

Training Plan Entrepreneurial Coaching

Target group: Faculty members, alumni, mentors involved in supporting entrepreneurs



Co-funded by the
Erasmus+ Programme
of the European Union

I. Information about objective and target group

The main objective of this training is to equip participants with the knowledge and skills to effectively support entrepreneurs on their journey to success. The main target group for this training are member of higher education institutions who have a personal interest in supporting entrepreneurs on an individual basis. They can be faculty members, alumni, mentors, or staff members of incubation centers.

II. Training information

Resource Person	Teacher/Trainer with entrepreneurial background, mentors to assist in group exercises
Contact Hours	30 hours
Working Hours	6 hours
Course Introduction	
<p>This training is designed to provide you with the knowledge and skills needed to support entrepreneurs on their journey to success. We will cover topics such as why it is important to support entrepreneurs, who entrepreneurs are and how they operate, the phases of starting a business, business idea development, the challenges of entrepreneurs, an introduction to entrepreneurial coaching, developing your own identity as an entrepreneurial coach, and supporting specific entrepreneurial challenges such as lack of resources, ideas not being feasible, and social challenges with faculty members of higher education institutions.</p>	

Learning ObjectivesLearning Outcomes

- Understand why supporting entrepreneurs is important.
- Identify who entrepreneurs are and how they operate.
- Recognize the various phases of starting a business.
- Ability to assess current phase and challenge of entrepreneurs.
- Comprehend the process of business idea development.
- Knowledge about tool, that can be used to structure a business idea.
- Knowledge about how to use those tools in order to foster self-regulated learning in entrepreneurial teams Analyze the challenges faced by entrepreneurs.
- Explain the basics of entrepreneurial coaching.
- Knowledge about tasks of an entrepreneurial coach.
- Establish an individual identity as an entrepreneurial coach.
- Knowing how to implement personal resources as entrepreneurial coach.
- Knowledge and ability to enlarge personal network and to link students to matching experts, related to their current challenge.
- Ability to support students to structure their business ideas.
- Ability to give feedback on business ideas.
- Support specific entrepreneurial challenges such as lack of resources, ideas not being feasible, and social challenges.

For whom is the manual designed

This manual is designed to provide a comprehensive training for entrepreneurial coaches. An entrepreneurial coach assists individuals in their professional development by helping them identify and utilize their strengths and abilities for long-term success. A coach also assists the person being coached (the "coachee") in developing individual strategies for coping and problem-solving in a specific field. Many people, particularly at higher education institutions, already act as entrepreneurial coaches with skills they have acquired through their own interests and experiences. However, in order to provide a standardized training and equip participants with all the key competencies required for an entrepreneurial coach, this manual has been developed. As such, it serves as an initial training for those who wish to professionalize their efforts in supporting entrepreneurs. No specific skills are required for the training (e.g. educational background in entrepreneurship), but may be useful for a deeper understanding. Additionally, the manual can also be used to train further trainers. The objectives of each session have been explicitly described and material for exercises is included.

Structure

This training manual for entrepreneurial coaches is based on a requirements analysis that was conducted through 20 interviews with subject matter experts. The results of the analysis formed the foundation for designing the content for the manual's modules. After piloting the first draft, the manual's content and methods were improved based on the evaluation results of 12 pilot participants. Additionally, microcoaching sessions were conducted with the first batch of trained coaches five months later to determine how they implemented their learnings and where they still faced challenges. With the help of expert coaches, the manual was revised and finalized.

The manual is divided into three key areas. The first area serves as an introduction to the topic of supporting entrepreneurs and provides a foundation for understanding how entrepreneurs operate and the challenges they face in different phases of their ventures. The second area addresses the characteristics and tasks of an entrepreneurial coach and includes explicit definitions and models of coaching, as well as reflections on the individual role of participants. The third area focuses on transferring knowledge about specific skills into practice through sessions that are based on experiential learning.

How to use this manual

The purpose of this manual is to professionalize entrepreneurial coaching. It provides a comprehensive foundation for participants in this field by covering the most crucial skills as identified through previous analysis. For those with a deeper interest in specific topics, additional resources and links are provided on the project website: <https://takeup.eu/>.

III. Training manual

Day 1		
Session 1: Why supporting entrepreneurs		Time: 1 hour
Learning objectives	<ul style="list-style-type: none"> Understand why supporting entrepreneurs is important. 	
Content	<ul style="list-style-type: none"> Economic growth through entrepreneurship Strategy to deal with high unemployment rates Entrepreneurial skills ensure employability 	
Procedure	<ul style="list-style-type: none"> Welcome of participants Introduction of trainer Activity: Introduction of participants <ul style="list-style-type: none"> Objective: To get to know each other Method: <p>Participants form pairs and introduce themselves to each other. After 2-3 minutes they return to the group and introduce their co-participants to the other participants.</p> Tools: none Activity: Consult expectations of participants <ul style="list-style-type: none"> Objective: To get to know current knowledge status of participants and to be able to better address individual needs throughout the course Method: <p><u>Question:</u></p> <p>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?</p> Tools: Flipchart/Post-It's Introduction of training content and agenda <ul style="list-style-type: none"> Objective: To give an overview of the upcoming training Method: 	

	<p>Presentation/ Notes on Flipchart</p> <ul style="list-style-type: none"> ○ Tools: Flipchart, pen ● Activity: Sociometric inventory <ul style="list-style-type: none"> ○ Objective: To be aware of reasons why it is important to support entrepreneurs. To know about different experiences of participants. ○ Method: <p>Instruction:</p> <p>In the following, I will ask you some questions and show you 2 related answers. If you would answer A, please go into the right corner of the room. If you would answer B, please go into the left corner of the room.</p> <p>Question 1: Are entrepreneurship courses useful?</p> <p>Answer A: No, entrepreneurs have a unique personality, so it's difficult to teach them how to start a business.</p> <p>Answer B: Yes, entrepreneurship courses can equip participants with everything they need for starting an own business.</p> <p>Discuss different positions. Ask participants why they decided for their position.</p> <p>Question 2: What do you think is effect, if there were more entrepreneurs in Pakistan?</p> <p>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.</p> <p>Answer B: We would have more fruit stands and car workshops.</p> <p>Question 3: Why are entrepreneurial skills helpful?</p> <p>Answer A: As, also in the industry, jobs are getting more complex and flexible problem-solving is a highly requested skill.</p> <p>Answer B: It serves personal development.</p>
--	---

Question 4: 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.

- Tools: A room with enough space to walk around

- Input: Explanation of **reasons why you should support entrepreneurs** on an individual basis

- Objective: To know the broader benefits of the training
- Method:

Presentation

Entrepreneurship fosters economic growth, as a growing business creates new jobs. Therefore, employment and production increases, as well as the overall national income (Acs, 2006, Hunt 2007). In addition to that, new firms often drive economic growth through innovation and intensified competition, such as through technological change.

Example:

Oprah Winfrey, a media mogul and entrepreneur, started her career as a television host in the 1970s. As her show gained popularity, she went on to launch her own production company, Harpo Productions. Through her business, she created jobs for many people in the entertainment industry such as producers, directors, camera operators and other technical staff. These new jobs not only provided employment opportunities for the local community but also generated significant income for herself and her employees. Additionally, her talk show, "The Oprah Winfrey Show," became a cultural phenomenon, fostering a sense of connection and community among viewers, and paving the way for other talk shows to follow. Harpo Productions also contributed to the growth of the entertainment industry by creating high-quality content, attracting new talent and encouraging competition. Her business success and influence helped drive economic growth in the media and

entertainment industry by creating jobs, increasing production and generating income for the industry.

Business start-ups have become an attractive career goal for university graduates in developing countries in recent years. This is partly due to the fact that due to disproportionate development of the labor market and university landscape, many graduates have difficulties finding adequate employment in the labor market (Omolo, 2010).

Example:

An entrepreneur from India, named Kavita Shukla, is a **graduate in chemical engineering** and faced difficulties finding a job in her field of study after graduation. Instead of giving up, she decided to create her own employment opportunities and started her own business, creating "**Fenugreen Fresh Paper**". It's a **biodegradable, herbal sheet that keeps fruits and vegetables fresh for longer periods of time**, without the use of refrigeration. This innovation was born out of a need to help her grandmother preserve her herbs for a longer time. FreshPaper has helped her create jobs for many people in her community, as well as providing an eco-friendly and sustainable solution for preserving food. Her business success not only addresses the issue of underemployment but also contributes to promoting economic growth and development in her country and around the world.

The consequence of technological change and globalization is a change in job tasks and requirements. Processes change quickly and become more complex. In addition, world crisis', such as climate change or the COVID 19 pandemic require innovative solutions. Therefore, entrepreneurial skills enhance student's employability. In addition, the presented examples go hand in hand with more uncertainty about the future and a shift of a need in human's skills. As technology may be able to replace a lot of tasks, initially accomplished by humans, they now have to focus more on creative problem solving instead of dealing with simple repetition processes.

	<p>Example:</p> <p>A young entrepreneur named John, based in the Netherlands, was deeply concerned about the impact of climate change on his community and the world. He decided to start a business that addresses this issue head-on. He founded a company that specializes in designing and building green roofs and walls. These systems help to reduce the urban heat island effect, improve air quality, and promote biodiversity. The company not only provides a sustainable solution for climate change but also creates jobs for people in the construction industry. In addition, the green roofs and walls help to mitigate the effects of heavy rainfall and flooding, which is an increasingly pressing problem in the Netherlands. His business idea not only addresses a pressing environmental issue, but also contributes to economic growth by creating jobs and providing sustainable solutions to the community. https://www.greenroofs.com/</p> <ul style="list-style-type: none"> ○ Tools: Power Point [Day 1] ● Reflection: <ul style="list-style-type: none"> ○ Participants collect own ideas, why they think it is important to support entrepreneurs ○ Participants discuss how far supporting students really leads to mentioned benefits and how the currently support students in this area
Material for exercises during the session	<ul style="list-style-type: none"> ● Power Point [Day 1] ● Flipchart ● Post It's

Session 2: Who are entrepreneurs and how do they operate?		Time: 1,5 hours
Learning objectives	<ul style="list-style-type: none"> Identify characteristics entrepreneurs are and typical strategies of their working mode 	
Content	<ul style="list-style-type: none"> Are entrepreneurs born or made: skills can be developed Effectuation as an explanation of how expert entrepreneur operate Value of entrepreneurial teams and complementary skillsets 	
Procedure	<ul style="list-style-type: none"> Activity: Discussion about entrepreneurs being born or made <ul style="list-style-type: none"> Objective: To understand that some skill can be trained and to understand characteristics of successful entrepreneurs Method: <p>Separate participants into two groups.</p> <p><u>Instruction group 1:</u></p> <p>Collect arguments why entrepreneurs are born.</p> <p><u>Instruction group 2:</u></p> <p>Collect arguments why entrepreneurs are made.</p> <p>After 10/15 minutes: Presentation of arguments in whole group</p> <p>Transition: Entrepreneurs can be both born and made. Some individuals may have a natural inclination towards entrepreneurial skills due to their personality, but it is not a prerequisite for becoming an entrepreneur. The most crucial trait for an entrepreneur is the ability to act proactively. The effectuation approach is a methodology that explains how individuals can take proactive actions in uncertain situations.</p> Tools: none Input: Introduction to effectuation approach as answer to previous question (entrepreneurs act in a certain way that differentiates them from others) <ul style="list-style-type: none"> Objective: To understand how successful entrepreneurs operate Method: Presentation <p>Effectuation is an approach to understand decision-making processes under uncertainty, developed by Prof. Sarasvathy. She</p> 	

examined the behavior of expert entrepreneurs and came to the conclusion that they rather show effectual thinking instead of causal thinking.

A causation approach implies that entrepreneurs focus on a predefined goal and then aim to find the means to reach this goal. An effectuation approach implies that entrepreneurs focus on the means at hand, which they aim to materialize into one or more goals that were not necessarily predefined.

The effectuation approach can be described using the **metaphor of cooking**. In cooking, the chef starts with the ingredients they have on hand and comes up with a recipe that utilizes those ingredients in the best way possible. Similarly, in the effectuation approach, entrepreneurs start with the resources they have available to them and come up with a business idea that utilizes those resources in the most effective way.

For example, imagine a chef who has a limited amount of ingredients in their pantry, such as a few vegetables, some pasta, and a few spices. They might use these ingredients to create a simple pasta dish with a vegetable sauce. Similarly, an entrepreneur who has limited resources might use those resources to start a small business, such as a local farmers market stand selling produce they have grown.

In the same way, a chef can also adjust the recipe as they go along, based on the feedback they receive, or the availability of new ingredients. Entrepreneurs using the effectuation approach are also able to adjust their business idea as they go along based on feedback and new resources that become available. This flexibility and adaptability is a key aspect of the effectuation approach.

Just as a chef's recipe can be simple or complex, an entrepreneur's business idea can also be simple or complex. But the key is that the entrepreneur starts with what they have and adapts as needed.

Principles of the effectuation approach are:

- Bird-in-hand principle —start with your means.
- Affordable-loss principle —focus on the downside risk.
- Lemonade principle —leverage contingencies.
- Patchwork-quilt principle —form partnerships.
- Pilot-in-the-plane principle —control the future.

Using the 1st principle (**bird-in-hand**), entrepreneurs seek to build a new venture starting with their means. There are 3 categories of means: Who I am — my traits, tastes, and abilities. What I know — my education, training, expertise, and experience. Who I know — my social and professional networks.

Using the 2nd principle (**lemonade contingencies**), entrepreneurs learn not only to work with surprises but also to take advantage of them. They try to turn the unexpected into the profitable.

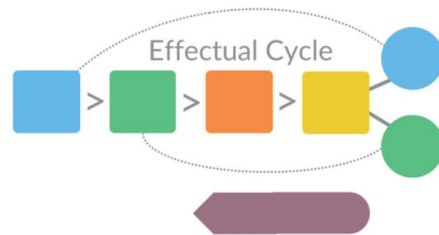
Using the 3rd principle (**affordable loss**), entrepreneurs think in terms of affordable loss rather than expected returns. They decide what they are willing to lose rather than what they expect to make. Instead of calculating upfront how much money they will need to launch their project and investing time, effort, and energy in raising that money, the effectual entrepreneur tries to estimate the downside and examines what s/he is willing to lose.

Using the 4th principle, entrepreneurs **building partnerships** rather than beating competitors. This means that in the beginning, when the business idea is not yet finally defined, they build a network of helpful people instead of hiding themselves and their business ideas out of fear that the idea could be stolen.

Using the 5th principle (**pilot-on-the-plane/control instead of prediction**), entrepreneurs instinctively recognize the importance of personal control: fundamentally, many chose entrepreneurship because they want to be their own boss and choose their own course. Control enables entrepreneurs to work on things they think are important, set their own schedules and work with whom they want. Many entrepreneurs attest that they feel differently about running a business

they own as compared with working for a wage, and that they value being in control. For them, the experience of personal control is closely associated with freedom, self-direction and autonomy.

The **effectuation cycle**:



In essence, the effectuation approach involves maximizing one's resources and utilizing them effectively.

Example:

An **example** of an entrepreneur **who used the effectuation approach** is **Sara Blakely**, the founder of Spanx, a company that sells shapewear and other undergarments. Sara started her business with limited resources, using her own savings to purchase a small amount of hosiery to cut and experiment with.

She began by selling her product to a few small stores and using the feedback she received to improve her product. She also leveraged her existing relationships, such as her relationships with store owners and fashion industry professionals, to gain access to new resources and opportunities.

Sara also exhibited the effectuation principle of "affordable loss" by starting small and being willing to take risks without the need for a detailed business plan. Instead, she focused on testing and learning from her customers, and iterating on her product as needed.

