

# Entrepreneurial Coaching



A training, developed by Government College University, University of Gujrat, COMSATS University, Lahore University of Management Sciences, Saarland University

Day 1

# Session 1

# Welcome!

Who are you and who am I?

## Exercise

1. Find a partner that you don't know yet, introduce yourself to each other.
2. Return to the group and introduce your partner to the group.

# Exercise

Imagining leaving this room after two weekends full of training sessions that deal with entrepreneurial coaching, how would you know that the training was a good one? /What do you expect from this training?

# Training content

- ✓ Why supporting entrepreneurs?
- ✓ Who are entrepreneurs and how do they operate?
- ✓ Phases of starting a business
- ✓ Entrepreneurial coaching (tasks and process)
- ✓ Assessing specific challenges of entrepreneurs
- ✓ Challenges related to the business idea
- ✓ Obstacles in social interaction
- ✓ Own identity as entrepreneurial coach
- ✓ Practice and transfer to individual working context
- ✓ Training future entrepreneurial coaches

# Exercise: Sociometric inventory

Are entrepreneurship courses useful?

## **Answer A**

No, entrepreneurs have a unique personality, so it's difficult to teach them how to start a business

## **Answer B**

Yes, entrepreneurship courses can equip participants with everything they need for starting an own business.

# Exercise: Sociometric inventory

What do you think is effect, if there were more entrepreneurs in Pakistan?

## **Answer A**

Official employers persist in biased treatment towards minority groups and fail to increase job opportunities, due to their belief that individuals are solely responsible for securing employment.

## **Answer B**

We would have more fruit stands and car workshops.



# Exercise: Sociometric inventory

Why are entrepreneurial skills helpful?

## **Answer A**

As, also in the industry, jobs are getting more complex and flexible problem-solving is a highly requested skill.

## **Answer B**

It serves personal development.

# Exercise: Sociometric inventory

Is the entrepreneurial career an attractive goal for unemployed graduates?

## **Answer A**

No. Students are always scared and I don't think that their interest in starting an own business will increase in the next years.

## **Answer B**

Absolutely. Actually, everyone wants to start an own business.

# Session 2

# Exercise: Who is an entrepreneur?

## **Instruction group 1**

Collect arguments why entrepreneurs are born.

## **Instruction group 2**

Collect arguments why entrepreneurs are made.

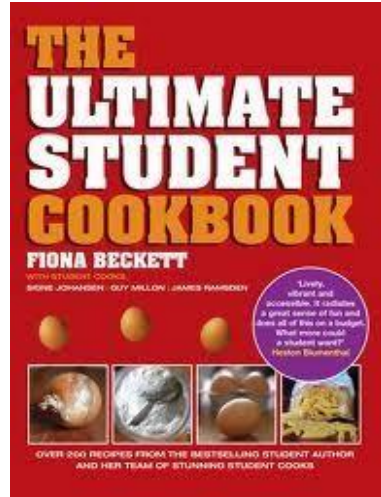
**Time: 10 minutes**

# Effectuation

... an approach to understand decision-making processes under uncertainty, developed by Prof. Sarasvathy.

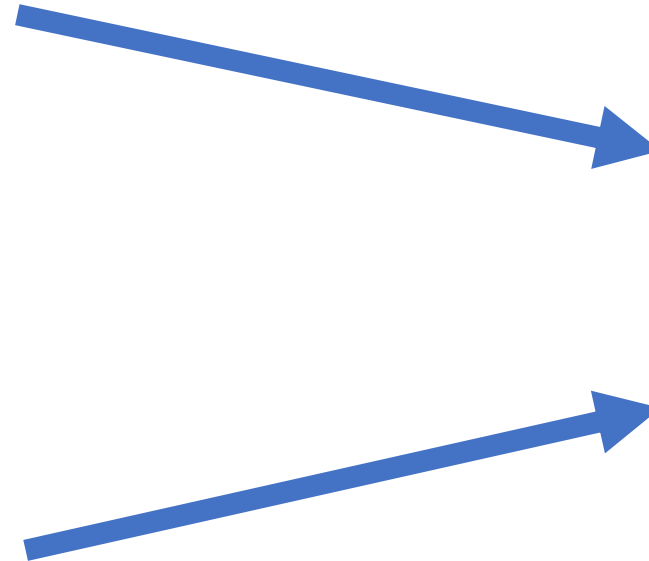
## Causation

Recipe X leads to result Y



## Effectuation

Creative combination of A, B, C leads to result Z



# Creation vs. Effectuation

## **Creation**

Searching for business ideas based on customer needs.

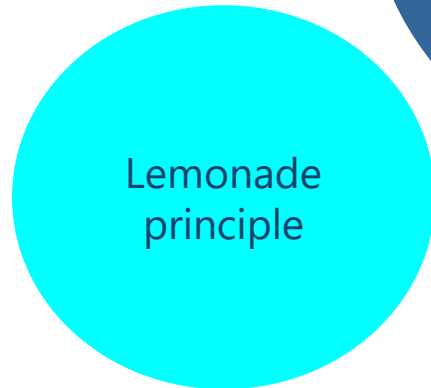
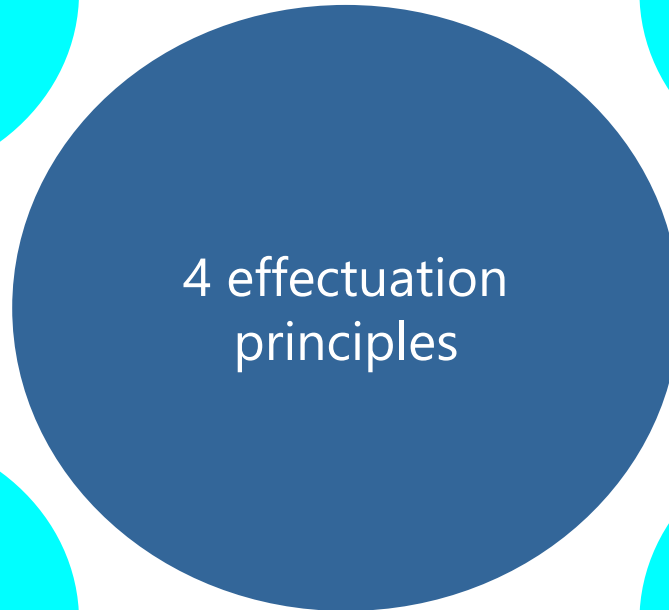
 mostly **not very innovative business ideas**

## **Effectuation**

Creating business ideas based on one's own strengths

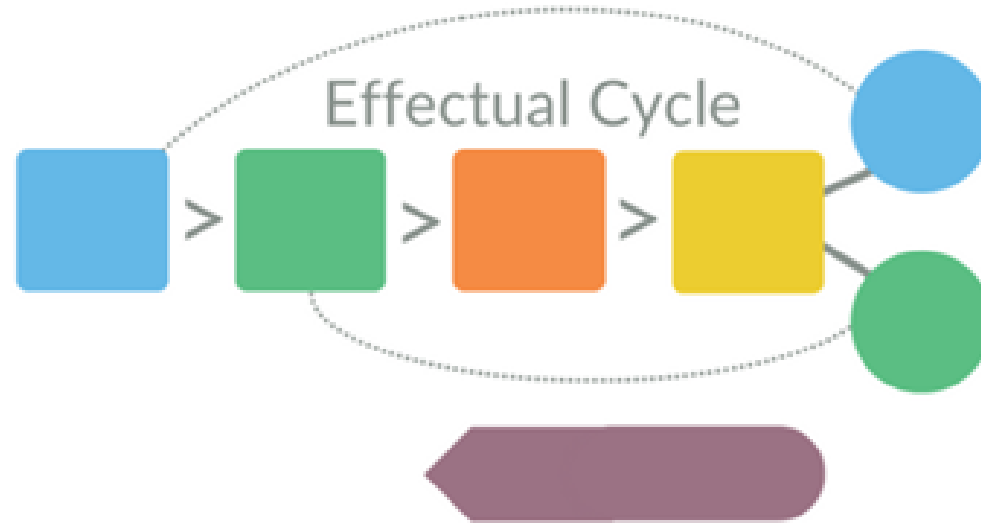
 **Higher probability of innovations**

# Effectuation principles



# Effectuation cycle

**Means**  
BIRD-IN HAND 



**Affordable Loss**  
FOCUS ON  
DOWNSIDE 

**Leverage  
Contingencies**  
LEMONADE 

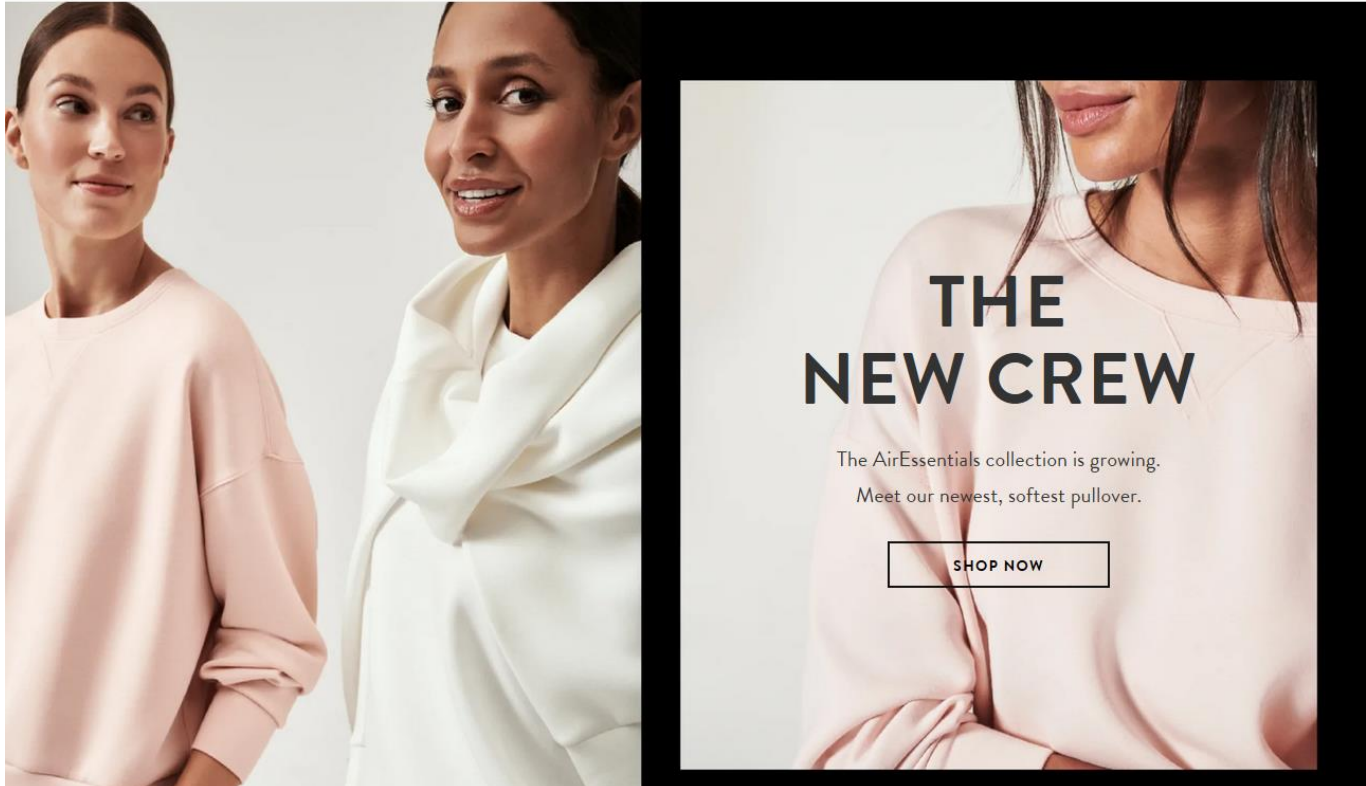
**Co-Creation  
Partnership**  
CRAZY QUILT 



# Example: Sara [SPANX]

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SPANX<sup>®</sup> [Best Sellers](#) [Leggings](#) [Clothing](#) [Active](#) [Shapewear](#) [Bras](#) [Panties](#) [Maternity](#) [Mens](#) [Sale](#) [Her History](#)



**THE  
NEW CREW**

The AirEssentials collection is growing.  
Meet our newest, softest pullover.

[SHOP NOW](#)

The image shows a promotional banner for SPANX. At the top, there is a navigation menu with the SPANX logo and various product categories. Below the menu is a large banner featuring two women. The woman on the left is wearing a light pink crewneck pullover, and the woman on the right is wearing a white crewneck pullover. The banner text reads 'THE NEW CREW' in large, bold, black letters. Below this, it says 'The AirEssentials collection is growing. Meet our newest, softest pullover.' and a 'SHOP NOW' button is centered at the bottom of the banner.

# Effectuation grid

## Exercise:

Please form groups of two. One member will be the coach, the other one will be the coachee.

The coach asks his/her partner questions and notes answers on the effectuation grid (The purpose should be related to the future role of an entrepreneurial coach).

