

 women
coaching
women

WECAN PRACTITIONER GUIDE



<http://www.wecanproject.eu/>

TABLE OF CONTENTS

04

Introduction to the
WECAN project

06

Introduction to the
Practitioner Guide

08

The WECAN curriculum
methodology

10

The WECAN curriculum
structure

16

Design & Implement your
coaching journey through the 9
EntreComp Principles

39

Practical tools and guidance
for using the Curriculum

47

General tips and advice
for WECoaches

52

References



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Erasmus+

INTRODUCTION TO THE WECAN PROJECT

WECAN - Women's Entrepreneurship CoAches training is a co-funded Erasmus + project - Key Action 2 - Strategic partnership | Adult education (project number 2019-1-FR01-KA204-062215).

The project addresses entrepreneurship as a key competence to both start up a business and create value. WECAN aims at enhancing women's positive perceptions of their skills to start a new business through a coaching journey in which women coaches with relevant entrepreneurial experience will explain what it actually takes to be an entrepreneur.

Moreover, WECAN aims at strengthening women's entrepreneurial capacity by empowering through a personalised coaching programme. In fact, the project promotes an unconventional and informal learning process aimed at building self-confidence, braking barriers, and empowering adult women thanks to a coaching programme that enhances both coaches and coachees.

The coaching learning pathway of WECAN will include a set of new and creative tools that will make the learning experience of the coachee more appealing by engaging her in a one-to-one coaching with another woman who has relevant previous experience in entrepreneurial endeavors.

The methodology through which our products are based upon will also upgrade the career prospects of experienced women entrepreneurs to become charismatic and powerful coaches who will transfer their knowledge to less experienced women.

More specifically WECAN will:

- Develop basic and transversal entrepreneurial skills, using a tailored coaching programme.
- Increase the sense of initiative and entrepreneurial mindset among female adults would be or young entrepreneurs.
- Promote unconventional and informal learning to build self-confidence, brake barriers and empower female adults out of employment.
- Develop open educational resources (OER) that will be uploaded in the e-platform developed during the project.

The project is currently being implemented by six partner organisations from 6 different EU countries:

- EUROCIRCLE Centre d'Information Europe Direct, France (Coordinator).
- I-Box Create S.L., Spain.
- Center for Knowledge Management, North Macedonia.
- Centro Per Lo Sviluppo Creativo Danilo Dolci, Italy.
- CSI - Center for Social Innovation Ltd, Cyprus.
- Greek Association of Women Entrepreneurs, Greece.



NEEDS ANALYSIS



The WECAN project has been inspired by an analysis of the current labour market which is still struggling to recover from the 2008 financial crisis. In this context the age group 30-45 is one of the most hit facing major barriers to re-enter the labour market. The challenge for these adults out of employment is to generate a new kind of growth that embraces entrepreneurship as a way to create innovative and competitive jobs.

The European Commission considers new entrepreneurs as huge potential incubators of creative and innovative ideas that can lead to job creation, lower unemployment rates and better social and economic integration. In this framework, women's entrepreneurial activity in Europe has not yet reached its full potential.

The Women Entrepreneurship Report published by the Global entrepreneurship monitor for the years 2016/2017 shows that women face additional hurdles with respect to men and that these barriers restrain women's success in entrepreneurial activities.

Generally, women's enterprises have lower growth expectations and higher rates of discontinuance if compared to men's ones in EU countries.

INTRODUCTION TO THE PRACTITIONER GUIDE

What you are about to read has been designed to support female entrepreneurs to become WECoches – expert coaches of other adult women interested to become entrepreneurs, leaders, and self-conscious professionals.

The current document serves as a practitioner guide as to **support the usage of the WECAN curriculum by the WECoches to facilitate an entrepreneurial training journey with women who want to become entrepreneurs** so as to empower them to create value in the society. WECoches are meant to use the curriculum and this guide based on their already existing knowledge as well as the needs and skill set of their coachees.

THE PRACTITIONER GUIDE WILL OFFER PRACTICAL TOOLS AND GUIDANCE TO SUPPORT WECOACHES DURING THEIR LEARNING JOURNEY WITH THE COACHEES.



This guide can be used in parallel with the WECAN curriculum as both a supportive training material and/or as a stand-alone resource.