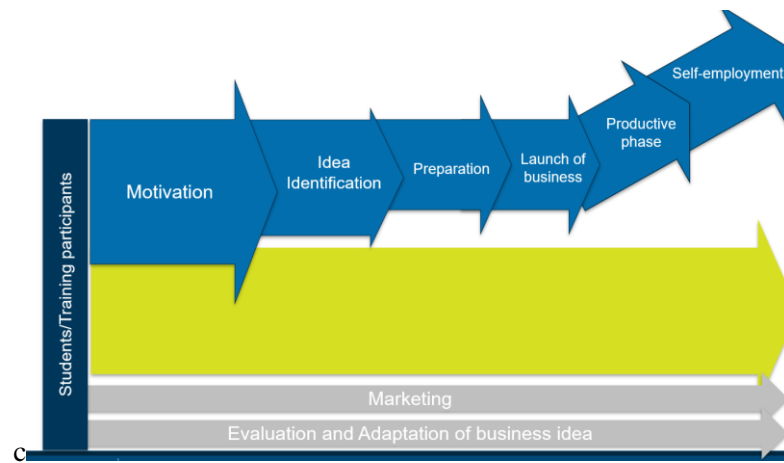
Sara's approach of starting with limited resources and leveraging existing relationships to gain access to new resources and opportunities exemplifies the effectuation approach. Her iterative, customer-focused approach and her ability to adapt to changing circumstances are hallmarks of effectuation.

	<ul style="list-style-type: none"> ○ Tools: Power Point [Number 1.2] ● Activity: Participants fill out the effectuation grid <ul style="list-style-type: none"> ○ Objective: To know how to fill use the effectuation grid. To know about possible difficulties in this task and how to deal with them. ○ Method: <p><u>Instruction:</u></p> <p>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.</p> <p>Optional questions for interviewer:</p> <p>Examples:</p> <p>Means:</p> <ul style="list-style-type: none"> ○ Can you think of a situation where your knowledge/skills/expertise was decisive to solve a certain problem? (professional and private life)? <ul style="list-style-type: none"> ▪ What exactly helped to solve the problem? ▪ What worked out well/less well and why? ▪ In what other areas of your life could this be beneficial? ▪ Which knowledge/skills/expertise did you use? ▪ Can you imagine more situations like that? ○ What's the difference between you and others in these situations? <p>Affordable loss:</p> <ul style="list-style-type: none"> ○ Is there anything you would notice immediately if it was missing? <ul style="list-style-type: none"> ▪ Would you say that's something you necessarily need to achieve your goals? ▪ Can you afford losing it? Why/why not?
--	---

	<p>Partnerships:</p> <ul style="list-style-type: none"> ○ When you think about the people you know, what are the skills/knowledge/personality traits you admire? Could they be useful to you? ○ Which people do you like? <ul style="list-style-type: none"> ▪ Why do you like them? ▪ Could these characteristics be of use to you? ○ Who could contribute the most to pursuing the change you are planning - who could support you? ○ If you were an entrepreneurship coach what would you advise yourself to do? <p>Next steps:</p> <ul style="list-style-type: none"> ○ What are your goals? What are you dreaming of? ○ Imagine you would reach all your goals overnight, how would that look like? <ul style="list-style-type: none"> ▪ What would be different? ▪ What would you do? ▪ What would have contributed to reaching your goals? ○ What would be the minimum success you would still be satisfied with? ○ Tools: Effectuation grid, examples of additional questions for the effectuation grid (find attached) <ul style="list-style-type: none"> ● Reflection <p>Ask participants how it was to fill out the effectuation grid. What difficulties did they face (as coach/coachee) and how did they solve them?</p> ● Wrap up: <p>What did you learn today? What is it that you take home?</p>
Material for exercises	<p>Power Point [Day 1]</p> <p>Effectuation grid</p> <p>Document with additional questions for the effectuation grid</p>

during the session	
-------------------------------	--

Session 3: Phases of starting a business		Time: 1 hour
Learning objectives	<ul style="list-style-type: none"> • Recognize the various phases of starting a business. • Ability to assess current phase and challenge of entrepreneurs. 	
Content	<ul style="list-style-type: none"> • Phases of starting a business • Supporting ecosystem related to phases of starting a business • Identification of the support system of own institution 	
Procedure	<ul style="list-style-type: none"> • Input: Phases of starting a business <ul style="list-style-type: none"> ○ Objective: To know that starting a business requires time and different steps from thinking about starting a business until successful self-employment have to be undertaken. ○ Method: <p>Presentation</p> <p>Students typically go through a number of phases when they become seriously involved in entrepreneurial activity. Initially, they need to understand the potential of an entrepreneurial career or the advantages of an entrepreneurial mindset in today's job market. Only those students who are intrinsically motivated to start a business will then move on to further entrepreneurial activity. After some time, they may come up with a concrete business idea. Throughout the process, they will review their idea and make adjustments until they are ready to offer a product or service. The next step is to actually launch their business. This is followed by a productive phase, which may involve taking on a second job or finishing their studies in parallel. If they can generate a positive income from their business, they may eventually become self-employed. However, students may still fail at any stage of the process and discontinue their entrepreneurial activity. Therefore, it is important to provide support at each stage of the journey.</p> 	



- Tools: Power Point [Day 1]
- Activity:
 - Objective: To get an overview of current different support systems for entrepreneurs in different disciplines and at different universities. To categorize existing support offers to different phases of entrepreneurial activity.
 - Method:

Instruction:

Please form groups of at least three people, making sure that each group contains people from different backgrounds (such as different universities, disciplines, etc.). Exchange different support offers for entrepreneurs and categorize them according to the different phases of entrepreneurial activity. 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.).
 - Tools: Paper/Post-Its, Flipchart
- Reflection

Participants shortly present their results and post their notes on the flipchart. Similar results shall be posted in similar order to get an overview of joint

	<p>results. Discuss if there were any different opinions about the categorization order and if yes, why.</p> <ul style="list-style-type: none"> • Wrap up: What did you learn today? What is it that you take home?
Material for exercises during the session	<p>Power Point [Day 1]</p> <p>Paper</p> <p>Flipchart</p> <p>Post It's</p>

Day 2

Session 4: Entrepreneurial coaching		Time: 3 hours
Learning objectives	<ul style="list-style-type: none"> • Explain the basics of entrepreneurial coaching. • Knowledge about tasks of an entrepreneurial coach. • Ability to assess current concern of entrepreneurs seeking for coaching. 	
Content	<ul style="list-style-type: none"> • Who is an entrepreneurial coach? • Process of entrepreneurial coaching • GROW model • Coaching guidelines 	
Procedure	<ul style="list-style-type: none"> • Input: Why entrepreneurial coaching? <ul style="list-style-type: none"> ○ Objective: To increase the attention to the topic of the training. To explain reasons why this training is important. ○ Method: Presentation During our recent discussions, we have been examining the various stages that entrepreneurs go through as they develop their business ideas. These stages reflect the level of commitment an entrepreneur has towards their idea. However, starting a business is often seen as a cyclical process with many highs and lows. This is because entrepreneurs are trying to create something new, and it is only over time that they can be sure of their success. This is also why a standardized entrepreneurship course may not always be beneficial as each business idea and entrepreneurial team is unique. In such cases, specific coaching that is tailored to an individual's needs can be more effective in providing support. ○ Tools: Power Point [Day 2] • Activity: Who is an entrepreneurial coach (and what is the difference to mentoring and teaching) 	

	<ul style="list-style-type: none"> ○ Objective: To remember and exchange own experiences about coaching or mentoring and thus get an understanding of the characteristics/tasks of an entrepreneurial coach. To understand the need for a formalized training to transform part-time coaches into certified entrepreneurial coaches. ○ Method: <ul style="list-style-type: none"> <u>Instruction:</u> Ask participants about their experiences with entrepreneurial coaching. Do they know good coaches? Why are they good coaches? What are consequences of good coaching? What is the difference to mentoring? Are they already coaches? Why yes/why not? Note answers on Post-It's, and put them on a Flipchart. ○ Tools: Post It's. <ul style="list-style-type: none"> ● Input: What is entrepreneurial coaching <ul style="list-style-type: none"> ○ Objective: To know the tasks and requirement of an entrepreneurial coach. To understand the process of a coaching session. ○ Method: <ul style="list-style-type: none"> Presentation An entrepreneurial coach accompanies people in their professional development, to support them in recognizing their strengths and abilities and to use them in order to be successful in the long term. A coach enables the coachee to develop individual coping and problem-solving strategies in a specific field (promotion and development of potential). Target of entrepreneurial coaching is therefore a person with a specific concern. The specific concern in this case can be more related to the project (business idea, business plan etc.) or more related to the person. To figure out what the exact concern is, a coach starts with an assessment before deciding on adequate subsequent coaching strategy.
--	--

	<p>Examples for such strategies can be the following tasks:</p> <p>Project-related:</p> <ul style="list-style-type: none"> ▪ 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 <p>Person-related:</p> <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ○ Tools: Power Point [Day 2] ○ • Activity: Group work on different needs of entrepreneurs <ul style="list-style-type: none"> ○ Objective: To get an understanding of different real challenges of entrepreneurs. To collect own past experiences with entrepreneurs. To collect past reactions of coaches. They will be used later on in the first coaching session exercise. ○ Method: <p><u>General instruction:</u> Please form two groups. In each group there should be at least one person, who has regular contact with entrepreneurs.</p> <p><u>Instruction for group 1:</u></p>
--	--

	<p>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.</p> <p><u>Instruction for group 2:</u></p> <p>Remember your past experiences with entrepreneurs. Collect stories of challenges they came up with. Note them on a flipchart.</p> <p>Presentation & Discussion: Each group presents their results and questions may be answered and discussed.</p> <ul style="list-style-type: none"> ○ Tools: 2 Flipcharts ● Input: GROW model and question techniques <ul style="list-style-type: none"> ○ Objective: To know the GROW model and to understand how to use it for structuring coaching sessions. To know question techniques for different steps of the GROW model. ○ Method: <p>Presentation</p> <p>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).</p> <p>GROW provides a framework for a coaching session, a conversation, a meeting or a project and is the best known coaching model in the world today:</p> <ul style="list-style-type: none"> ▪ Goal ▪ Current Reality ▪ Options (or Obstacles) ▪ Will (or Way Forward)
--	--



To use the GROW Model, follow these steps:

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

There are some questions that are specifically useful for different steps of the GROW model (systemic questions). These questions are all very powerful. If students don't answer directly to the question you may ask the same question again to regain focus.

Goal

- 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?
- 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?

	<ul style="list-style-type: none"> ○ What is the occasion with which we now start the coaching? <p>Reality</p> <ul style="list-style-type: none"> ▪ 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? <p>Options</p> <ul style="list-style-type: none"> ▪ 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? <p>Way forward</p> <ul style="list-style-type: none"> ▪ 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? <ul style="list-style-type: none"> ○ Tools: Power Point [Day 2] <ul style="list-style-type: none"> • Activity: Coaching session, based on GROW model <ul style="list-style-type: none"> ○ Objective: To be able to use the GROW model in a coaching session. To practice questions, related to different model elements. ○ Method <p><u>Instruction:</u></p> <p>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. Before you start, the coachee may take some notes about the concern he/she has and at what</p>
--	--

	<p>stage of entrepreneurial activity he/she is. For this they can use the notes on the flipchart from the previous activity. The coach should use the GROW model to structure the coaching session. Coaches should try to use some questions, related to the model elements. After the coaching session the coach notes down in which phase of entrepreneurial activity the coachee may find him/herself in.</p> <p>During the exercise:</p> <p>The trainer watches the teams closely and, if they appear to be having difficulty, they may offer assistance or take action to help.</p> <ul style="list-style-type: none"> ○ Tools: Grow model printed out/on flipchart, prints of questions • Reflection <p>Ask following questions:</p> <p>Would you like to share how you experienced your roles? Also, would you like to provide a brief summary of the solutions found for which problems and what stage of entrepreneurial activity the coachee and coach classified the entrepreneur in?</p> <p>Discuss difficulties of participants during the exercise.</p> • Wrap up: <p>What did you learn today? What is it that you take home?</p>
Material for exercises during the session during session	<p>Post It's</p> <p>Power Point [Day 2]</p>

Day 3

Session 5: Assessment of specific challenges of entrepreneurs

Time: 3 hours

Learning objectives	<ul style="list-style-type: none"> • Understanding and recognizing different specific challenges of entrepreneurs • Ability to assess specific challenges of entrepreneurs • To identify reasons of misunderstandings • Knowledge about communication principles • Ability to give constructive feedback • Ability to increase joint understanding through incorporating signals of non-verbal communication
Content	<ul style="list-style-type: none"> • General challenges of entrepreneurs • Communication as basis for good assessment <ul style="list-style-type: none"> ○ General communication (to identify misunderstandings in entrepreneurial team and to be able to better understand the coachee) ○ Feedback (positive + negative) ○ Non-verbal communication + active listening
Procedure	<ul style="list-style-type: none"> • Activity: Recap of day 2 <ul style="list-style-type: none"> ○ Objective: To revise content from day 2 (what is entrepreneurial coaching, GROW model, question techniques) ○ Method: <p><u>Instruction:</u></p> <p>What do you still remember from yesterday? (Each participant should share some experiences)</p> ○ Tools: none • Input: General challenges of entrepreneurs require different reactions from the coach <ul style="list-style-type: none"> ○ Objective: To know common challenges of entrepreneurs. ○ Method: <p>Presentation</p>

In the beginning of this training we were talking about different phases of entrepreneurial activity. According to these phases, entrepreneurs may face different challenges. For example, students, who don't have any experience or education in entrepreneurship, but still want to start a business may lack in basic information about an entrepreneurial career or the universities offer in the area of entrepreneurship. Whereas, students, who have already been working on their business idea for one year may rather have challenges in getting expert feedback.

In general, most common challenges of entrepreneurs may repeat and targets of the business idea can be the project itself, the entrepreneur as person or a specific social interaction. Divided in these three categories, common challenges are the following:

[Prepared on flipchart:]

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)

Ask participants:

Is there anything that you want to add to this list? [Add on the flipchart if necessary]

All these different challenges require individual support reactions of the coach. We will discover some of them during the next exercise.

- Tools: Prepared flipchart

- **Activity: General challenges of entrepreneurs require different reactions from the coach**

- Objective: To be able to differentiate coaches' reactions to different challenges.
- Method:

Instruction:

[Distribute template of action matrix]. This is a matrix of different challenges of entrepreneurs. Please note down what kind of reaction of the coach would be suitable to the related challenge. Sometimes, a similar reaction can fit to different challenges. If necessary, add challenges or coaches' reactions.

Please form 2 groups. Discuss reasons for your results.

- Tools: Template Action Matrix

PROBLEM \ MEASURE	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)						

- **Reflection**

Groups share results in the whole group.

Transition: As a coach, it is vital to accurately identify the challenges facing the entrepreneur. To achieve this, careful assessment is essential. Communication is the foundation of this process, as it is the primary skill of an entrepreneurial coach. If the coach and entrepreneur do not understand each other, it is unlikely that any progress will be made during their conversation.

- Input: Communication as essential skill
 - Objective: To understand why communication is difficult. To know different levels of communication. To understand reasons for misunderstandings, due to communication on different levels.

- Method:

Presentation

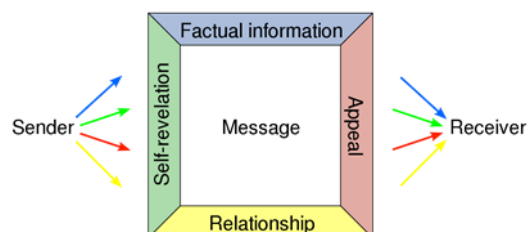
Example of a misunderstanding:

Person A: "My mobile phone does not work."