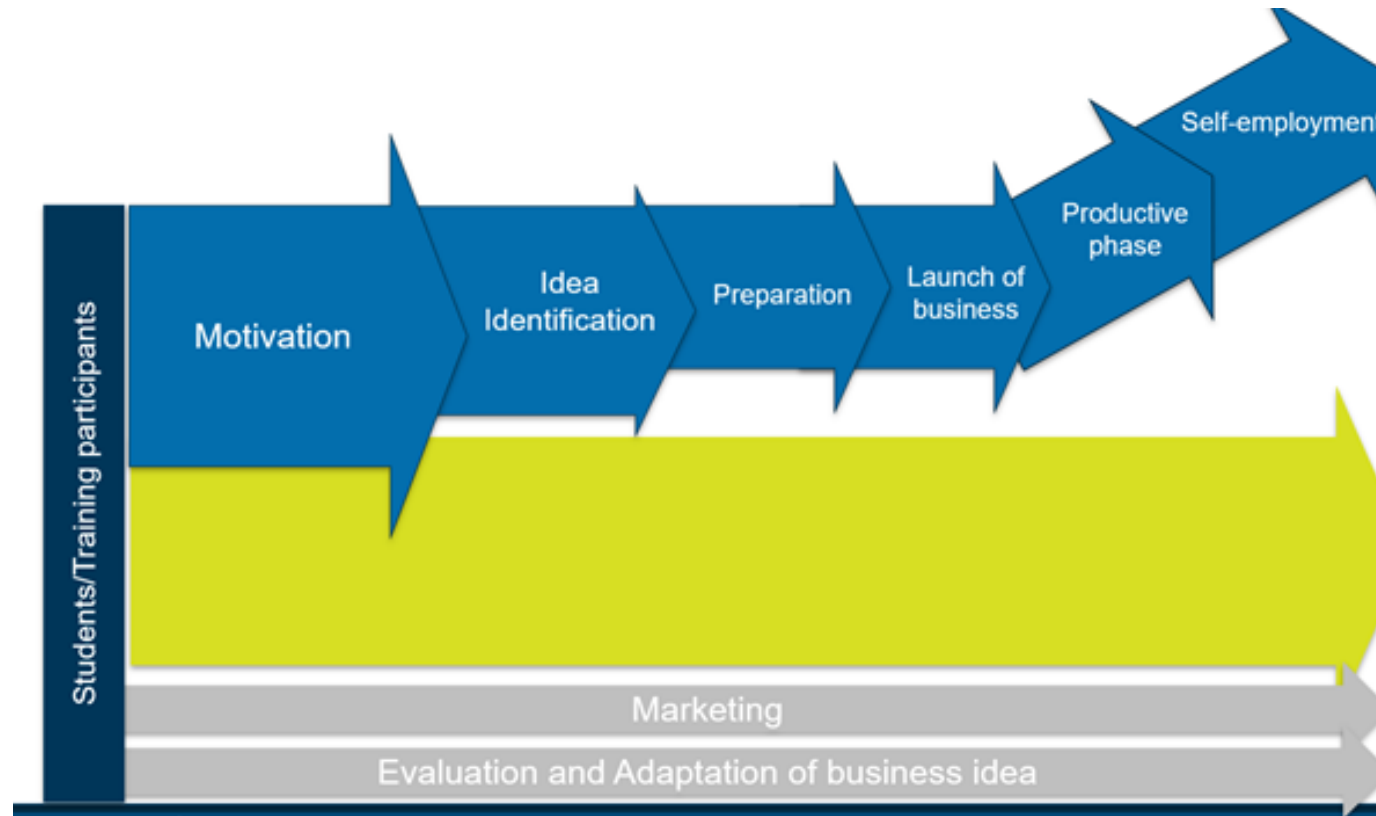
If the coachee doesn't know what to answer, the interviewer should identify reasons for that. Consequently he/she should explain the respective category of the effectuation approach again or he/she uses further questions to specify the answer (see optional questions).

Once the effectuation grid is filled out, members change roles

<b>Purpose</b> <i>Vision, Wish, Meaning, Yearning, Financial Improvement, external pressure</i>
<b>Means/Resources</b>
<b>Who I am?</b>
<b>What I know?</b>
<b>Whom I know?</b>
What does this mean for my team and their competing values?
<b>Affordable Loss</b>
How many material means do I have?

# Session 3

# Phases of entrepreneurial activity



# Exercise

1. Please form groups of at least three people, making sure that each group contains people from different backgrounds (such as different universities, disciplines, etc.).
2. Exchange different support offers for entrepreneurs and categorize them according to the different phases of entrepreneurial activity.
3. Note down and record your categorization. Justify your categorization by discussing your experiences and the consequences of existing offers (e.g. what did students do after they participated in an entrepreneurship course, an accelerator program, an information event, etc.).

Day 2

# Session 4

Why entrepreneurial coaching?



# Exercise



What are your experiences with entrepreneurial coaching?

Do you know good coaches?

Why are they good coaches?

What are consequences of good coaching?

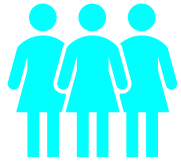
# Tasks of entrepreneurial coaches



## **Project-related**

- Feedback and evaluation of business ideas
- Reality check through assessment of motivation, skillset, timelines, commitment, suitability (work ethic, personality...)
- Advising on funds
- Progress monitoring
- Support to prepare documentation for investors
- Information about alternative funding opportunities

# Tasks of entrepreneurial coaches



## Person-related

- Sensitize to the topic of startups, confront with critical future scenarios
- Enhance independence and stimulate self-reflection through specific question techniques
- Networking: Connect to experts (faculty members, experts from industry -> They are going to be mentors) + Cross-linking the entrepreneurs (peer network, team members, employees)
- Keeping them motivated -> Define timelines and realistic goals, identifying achievable tasks

# Exercise

Please form 2 groups. In each group there should be at least one person, who has regular contact with entrepreneurs.

## **Group 1**

Imagine you are an entrepreneur: Collect stories of real challenges of entrepreneurs. If you don't know where to start, have a look at the different phases of entrepreneurial activity. Note them on a flipchart.

## **Group 2**

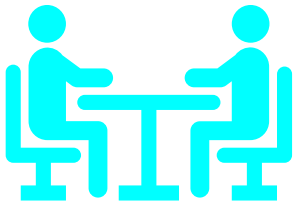
Remember your past experiences with entrepreneurs. Collect stories of challenges they came up with. Note them on a flipchart.

# Grow model and question techniques

The GROW model was developed by Sir John Whitmore (1937-2017) in conjunction with colleagues in the 1980s and disseminated through his book 'Coaching for Performance' (Whitmore 2019).



# How to use the GROW model



1. Establish a **goal**.
2. Examine the person's **situation**.
3. Explore the **options** (or obstacles).
4. Agree a **plan**.

# Questions, related to GROW steps

## 1. Overall goal

- How would you notice that the problem is solved?
- If you had already achieved success, what would have contributed to it?
- How would a solution look like?
- What would be the minimum you would be satisfied with?

# Questions, related to GROW steps

## **2. Goal for coaching session**

- If the meeting was already over, how would you notice that it was a good meeting?
- Where did you get the idea to see a coach?
- What is the occasion with which we now start the coaching?



# Questions, related to GROW steps

## **3. Reality**

- How did the problem arise?
- What have you done so far to solve the problem?
- What consequences does the problem have?
- Who else is affected by the problem?

# Questions, related to GROW steps

## **4. Options**

- When has the problem not occurred or occurred less severely so far?
- What could you do to make the problem worse?
- What makes you think you can achieve the goal?
- Suppose you were the coach - what would you advise yourself to do?
- Who could contribute the most to pursuing the change you are planning - who could support?

# Questions, related to GROW steps

## **5. Way forward**

- What are the next concrete steps that you are going to take?
- Until when do you want achieve your goal?
- What are the specific tasks that need to be done now? What are subtasks?
- Who is involved to accomplish the tasks?

# Exercise

1. Please form teams of two. Decide who is going to be the coach and who is going to be the coachee. Next, you are going to practice a whole coaching session.
2. Before you start, the coachee may take some notes about the concern he/she has and at what stage of entrepreneurial activity he/she is. For this they can use the notes on the flipchart from the previous activity.
3. The coach should use the GROW model to structure the coaching session. Coaches should try to use some questions, related to the model elements.
4. After the coaching session the coach notes down in which phase of entrepreneurial activity the coachee may find him/herself in.

Day 3

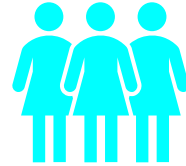
# Session 5

# Common challenges of entrepreneurs



## Project-related:

- Business idea is not elaborated
- Business idea is unstructured
- Business idea is not feasible
- Business idea failed (no customer orientation, problems with pricing etc.)



## Person-related:

- Lack of resources, e.g. lack of information, lack of knowledge/expertise in a specific industry (especially practical expertise), lack of team members, limited financial resources
- Stress



## Social-interaction-related:

- Conflicts (with team members/external stakeholders)

<b>PROBLEM \ MEASURE</b>	Availability of consulting offers	Short trainings	Trainings	Information workshops	Courses	Entrepreneurial coaching
Lack of knowledge (e.g., business knowledge)						
Fear of risks						
False expectations (e.g., make money fast)						
Lack of an entrepreneurial team (complementary team members)						
Lack of research about industry/missing market analysis						
Lack of market strategy						
Lack of motivation (e.g., for hard work)						
Dilemma of decision (job vs. own business)						
In depth validation of business idea & business plan						
Lack of investors						
Lack of network/linkage (e.g. no contacts to experts and sources)						
Pressure from parents to start working and earning money						
Wrong strategy/approach (means vs. goal driven approach)						



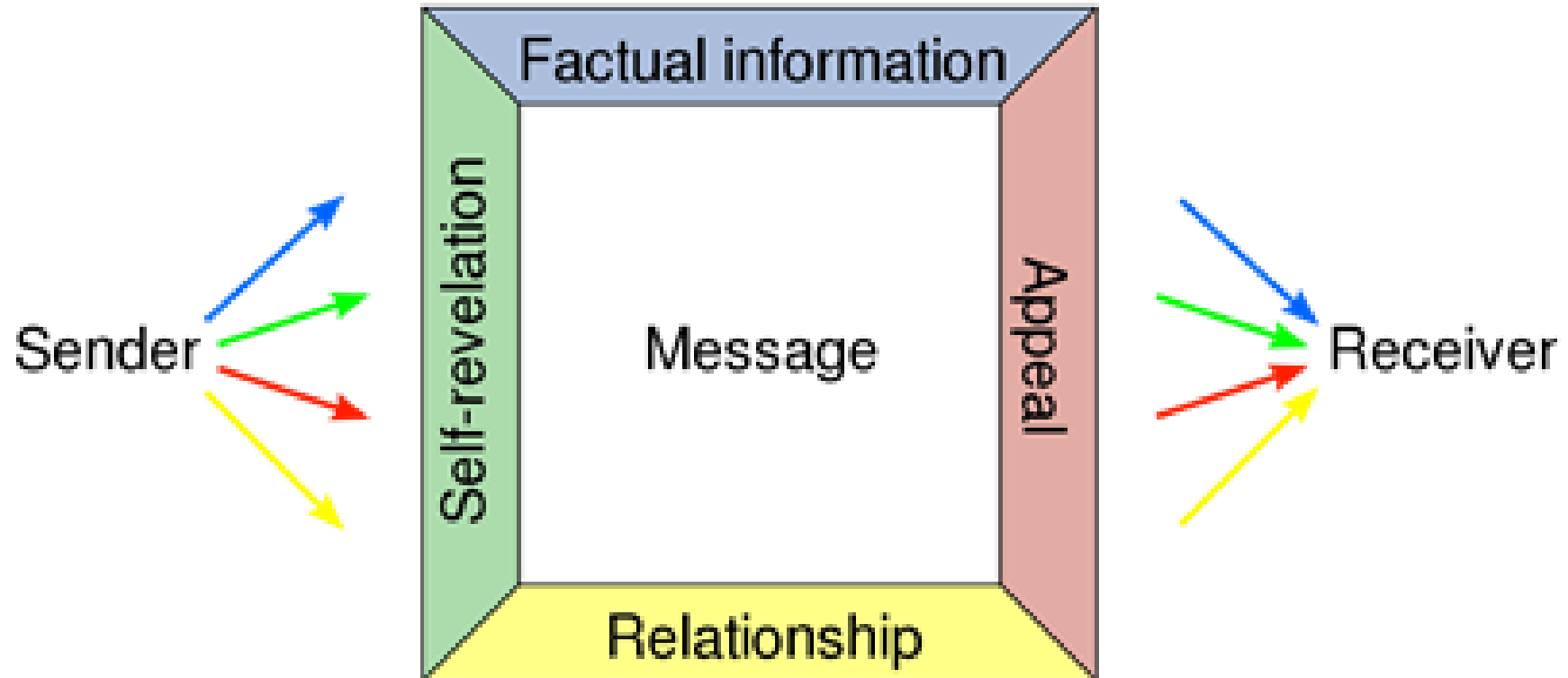
# Communication as essential skill

## **Example of a misunderstanding**

- Person A: “My mobile phone does not work.”
- Person B: “He is not interested in me, because he doesn’t want to write me”.

