that motivation to the thought processes of reaching your most important goal.

Now the great thing is that you can do that exercise for every goal you set yourself. By imagining it all going perfectly well and reaching every goal on time, you're increasing your self-belief and getting your motivation flowing around your body.

And when you're highly motivated and you take action on that motivation then you're much more likely to reach your smaller goals which, in turn, breeds even more motivation.

If it helps, do the exercise a few times. You'll soon feel incredibly motivated and, when your motivation starts to subside, press your thumb and forefinger together to start bringing back all of those amazing motivational feelings!

And if at any point in the future you find your press-thumb-forefinger motivational trigger subsiding, simply do the entire exercise again.

5 min	Evaluation of the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.	
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Exercise U3-E5		Inspiration!	
Short description of the exercise	These videos provide motivation and inspiration.		
Implementation	√	Offline	
	√	Online	
Components		Showing passion and ambition	
Learning objectives		<ul style="list-style-type: none"> • Seeks challenges, duties and responsibilities • Strives for success • Is motivated to reach goals 	

Intrapreneurship or entrepreneurship

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Exercise U3:E5 How to implement		
This exercise can be uploaded onto a closed Facebook page or instructions sent by email.		
Time	Steps	Equipment
-	Choose implementation method. Give the following instructions : <ul style="list-style-type: none"> • You are going to watch a video/videos • Relax, adopt a comfortable posture and an open mind. • 	Screen and PC/internet connection
	Upload one or more of these videos :	

	<ul style="list-style-type: none"> • “Change your life” video : https://www.youtube.com/watch?v=ScQ-ad9gR9M (7½ min) • “Entrepreneur Effortless Business Vision” video : http://www.youtube.com/watch?v=rSYeZGKYawo (3 min) • “Mindshift” video : https://www.youtube.com/watch?v=fviFNrWKzZ8 (5 min) 	
	Ask participants to evaluate the video; how did they experience it? What did they learn? Focus is especially on the learning objectives of the exercise.	

Exercise U3-E6		Golden tips	
Short description of the exercise	This exercise provides an opportunity for participants to explore the “time wasters” that distract them from their priorities.		
Implementation	√	Offline	
	√	Online	
Components		Planning and organising	
Learning objectives		<ul style="list-style-type: none"> • Sets strategies to limit time-wasting activities • Takes action where necessary to avoid possible problems 	

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Exercise U3:E6 How to implement		
This exercise can be run it using Adobe Connect or Google hangout.		
Time	Steps	Equipment

-	<p>Ensure all participants are invited onto the platform.</p> <p>Introduce topic : We are constantly bombarded by things competing to attract our attention. So it's not surprising that trying to avoid distractions is an issue.</p>	Flipchart
5 min	<p>Discuss "time wasters" – ask the group to identify things or situations that waste time in their day. Examples : social media, telephone calls, meetings, interruptions, other people's problems, searching for lost items, being disorganized etc.</p>	
10 min	<p>Getting things in perspective</p> <p>For each thing or situation, invite participants to ask themselves the question "what are the consequences of not doing them?" Share answers with the group.</p>	
	<p>Ask participants to think of strategies to combat their time wasters.</p> <p>Examples :</p> <ul style="list-style-type: none"> • Keep yourself logged out of social media and emails while working; • Switch on the pop-up blocker and mute the volume so you don't get distracted by alerts; • Fix a time when you're going to look at your emails and messages, and how long you're going to spend on them - then set an alarm so you know when to stop; • Allocate a set amount of time for research and set an alarm so you know when to stop; • Check the schedules for things you really want to watch on TV and record them to watch later. Get out of the habit of turning the TV on when you walk into a room; • Give friends/family your undivided attention for some of the time, then they're more likely to understand when you have to work; • Learn to say yes to <i>your</i> priorities. 	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.</p>	

Exercise U3-E7	£86,400	
Short description of the exercise	This exercise provides a timely reminder of the value of time.	
Implementation	√	Offline
	√	Online
Components		Planning and organising
Learning objectives		• Values time and actively prioritises tasks accordingly

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Exercise U3:E7 How to implement		
This exercise can be uploaded onto a closed Facebook page or sent by email.		
Time	Steps	Equipment
-	Send out or upload the following text, with an introduction: here is a story to make you aware of how precious our time is.	Handouts - squared paper
	<p>Imagine there is a bank account that credits your account each morning with £86,400. It carries over no balance from day to day.</p> <p>Every evening the bank deletes whatever part of the balance you failed to use during the day. What would you do? Draw out every cent, of course?</p> <p>Each of us has such a bank. Its name is TIME.</p> <p>Every morning, it credits you with 86,400 seconds.</p> <p>Every night it writes off as lost, whatever of this you have failed to invest to a good purpose.</p> <p>It carries over no balance. It allows no over draft. Each day it opens a new account for you. Each night it burns the remains of the day.</p>	

	<p>If you fail to use the day's deposits, the loss is yours. There is no drawing against "tomorrow." You must live in the present on today's deposits. Invest it so as to get from it the utmost in health, happiness and success! The clock is running!! Make the most of today.</p>	
10 min	<p>Finish off by asking readers the following question :</p> <ul style="list-style-type: none"> - What came to mind when reading the story? We should consider how we spend our time. - What will you do differently as a result this? 	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise? What did they learn? How will they transfer this into the workplace? Focus is especially on the learning objectives of the exercise.</p>	