Person B: "He is not interested in me, because he doesn't want to write me".

Ask participants about reasons for these misunderstandings.

Misunderstandings often happen because people communicate on different levels. A very common model of communication is the one of Schulz von Thun (1983).



Examples to explain the model:

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."

There are some reasons that explain the previously mentioned misunderstandings. Reasons can be found either as an error of the sender or of the receiver (Fiege et al. 2014):

Sender	
<i>Factual Information</i>	
Lack of objectivity	Neutral choice of words
Lack of clarity	Paraphrase
<i>Self-disclosure</i>	
Imposition & Facade Techniques	Me & We-statements of the non-violent communication
<i>Relationship level</i>	
Lack of separation between facts & feelings	Active listening
Receiver	
<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

- Tools: Power Point [Day 2]

	<ul style="list-style-type: none"> • Activity: Analyzing misunderstandings <ul style="list-style-type: none"> ○ Objective: To get a better understanding and to be able to identify specific reasons for misunderstandings. To know possible solutions for those specific communication problems. To transfer these solutions to example from entrepreneurs. ○ Method: <p><u>Instruction:</u></p> <p>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. Try to identify the root causes of the misunderstandings and discuss more effective ways of communicating based on the solutions offered.</p> <p>Example 1</p> <p>Sender: „I feel like my work is going nowhere.”</p> <p>Receiver: “But I explained you the task already 10 times!”</p> <p>(Sender: I need a greater purpose or a better understanding of the vision we are trying to accomplish)</p> <p>Example 2</p> <p>Sender: “I do all the work, but they’re getting all the credit.”</p> <p>Receiver: “Nobody is getting a credit, we are still looking for funding opportunities.”</p> <p>(Sender: I’ve noticed that my peers often get recognized without me despite the important work I’m doing. Am I doing something wrong? Would you please provide feedback so I know what I can do about it?)</p> <p>Example 3</p> <p>Sender: “It’s easier if I just handle it myself.”</p> <p>Receiver: “Okay, then go ahead you can do all my work, if you think I’m not good enough.”</p>
--	---

(Sender: I'm scared to fail and would rather handle things on my own because I don't trust those around me to do what needs to be done effectively.)

Example 4

Sender: "Workplace meetings are a waste of time."

Receiver: "Should I send an email with my questions next time instead?"

(Sender: This information could have been provided to us in a better, more efficient way that saves time and doesn't confuse us.)

Example 5

Sender: "I'm bored at my job."

Receiver: "So why are you still working here?"

(Sender: What is meant: I need more responsibility. And how to make the message clearer: I think I could contribute more to this company. Would you consider giving me more demanding tasks?)

Example 6

Sender: "Employees in the organization don't care about one another. They are mostly concerned about themselves."

Receiver: "Okay, I'm going to organize a teambuilding workshop."

(Sender: The meaning behind: Team collaboration and cohesiveness is less in this organization. Since the bonding between one another is so less, people rather prefer to mind their own business.)

- Tools: Printed documents with specific communication errors and solutions (Fiege et al. 2014). Printed documents of examples of misunderstandings in the entrepreneurial context.

- Input: **Feedback and critique**



	<ul style="list-style-type: none"> ○ Objective: To understand the effects of good feedback. To know constructive feedback principles. ○ Method: <p>Presentation</p> <p>Feedback is a crucial aspect of communication that can greatly impact an individual's ability to achieve their goals. When given in a constructive manner, feedback can provide valuable insights and perspectives that a person may not have been aware of, leading to improved self-reflection and the ability to make changes that lead to goal attainment. However, giving and receiving feedback can be challenging and many people have had negative experiences with it. To ensure that feedback is received positively, it is important to follow certain principles, especially when providing negative feedback or criticism. Additionally, it can be helpful to include emotional reactions, but they should be communicated in a way that is beneficial to the person receiving the feedback.</p> <p>The most important principle for giving feedback are the following:</p> <ol style="list-style-type: none"> 1. Description 2. Consequences 3. Emotions 4. Wish 5. Comparison with the view of the counterpart <p>When giving feedback, it is important to keep the description of the situation neutral and use specific, concrete terms to describe the behavior being addressed. It is also important to mention the consequences of this behavior in relation to the goal, whether they are positive or negative.</p> <p>Emotions should also be shared, but it is important to communicate from one's own perspective and use the "me-frame" (e.g. "I felt angry" or "I felt sad") to express the emotional or relational impact of the behavior.</p>
--	---

Finally, it is important to seek the other person's perspective and understand their point of view to avoid misunderstandings.

On the other hand, when receiving feedback, it's important to listen and avoid getting defensive, and only ask questions if needed to clarify understanding. Feedback should be perceived as a sharing of another perspective rather than an accusation or justification.

Participants should first think about the first (bad) example and discuss ideas of why this is a good or bad example. Afterwards you may show them the good example.

Example:

Ali is working in the entrepreneurial team of Maria. Their business idea is are virtual event planning and coordination services for businesses and organizations, offering virtual event planning, coordination, and execution for virtual conferences, meetings, and other events. Maria asked Ali to do some market research about big organizations and their past usage of online tools. In addition, she wants to know how they coordinated their face to face events in the past.

Ali has now completed the task. He really is into programming and data analysis that's why he analyzed a lot of data about how students at his university are using a virtual tool to meet with friends. He shares the results of his work with Maria, the CEO of the startup. Somehow the results show only data for female students.

Bad feedback:

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.

Good feedback:



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)?

- Tools: Power Point [Number]

- Activity: **Feedback**

- Objective: To be able to give constructive feedback.
- Method:

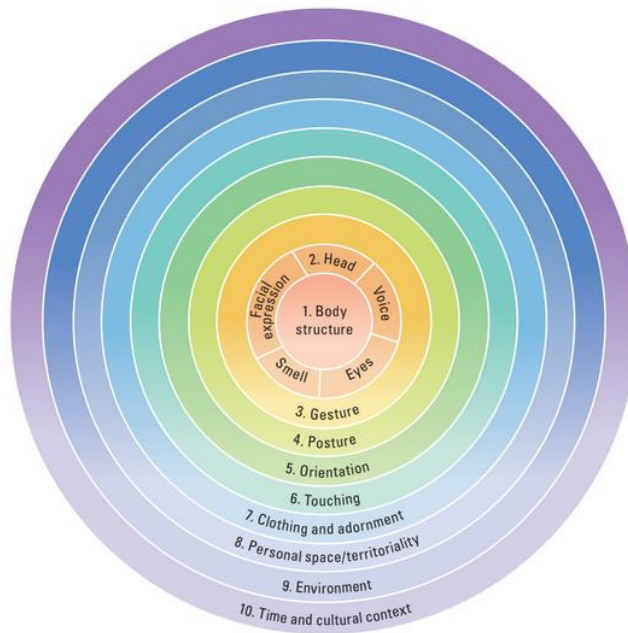
Instruction:

[Distribute the examples of the BMC attached to the manual.]

First have a look at the business model and identify the strongest and weakest element. Take notes of the reasons why these are the strongest and weakest elements in your opinion.

Next, take the rating criteria for business ideas and rate the business idea, described in the business model canvas. Based on the feedback principles, note down, how you would give feedback to the student, who developed the business model canvas. Form then groups with all those participants, who were rating the same business model. Discuss your rating and how you would give feedback. Present your final decisions in front of the rest of the training participants.

	<ul style="list-style-type: none"> ○ Tools: Examples of business model canvas (from students of entrepreneurship courses) <ul style="list-style-type: none"> • Reflection: Ask participants about their experiences and give advice if they had specific challenges. • Input: Non-verbal communication and active listening <ul style="list-style-type: none"> ○ Objective: To understand that communication not only happens through talking and listening. To know the principles of active listening. To know how to reflect information received through non-verbal communication. ○ Method Presentation Short introductory video: https://www.youtube.com/watch?v=MEaD77e3ZW4 In order to understand the concerns of entrepreneurs, it is important to pay attention to nonverbal cues, as they can reinforce or contradict verbal communication. Famous philosopher and psychotherapist Paul Watzlawick stated that "you cannot not communicate," meaning that all behavior, including nonverbal cues, is a form of communication. By considering these nonverbal signals, the relationship between coach and coachee can be strengthened. Additionally, sometimes a student may seek coaching for a specific concern, but through observation of nonverbal cues, it becomes clear that the real concern is different from what is verbalized. If the coach only reacts to the verbalized concern, the coaching may not be as effective. It's important for the coach to reflect on any incongruent behavior, question it and try to figure out the real concern. Overall, nonverbal communication has many different channels through which information is conveyed:
--	---



Ask participants the following question: What is a typical situation they already faced in the past with an entrepreneur, where non-verbal and verbal communication was not congruent? How did they react?

There are three basic principles of a specific manner to listen, which are helpful in such a situation:

1. Paraphrasing
2. Summarizing
3. Repeating

Therefore, an adjustment can be made, so that coach and coachee are communicating on the same thing.

- Tools: Power Point [Day 3], video

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

- Activity: **Active listening**

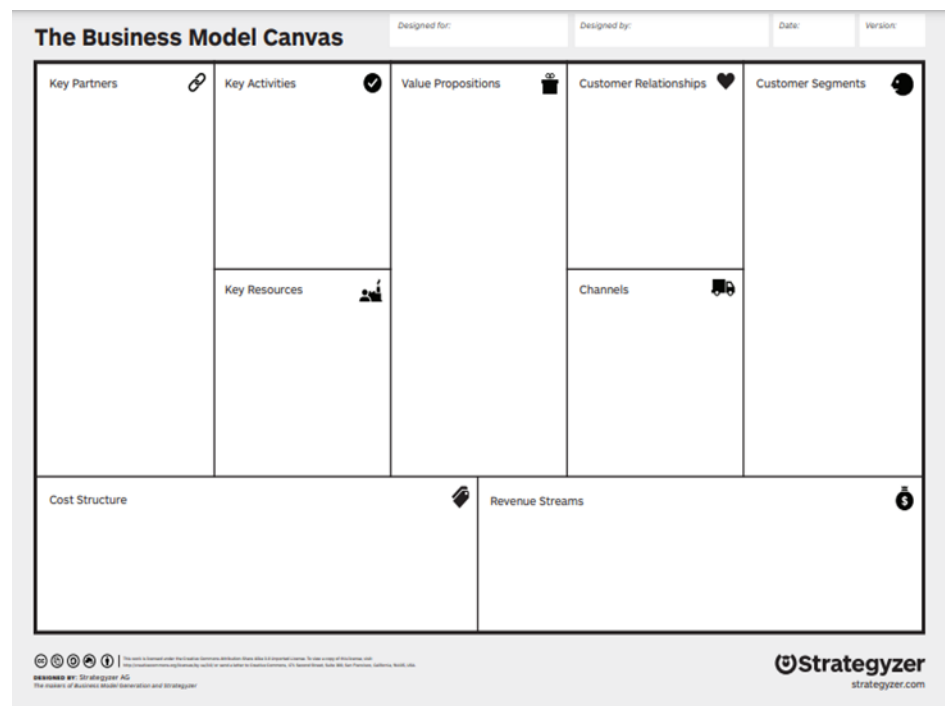
- Objective: To be able to observe non-verbal communication signals. To be able to reflect these observations. To be able to actively listening (paraphrasing, summarizing, repeating).
- Method:

	<p><u>Instruction:</u></p> <p>From groups of 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. After 5 minutes, person 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. 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.</p> <ul style="list-style-type: none"> ○ Tools: none ● Reflection: Ask participants to share their experiences as sender and observer. How did the conversation change? What was easy/difficult and why?
Material for exercises during the session during session	<p>Prepared flipchart</p> <p>Power Point [Day 3]</p> <p>Coaching guidelines (activity matrix)</p> <p>Equipment to watch the video (+ WIFI)</p> <p>List of typical problems, entrepreneurs need feedback for</p>

Session 6: Challenges related to the business idea		Time: 4 hours
Learning objectives	<ul style="list-style-type: none"> • Identify when a business idea may not be feasible. • Knowledge about useful tools to structure a business idea. • Ability to enable entrepreneurs to elaborate their business idea. • Awareness for typical rating errors. • To help the entrepreneur to identify individual stressors and resources to overcome frustration and stress. 	
Content	<ul style="list-style-type: none"> • Explanation and support in application of tools that serve to structure the business idea (e.g. Business Model Canvas, Design Thinking) • Evaluation of business ideas • Typical rating errors • Specific questions in relation to mentioned tools (BMC) • Stress management 	
Procedure	<ul style="list-style-type: none"> • Input: Structuring a business idea, using business models or business plans. <ul style="list-style-type: none"> ○ Objective: To know how to use the business model canvas to structure a business idea. ○ Method: <p>Presentation</p> <p>In past sessions, we have learned that coaching can have different targets and that communication is crucial for taking individual characteristics of the coachee into account. Misunderstanding the coachee can hinder the coach's ability to be helpful. One of the most common concerns of entrepreneurs is their business idea itself. They may have a rough structure in their mind but have never discussed it with someone, or they may be working on an idea but need feedback on their business model. For these concerns related to the business idea, coaches should have a basic understanding of how to structure and evaluate a business idea.</p> 	

A popular tool for structuring a business idea is the business model canvas, which is a visual representation of the business model that highlights all the key strategic factors.

There are **nine main building blocks in the business model canvas** template:



What to you think is meant by these different elements? Do you know examples?

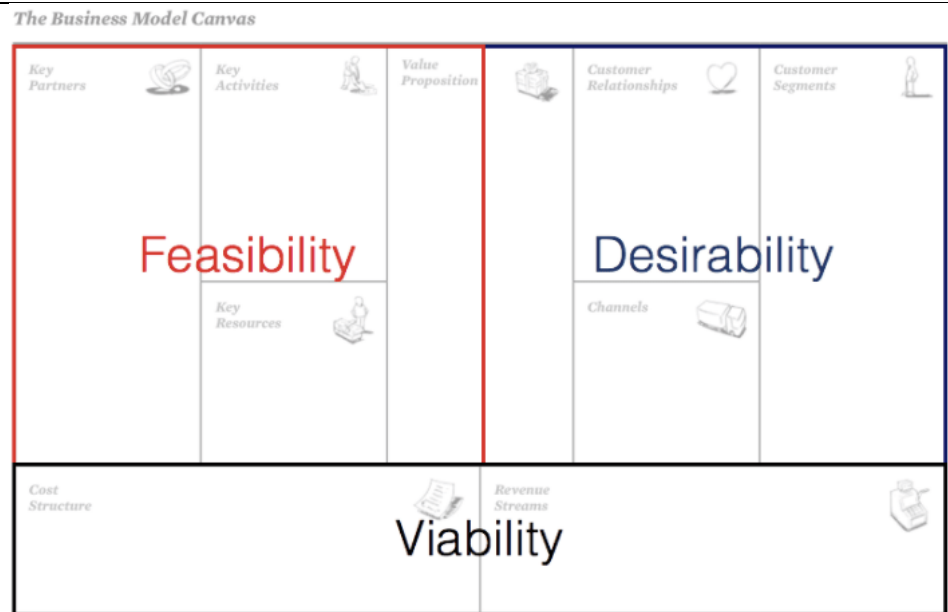
Explanation of elements:

- Key Partners: The strategic relationships your business creates with other companies or people. ... Key partners are the companies or people your business works with to create a strategic relationship. A few examples of key partners are suppliers or distribution partners in the supply chain.
- Key Activities: Activities or tasks that are integral to operating your company.