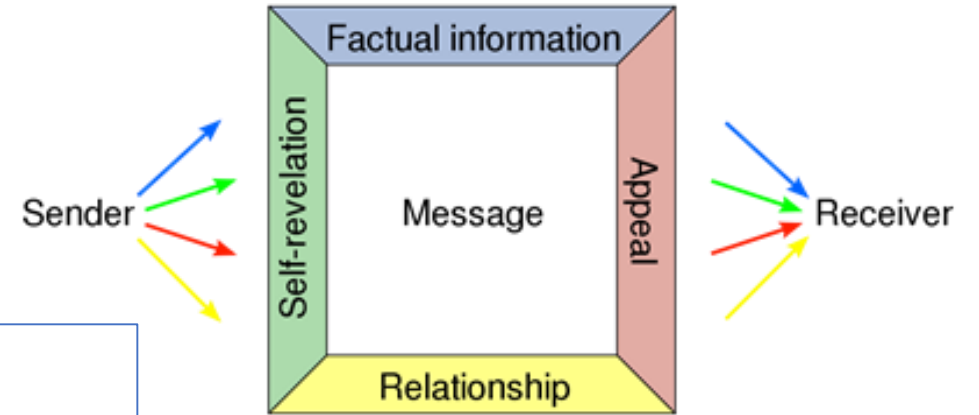
# Communication model

Schulz von Thun



# Communication model

Schulz von Thun



## Sender:

- Factual level: "The traffic light is green".
- Self-revelation level: "I am in a hurry and want to drive off."
- Relational level: "I can drive better."
- Appeal level: "Drive, step on it!"

## These messages could be understood at 4 different levels:

- Factual level: "The traffic light is green".
- Self-revelation level: "You are too slow."
- Relationship level: "You don't know how to drive."
- Appeal level: "Next time I'd better drive."

# Communication errors: sender



# Communication errors: receiver

<b>Receiver</b>	
<i>Factual information</i>	
Information selection	Active listening
<i>Self-disclosure</i>	
You - statements	Me - statements
<i>Relationship level</i>	
Lack of openness for feedback	Conducive atmosphere for feedback
<i>Appell</i>	
ambiguous or paradoxical statements	Paraphrase

# Exercise

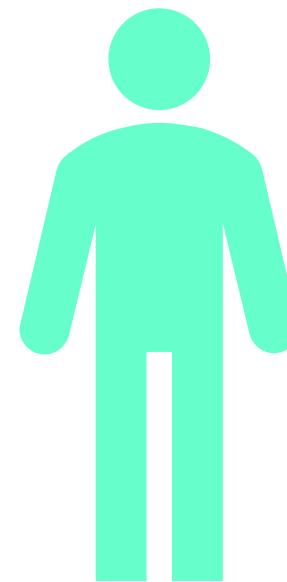
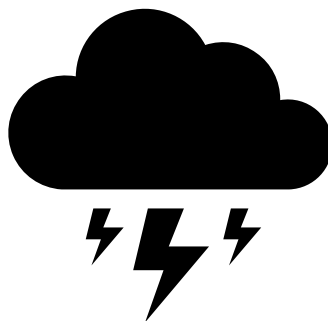
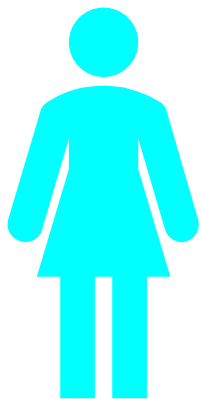
1. Split into groups of two and take a look at the list of examples of misunderstandings in an entrepreneurial context and the document describing communication errors and solutions.
2. Try to identify the root causes of the misunderstandings and discuss more effective ways of communicating based on the solutions offered.

# Feedback and critique

The most important principles for giving feedback are the following:

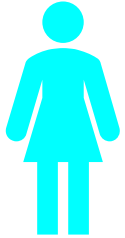
- Description
- Consequences
- Emotions
- Wish
- Comparison with the view of the counterpart

# Example: Ali and Maria



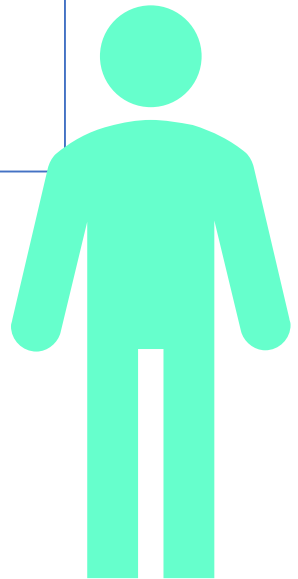


# Example: Ali and Maria

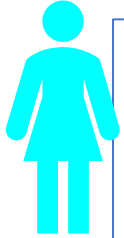


## **Maria:**

Thank you, Ali for your effort. It's an interesting idea that you collected data of students. It's maybe not that good that we only have data from female students, but that's not a big issue. I also really like the graphic that you generated. There you can exactly see that there is an increase in using online tools after the pandemic.



# Example: Ali and Maria



**Maria:**

Thank you, Ali, for your hard work in collecting data from a large number of students. Your efforts have provided insight into how students have used online tools in recent years (**neutral description**).

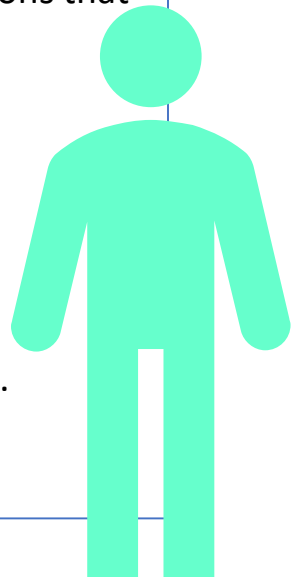
However, we are currently lacking information about how organizations use online tools for conferences and what types of tools they prefer. To effectively develop our business idea, it is crucial for us to understand our target market, which are large organizations that regularly host events such as conferences and fairs.

Unfortunately, the results of your data analysis are not useful for this purpose (**consequence in relation to the goal**).

I am frustrated by this as it means we will have to start our research again (**emotions**).

In the future, I would appreciate it if you shared your ideas for market research with me before beginning any projects (wish).

What are your thoughts on this (**comparison of perspective of counterpart**)?



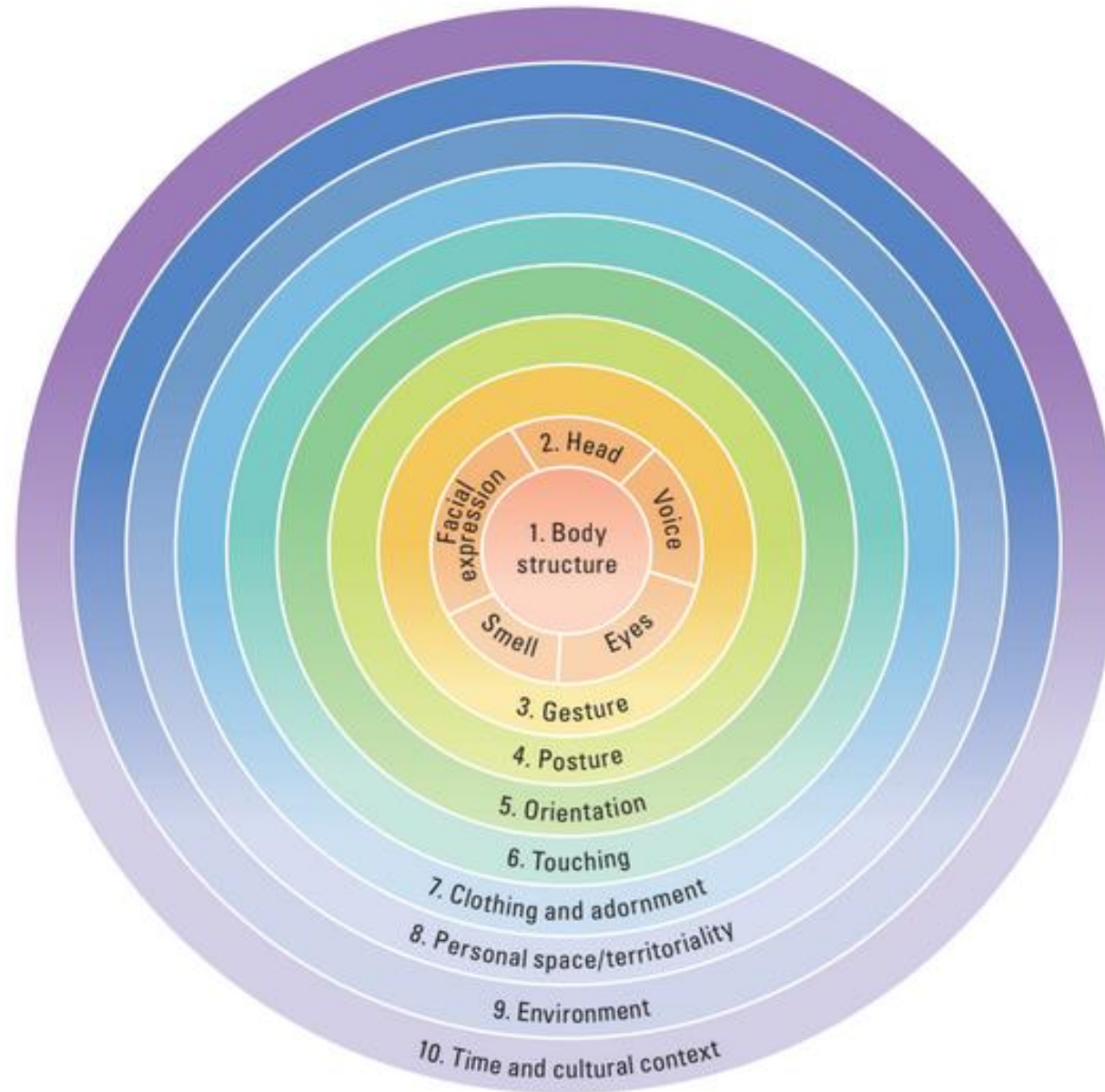
# Exercise

1. Form teams of 2.
2. Take the examples of the business model canvas attached to the manual (“examples from past entrepreneurship courses”).
3. Identify the worst and the best element of the business model.
4. Discuss with your partner how you would give feedback on these two elements, using the feedback principles.

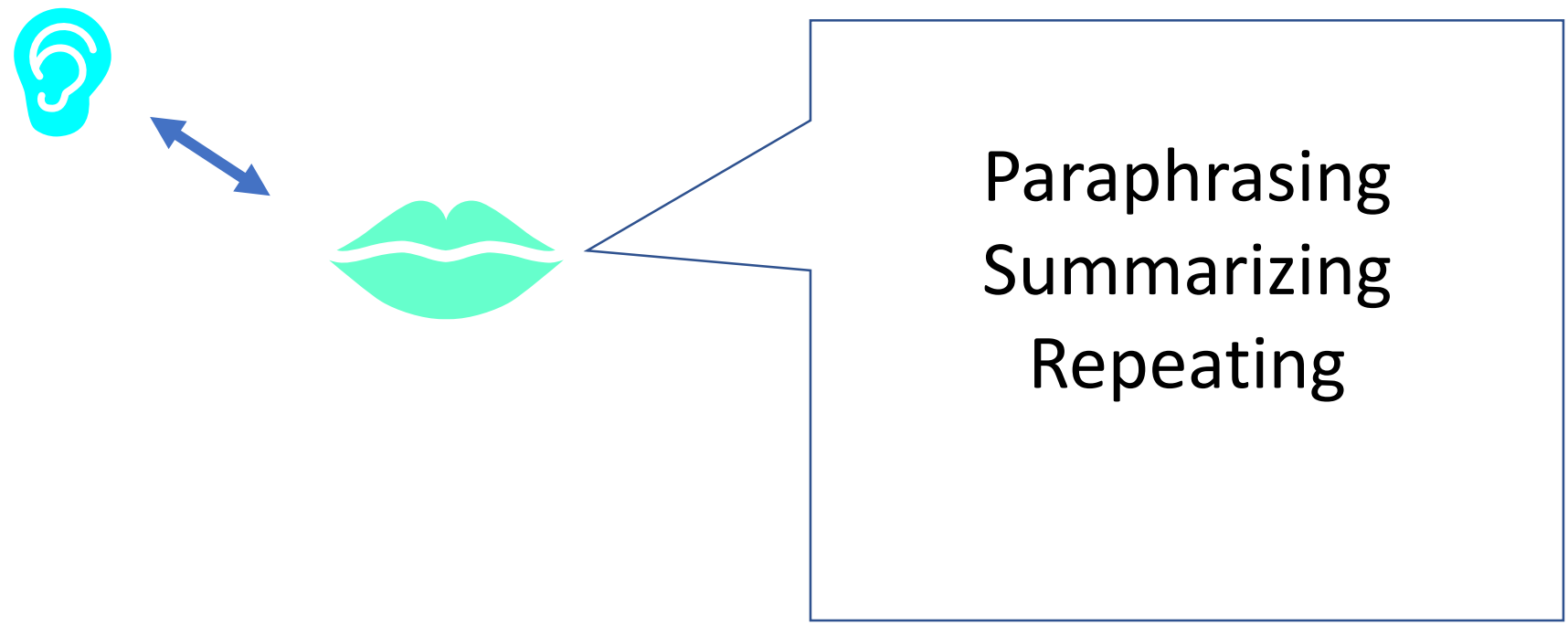
# Non-verbal communication and active listening

<https://www.youtube.com/watch?v=MEaD77e3ZW4>

Non-verbal:



# Active listening



# Exercise

1. From groups of 2.
2. First, person A is going to share a personal (maybe work-related) problem he/she currently faces. Person B is only supposed to actively listening and to observe non-verbal signals of person A.
3. After 5 minutes, person A is going to share what he/she observed and how he/she interpreted the non-verbal signals/how he/she reacted to those signals. Discuss these observations.
4. Afterwards both should change roles. Now person B describes the problem and person A is actively listening and observing (again for ca. 5 minutes) and so on.