AIM OF THE CURRICULUM

Therefore, the WECAN curriculum has a dual role: it is a tool to support WECoches to organize their own training course thanks to the material developed and to implement the coaching journey enhancing the sense of initiative and entrepreneurial skills of the coachees. In other words, it is a training manual tailored made for adult women coaches, who will guide new female entrepreneurs to effectively start-up their business by identifying the barriers they face and removing them by addressing their knowledge gaps.

The curriculum is available for free on our WECAN e-learning platform that you can access here: <http://wclms.wecanproject.eu/>

Both the WECAN curriculum and practitioner guide help to encourage and improve the capability of WECoches to act as peer coaches in terms of:

- Self-analyses, self-awareness and skill mapping: this includes boosting motivation, setting goals, and encourage initiative;
- Soft entrepreneurial skills as: leadership attitude, active listening and communication, teamwork, self-management, problem solving, decision making etc.

TYPES OF ENTREPRENEURS

The WECAN Curriculum and guide is designed to support WECoches in empowering women to develop an entrepreneurial mindset and become the agents of themselves. These women can be entrepreneurs of any kind, coming from different sectors who work throughout the value chain.

More specifically and for the purposes of this project, an entrepreneur can be a women who wishes to create new ventures through her own entrepreneurial activity or a future to be entrepreneur of one of the following:

Micro entrepreneur

This type of an entrepreneur is self-employed and works her enterprise alone, without other employees.

Microentrepreneurs usually fill the gap between a larger enterprise and remote customers.

A small-size enterprise owner

This type of an entrepreneur can do the same with the above type of entrepreneur, with the difference that she has a small number of employees to conduct business.

A Sales agent

This type of an entrepreneur works on the basis of commission for sales, as well as a base or full salary, by selling specific products for businesses.



WECAN CURRICULUM METHODOLOGY

WECAN methodology addresses entrepreneurship as a key competence to both start up a business and create value as described by the EntreComp framework. The WECAN approach aims at enhancing women's positive perceptions of their skills to start a new business through a coaching journey in which coaches with relevant entrepreneurial experience will explain what it actually takes to be an entrepreneur.