	<p>... Key activities are specific activities or tasks that are fundamental to the operation of your business. An example of a key activity would be the procurement of fresh produce in bulk for a restaurant.</p> <ul style="list-style-type: none"> ▪ <u>Key Resources</u>: Assets that are required to operate and deliver your company's value proposition. ... Key resources are the assets necessary to operate and deliver your value proposition. For example, a diamond mining company cannot operate without mining equipment. Alternatively, an automotive company cannot operate without the human capital and expertise that goes into designing cars. ▪ <u>Value Proposition</u>: The fundamental need that your company is trying to fulfill for its customers. Why your company exists. ... Value propositions are arguably the most important element of the business model canvas template. The value proposition determines the fundamental offering the company is trying to give its customers. It is the primary driver of business operations. For example, Spotify's value proposition, "Music for everyone.", eloquently states its mission and offering. Spotify wants to be a music streaming platform that has music selections for everyone ▪ <u>Customer Relationships</u>: The type of interactions your company has with its customers and the level of support it gives. ... Customer relationships are the different types of interactions a company has with its customers. For example, a designer suit company will provide
--	--

	<p>significant help for the customer, tailoring to their needs and working directly with them to create the suit they want.</p> <ul style="list-style-type: none"> ▪ <u>Channels:</u> Different methods that your company uses to deliver its products and value proposition to customers. ... Channels are the different structures and methods that are used to deliver your company's product and value proposition to its customers. Channels encompass all of a company's supply, distribution, and marketing channels. It is important to consider all channels of a company and make sure they are functioning cohesively. For example, a company like Amazon needs to consider how its fulfillment centers and shipping services are integrated to send out timely shipments. ▪ <u>Customer Segments:</u> The different groups of customers that your company interacts with. ... Customer Segments are the different types of customers that a company manages. An example of this would be airline companies. Airlines offer tickets for economy, business, and first-class customers. First-class passengers have access to exclusive benefits and luxury travel arrangements. ▪ <u>Cost Structure:</u> How a company spends money on operations. The key costs and level of cost-focus for your company. ... The cost structure refers to how a company spends money on operations. It consists of the company's key costs and the company's level of
--	--

	<p>focus on costs. If a company is cost-driven, it focuses on minimizing costs and, thus, prices for customers.</p> <p>Alternatively, if a company is value-driven, it focuses on creating value for its customers, with less focus on cost.</p> <p>An example of this would be a comparison between fashion retailers, Forever 21 and Gucci. Forever 21 is a fast-fashion company focused on delivering the newest styles at low costs – a cost-driven company.</p> <p>Alternatively, Gucci is a luxury brand focused on delivering high-quality clothes and accessories designed with the latest trends in the fashion industry – a value-driven company.</p> <ul style="list-style-type: none"> ▪ <u>Revenue Streams</u>: Your company's sources of cash flows. <p>... Revenue streams are a company's source of cash flows. They are the final element of the business model canvas template. Revenue streams are the different ways your company's value proposition generates money. A company might have multiple revenue streams. For example, Apple has multiple revenue streams between its variety of products and its services, such as Apple Music.</p> <p>If entrepreneurs know details about all 9 elements of this business model. Their idea already gets an initial structure. Furthermore, the coach gets an understanding of the business ideas feasibility, desirability and viability. Therefore, the quality of the business idea can be assessed.</p>
--	--

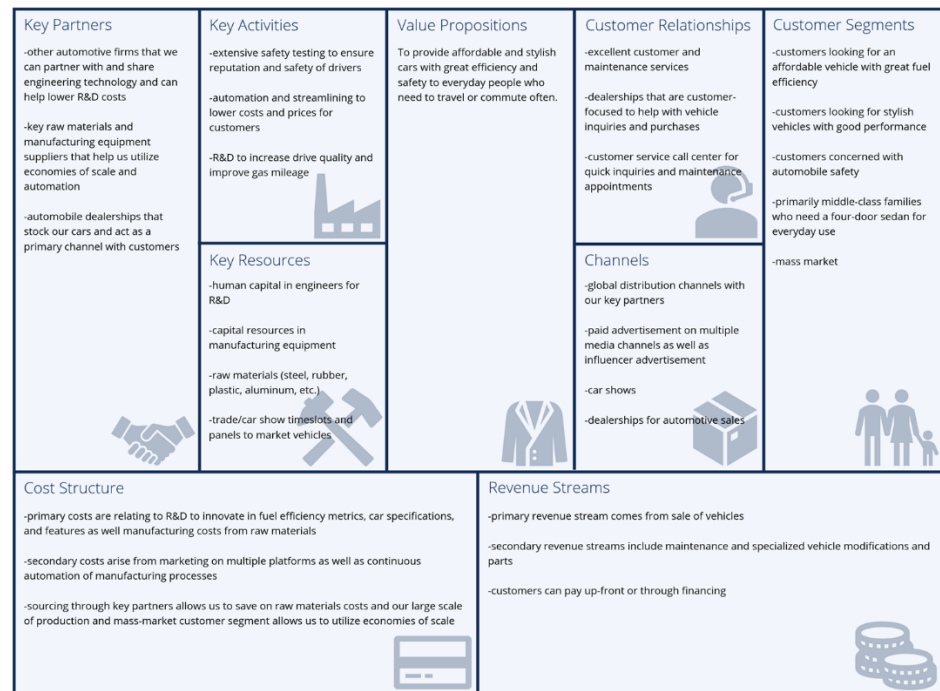


Compared to that: Common elements of a business plan:

- ❖ Executive Summary (providing a general overview of the plan's main points)
- ❖ Table of Contents
- ❖ (Brief) Background and History
- ❖ Business Goals and Objectives
- ❖ Description of Products/Services
- ❖ Market Description/Assessment
- ❖ Competition Assessment
- ❖ Marketing Strategies
- ❖ Manufacturing Plans
- ❖ Pro Forma Financial Analysis
- ❖ Contingency Plans

The coaches 'role is thus, to ask questions in order to specify if thought about the different elements of the business model are already elaborated. In addition to that a coach should know how to evaluate the business idea, may it in a written format, such as a business model, or a prepared pitch.

Here is a good example of a business model canvas (Uber):



- Tools: Power Point [Day 3], Printed out template of business model canvas, printed out example of the filled-out business model canvas
- Input: **Specific challenges related to elements of the business model canvas** can be solved through using **Design Thinking tools** (e.g. persona, validation techniques, prototyping etc.)
 - Objective: To know how to identify specific challenges, related to elements of the business model canvas. To know different tools, typically used in Design Thinking. To be able to match Design Thinking tool to identified challenges related to the business idea.
 - Method:

Presentation

Part 1:

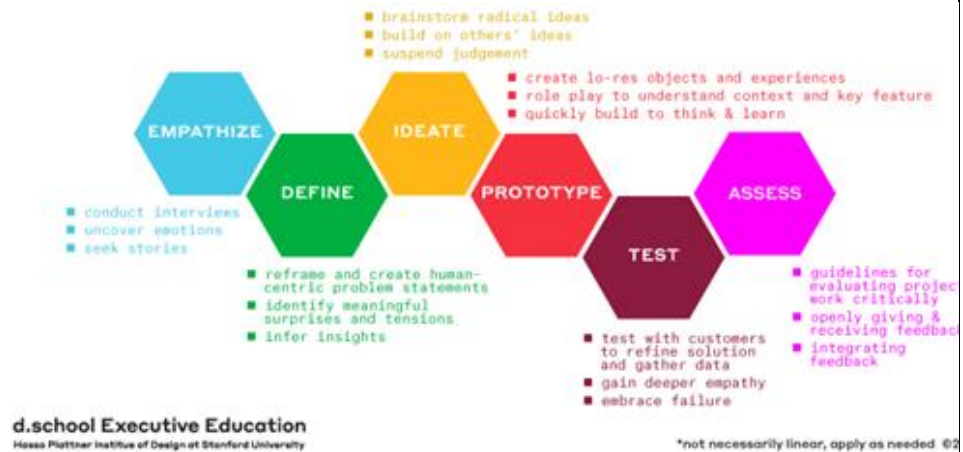
The business model canvas is a very simple tool to structure a business idea and at the same time to be flexible to add details. In general, each element is related

	<p>to the rest of the elements. Thus, a good business model reflects these relations and each element is described in a detailed manner, so that they are plausible and easy to understand. In order to figure out, if the business model is really elaborated, a coach can ask certain questions about the different elements.</p> <p>Here are some examples [Do only pick some examples that you like. A detailed list of questions is attached and can be shared for the exercise]:</p> <p>Here are a few things to consider about key partners:</p> <ul style="list-style-type: none"> ○ What key resources does your company receive from these partners? ○ What key activities are performed by these partners? ○ What is your company's motivation for working with these key partners? Is there something specific that only they can provide? Do they help lower costs? <p>Here are a few things to consider about key activities:</p> <ul style="list-style-type: none"> ○ What key activities are necessary to deliver your value proposition? ○ What activities set your company apart from others? ○ How do your revenue streams, distribution channels, and customer relationships differ from competitors? How do your key activities affect these? ○ Do you need to procure specific niche resources? ○ Do you need to streamline to keep costs and prices low? <p>Here are a few things to consider about key resources:</p> <ul style="list-style-type: none"> ○ What specific assets are necessary to operate your business and deliver your value proposition? ○ What resources do your distribution channels and revenue streams need to function?
--	---

	<ul style="list-style-type: none"> ○ What resources are needed to maintain customer relationships and customer satisfaction? ○ Does your company require significant capital or human resources? <p>Here are a few things to consider about value propositions:</p> <ul style="list-style-type: none"> ○ What exactly is your company trying to give to customers? ○ What problem is your company trying to solve and what needs are your company satisfying? ○ How do you offer something different that satisfies the demands of your customer segments (e.g. price, quality, design, status, etc.)? <p>Here are a few things to consider about customer relationships:</p> <ul style="list-style-type: none"> ○ What type of relationship does your company have with its customers? For example, do you provide dedicated assistance or are they expected to self-serve their needs through provided support channels? ○ Does your company frequently communicate with customers? ○ How much support is provided by your company? <p>Here are a few things to consider about channels:</p> <ul style="list-style-type: none"> ○ How do you deliver your value proposition? ○ How do you reach your customer segments? What channels are used? ○ Are your supply, distribution, marketing, and communication channels well-integrated and cost-efficient? Are they being utilized effectively? <p>Here are a few things to consider about customer segments:</p> <ul style="list-style-type: none"> ○ Who is the main focus of your value proposition? Who are you creating value for? ○ Who are your most important customers? What are they like? What do they need? What do they enjoy?
--	--

	<ul style="list-style-type: none"> ○ What are your different types of customers? ○ What is the customer market like? Is your company targeting a small niche community or a mass market? <p>Here are a few things to consider about cost structure:</p> <ul style="list-style-type: none"> ○ What are the key costs in your company's business model ○ How do your key activities and key resources contribute to the cost structure? ○ Is your company properly utilizing economies of scale? ○ What proportion of costs are fixed and variable? <p>Here are a few things to consider about revenue streams:</p> <ul style="list-style-type: none"> ○ Does your company have multiple methods of generating revenue? ○ What is the pricing strategy for the products offered by your company? ○ Through what channels do your customers pay? ○ Does your company offer multiple forms of payment (up-front, payment plans, financing, etc.)? <p><u>Part 2:</u></p> <p>If coachees have difficulties in answering the questions about the different business model elements, the coach can share some tools from the Design Thinking approach. These tools, may help the coachee to specify the business idea.</p> <p>Design thinking is not a specific method, but rather an approach that is based on three basic principles: team, space, and process. The assumption is that problems can be solved more effectively when people from different disciplines work together in an environment that promotes creativity. This approach is often referred to as a culture of action and learning. By using fast testing, rapid feedback, prototyping, and user validation, implicit assumptions are tested. Iteration circles in the early stages of the innovation process help to prevent late and costly failures. By using an agile working process, design thinking</p>
--	---

breaks down structures and changes them in a sustainable manner. Design thinking combines playful experimentation and flexible use of space and materials within a structured process that is focused on achieving a specific result.



History

- Conferences on this concept since 1991.
- Principles have been taught at the Hasso Plattner Institute of Design at Stanford University (d.school) since 2005. Since 2007 also in Potsdam, Munich, Austria Africa?
- SAP, Deutsche Bank, Volkswagen, Siemens, Airbnb, Deutsche Bahn also use this approach. Afrikanische Unternehmen?
- Report Financial Times Deutschland in August 2010 about successful implementation

For each different working process of the Design Thinking approach, some tools exist that facilitate the work. These tools are quite popular and mostly offered free of cost. One example is the bootcamp bootlace of Stanford d.school:

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

Attached to this manual, you find a list of links with useful material, related to the work processes of the Design Thinking approach.

There are also a lot of free available sources, to attend Design Thinking courses. In such courses, participants learn how to use the different tools. So, if a coachee consults the coach in relation to the business idea and some aspects (e.g. mentioned in the business model canvas) are not yet elaborated. The coach may either share and explain some Design Thinking tools or guide the coachee to sources for self-learning.

- Tools: Power Point [Day 3]

REMARK: For further tools to structure business ideas: Have a look at the manual, developed by GCU or the TAKE UP website (takeup.eu)

- **Activity: Evaluation of a business model canvas and identification of useful tools to improve specific model elements.**
 - Objective: To be able evaluate a business model canvas and to identify elements who need further elaboration. To be able to consult on different Design Thinking tools for further improvement of the business model.
 - Method:

Instruction:

Please take a moment to examine this business model canvas presented by a former student in an entrepreneurship course. Your task is to come up with a specific question related to the model in order to gain a deeper understanding of the student's business idea and its various elements. Once you have formulated your question, share it with the group.

After everyone has shared their questions, discuss with your neighbor which Design Thinking tool could be beneficial for the further development of this business idea. If you don't have a tool in mind, feel free to use your phone to research and find an appropriate tool. Prepare

	<p>arguments for why you would recommend a particular tool and be prepared to present your ideas and defend your arguments with the rest of the group.</p> <ul style="list-style-type: none"> ○ Tools: 1 example of a business model canvas (find attached). ● Input: Typical rating errors in business idea evaluations <ul style="list-style-type: none"> ○ Objective: To know typical rating errors. To relate rating errors to examples in the entrepreneurial context. ○ Method: <p>Presentation</p> <p>Introduction with short video:</p> <p>https://www.youtube.com/watch?v=vJG698U2Mvo</p> <p>This brief experiment confirms an important function of the human brain: the ability to focus attention on specific situations or details. This allows us to concentrate on a specific task, even when other distractions are present, such as when a family is having a discussion in the same room. This ability to filter information is useful in daily life, as it helps us make decisions by only considering relevant information. However, it can also lead to errors in judgments, such as when evaluating the potential of a business idea, where objectivity is important. These errors can be identified and avoided.</p> <p>Let's start another experiment:</p> <p>These two entrepreneurs pitched their business idea and were rated by a jury of experts. Who's performance was rated better?</p>
--	--



Most people would rate the performance of the entrepreneur in yellow shirt higher. This effect is called halo effect: Attractiveness, sympathy of the person surpasses the actual performance.

Let's do another short experiment:

You have 15 seconds to read the following words (do not note them down!):

- 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

Now, note down all the words that you remember.

Ask participants who remembered what term. Count how many participants remembered the first and the last words in the list.

Usually most participants remember the first or the last words in the list. This effect is the so-called primacy and recency effect: Information in the beginning/end is at an advantage.

There are still more of such rating errors:

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

Ask participants, if they experienced one of these effects already during their class/work and let them describe the situation.

In sum, coaches should be aware of these rating errors in order to give quality evaluation on a business idea. In addition to simple knowledge and awareness there is a simple rule that facilitates avoiding these errors:

- Observation of behavior before interpreting behavior: Note down specific behavior that was shown
- Evaluation upon specific criteria

In consultation with expert coaches we developed a list of such criteria, that you may use for evaluation purposes.