# TEAMS

- Forming- Storming – Norming – Performing
- Überleitung zu Konflikte












# Session 6

# Business model canvas

Business model with all key strategic factors

→ 9 main building blocks

The Business Model Canvas		Designed for:	Designed by:	Date:	Version:
Key Partners 	Key Activities 	Value Propositions 	Customer Relationships 	Customer Segments 	
	Key Resources 		Channels 		
Cost Structure 			Revenue Streams 		

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**DESIGNED BY: Strategizer AG**  
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# 1. Key Partners

- Strategic relationships with companies or people
- Examples?

# 2. Key Activities

- Activities/tasks that are integral to operating your company
- Examples?

## 3. Key Resources:

- Assets that are required to operate and deliver your company's value proposition
- Examples?

## 4. Value Proposition:

- The fundamental need that your company is trying to fulfill for its customers (why your company exists)
- Examples?

## 5. Customer Relationships

- The type of interactions your company has with its customers & the level of support it gives
- Examples?

## 6. Channels

- The type of interactions your company has with its customers and the level of support it gives
- Examples?

## 7. Customer Segments

- The different groups of customers that your company interacts with
- Examples?

## 8. Cost Structure

- How a company spends money on operations (key costs & level of cost-focus)
- Examples?

# 9. Revenue Streams

- Your company's sources of cash flows
- Examples?

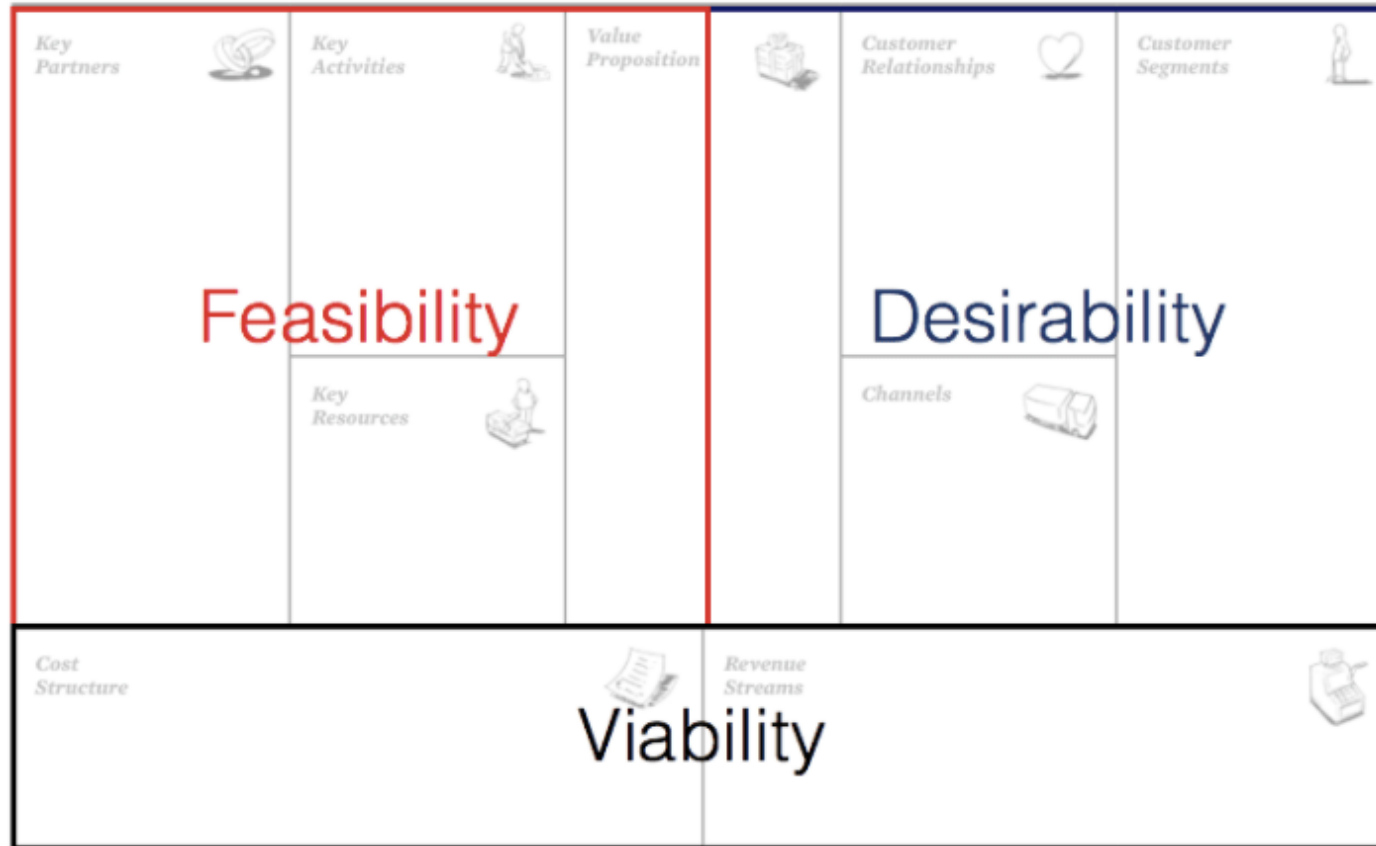
# How to use the BMC as entrepreneurial coach

- Business idea already gets an **initial structure**
- Coach gets an **understanding** of the business idea → feasibility, desirability, viability
- **Quality** of business idea can be assessed

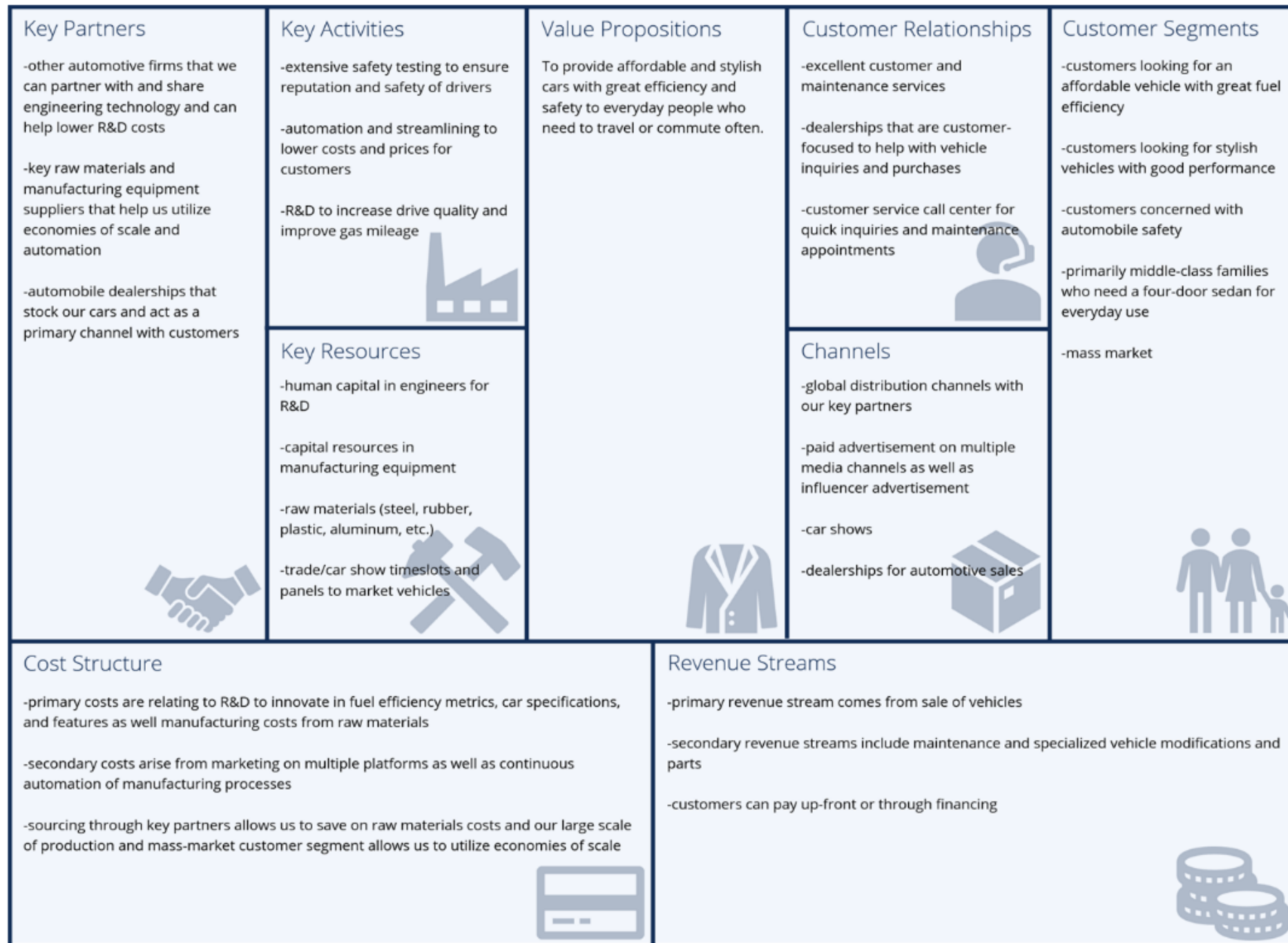


# How to use the BMC as entrepreneurial coach

*The Business Model Canvas*



# Example



# How to use the BMC as entrepreneurial coach



## The coaches' role:

- ask **questions about BMC-elements** to figure out if business model is elaborated
- know how to **evaluate** the business idea
- Solving problems by **sharing tools** (4P's of Marketing, Value Proposition Canvas, Design Thinking etc.)

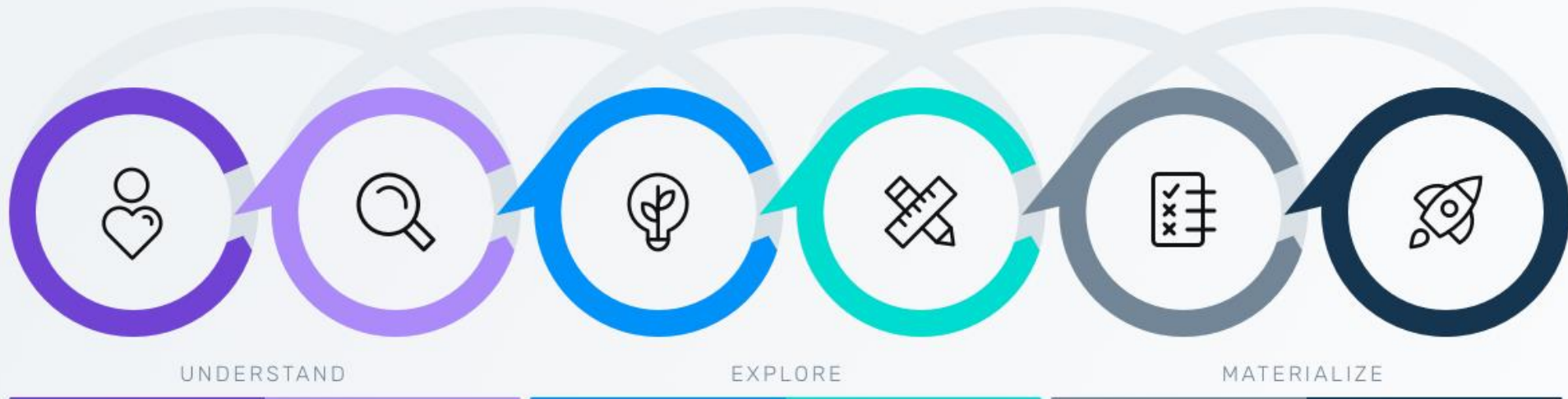
# Example: Design Thinking

- **3 basic principles:** team, space, process
- Interdisciplinary work in a creative environment
- Culture of action & learning
- Iteration circles
- **Tools:** fast testing, rapid feedback, prototyping, user validation etc.



**Combination of playful experimentation & flexible use of space and materials within a structured process that is focused on achieving a specific result**

# Design Thinking



## **EMPATHIZE**

Conduct research to better understand of your users.

## **DEFINE**

Use your research to observe user needs and current problems.

## **IDEATE**

Brainstorm solutions; highlight opportunities for innovation.

## **PROTOTYPE**

Build real, tactile representations of your best ideas.

## **TEST**

Conduct testing with your users and iterate based on feedback.

## **IMPLEMENT**

Document the final solution and put the vision into effect.

# Design Thinking

- Tools for each working process that facilitate the work
- Mostly free
- Example is the bootcamp bootlace of Stanford University (d.school)
- Free Design Thinking courses

<https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58890239db29d6cc6c3338f7/1485374014340/METHODCARDS-v3-slim.pdf>



# Exercise: Evaluation of BMC

1. Examine the example of the business model canvas
2. Try to come up with specific questions to gain a deeper understanding of the business idea  
→ Share your questions with the group
3. Discuss with your neighbor which **Design Thinking tool** could be beneficial for further development of the business idea
4. Prepare arguments for why you would recommend a particular tool  
→ present & defend your ideas



# Experiment 1





# Typical rating errors in business idea evaluations



**Attentional focus** as an important function of the human brain

- allows to concentrate on specific tasks, even when distractions are present
- filter information: important for decision making

**BUT: can lead to errors in judgment!**

# Experiment 2

Both entrepreneurs pitched their business ideas and were rated by a jury of experts.

**Who's performance was rated better?**



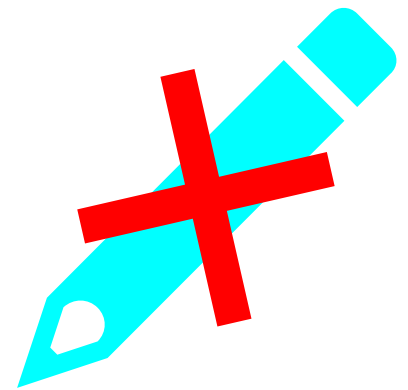




# Experiment 3

You have 15 seconds to read the following words.