For evaluating a business model, you can use the following criteria:

Business Model Canvas	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"> • Detailed description of all 9 elements • Information, about 9 elements is plausible • Unique selling proposition is clear, specific and innovative 	

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

To evaluate final presentation of a business idea in a course you can use the following criteria:

	Marks/5
The Journey <i>1. Was the venture executed in a well planned and organized manner demonstrating a smooth progress of activities?</i> <i>2. Did the group exhibit a considerable amount of effort being put into their venture?</i> <i>2. Did the group present their journey thoroughly?</i>	
Innovation <i>(i.e. how innovative the group was in terms of its product/service, marketing and sales tactics or in any other aspect of their business execution)</i>	
Profitability & Demonstrated Demand <i>(the start-up has demonstrated sufficient demand and profit potential for their venture)</i>	
Soundness and Scalability of Business Model	
The Team <i>(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)</i>	

Creativity of the presentation (bonus marks/3): _____

- Tools: Power Point [Day 3]
- Activity: **Showing pitch + rating the business idea**
 - Objective: To be able to rate an entrepreneurial pitch upon specific criteria, avoiding common rating errors.
 - Method:

Instruction:

First, I will show you 3 elevator pitches of students. Please listen carefully to them. Use template A and take notes of your observations.

<https://www.youtube.com/watch?v=eHbpbGi7keg>

	<p>Next, form groups of 3 and compare your results. Discuss differences in your ratings.</p> <ul style="list-style-type: none"> ○ Tools: List with evaluation criteria for entrepreneurial pitches. <ul style="list-style-type: none"> ● Reflection: <p>How did you perceive the rating process? How similar were your ratings? Did you notice any rating error (have you been trying to specifically avoid them)?</p> ● Activity: Experiencing stress <ul style="list-style-type: none"> ○ Objective: To know how individual stress reactions feel like. To relate stress to a personal situation. ○ Method: <p><u>Instruction:</u></p> <p>Close your eyes. Think of a situation from the past week in which you experienced embarrassment, discomfort, or fear. I am now going to walk behind you and tap the person on the shoulder whose experience you should share with the group."</p> <p><u>Reflection:</u></p> <p>"What was happening inside of you as I walked around?"</p> <p>"How did you feel in that situation?"</p> <p>"What physical sensations did you experience?"</p> <p>"What thoughts were going through your mind?"</p> <p><u>Instruction:</u></p> <p>Working on your own, take note of situations within the last two months or weeks where you have experienced similar physiological reactions.</p> <ul style="list-style-type: none"> ○ Tools: none
--	---

- **Input: Stressors and resources**

- Objective: To understand how stress arises. To know different categories of stressors.

- Methods:

Presentation:

You have just experienced the feeling of stress. As an entrepreneur, you will encounter many stressful situations when starting a business. For example, it can be frustrating if your business idea is not working as expected. However, it is important to make constant adjustments to adapt to the market in order to be successful.

Stress basically arises when demands and resources are imbalanced. Thus, to effectively cope with a stressful situation, it is helpful to know the specific stressors. In general, there are different categories under which stressors can be classified:

- Task- and environment-related stressors (uncertainty, lack of control).
- Person-related stressors (mindset, type A personality, control overconfidence, perfectionism, substance abuse, differentiation of positive and negative aspects)

Ask participants about stressors, they experienced in the situation they noted down.

You notice that stressors are very individual. In addition to that, people who were confronted with the same stressor may not also experience the same level of stress. This is because individuals possess different resources, to cope with a stressful situation. Examples are:

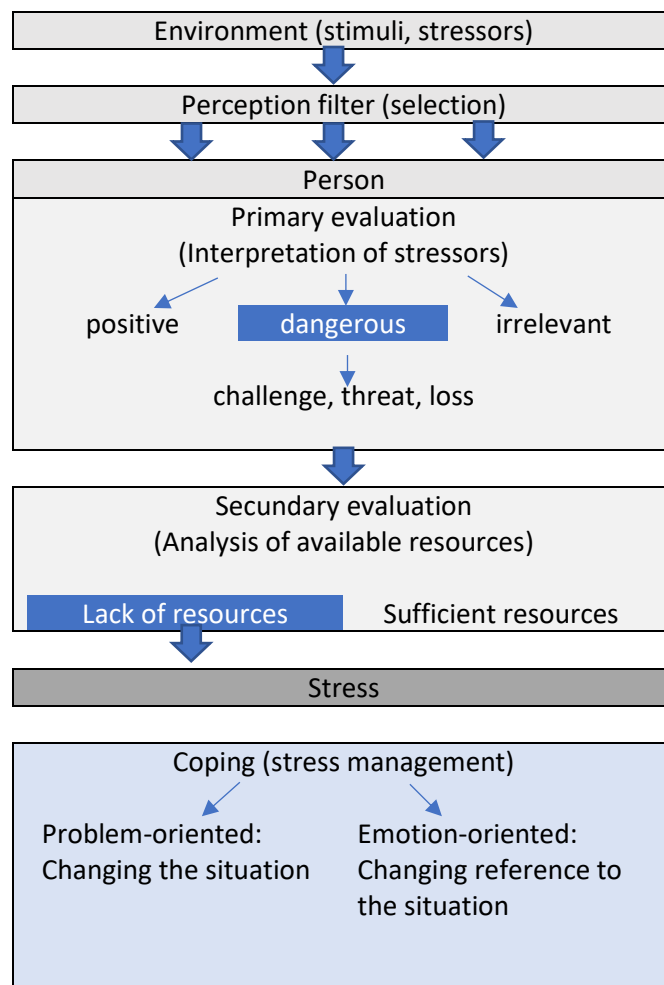
External

- Social support/networks

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

Ask participants, about their individual resources and how they were able to cope with the stressful situation.

The model of Lazarus, explains how, in addition to stressors and resources, individual perceptions and evaluations of a situation lead to stress or not.



During the process of starting a business, several stressful situations may arise. For example, entrepreneurs may experience stress when their business ideas fail to meet expectations, such as not winning a competition or not being able to further develop their product. In these situations, they may seek the help of a coach to analyze the factors that led to their failure. However, the coach may face the challenge of working with an entrepreneur or team that is frustrated and not open to examining their mistakes. The coachee's reaction to the stressful situation can be either problem-oriented or emotion-oriented, which determines the different tasks of the coach. If the coachee's reaction is problem-oriented, the coach may be able to set the focus of the coaching session on the business idea. In contrast, if the coachee's reaction is emotion-oriented, the coach has to deal with the emotions. To be effective, the coach must be able to handle the emotions of the coachee and maintain a good relationship with them. This is known as "pacing," where the coaching process moves at the same speed as the coachee's coping mechanism.

○ Tools: Power Point [Day 3]

- Activity: **Live coaching**
- Objective: To observe how a coach paces with the coping mechanism with the coachee.
- Method:

Instruction:

To demonstrate how a coach balances the focus between finding solutions for a project and validating emotions to strengthen the relationship, we will conduct a live coaching session. For this purpose, I am looking for a volunteer. Ideally, this person should be an entrepreneur, but if not, anyone with a personal project would be suitable to use as an example.

	<p>Reflection:</p> <p>What did you perceive in the live coaching session? Could you recognize stressors? How did the coach identify the status of the coachee?</p> <ul style="list-style-type: none"> • Tools: none • Wrap up: What did you learn today? What is it that you take home? <p>Bring your filled-out effectuation grids from day 2 for next day's session!</p>
Material for exercises during the session	<ul style="list-style-type: none"> • List of questions for the business model canvas • Printed out document with rating errors • Printed out document with rating criteria for business model canvas and business idea • Printed out document of business model canvas examples (from students, UBER) • Power Point [Day 3]

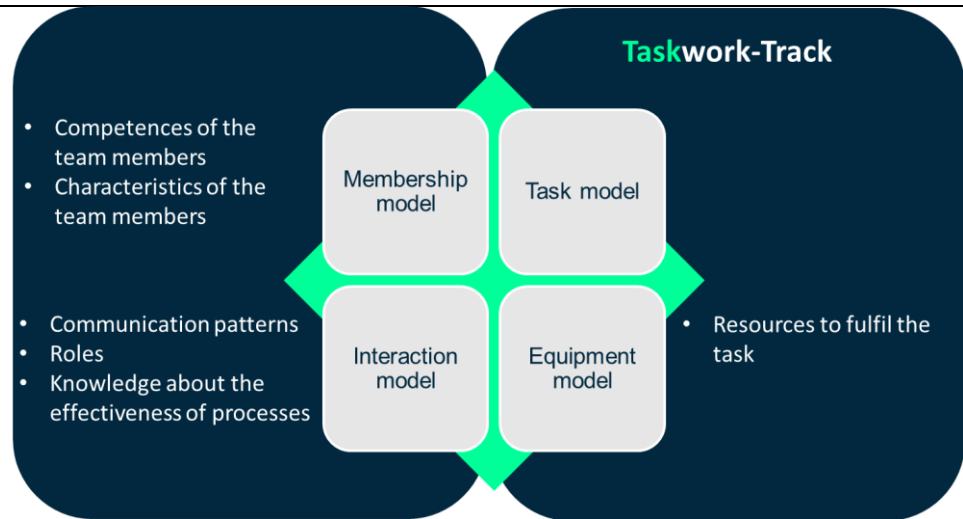
Day 4

Session 7: Obstacles in social interaction

Learning objectives	<ul style="list-style-type: none"> Identify attributional patterns in a social situation causing trouble in an entrepreneurial team. Differentiate between validating negative feelings and leading the perspective of entrepreneurs forward to their resources. Develop a solution-oriented mindset. Explain and practice goal-setting theories with the entrepreneur. Plan next steps to solve a social interaction problem within the team.
Content	<ul style="list-style-type: none"> Obstacles in social interaction: conflicts, role ambiguity, unstructured planning, no common goals Conflict management Structuring work processes: project management strategies
Procedure	<ul style="list-style-type: none"> Activity: Recap of day 3 <ul style="list-style-type: none"> Objective: To revise content from day 3 (Communication, business idea related challenges, stress) Method: <u>Instruction:</u> What do you still remember from yesterday? (Each participant should share some experiences) Tools: none Activity: Composition of entrepreneurial teams <ul style="list-style-type: none"> Objective: To understand that there is no ideal composition of team members for an entrepreneurial team. Method: <u>Instruction:</u> Discuss in groups of 4: How should members differ and how should they resemble each other? <u>Transition:</u>

	<p>Entrepreneurial teams are usually formed by a combination of two strategies: resources-seeking or interpersonal attraction. Both strategies lead to different outcomes. If entrepreneurs only focused on interpersonal attraction forming strategy, very homogenous teams would be the result. Coordination and trust would be relatively easy in such a team, as mostly members share similar work ethics and background, but they might be limited in different problem-solving approaches or creative ideas. In contrast to that teams, formed through resource-seeking, often are more heterogenous. Team members differ in work backgrounds and expertise. This leads to high innovative potential, but also conflicts are more likely. Therefore, social interaction in teams plays a crucial role for their success.</p> <ul style="list-style-type: none"> ○ Tools: none ● Input: Entrepreneurial teams <ul style="list-style-type: none"> ○ Objective: To the phases of team formation and the challenges that come with each phase. To understand reasons of conflicts in entrepreneurial teams. ○ Method: <p>Presentation</p> <p>In general, you can notice 4 different stages through which teams go until they perform well: forming, storming, norming and performing.</p> <p>Forming is the first phase, where team members get to know each other. It's the phase of orientation. Usually team members have to deal with the following questions:</p> <p>How do we behave towards each other?</p> <p>What is actually our task?</p> <p>How can we deal with the task?</p> <p>In this phase team, with similar backgrounds will have an advantage, as they were already confronted with a similar</p>
--	--

	<p>reality. Maybe they already developed some routines in the past and there is not a lot to discuss. For team from different disciplines it might take some time until they reach the point until they established team specific habits.</p> <p>The second phase is called storming. This is a phase where lots of conflicts appear.</p> <p>Questions that need to be answered are for example:</p> <p>Why should I do what others want me to do?</p> <p>Why should I occupy myself with a task that I don't enjoy?</p> <p>If a team wants to work together on the long run, conflicts should be accepted and not avoided, because they are simply part of working in teams. It is already known that teams with constructive norms for dealing with conflict are more effective (Uitdewilligen, Waller & Zijlstra, 2010). We will talk about how conflicts can effectively be managed in the next session.</p> <p>Another relevant phase is the phase of compromise. During this phase, team members agree on joint norms.</p> <p>Questions that need to be answered in this phase are:</p> <p>How can we shape cooperation?</p> <p>How can we successfully manage our task?</p> <p>Team members develop come to a shared understanding of plans, goals and processes if they develop mental models about the group and its task.</p> <p>The following graphic shows the different elements about which team members should have shared mental models:</p>
--	--



The last phase is the phase, in which teams are working effectively together: they are performing.

Relevant questions for the team at this stage are:

How can I support the others?

Does our approach work?

Of course, this model of team formation is an ideal state.

Usually teams are dynamic and cyclical. This is because different tasks require different structures and tasks influence each other mutually.

Ideally, in the end, a team's work outcome is more than the sum of its pieces. Therefore, they have to deal with all the challenges related to the process until they finally act as an effective team.

The most common problems in teams are:

- Role ambiguity
- Conflicts
- Misunderstandings
- Dealing with change

Role clarity can be achieved through exchange of information about each team member throughout the time, the team is working together.

	<p>It is important to understand that people might not only differ because of their different professional background, but also in their interests, personality and their habits in social interaction.</p> <p>In terms of personality, the most popular trait theory developed by Robert McCrae and Paul Costa. This model is called the big five model. And they considered these this model to be the building blocks of personality. It can be described in five basic personality dimensions that are stable over time & consistent over different situations It says that people differ in:</p> <p>Conscientiousness ... characterized by good impulse control, high levels of thoughtfulness & goal-directed behavior.</p> <ul style="list-style-type: none"> ▪ High: <ul style="list-style-type: none"> ○ Spends time preparing ○ Finishes important tasks right away ○ Pays attention to detail ▪ Low: <ul style="list-style-type: none"> ○ Dislikes structure & schedules ○ Fails to return things ○ Procrastinates important tasks <p>Agreeableness ... tendency to get along well with others.</p> <ul style="list-style-type: none"> ▪ High: <ul style="list-style-type: none"> ○ Very interested in people ○ Feels empathy for others ○ Enjoys helping ▪ Low: <ul style="list-style-type: none"> ○ Low interest in others ○ Does not care about how others feel ○ Insults others
--	--

	<p>Neuroticism</p> <p>... characterized by moodiness, sadness & emotional instability.</p> <ul style="list-style-type: none"> ▪ High: <ul style="list-style-type: none"> ○ Experience a lot of stress ○ Get upset easily ○ Worry about a lot of things ▪ Low: <ul style="list-style-type: none"> ○ Emotionally stable ○ Deals well with stress ○ Is very relaxed <p>Openness to new experiences</p> <p>... tendency to be original, have broad interests, be daring & take risks.</p> <ul style="list-style-type: none"> ▪ High: <ul style="list-style-type: none"> ○ very creative ○ open to trying new things ○ focused on tackling new challenges ▪ Low <ul style="list-style-type: none"> ○ Dislikes changes ○ Does not enjoy new things ○ Resists new ideas ○ Not very imaginative <p>Extraversion</p> <p>... excitability, sociability, talkativeness & high amounts of emotional expressiveness.</p> <ul style="list-style-type: none"> ▪ High: <ul style="list-style-type: none"> ○ Enjoys being the center of attention ○ Likes to start conversations ○ Enjoys meeting new people ○ Finds it easy to make new friends ▪ Low: <ul style="list-style-type: none"> ○ Prefers solitude
--	--

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

In addition to personality, individual also differ in terms of their social interaction behavior. There is also a model, with which you could assess these roles (Belbin team roles):



Keep in mind that these models are only models and can serve as first structure for team members to find out how they behave and why they behave in a certain way in order to get a better understanding of each other. The relevance of these differences evolves, when it comes to project planning. Tasks should be assigned to team members, who match to the requirements of the tasks. And not only in terms of competencies, but also in terms of interest, personality and social interaction behavior.

- Activity:
 - Objective: To experience effects of different personalities and social interaction behavior.
 - Method

Read the scenario of an entrepreneurial team:

A team of entrepreneurs, who have developed a cutting-edge AI-powered productivity app, is facing a problem. Despite

	<p>their app receiving positive reviews and gaining a significant user base, they are unable to monetize it effectively. They have tried various revenue streams, such as in-app purchases and premium subscriptions, but the conversion rates are low and not generating enough revenue to sustain the company. The team is now struggling to find the right balance between making money and maintaining user experience. They are also facing intense competition from similar apps in the market and pressure from investors to show a return on their investment. The entrepreneurial team is now considering pivoting their business model or exploring new revenue streams to ensure the long-term success of their company.</p> <p>Take 2 minutes and think individually how you would solve the problem.</p> <p>Form teams with 4 members.</p> <p>Each team member is then asked to share his/her solution for the problem.</p> <p>Now have a look at the different personality dimensions (team roles and consider your interests, competencies).</p> <p>Try to figure out why you would have solved the problem in different ways.</p> <p>Lastly, decide, on the basis of the knowledge about each other how you would solve the problem within your team.</p> <p>Reflection: Now, you experienced the scenario as a team. How would you react as coach, if an entrepreneurial team came to you with a similar problem?</p> <ul style="list-style-type: none"> ○ Tools: Printed out documents (entrepreneurial team scenario, BIG FIVE personality dimensions, Belbin team roles) <p>Transition:</p>
--	--

If roles and tasks are not clear in entrepreneurial teams' conflicts may arise. These are most probably the most frequent reason why entrepreneurial teams consult coaches.

- **Input: Social interaction challenges in small teams: Conflicts, role ambiguity and lack of structured joint plan**

- Objective: To know the difference between functional and dysfunctional conflicts. To know how to manage a conflict effectively. To know strategies, such as goals-setting and structured project planning, for effective team work.

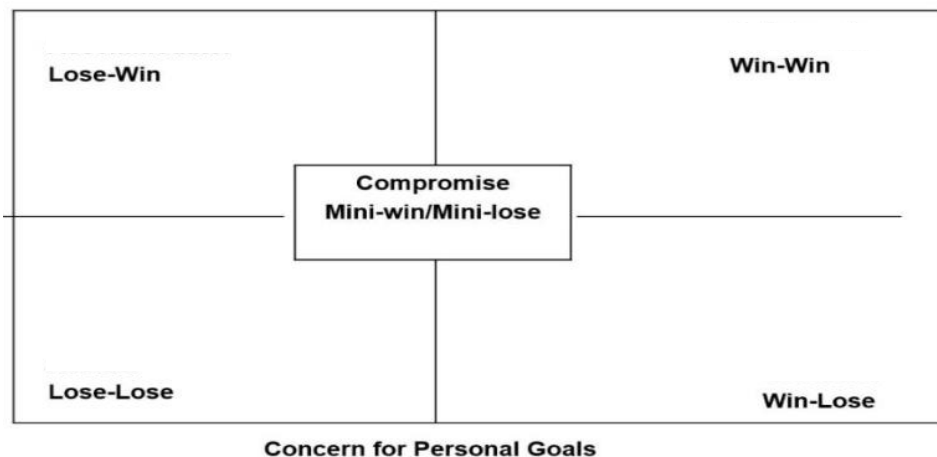
- Method:

Presentation:

Entrepreneurs who start a business as part of a team tend to be more successful than those who go it alone. This is widely recognized as fact. Each team member brings their own unique skills and expertise, as well as a personal network, which increases resources and facilitates opportunity recognition. However, one of the biggest challenges faced by entrepreneurial teams is a lack of effective collaboration. Good social interaction skills can help overcome this obstacle. Additionally, entrepreneurs must interact with a variety of stakeholders, both inside and outside their core team. Therefore, having strong social interaction skills is essential for success. A lack of these skills or challenges related to social interaction are common reasons why entrepreneurs seek the help of a coach. For example, an internal conflict within the team is a common reason for seeking coaching.

Conflicts are not always negative. Some can support the goals of a group and improve its performance. These types of conflicts, called "functional conflicts," are often related to the group's task or the way the work is done. However, conflicts that are based on interpersonal relationships are usually seen as detrimental to the group's performance. So, the first step for a coach is to identify what kind of conflict the entrepreneurial

team faces. If the conflict arose from misunderstandings about work tasks or processes, the coach could gather more detailed information about the different team members' perceptions. Another option would be to inform the team that conflicts related to tasks or processes are functional and that, if identified as such, the team leader should try to gather more information about their team members' perceptions in order to resolve the conflict. In general, there are four types of conflict resolution:



[Thomas-Kilmann model of conflict styles]

Individuals often have their own methods for managing conflicts. Some attempt to avoid conflicts at all costs, while others try to take control of the situation, regardless of the impact on the other party's interests or goals. However, for long-term effective teamwork, only win-win solutions are viable. Often, creativity is required to find a mutually beneficial solution. For example:

Two people are in a conflict over an orange. Initially, they cannot come to a resolution as there is only one orange and neither of them wants to give up their desire for the orange. They both believe that there is only one possible outcome, either one of them wins and the other loses, as there is only one fruit...

	<p>Ask participants, how they would solve the conflict!</p> <p>... But after a conversation, they both realized that there is a way to come to a win-win solution. Person A wants to use the juice to make a drink and person B wants to use the peel to bake a cake. This way, they both have achieved what they wanted and they have made use of the whole orange.</p> <p>This scenario illustrates a common conflict situation where, at first, a resolution appears unattainable. However, upon discussing their respective interests, both parties are able to find a mutually beneficial solution. This is consistent with the Harvard principles for conflict resolution and negotiation, which emphasize identifying and addressing the underlying interests of each party.</p> <ul style="list-style-type: none"> • Separate People from problems • Focus on interests • Generate options for mutual benefits (win-win) • Use objective criteria <p>These principles can be applied to any type of conflict. Even in conflicts within relationships, discussing different interests can lead to new understanding of the other party and generate new possibilities for action.</p> <ul style="list-style-type: none"> ○ Tools: Power Point [Day 4] • Activity: Entrepreneurial team conflict <ul style="list-style-type: none"> ○ Objective: To be able to identify mutual interests of conflicting parties. ○ Method: <p><u>Instruction:</u></p> <p>For the following exercise I need 3 volunteers. 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</p>
--	--

	<p>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.</p> <p>Each of the volunteers should read through the role play instruction:</p> <p><u>Instruction for the coach:</u></p> <p>John and Sarah are two members of an early-stage entrepreneurial team that is developing an e-commerce platform for handcrafted items. They have been working on the platform for several months and have made significant progress, but the disagreement on the direction of the business has caused tension and emotional stress between them. They are both passionate about the business and want to see it succeed, but they are struggling to find a common ground and are feeling frustrated and stuck as the conflict escalates. This disagreement is preventing them from making decisions and moving forward effectively, making them feel overwhelmed by the situation. Therefore, they decide to consult a coach. You are the coach. Try first to use mentioned conflict management principles to help Sarah and John to solve their conflict. Focus on asking questions, so that Sarah and John find their own solution for their conflict.</p> <p><u>Instruction for John:</u></p> <p>John and Sarah are two members of an early-stage entrepreneurial team that is developing an e-commerce platform for handcrafted items. They have been working on the platform for several months and have made significant progress, but the disagreement on the direction of the business has caused tension and emotional stress between them. They are both passionate about the business and want to see it succeed, but they are struggling to find a common ground and are feeling frustrated and stuck as the conflict escalates. This</p>
--	--

disagreement is preventing them from making decisions and moving forward effectively, making them feel overwhelmed by the situation. Therefore, they decide to consult a coach.

John, the CEO, believes that the company should focus on expanding their product line and increasing revenue in order to bring in more profits. He argues that this strategy will attract more customers and help the business grow. He wants to focus on building a bigger catalog of products, reaching out to more artisans, and expanding their online and offline presence.

You are John. Remember everything that has already happened because of your conflict and try to argue for your position.

Instruction for Sarah:

John and Sarah are two members of an early-stage entrepreneurial team that is developing an e-commerce platform for handcrafted items. They have been working on the platform for several months and have made significant progress, but the disagreement on the direction of the business has caused tension and emotional stress between them. They are both passionate about the business and want to see it succeed, but they are struggling to find a common ground and are feeling frustrated and stuck as the conflict escalates. This disagreement is preventing them from making decisions and moving forward effectively, making them feel overwhelmed by the situation. Therefore, they decide to consult a coach.

Sarah, the COO, believes that the company should prioritize improving internal processes and increasing efficiency. She argues that by streamlining operations and reducing costs, the company will be able to increase profits in the long-term. She wants to focus on building a better logistics, streamlining payment methods, and automating the customer service. She

believes that focusing on the internal operations will help to establish a solid foundation for the company.

You are Sarah. Remember everything that has already happened because of your conflict and try to argue for your position.

Reflection:

To audience: What did you observe?

To coach: How did you experience your role as a coach?

What was difficult and how did you proceed with the task?

To “John and Sarah”: How did you perceive the coach? What was helpful in the coaching session? What was difficult?

- Tool: Printed out role play instructions.

- Input: **Structuring work processes: Goal-setting, structured project plan**

- Objective: To know effect of goal-setting. To know the goal-setting tool SMART. To know how a structured project plan looks like and to be able to differentiate between a good and a bad project plan. To know the purpose of a structured project plan.

- Method:

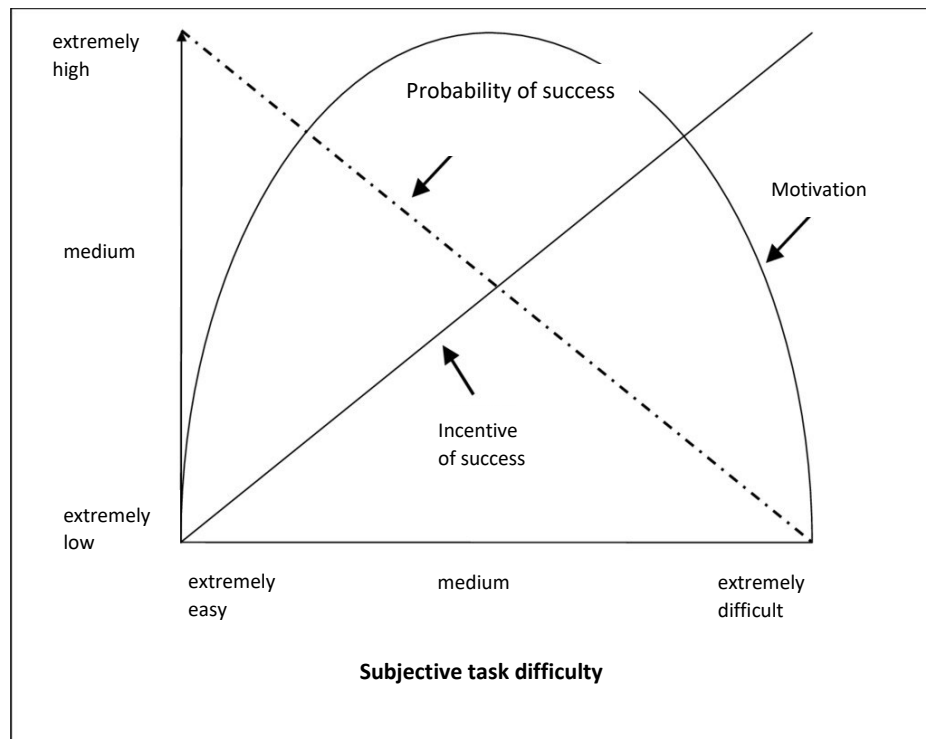
Presentation

In entrepreneurial teams, conflicts may arise due to different understandings of work processes or tasks among team members, especially in interdisciplinary teams with diverse educational backgrounds and professional habits. For example, IT professionals often use trial and error methods while medical doctors prioritize detailed planning before starting an operation. To resolve these conflicts, team members should exchange information about their differing perspectives, establish joint objectives and a structured project plan with specific tasks and responsibilities, and clearly define roles for each team member. It is also important to identify

individual skill sets, strengths, weaknesses, and interests before assigning tasks. Ultimately, all team members should have a shared mental model of the project, tasks, and their colleagues.

Two tools from the project management toolkit that can facilitate structured team work are setting **SMART goals** and defining a structured project plan. These tools can be used by a coach to help an entrepreneurial team structure their joint work effectively.

Having joint goals is crucial for team success as it ensures that all members are working towards a common objective. Additionally, setting specific, attainable goals can increase motivation, as they provide a clear path for achieving larger, long-term objectives. This can also be seen in the following model (Atkinson 1957):



A common issue faced by teams is setting overly ambitious goals, which can make tasks more difficult and decrease the likelihood of success. To combat this, setting realistic goals

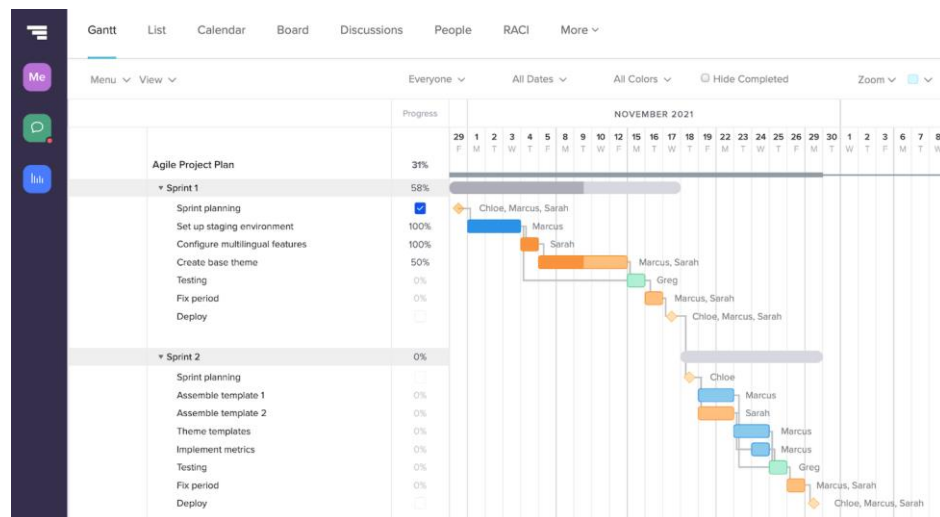
	<p>that lead to tasks of moderate difficulty can have a positive impact on motivation as it increases the chances of achieving success.</p> <p>The SMART tool is a criterion to set such very concrete goals. The criteria for such a SMART goal are the following:</p> <p>S- specific M- measurable A- Attainable R- realistic T- time bound</p> <p>How would you formulate the following goals, so that they meet the SMART criteria?</p> <p>Example 1: Increase company revenue by 100% in next month</p> <p>Example 2: Be the best company in the world</p> <p>Solution:</p> <p>Example 1:</p> <ul style="list-style-type: none"> • 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 <p>Example 2:</p> <ul style="list-style-type: none"> • 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

Once the most important goals have been made clear to the entire team, it is crucial to establish tasks that will assist in achieving those goals. Furthermore, it is important to assign specific responsibilities to each task.

How do you usually provide structure to your students?