**Don't take notes!**



Innovation  
Venture capital  
Start-up  
Business plan  
Scalability  
Pitch deck  
Market research  
Revenue model  
Customer acquisition  
Intellectual property  
Exit strategy  
Lean startup method  
Angel investors  
Product-market fit

# Experiment 3

Write down all the words that you remember!



# Typical rating errors

<b>Halo effect</b>	Attractiveness, sympathy of the person surpasses the actual performance.
<b>Primacy/Recency effect</b>	Information in the beginning/end is at an advantage.
<b>Contrast phenomenon</b>	Participant after a very good participant is very badly evaluated.
<b>Stereotypes</b>	Gender, race, age...
<b>Error of expectation</b>	Expectations of rater influence the evaluation.
<b>Holistic error</b>	Missing information is complemented to create a holistic view.
<b>Leniency-Severity error</b>	Systematically negative or positive evaluation of all participants.
<b>Average tendency</b>	Avoiding decision for one position.
<b>Tendency to extremes</b>	Only decisions for extreme positions.

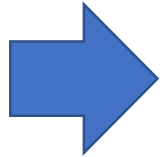


# Typical rating errors



What about your experiences?

# The role of rating errors for coaches



- **Coaches should be aware of rating errors!**
- Simple rule to avoid rating errors
  - Observation of behavior before interpreting behavior
  - Evaluation upon specific criteria

# Criteria to evaluate **business models**

	1 Information included	2 Criteria for positive evaluation	Final evaluation on a scale of 1-7 (7 = positive)
Business Model Canvas	Yes/No	<ul style="list-style-type: none"><li>• Detailed description of all 9 elements</li><li>• Information, about 9 elements is plausible</li><li>• Unique selling proposition is clear, specific and innovative</li></ul>	

# Criteria to evaluate the **pitch** of a business model

<i>Template A</i>	1 Information included	2 Positive indicators	Final evaluation on a scale of 1-7 (7=positive)
Information about target market	Yes/No	<ul style="list-style-type: none"> <li>Description of target market with specific characteristics (e.g. women in Nairobi over 50 years, sportive Kenyan students etc.)</li> <li>Description of needs/problems of target market that are solved by the business idea</li> <li>Target market is obtainable</li> </ul>	
Basic calculations required capital	Yes/No	<ul style="list-style-type: none"> <li>Acquisition costs include plausible and detailed cost sum</li> <li>Fixed costs and variable costs (incl. time e.g. per month)</li> <li>Assumptions about quantity of items sold per month</li> </ul>	
Basic calculations break-even	Yes/No	<ul style="list-style-type: none"> <li>Plausible average price of product specified</li> <li>Specific point of time named, when business will be profitable under certain conditions (break-even calculation correct)</li> </ul>	
Presentation	Yes/No	<ul style="list-style-type: none"> <li>Structure</li> <li>Comprehensible explanation of business idea</li> <li>Credibility</li> <li>Pitch is convincing</li> </ul>	

# Criteria to evaluate the **final presentation** of a business model

	Marks/5
<b>The journey</b> <ul style="list-style-type: none"><li>• Was the venture executed in a well planned and organized manner demonstrating a smooth progress of activities?</li><li>• Did the group exhibit a considerable amount of effort being put into their venture?</li><li>• Did the group present their journey thoroughly?</li></ul>	
<b>Innovation</b> <ul style="list-style-type: none"><li>• (i.e. innovative the group was in terms of ist product/service, marketing and sales tactics or in any other aspect of their business execution)</li></ul>	
<b>Profitability &amp; Demonstrated Demand</b> <ul style="list-style-type: none"><li>• (the start-up has demonstrated sufficient demand and profit potential for their venture)</li></ul>	
<b>Soundness and Scalability of Business Model</b>	
<b>The Team</b> <ul style="list-style-type: none"><li>• (i.e. the group members demonstrated passion and excitement for their venture and seemed to possess the basic skills and knowledge to scale up their venture)</li></ul>	

+ **Creativity** of the presentation (bonus marks/3): \_\_\_\_\_

# Exercise: Evaluation of a business idea

1. Watch all 3 elevator pitches of students.
2. Use **template A** and take notes of your observations.



# Exercise: Evaluation of a business idea

1. Form groups of 3 and compare your results.
2. Discuss differences in your ratings.





# Exercise

Take notes of situations within the last two months or weeks where you have experienced similar physiological reactions.



# Stressors & resources

- Many stressful situations when starting a business
- Stress arises when demands and resources are imbalanced
- Effective coping: know specific (individual) stressors
- Different categories under which stressors can be classified:
  - Task- and environment-related stressors
  - Person-related stressors

# Exercise

Which stressors did you write down?

Other Examples?



# Stressors & resources

## External stressors

- Social support/networks
- Scope for action

## Internal stressors

- Control beliefs (Locus of Control, Spector, 1988)
- Professional qualification
- Coping skills
- Self-control
- Social skills
- Self-worth
- Resilience as a personality trait

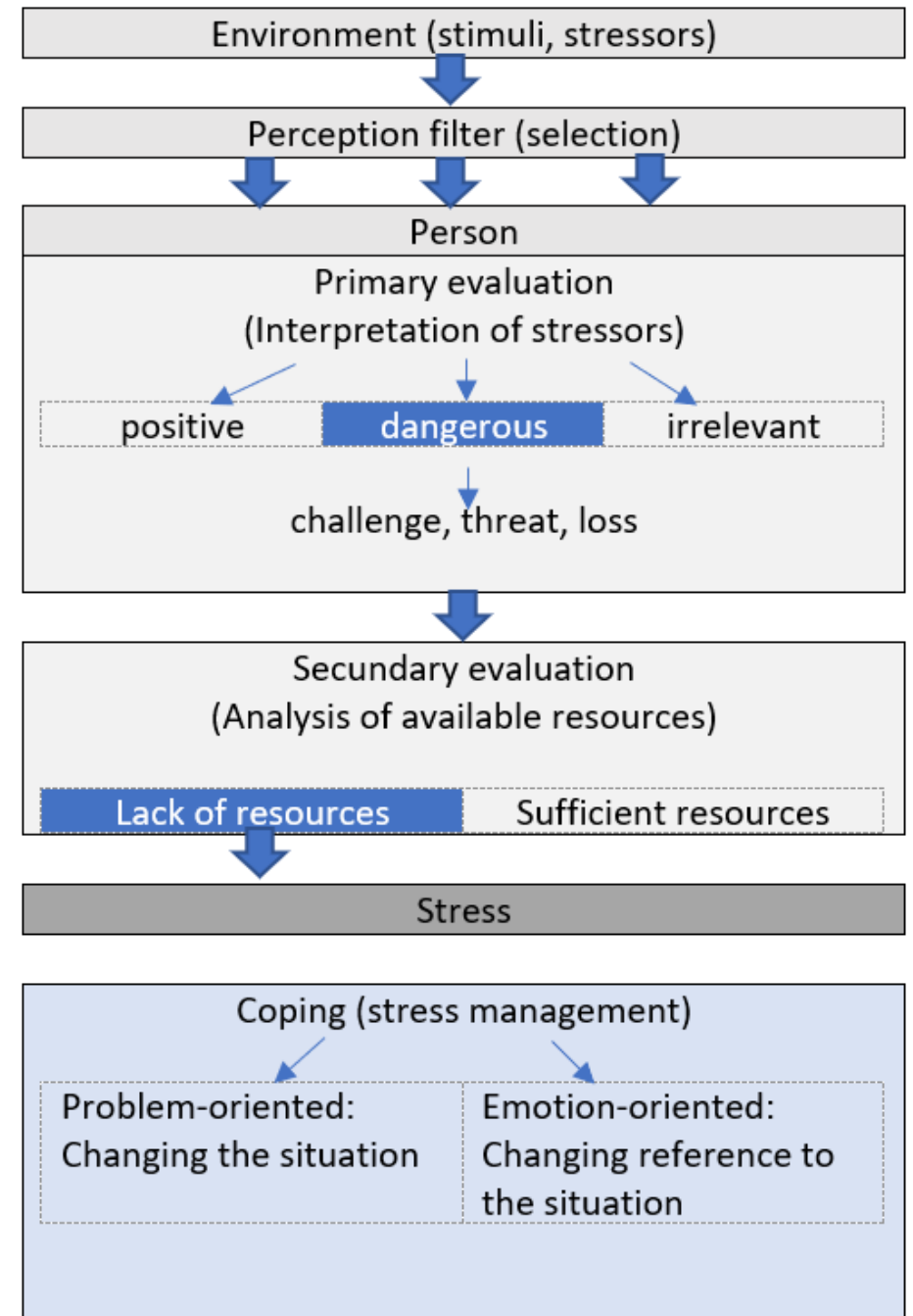
# Stressors & resources

What are your individual stressors?

How are you able to cope with stressful situations?



# How is stress evolving? The Lazarus model



# Exercise: Live coaching



TODO:

Bring your filled-out effectuation grids from day 2 for next day's session!



Day 4

# Session 7

# Value of entrepreneurial teams

Example: Apple



Steve Jobs, Steve Wozniak and Ronald Wayne

# Exercise

Discuss in groups of 4:

How should members differ and how should they resemble each other?

# Entrepreneurial teams

## Outcomes of different formation strategies

### Interpersonal attraction

- Very homogenous teams (members share similar work ethics and background)
- Easy coordination and trust
- Limited in different problem-solving approaches or creative ideas

### Resource-seeking

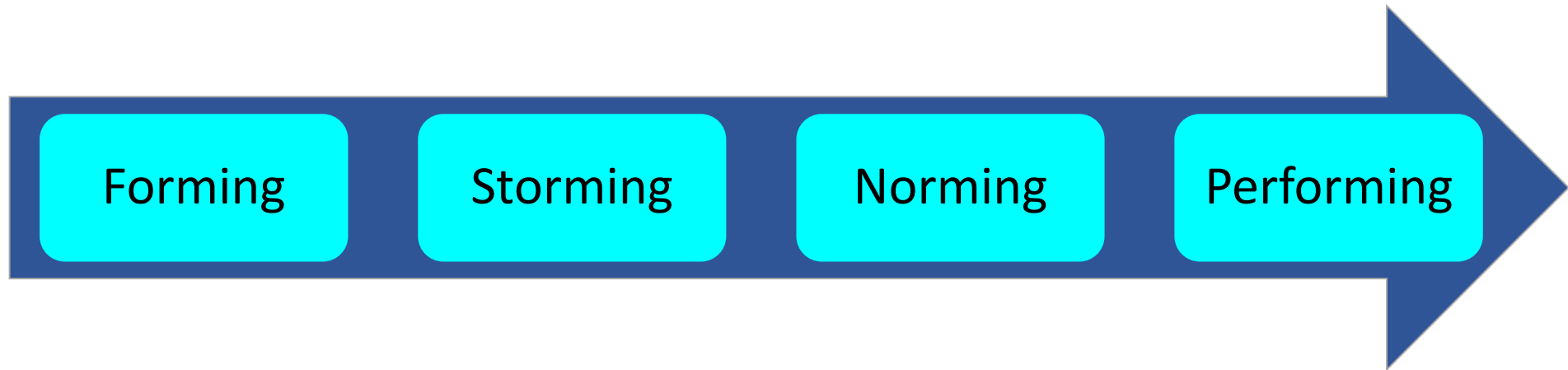
- More heterogenous (members differ in work backgrounds and expertise)
- Leads to high innovative potential
- Conflicts are more likely



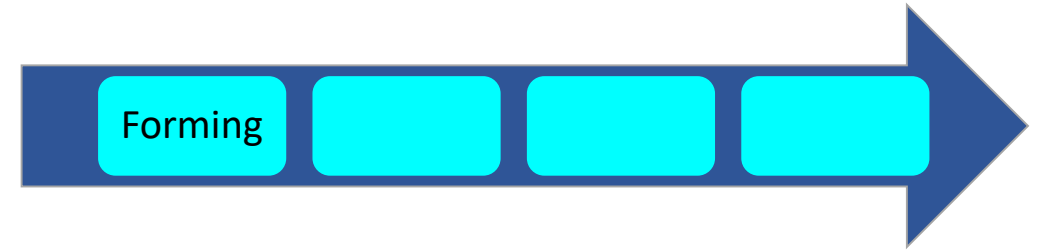
Social interaction in teams plays a crucial role for their success

# Entrepreneurial teams

4 stages through which teams go until they perform well:



# 1. Forming



Team members get to know each other (**Phase of orientation**)

## **Typical questions:**

- How do we behave towards each other?
- What is actually our task?
- How can we deal with the task?

## 2. Storming

Forming

Storming

### Typical questions:

- Why should I do what others want me to do?
- Why should I occupy myself with a task that I don't enjoy?



"All those in favour say 'Aye'."

"Aye."

"Aye."