Here is an example for a structured project plan:



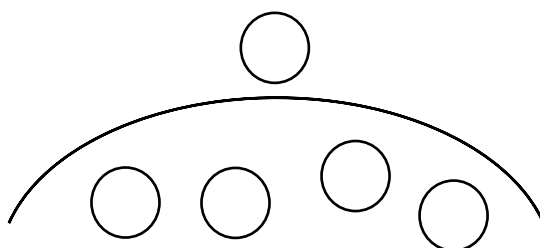
When it comes to project planning, it is important that the coach does not take on the role of the team leader. This means that the coach's role is to identify potential problems with the team's working processes and to assist the team in identifying a shared goal. The coach acts more as a mediator or moderator, bringing different perspectives to the table.

However, the coach's role should be limited to providing advice on tools and methods. If the coach helps the entrepreneurial team to complete the entire project plan, the team will never learn to structure themselves.

In such a situation, it is more important for the team to agree on specific tasks and for the team to work on those tasks. In a

	<p>follow-up session, the plan can be discussed and evaluated with the coach. This means that it is the team's responsibility to agree on and define shared goals, and to create a structured project plan with tasks, subtasks, specific timelines, and assigned responsibilities based on competencies and interests.</p> <ul style="list-style-type: none"> ○ Tools: Power Point [Day 4] ● Activity: Collect and ideas to provide structure in a coaching session <ul style="list-style-type: none"> ○ Objective: To transfer the idea to structure coachees, using tools, such as SMART goals and a structured project plan to past experiences and real examples. To identify reasons for follow ups and ideas for “homework”. ○ Method: <p>Instruction:</p> <p>What are reasons for a follow up in a coaching session?</p> <p>What could you give as a homework?</p> <p>What is important when you want to give a homework?</p> <p>(Instructions should be precise...entrepreneurs should formulate the task...)</p> <p>How would you introduce the structured project plan in a coaching session with entrepreneurs – what are your experiences?</p> ○ Tools: none
Material for exercises during the session	<ul style="list-style-type: none"> ● Printed out role play instructions ● Power Point [Day 4]

Session 8: Own identity as entrepreneurial coach		Time: 2 hours
Learning objectives	<ul style="list-style-type: none"> Establish an individual identity as an entrepreneurial coach. Knowing how to implement personal resources as entrepreneurial coach. 	
Content	<ul style="list-style-type: none"> Purpose of networking Networking skills Self-promotion as entrepreneurial coach 	
Procedure	<ul style="list-style-type: none"> Activity: Differentiating own role as supporter of entrepreneurial activity <ul style="list-style-type: none"> Objective: To identify different personal contexts related to the role of a coach/expert/mentor etc. To generate ideas about how to enlarge own activity as entrepreneurial coach. Method: <ul style="list-style-type: none"> <u>Instruction:</u> As a diverse group with varying backgrounds and roles within our respective institutions, it is important to understand the different ways in which we can support entrepreneurs. During this training, we have focused on the traditional role of an entrepreneurial coach and the skills necessary for conducting official coaching sessions. However, as individuals, we may also have additional roles in which we currently support or wish to support entrepreneurs in the future. To gain a better understanding of these roles, I suggest revisiting the effectuation grid from our first session. Using this as a reference, I encourage each of you to 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. 	



After taking approximately 10-15 minutes to create a visual representation of the different roles we have or wish to have in relation to supporting entrepreneurs, I encourage each of you to 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. This activity will provide an opportunity for us to gain a better understanding of the strengths and resources available to us as a group and learn from one another.

Discuss with all participants what kind of support they are unable to give to entrepreneurs.

- Tools: Paper and pencil.

- **Input: Networking**

- Objective: To know what networking is. To know the benefits of networking.
- Method

Presentation

As we noticed from the past activity, you have already collected a lot of different strategies and roles to support entrepreneurs. In contrast to that your individual resources are limited. And sometimes a student might seek your advice as a coach, but you feel that you are not able to provide help. In this case your task as a coach is to link the entrepreneur to someone who might be more helpful. This is especially the case if entrepreneurs have



already been working on a business idea for a longer period of time and they now need contacts to specific industry experts who can provide them feedback or connect them to certain suppliers/stakeholders.

Therefore, it is helpful to have a large personal network. In the first session of this training, the question of your personal network was already included in the effectuation grid. However, it might be helpful to enlarge your network constantly, as the network provides a unique resource and may open doors for new options to support entrepreneurs.

In general, “networking is building relationships before you need them. Then when you need them you will know whom to call and he or she will want to help you.” (Darling, 2003).

Another definition is: “Networking is cultivating relationships and investing regular time and effort establishing and maintaining career-related contacts.” (US Department of the Interior, 1998).

This means, that there is no standard way of how to establish a network and who exactly is part of your network. It’s you who decides about the relevance of certain people.

Here are some examples of people who might be part of an entrepreneurial coaches’ network:

- Entrepreneurs: The coach works with a group of entrepreneurs, helping them to develop their business ideas, create a business plan, and launch their businesses.
 - Small Business Owners: Some of the entrepreneurs in the coach's network may already have established businesses. The coach can provide these business owners with support and resources to help them grow and expand.
 - Investors: The coach may have connections with investors, who can provide funding and resources for the entrepreneurs in their network.

	<ul style="list-style-type: none"> ▪ Incubators and Accelerators: The coach may also have connections with incubators and accelerators, which provide entrepreneurs with office space, mentorship, and other resources to help them launch their businesses. ▪ Professional Service Providers: The coach may have connections with professional service providers such as lawyers, accountants, and marketing experts, who can provide support and advice to entrepreneurs. <p>○ Tools: Power Point [Day 4]</p> <ul style="list-style-type: none"> • Activity: Enlarging personal network and knowing institution specific network. <ul style="list-style-type: none"> ○ Objective: To reflect about gaps in own network. To connect with other coaches and to reflect joint network options. ○ Method: <p><u>Instruction:</u></p> <p>First, think about your personal network in relation to support entrepreneurs. Note down all your important contacts.</p> <p>Second, note down 3 gaps in your network. Who do you want to include in your network in the future?</p> <p>Third, 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.</p> <p><u>Reflection:</u></p> <p>What was difficult? Could you identify some important key network members? What are your institution specific SMART goals in relation to enlarge your network?</p> <p>○ Tools: Paper, pencil.</p>
--	--

- Input: **Tips and tricks for enlarging your network**

- Objective: To create a basis for discussing how future networks can easily be enlarged. To discuss individual experiences of successful networking/failure in networking.
- Method

Presentation

How did you establish your past contacts that are still useful for you today? What was helpful during the process?

Establishing new networks requires good communication and social skills. For example, at big events or conferences, a common challenge is to strike a balance between sharing your own interests and listening to your counterpart's interests. It is important to listen to your counterpart, but too much listening can make it difficult for them to understand your interests and how you may be able to help them. Similarly, talking too much about your own skills and projects can prevent you from identifying shared interests or similar projects with your counterpart. Finding shared interests and complementary skills is crucial for maintaining a successful network connection. You might notice, one of the most important interests in networking is to figure out similar interests, as we were discussing it during the session about conflicts/negotiation techniques - and ideally complementary competencies. If you don't share similar interests it will be very exhausting to keep the contact alive.

When having specific conversations to establish new network contacts, here are some do's and don'ts to keep in mind:

Don'ts

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

Do's



	<ul style="list-style-type: none"> • Defining goals <p>Get information, get support, convincing someone of your business idea...</p> • Class instead of mass <p>Think before you speak, don't tell your partner the whole story of your life</p> • First give, then talk <p>Listen! Try to understand your conversation partner, his interests, then talk to him about your goal</p> • Be proactive <p>Just start</p> • Keep the ball <p>Don't dream about lunch while you're in a conversation</p> • Keep it short <p>Don't forget your goal</p> • Use standing in line to your advantage <p>In Germany: Smokers, don't take a rest in the last corner of the room</p> • Nonverbal communication <p>Open gestures, hands, eye-contact, show understanding</p> • Be prepared <p>Know your audience (Investors? Future co-workers? Customers?)</p> • Find a reason to follow up <p>Get mail-address, phone numbers, or a concrete date to meet the person again</p> <p>Where?</p> <ul style="list-style-type: none"> ▪ 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) <p>○ Tools: Power Point [Day 4]</p>
--	---

- Activity: **Promotion, awareness, availability**

- Objective: To generate ideas about how students get in touch with coaches.

- Method:

Instruction:

Form groups with 6 participants. We will now generate a pool of ideas of how you can create more awareness for entrepreneurial coaching at your institution and for yourself. For this, we will use a creativity technique.

The 6-3-5 method is a technique for generating ideas in a group setting. It involves having six people brainstorm for three minutes each, with the goal of coming up with five ideas.

Everyone will note down 3 ideas on a paper. Afterwards the paper will be given to the 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. The 6-3-5 method is designed to be a fast-paced, high-energy way to generate a large number of ideas in a short amount of time.

After 5 minutes:

Instruction:

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.

- Tools: Paper, pencil.

- Input: **Workshops to consolidate specific skills**

- Objective: To broaden the understanding of a coach's tasks. To share material and ideas for specific workshop.

- Method:

Presentation

	<p>As we were creating this manual, the TAKE UP team generated a significant amount of material that could be beneficial for entrepreneurial coaches. One potential use for this material is to gain a more comprehensive understanding of the training content. Additionally, the material could be utilized to provide in-depth workshops on specific topics. This material will be readily accessible on our project website, for instance, case studies on the topic of communication and team leadership are available.</p> <ul style="list-style-type: none"> • Tools: Project website link • Wrap up: What did you learn today? What is it that you take home? What do you wish to practice a bit more on the last day of the training?
Material for exercises during the session	<ul style="list-style-type: none"> • Paper, pencil • Power Point [Day 4]

Day 5

Session 9: Practice and transfer to individual working context		Time: 1 hour
Learning objectives	<ul style="list-style-type: none"> Practice of acquired knowledge and skills as entrepreneurial coach in own working context Identification of own strengths and potential for further development 	
Content	<ul style="list-style-type: none"> Coaching session with real case/entrepreneur Reflection and repetition of content of all training sessions Course evaluation 	
Procedure	<ul style="list-style-type: none"> Activity: Recap of day 4 (Optional, can be done as a start of any day) <ul style="list-style-type: none"> Objective: To revise content from day 4 (Challenges of social interaction, conflict, networking) Method: <u>Instruction:</u> Get together with a partner. I have distributed card with cues that should remind you about yesterdays content. Start to walk to one card and discuss with your partner what you still remember. After 3 minutes look for the next card. And so on. Tools: Cards with short description of content from the last day. Activity: Coaching session related to a specific case (either with a guest entrepreneur or with a case, described from participants) <ul style="list-style-type: none"> Objective: To transfer knowledge of past training sessions to a real situation. To practices skills, learned during the training. Method: <u>Instruction (if no entrepreneur with an individual case is available):</u> Who remembers a specific case of an entrepreneur/an entrepreneurial team that came to consult you in the past? What do you remember of this case? [take notes on a flipchart for all mentioned cases] 	

Form [number of mentioned cases] groups and discuss how you would proceed in a coaching session, considering what you have learned in the past sessions. Take notes for later presentation.

Present your case in front of the rest of the group. Questions may be asked. And feedback may be given.

Instruction (if a “real” entrepreneur is available):

[Introduce the entrepreneur to the team]

For this exercise, we require one coach and three additional volunteers. The coach will begin a coaching session with the entrepreneur, as we learned during training. 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. It is essential that the coach and the entrepreneur only listen during this part of the exercise, not speak. 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.

Reflection:

How was the coaching session (for the coachee/the coach/the reflecting team/the rest of the group)? What have you observed?
What was helpful?

- Tools: none

- Activity: **Gallery walk**

- Objective: To remember content from past sessions.
- Method:

Instruction:



	<p>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.</p> <ul style="list-style-type: none"> ○ Tools: Objects from past sessions that serve as cues for specific content. <ul style="list-style-type: none"> ● Activity: Feedback/Evaluation <ul style="list-style-type: none"> ○ Objective: To know what participants take home from this training. To identify gaps for improvement. ○ Method: <ul style="list-style-type: none"> <u>Instruction:</u> To know how you perceived the training and to be able to improve it for future participants I want to ask you for feedback. For this, I will distribute cards in 3 different colors. 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. [After every participant has taken notes, you may ask who wants to share what he/she noted down] ○ Tools: Cards in 3 different colors
Exercises for students during session	<ul style="list-style-type: none"> ● Cards with short description of content from the last day ● Objects from past sessions that serve as cues for specific content ● Cards in 3 different colors

Material for exercises during sessions

Effectuation grid

Purpose <i>Vision, Wish, Meaning, Yearning, Financial Improvement, external pressure</i>
Means/Resources
Who I am?
What I know?
Whom I know?
What does this mean for my team and their competing values?



Affordable Loss

How many material means do I have?

What am I prepared to lose?

What will I invest in the next step?

How can I adapt my goals to my affordable loss? What does this mean for my business model?

Partnerships

Who wants already to support my idea?

Who are possible future partners?

What are the commitments I want to achieve?

How can I exploit my network? Whom do I want to get to know? In which places?

Next steps

What will I do next?

How would this change my means?

How could this change my goals?

Prototyping: How can I fail early with my business model? How do I become more agile?

Example for additional questions for the effectuation grid










Means/ resources	Who am I? What I know? Whom I know?	<ul style="list-style-type: none"> • What do you like about yourself? • What are you proud of? • Which topics/activities are fun for you? What are you interested in? • Why is it fun for/interesting to you? • What do you do in your freetime? • Do you have any hobbies? • Can you imagine other situations where these skills could be useful? • Why/how would they be helpful? • Which people do you like why? • Which people do you admire and why? • What's the difference between you and these people? • Can you think of a situation where your knowledge/skills/expertise was decisive to solve a certain problem? (professional and private life) <ul style="list-style-type: none"> ○ What exactly helped to solve the problem? ○ What worked out well/less well and why? ○ Wo könnte das noch funktionieren? ○ Which knowledge/skills/expertise did you use? ○ Can you imagine more situations like that? • What's the difference between you and others in these situations? • What makes you think you can achieve your goals?
Affordable loss	How material means do I have? What am I prepared to lose? What will I invest in the step?	<ul style="list-style-type: none"> • Is there anything you would notice immediately if it was missing? <ul style="list-style-type: none"> ○ Would you say that's something you necessarily need to achieve your goals? ○ Can you afford losing it? Why/why not? • Is there anything you wouldn't notice if it was missing? <ul style="list-style-type: none"> ○ Would you say that's something you necessarily need/don't need to achieve your goals? ○ Can you afford losing it? Why/why not? • What be useful for or make it easier to reach your goals? What wouldn't? <ul style="list-style-type: none"> ○ Do you already have something similar? ○ What would be different if you had it? • Is there anything that could stand in the way of reaching your goals? <ul style="list-style-type: none"> ○ If yes, what would be different if it was gone? ○ How would you notice it was gone?
Partnerships	Who wants to already support my idea? Who are possible future partners?	<ul style="list-style-type: none"> • When you think about the people you know, what are the skills/knowledge/personality traits you admire? Could they be useful to you? • Which people do you like? <ul style="list-style-type: none"> ○ Why do you like them?