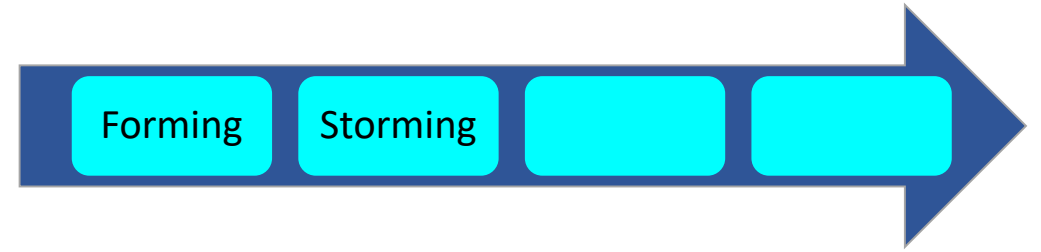
"Aye."

"Aye."

"Aye."

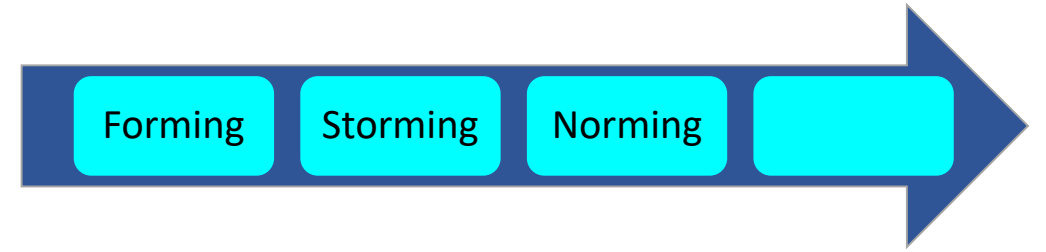


## 2. Storming



- Conflicts should be accepted and not avoided, because they are part of working in teams
- Teams with constructive norms for dealing with conflict are more effective  
(Uitdewilligen, Waller & Zijlstra, 2010)

# 3. Norming



Team members agree on joint norms (compromise)

## Typical questions:

- How can we shape cooperation?
- How can we successfully manage our task?

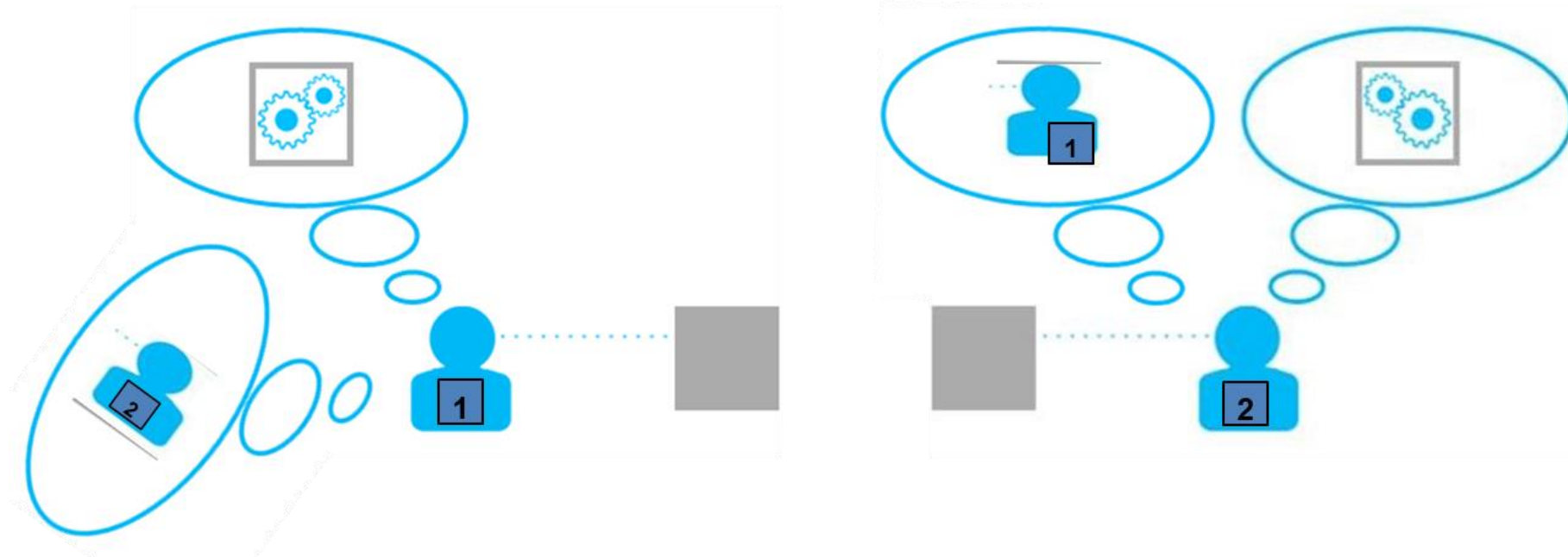
# 3. Norming

Forming

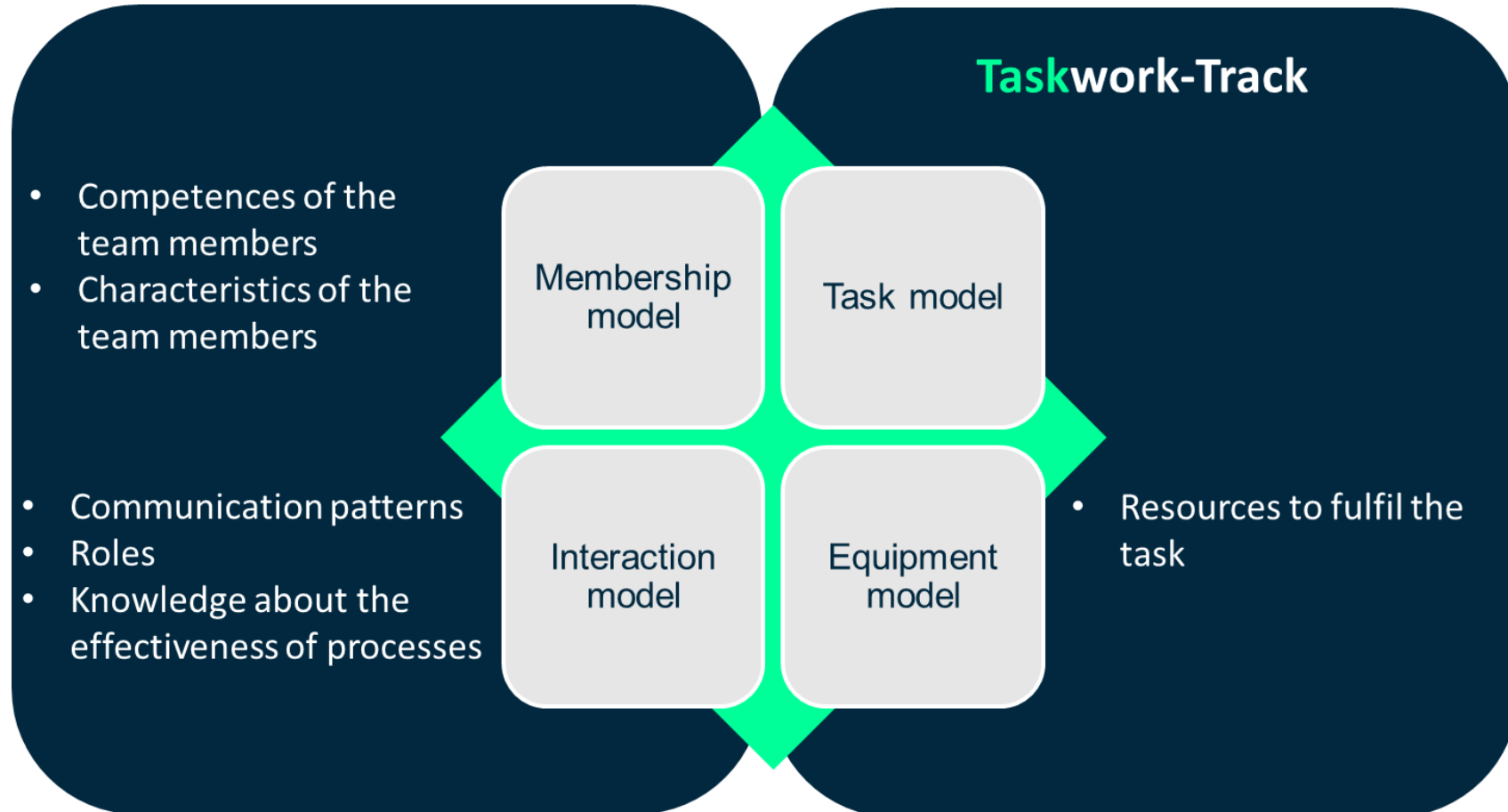
Storming

Norming

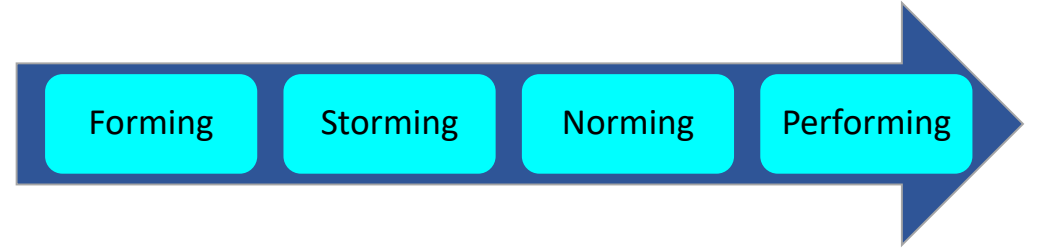
Team members develop a shared understanding of plans, goals and processes if they develop **mental models** about the group and its task



# Shared mental models



# 4. Performing



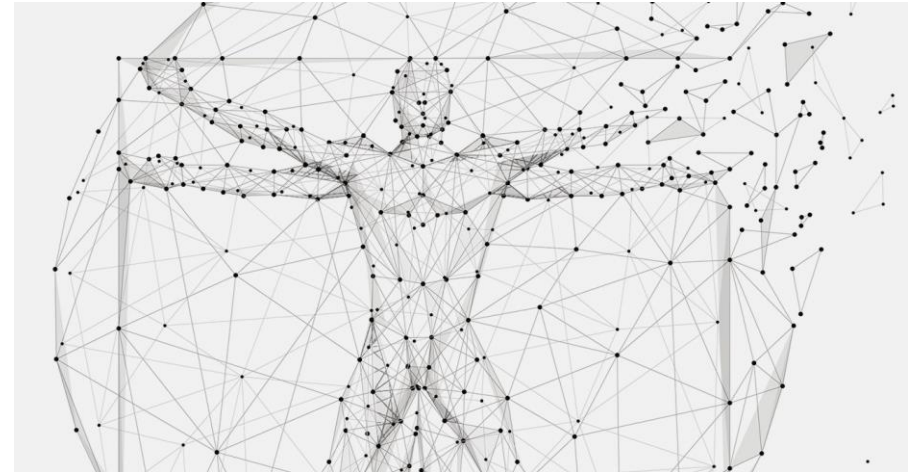
Teams are working effectively together

## **Typical questions:**

- How can I support the others?
- Does our approach work?

# Cave!

- Teams are dynamic and cyclical
- Different tasks require different structures and tasks influence each other mutually
- Teams have to deal with all the challenges related to the process until they finally act as an **effective team**



# Common problems in teams

1. Role ambiguity
2. Conflicts
3. Misunderstandings
4. Dealing with change

# Role clarity

- People might differ because of their professional background, interests, personality and habits in social interaction
- Can be achieved through the exchange of information about each team member



# BIG FIVE personality dimensions

1. Conscientiousness
2. Agreeableness
3. Neuroticism
4. Openness to new experiences
5. Extraversion

# Conscientiousness

... characterized by good impulse control, high levels of thoughtfulness  
& goal-directed behavior

## High:

- Spends time preparing
- Finishes important tasks right away
- Pays attention to detail

## Low:

- Dislikes structure & schedules
- Fails to return things
- Procrastinates important tasks

# Agreeableness

... tendency to get along well with others

## High:

- Very interested in people
- Feels empathy for others
- Enjoys helping

## Low:

- Low interest in others
- Does not care about how others feel
- Insults others

# Neuroticism

... characterized by moodiness, sadness & emotional instability

## High:

- Experience a lot of stress
- Get upset easily
- Worry about a lot of things

## Low:

- Emotionally stable
- Deals well with stress
- Is very relaxed

# Openness to new experiences

... tendency to be original, have broad interests, be daring & take risks

## High:

- very creative
- open to trying new things
- focused on tackling new challenges

## Low

- Dislikes changes
- Does not enjoy new things
- Resists new ideas
- Not very imaginative

# Extraversion

... excitability, sociability, talkativeness & high amounts of emotional expressiveness

## High:

- Enjoys being the center of attention
- Likes to start conversations
- Enjoys meeting new people
- Finds it easy to make new friends

## Low:

- Prefers solitude
- Dislikes making small talk
- Carefully think things through before talking

# Social interaction behavior

People



Resource Investigator



Teamworker



Co-ordinator

Thinking



Plant



Monitor Evaluator



Specialist

Action



Shaper



Implementer



Completer Finisher

# Social interaction behavior



## Resource Investigator

---

### Strengths:

Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.

### Associated Weaknesses:

Over-optimistic. Loses interest once initial enthusiasm has passed.



## Teamworker

---

### Strengths:

Co-operative, perceptive and diplomatic. Listens and averts friction.

### Associated Weaknesses:

Indecisive in crunch situations. Avoids confrontation.



## Co-ordinator

---

### Strengths:

Mature, confident, identifies talent. Clarifies goals. Delegates effectively.

### Associated Weaknesses:

Can be seen as manipulative. Offloads own share of the work.



## Plant

---

### Strengths:

Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.

### Associated Weaknesses:

Ignores incidentals. Too pre-occupied to communicate effectively.



## Monitor Evaluator

---

### Strengths:

Sober, strategic and discerning. Sees all options and judges accurately.

### Associated Weaknesses:

Lacks drive and ability to inspire others. Can be overly critical.



## Specialist

---

### Strengths:

Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.

### Associated Weaknesses:

Contributes only on a narrow front. Dwells on technicalities.



## Shaper

---

### Strengths:

Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.

### Associated Weaknesses:

Prone to provocation. Offends people's feelings.



## Implementer

---

### Strengths:

Practical, reliable, efficient. Turns ideas into actions and organizes work that needs to be done.

### Associated Weaknesses:

Somewhat inflexible. Slow to respond to new possibilities.



## Completer Finisher

---

### Strengths:

Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.

### Associated Weaknesses:

Inclined to worry unduly. Reluctant to delegate.



# CAVE!

Models can only serve as first structure for team members to find out how they behave and why they behave like that.

# Exercise

Read the scenario of an entrepreneurial team.

# Exercise

- Take 2 minutes and think individually how you would solve the problem.
- Form teams with 4 members.
- Each team member is then asked to share his/her solution for the problem.
- Now have a look at the different personality dimensions (team roles and consider your interests, competencies).
- Try to figure out why you would have solved the problem in different ways.
- Lastly, decide, on the basis of the knowledge about each other how you would solve the problem within your team.

If roles and tasks are **not clear** in entrepreneurial teams' **conflicts** may arise.

→ These are the most frequent reasons why entrepreneurial teams consult coaches.

# Conflicts

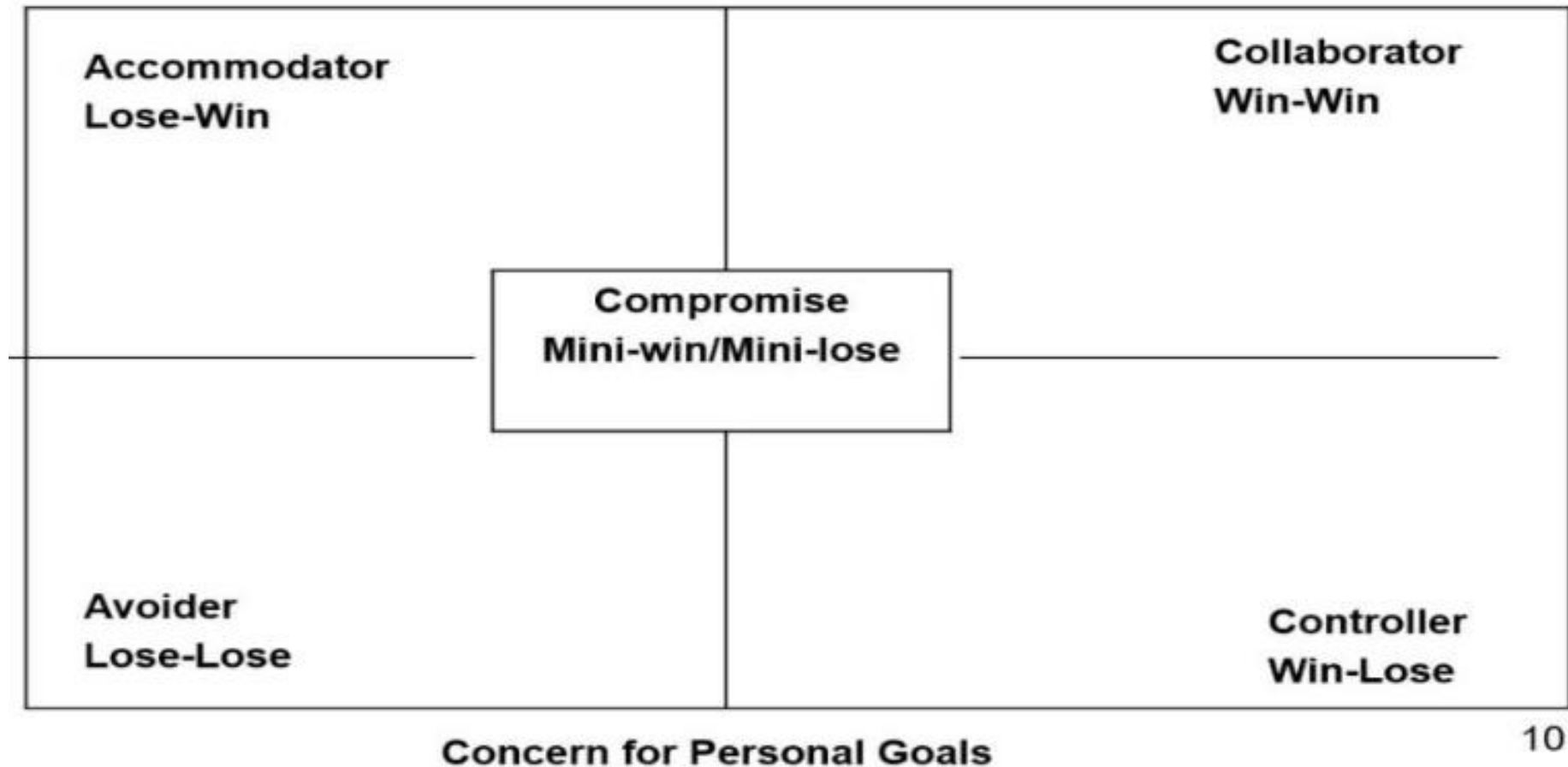
Task conflicts  
Process conflicts



Functional conflicts

Relationship conflicts

# Four types of conflict resolution

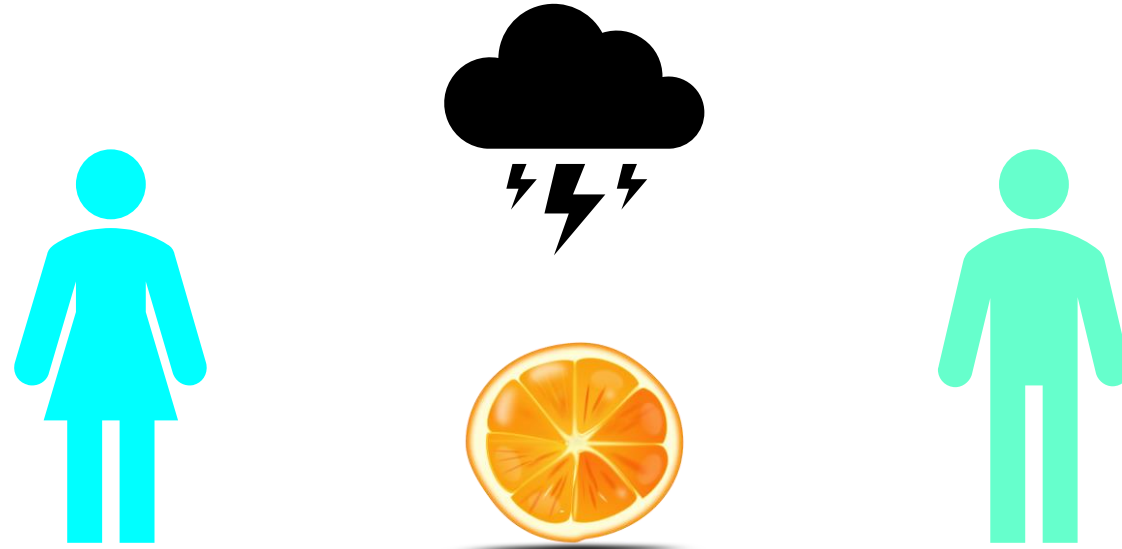


➔ **For the coach:** You can use this model in a coaching session. Ask entrepreneurs how solutions would look like if it would be a lose-win/lose-lose/win-lose/win-win solution.

# Conflict resolution

- Individuals have their own methods for managing conflicts:
  - Avoiding conflicts at all costs
  - Take control of the situation regardless of the impact on the other party's interests or goals
- For long-term effective teamwork, only **win-win** solutions are viable
- Creativity is required to find a mutually beneficial solution

# Example



How would you solve the conflict?



# Conflict management

## Harvard principles for conflict resolution and negotiation

1. Separate People from problems
2. Focus on interests
3. Generate options for mutual benefits (win-win)
4. Use objective criteria

# Exercise

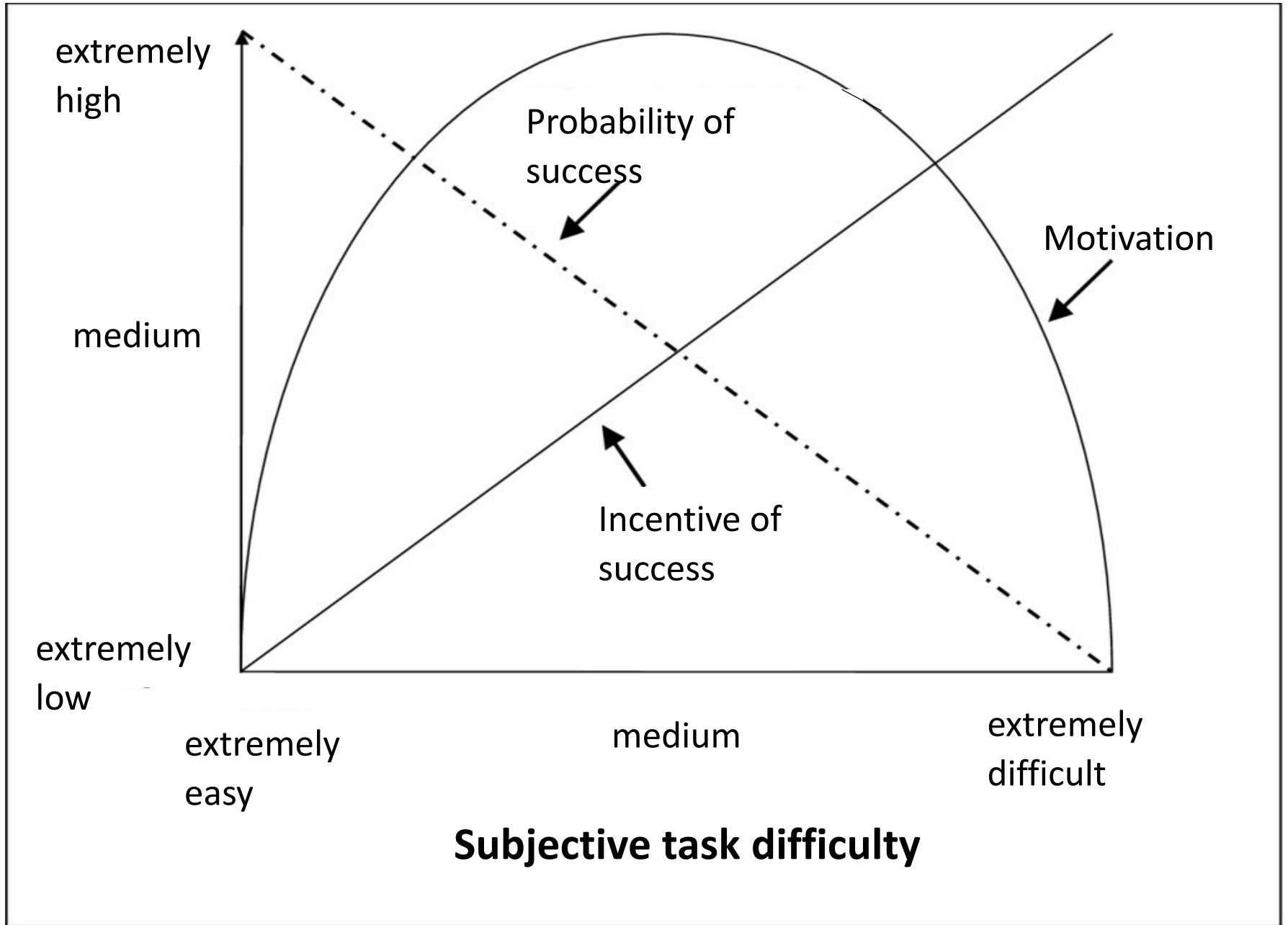
- 3 volunteers needed: **One coach** and **two members of an entrepreneurial team**: John and Sarah.
- All three volunteers will read through an instruction, as preparation for the coaching session.
- All non-volunteers are asked to observe attentively how the coach is trying to implement the just discussed conflict management principles.
- You may take notes for discussing your observations later on.

# Tools from project management toolkit

1. Setting **SMART-goals**
2. Defining a **structured project plan**



**For the coach:** Tools can be used to help an entrepreneurial team structure their joint work effectively



# Defining motivating goals and tasks

- Overly ambitious goals can make tasks more difficult
  - decrease the likelihood of success
- Realistic goals that lead to tasks of moderate difficulty
  - positive impact on motivation
  - increases the chances of success

# Setting SMART-goals

- SMART-tool for setting concrete goals

→ **Criteria for SMART-goals:**

- S - specific
- M - measurable
- A - attainable
- R - realistic
- T - time bound

# Exercise

How would you formulate the following goals, so that they meet the SMART criteria?

- Example 1: Increase company revenue by 100% in next month

# Solution for Example 1

- Specific: Increase company revenue by 20% in the next 6 months
- Measurable: Track revenue using financial reports and analysis
- Attainable: Utilize market research and sales strategies to increase revenue
- Realistic: Based on current revenue and industry averages
- Time-bound: 6 months



# Exercise

How would you formulate the following goals, so that they meet the SMART criteria?