	<p>What are the commitments I want to achieve?</p>	<ul style="list-style-type: none"> ○ Could these characteristics be of use to you? ○ What is the difference between you and them? ● Did you have to contact certain people (e.g., experts) to solve a problem? <ul style="list-style-type: none"> ○ Who did you contact? ○ How did you contact them? ○ How did the conversation go? ○ How could this contact/experience help you in other situations? ● Who could contribute the most to pursuing the change you are planning - who could support you? ● If you were an entrepreneurship coach what would you advise yourself to do? ● Who else is affected by your plans and goals? ● Who is involved to accomplish the tasks? ● Is there anyone who is also relevant to the accomplishment of your tasks?
Next steps	<p>What will I do next? How would this change my means? How could this change my goals?</p>	<ul style="list-style-type: none"> ● What are your goals? What are you dreaming of? ● Imagine you would reach all your goals over night, how would that look like? <ul style="list-style-type: none"> ○ What would be different? ○ What would you do? ○ What would have contributed to reaching your goals? ○ How would you feel? ○ How would you recognize the difference? ○ What did you do so far to reach that goal? ○ What worked out good/bad? ○ What stayed the same? (professional & private life) ○ Which subgoals can easily be achieved? Can you achieve them now? ○ What is not as important to me? Which aspects just play a minor role? ● What would be the minimum success you would still be satisfied with? ● Do you have certain problem right now? <ul style="list-style-type: none"> ○ How would you notice the problem was solved? ○ How could possible solution look like? ○ Are there any concrete tasks that can be done right now to solve the problem? ● Until when do you want to reach your goals/subgoals? ● Are there any specific tasks and/or subtasks that need to be done now? <ul style="list-style-type: none"> ○ What are concrete steps (that can be done right now)?

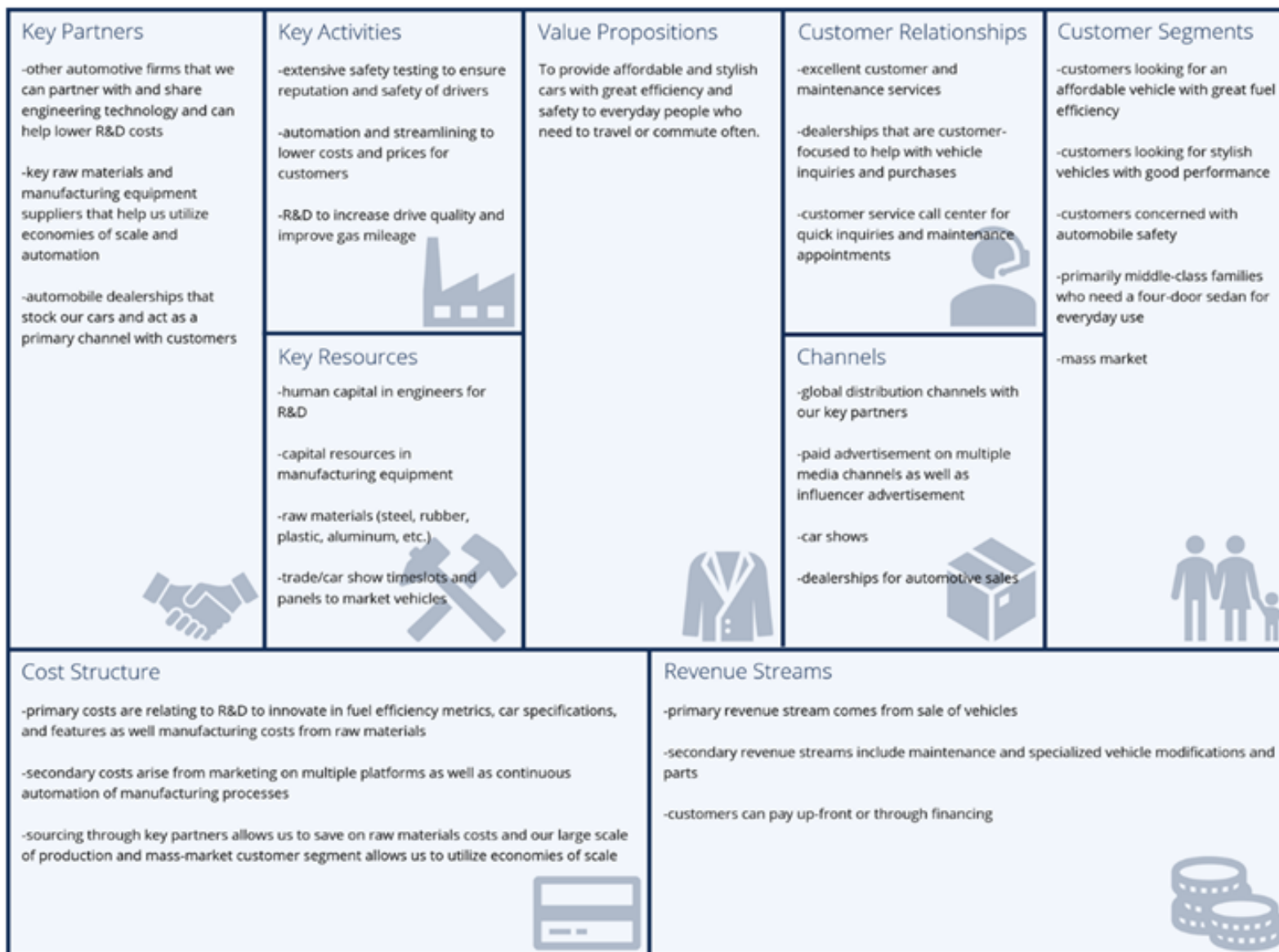
PROBLEM \ MEASURE	Availability of consulting offers	Short trainings	Trainings	Information workshops	Courses	Entrepreneurial coaching
Lack of knowledge (e.g., business knowledge)	x		x	x	x	x
Fear of risks	x			x		x
False expectations (e.g., make money fast)	x			x		
Lack of an entrepreneurial team (complementary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

PROBLEM \ MEASURE	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)						

Template for a business model canvas

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 						

Example of an elaborated business model canvas (UBER)



Example A of a business model canvas (developed by students in an entrepreneurship course)

Business Model Canvas		<i>Designed for:</i> Team elite start up	<i>Designed by:</i> Lindsey Too	<i>Date:</i> 15/12/2020	<i>Version:</i> NA
Key Partners Our key patners are our personal network; friends and family. We intend to enlarge our patnerships after our ideas a have been established. Thus we will be more convincing as we approach the patners.	Key Activities We install and repair damaged solar panel slides. CATEGORIES: Service provinsion.	Value Propositions We help our customer reduce the cost of fuel and maximise the productivity of their solar panels. CHARACTERISTIC; Cost reduction Maximum use of pre installed solar panels.	Customer Relationships We intend to build our customer relationships through giving then value for their money during installation and free eapir services with a onemonth warranty.	Customer Segments We create value for people who aleardhave solar panels and would like to maximise their usage and also for people who would like to swith from using HEP to use the solar panels.	
	Key Resources TYPES OF RESOURCES: Since we are a start up, the only available resources we have are technical know how and saving we have garnered over this year. We however intend to use crowdfunding as a pre sale strategy.		Channels We intend to reach our customer through both online media platforms where we will put pictures of our informational advertising on social media platforms and also door to ddor advertsing amongst estates that already pre installed soalr panels		
Cost Structure Our cost structure includes finances to acquire a solar panel , car battery,light dependent resistors , movable slides and transport costs for the above materials. Our cost structure is value driven because although the initia l cost might be high for our customers it saves more in the long term.		Revenue Streams Our customers pay for sale installation and repair of their solar panels and in exchange they get a caheaper form of fuel at a lower price especially in the long term TYPES: Asset sale, installation fee and repair during damage. FIXED PRICING: List Price, Product feature dependent, Customer segment dependent, Volume dependent DYNAMIC PRICING: Negotiation (bargaining) payment through deposit and after sale services like demonstration.			



Example B of a business model canvas (developed by students in an entrepreneurship course)

CHILINK BUSINESS MODEL CANVAS

Key Partners	Key Activities	Value Propositions	Customer Relationships	Customer Segments
Web developing team	Platform development	Earn	Social media pages	Publisher (Product owner)
Influencer team	Influencer Sourcing	Referral system	Sales agents	Agent (Influencer)
E-commerce shop	Ad Sourcing	SMS and Email campaign	Contact us	Visitor
Website traffic analytics provider		Influencer affiliate marketing	Email	
	Key Resources	Performance analytics	Channels	
	Business Model	Get updated	Chilink Platform	
	Platform			
	Team			
	Timing			
Cost Structure		Revenue Streams		
Platform development		Third party Adverts		
Payments to agents		Subscription fees		
Marketing		Email campaigns		
Stipends		SMS campaigns		
		Transaction cost		
		Sales		



Example B of a business model canvas (developed by students in an entrepreneurship course)

BUSINESS MODEL CANVAS (COMMERCIAL CLEANING SERVICES)

Value proposition

The problem of cleaning tents has been experienced over the years. This is because the conventional methods used are tedious, time consuming and wasteful in terms of resources.

Therefore, this start-up or business idea is aimed at offering a solution to this problem by use of a more convenient method which involves use of customised machine to clean the tents with time-conscious and cost-effective approach.

The Customer Segment/ target market

The factories or industries around, individuals, churches, entertainment firms and generally anyone or entity which would require the cleaning services.

The Channels

The interaction with the customers will be both physically, and on online platforms through adverts and contacts. There will also be employment of posters in public areas.

The Customer Relationship

The relationship between us and our customers will be a stable and continuous one. Continuous in the sense that they will need the services owing to the fact that cleaning is a perpetual service necessitated by the activities involved in. The relationship will also be sustained by delivery services, and possibly "after sales" services that will be offered.

The revenue streams

This will be realised from offering of the cleaning services, and the delivery (which will be at a discounted price).

The Key Partnership

Partnerships will be formed between this firm and the delivery service firm vehicles to ensure delivery at a discounted price. Moreover, advertising firms will also come in handy to enable the relay of information concerning the business activities to potential customers.

The Key Resources

These include: man power (human resource), finances from savings, contributions and loans from banks and other institutions to ensure financial stability. Most importantly, acquisition of the customised machine set-up which will be used to carry out the cleaning operations.

The Key Activities

Securing and reception of the stuff to be cleaned.

Cleaning process (drying and ensuring proper conditions).

Delivery of the cleaned tents and other accompanying paraphernalia to the desired destinations.

The Cost Structure

Cleaning service fees.

Delivery service fees

Manpower (human resource) payment.

Electricity and water bills, rent/ leasing



Example of misunderstandings in communication

Example 1

Sender: „I feel like my work is going nowhere.”

Receiver: “But I explained you the task already 10 times!”

Example 2

Sender: “I do all the work, but they’re getting all the credit.”

Receiver: “Nobody is getting a credit, we are still looking for funding opportunities.”

Example 3

Sender: “It’s easier if I just handle it myself.”

Receiver: “Okay, then go ahead you can do all my work, if you think I’m not good enough.”

Example 4

Sender: “Workplace meetings are a waste of time.”

Receiver: “Should I send an email with my questions next time instead?”

Example 5

Sender: “I’m bored at my job.”

Receiver: “So why are you still working here?”

Example 6

Sender: “Employees in the organization don't care about one another. They are mostly concerned about themselves.”

Receiver: “Okay, I’m going to organize a teambuilding workshop.”

Reasons for misunderstandings in communication

Sender	
<i>Factual Information</i>	
Lack of objectivity	Neutral choice of words
Lack of clarity	Paraphrase
<i>Self-disclosure</i>	
Imposition & Facade Techniques	Me & We-statements of the non-violent communication
<i>Relationship level</i>	
Lack of separation between facts & feelings	Active listening
Receiver	
<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

List of typical rating errors

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

Example of rating criteria for a business model canvas

Business Model Canvas	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"> • Detailed description of all 9 elements • Information, about 9 elements is plausible • Unique selling proposition is clear, specific and innovative 	

Example of rating criteria for a pitch

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

Example for rating criteria of a pitch

	Marks/5
The Journey <i>1. Was the venture executed in a well planned and organized manner demonstrating a smooth progress of activities?</i> <i>2. Did the group exhibit a considerable amount of effort being put into their venture?</i> <i>2. Did the group present their journey thoroughly?</i>	
Innovation <i>(i.e. how innovative the group was in terms of its product/service, marketing and sales tactics or in any other aspect of their business execution)</i>	
Profitability & Demonstrated Demand <i>(the start-up has demonstrated sufficient demand and profit potential for their venture)</i>	
Soundness and Scalability of Business Model	
The Team <i>(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)</i>	

Creativity of the presentation (bonus marks/3): _____

Scenario of an entrepreneurial team

A team of entrepreneurs, who have developed a cutting-edge AI-powered productivity app, is facing a problem. Despite their app receiving positive reviews and gaining a significant user base, they are unable to monetize it effectively. They have tried various revenue streams, such as in-app purchases and premium subscriptions, but the conversion rates are low and not generating enough revenue to sustain the company. The team is now struggling to find the right balance between making money and maintaining user experience. They are also facing intense competition from similar apps in the market and pressure from investors to show a return on their investment. The entrepreneurial team is now considering pivoting their business model or exploring new revenue streams to ensure the long-term success of their company.

BIG FIVE Personality dimensions

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

Belbin Team Roles



Resource Investigator

Strengths:

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

Associated Weaknesses:

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



Plant

Strengths:

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

Associated Weaknesses:

Ignores incidentals. Too pre-occupied to communicate effectively.



Shaper

Strengths:

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

Associated Weaknesses:

Prone to provocation. Offends people's feelings.



Teamworker

Strengths:

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

Associated Weaknesses:

Indecisive in crunch situations. Avoids confrontation.



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.



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.



Co-ordinator

Strengths:

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

Associated Weaknesses:

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



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.



Completer Finisher

Strengths:

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

Associated Weaknesses:

Inclined to worry unduly. Reluctant to delegate.



Role play instructions: Conflict between John and SarahInstruction for the coach:

John and Sarah are two members of an early-stage entrepreneurial team that is developing an e-commerce platform for handcrafted items. They have been working on the platform for several months and have made significant progress, but the disagreement on the direction of the business has caused tension and emotional stress between them. They are both passionate about the business and want to see it succeed, but they are struggling to find a common ground and are feeling frustrated and stuck as the conflict escalates. This disagreement is preventing them from making decisions and moving forward effectively, making them feel overwhelmed by the situation. Therefore, they decide to consult a coach.

You are the coach. Try first to use mentioned conflict management principles to help Sarah and John to solve their conflict. Focus on asking questions, so that Sarah and John find their own solution for their conflict.

Instruction for John:

John and Sarah are two members of an early-stage entrepreneurial team that is developing an e-commerce platform for handcrafted items. They have been working on the platform for several months and have made significant progress, but the disagreement on the direction of the business has caused tension and emotional stress between them. They are both passionate about the business and want to see it succeed, but they are struggling to find a common ground and are feeling frustrated and stuck as the conflict escalates. This disagreement is preventing them from making decisions and moving forward effectively, making them feel overwhelmed by the situation. Therefore, they decide to consult a coach.

John, the CEO, believes that the company should focus on expanding their product line and increasing revenue in order to bring in more profits. He argues that this strategy will attract more customers and help the business grow. He wants to focus on building a bigger catalog of products, reaching out to more artisans, and expanding their online and offline presence.

You are John. Remember everything that has already happened because of your conflict and try to argue for your position.



Instruction for Sarah:

John and Sarah are two members of an early-stage entrepreneurial team that is developing an e-commerce platform for handcrafted items. They have been working on the platform for several months and have made significant progress, but the disagreement on the direction of the business has caused tension and emotional stress between them. They are both passionate about the business and want to see it succeed, but they are struggling to find a common ground and are feeling frustrated and stuck as the conflict escalates. This disagreement is preventing them from making decisions and moving forward effectively, making them feel overwhelmed by the situation. Therefore, they decide to consult a coach.

Sarah, the COO, believes that the company should prioritize improving internal processes and increasing efficiency. She argues that by streamlining operations and reducing costs, the company will be able to increase profits in the long-term. She wants to focus on building a better logistics, streamlining payment methods, and automating the customer service. She believes that focusing on the internal operations will help to establish a solid foundation for the company.

You are Sarah. Remember everything that has already happened because of your conflict and try to argue for your position.