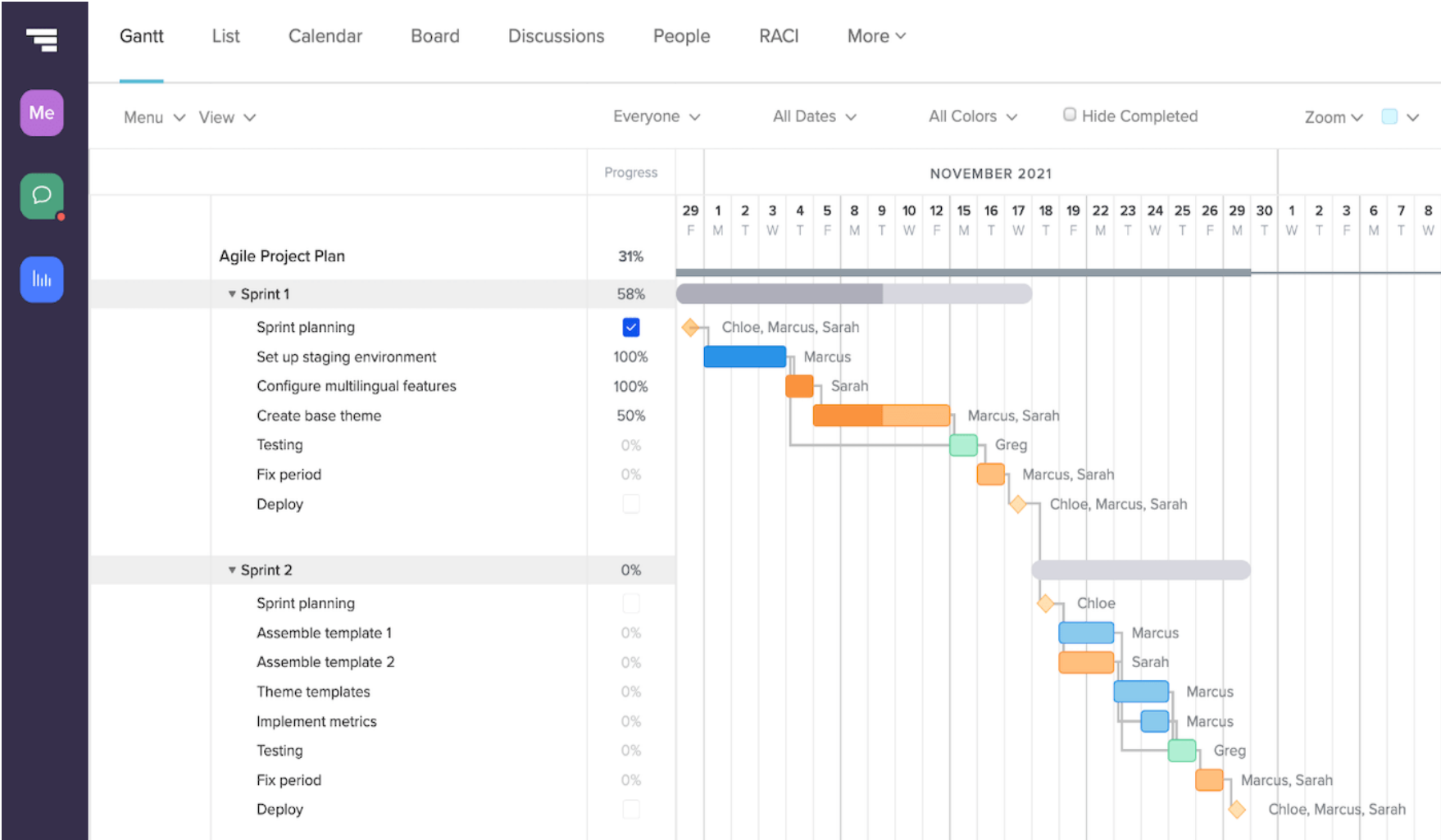
- Example 2: Be the best company in the world

# Solution for Example 2

- Specific: Improve brand recognition among target audience by 30% in the next 12 months
- Measurable: Track brand recognition through surveys and market research
- Attainable: Utilize advertising and public relations campaigns to increase brand awareness
- Realistic: Based on current brand recognition and industry standards
- Time-bound: 12 months

How do you usually provide structure to  
your students?

# Example for a structured project plan



# Structured project plan

## Definition of

- Goals
- Tasks
- Subtasks
- Responsibilities

# The coach's role in project planning

*If the coach helps the entrepreneurial team to complete the entire project plan, the team will never learn to structure themselves.*



## **The coach...**

- ... does not take on the role of the team leader.
- ... identifies potential problems and assists the team in identifying a shared goal.
- ... acts as a mediator or moderator, bringing different perspectives to the table.
- ... should be limited to providing advice on tools and methods.

# The coach's role in project planning

- **Follow-up session:**

- ➔ Plan can be discussed and evaluated with the coach.

- **Team's responsibility:**

- ➔ To agree on and to define shared goals, to create a structured project plan with tasks, subtasks, specific timelines, and assigned responsibilities based on competencies and interests

# Exercise

- What are reasons for a follow up in a coaching session?
- What could you give as a homework?
- What is important when you want to give a homework?  
(Instructions should be precise...entrepreneurs should formulate the task...)
- How would you introduce the structured project plan in a coaching session with entrepreneurs – what are your experiences?



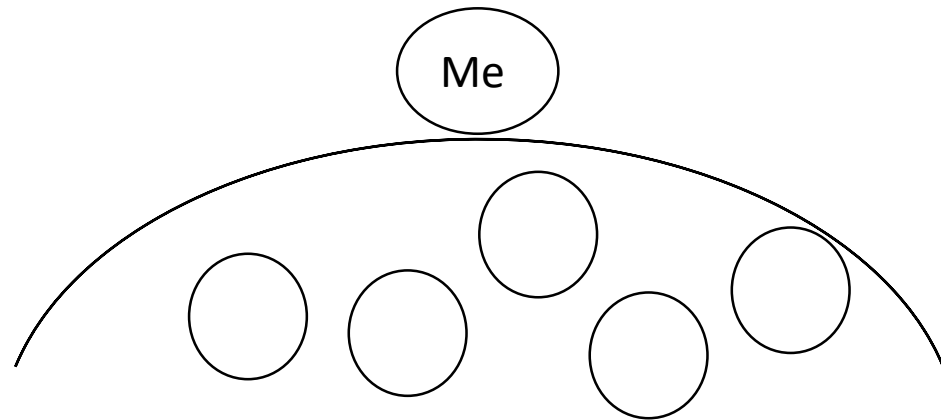
# Session 8

# Exercise

- Get together with a partner
- Start to walk to one cards that are distributed across the room and discuss with your partner what you still remember. After 3 minutes look for the next card. And so on.

# Exercise

- Revise the effectuation grid from our first session
- Using this as a reference, create a visual representation that differentiates between the various roles you have or wish to have in relation to supporting entrepreneurs. This will help us to better understand and utilize the strengths and resources available to us as a group.



# Exercise

- After 10-15 minutes, share your picture with a neighboring participant.
- During this presentation, your neighbor may ask questions or provide feedback on the different roles you have identified. The task of the neighbor is in addition to think about fields which would suite to his/her counterpart in relation to entrepreneurial coaching (these suggestions should be based on observations made during previous training sessions)
- Once the presentation is complete, your neighbor will then present their own picture and the process will continue until every member of the group has had the opportunity to share and discuss their roles

# Network of the entrepreneurial coach

Small Business  
Owners

Professional Service  
Providers

Investors

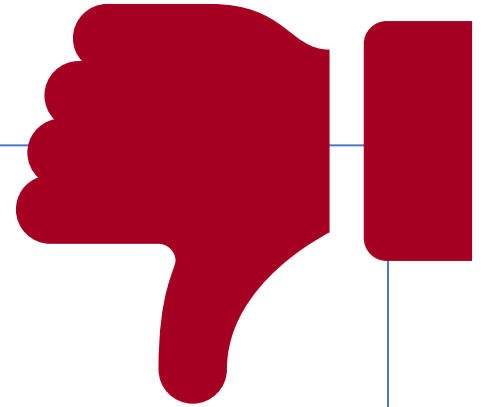
Incubators and  
Accelerators

...

# Exercise

- Think about your personal network in relation to support entrepreneurs. Note down all your important contacts.
- Note down 3 gaps in your network. Who do you want to include in your network in the future?
- Gather groups of staff members from the same institution. Share your personal networks and discuss your group's strengths and any network gaps you wish to close in the future. Write down a SMART goal for expanding your collective network

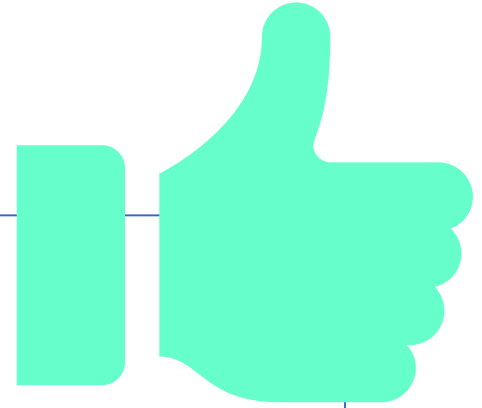
# Enlarge your network as a coach



## **Don'ts**

- Questioning
- Premature evaluation/solutions
- Trying to be the center of attention
- Offer wisdom
- Allegations

# Enlarge your network as coach

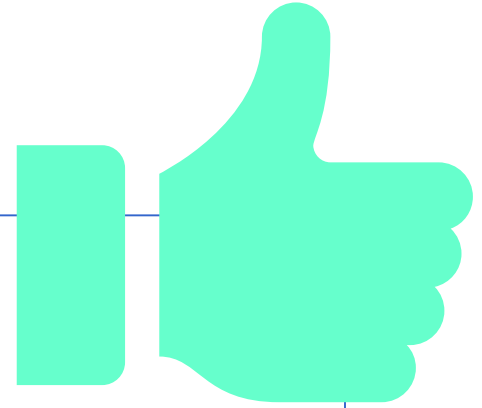


## Do's

- Defining goals
  - Get information, get support, convincing someone of your business idea...
- Class instead of mass
  - Think before you speak, don't tell your partner the whole story of your life
- First give, then talk
  - Listen! Try to understand your conversation partner, his interests, then talk to him about your goal
- Be proactive
  - Just start



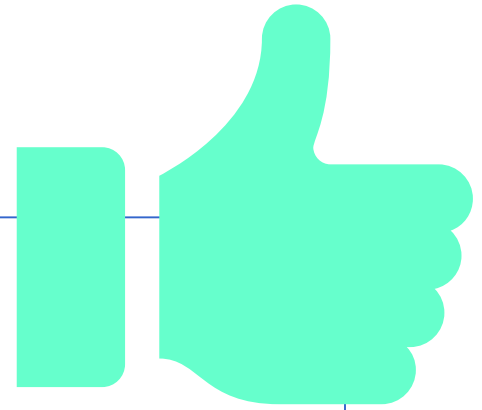
# Enlarge your network as coach



## Do's

- Keep the ball
  - Don't dream about lunch while you're in a conversation
- Keep it short
- Don't forget your goal
- Use standing in line to your advantage
  - In Germany: Smokers, don't take a rest in the last corner of the room
- Nonverbal communication
  - Open gestures, hands, eye-contact, show understanding

# Enlarge your network as coach



## Do's

- Be prepared
  - Know your audience (Investors? Future co-workers? Customers?)
- Find a reason to follow up
  - Get mail-address, phone numbers, or a concrete date to meet the person again
  - Where?
    - At places that you frequently visit (e.g. university)
    - At places that are related to your goal (e.g. incubation center, a specific company)
    - Events related to your goal (e.g. meetups)
    - Internet (social media)

# Exercise TOT

Generating ideas of how you can create more awareness for entrepreneurial coaching at your institution

- Form groups with 6 participants
- Each group member brainstorms for three minutes each, with the goal of coming up with five ideas
- Note down 3 ideas on a paper. Once you are finished hand the paper over to your neighbor (who has to generate another 3 ideas and so on)
- Each person takes turns sharing their ideas, and the group can build upon or combine the ideas that are shared.
- The process is repeated until everyone has had a chance to share their ideas

# Exercise

Generating ideas of how you can create more awareness for entrepreneurial coaching at your institution

- Have a look at all generated ideas and select at least 3 ideas of how you are going to promote yourself as entrepreneurial coach at your institution

Project website for further material

<https://takeup.eu/>

Day 5

# Session 9

# Coaching session: reflecting team

- We need a coach and 3 additional volunteers
- The coach will begin a coaching session with the entrepreneur,
- The other three volunteers will take notes on their observations and consider how they would have acted in the coach's place. They will act as the "reflecting team." If the coach feels unsure of how to continue the session or wishes to consult with others, they may interrupt the session. At this point, the reflecting team will share their observations and hypotheses about the entrepreneur's concern and how they would continue the session
- After the reflecting team has shared their thoughts, the coach may continue the session by asking the entrepreneur which parts of the discussion were of interest to them and continue from that point



# Exercise: gallery walk

- Please walk around the room. I put different cues from last session on the wall. Imagine that this is a gallery and you walk from one object to another.
- Think about the different art works and if you meet someone, standing in front of the same piece, discuss your thoughts.

# Feedback and training evaluation

- Please note on the first card what you will take home from this training. On the second card, you note what you want to leave here (positive or negative feedback for the trainer). And on the last card you note what aspects that you want to forget – those cards will be thrown into the waste bin.

take home

feedback  
(positive/negative)

waste bin