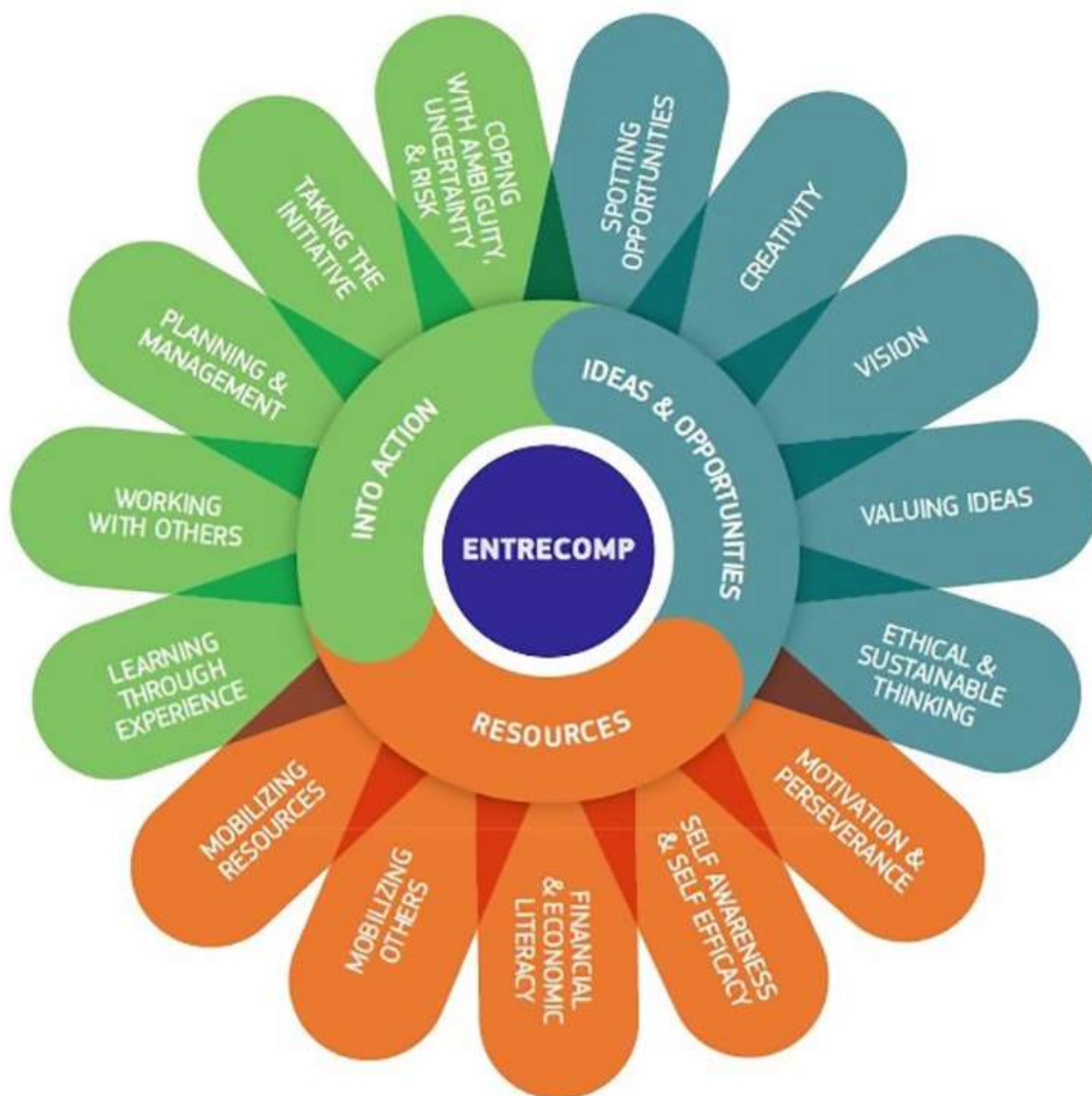


We want to empower women to create value in the society in which they live in through a coaching journey about entrepreneurship.

Four pillars have guided the methodological framework :

- The use of non-formal and unconventional practices and approaches to engage with adult women out of employment,
- The notion of coaching as a non-formal and creative learning approach which can enhance women participation in the economic life of the society in which they live,
- The transversal competences of the European Reference Framework for Lifelong Learning (ERF),
- The EntreComp Framework as the main reference framework for the development of entrepreneurial knowledge, skills and attitudes applicable in all spheres of life.

WECAN'S CORE COMPETENCY ROADMAP



WECAN wishes to develop WECoaches and coachees' competencies in a holistic manner, following the EntreComp framework. WECoaches using the Entrecomp framework will enhance the skills necessary to empower women (coachees) to become the agents of themselves and turn their ideas into action. Entrepreneurship will be treated as a competence for lifelong learning and a transversal skill necessary to foster women's employability in the business sector.

THE WECAN CURRICULUM STRUCTURE

WECAN Curriculum

STRUCTURE

The WECAN curriculum is divided into four modules, each supporting the other. All modules together, capture the notion of entrepreneurship as a competence for lifelong learning and will support WECoaches by enhancing their competencies, empowering them and offering them practical tools and guidance to design their coaching journey.



- Each module has a set of learning activities/exercises that are meant to be used by WECoaches with the coachees to support their learning. The information included in each module can be directly retrieved to be used with the coachee to enhance her knowledge, skills and attitudes towards entrepreneurship.
- Each module has a duration of approximately 8 hours. Specifically, the learning is self-paced and organised in several sections. The interactive presentation summaries the key take away points and provides self-assessment options strengthening the overall comprehension for the subject. The textbook on the module provides the depth of the covered concepts enhancing your skills as a WECoach in the covered topics, while the section on the learning activities grouped by Units, lists all available resources for strengthening the learning by doing process.



The learning outcomes of each module are suggested in the context of knowledge, skills and competence as defined by ECVET, EQF and other European frameworks (2017). In the WECAN curriculum, those terms are understood as:

KNOWLEDGE

Knowledge is defined as theoretical and/or factual. It is a body of facts, principles, theories, and practices that is related to a field of work or study.

SKILLS

Skills are understood as cognitive (involving the use of logical, intuitive, and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools, and instruments).

COMPETENCIES

Competence is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

MODULE 1: Overcoming Challenges Faced by Women Entrepreneurs

Module 1 “Overcoming Challenges Faced by Women Entrepreneurs” aims to shed light on the prevailing stereotypes in entrepreneurship. The module is focused on the gender perspective of entrepreneurship and highlights the difficulties women entrepreneurs still face regarding work-life balance, leadership and negative publicity. The educational goal is to support you as a WECoch in understanding the current situation of women’s entrepreneurship in your country and women’s contribution to its economic and social development.

KNOWLEDGE	SKILLS	COMPETENCIES
The position of women in today’s economy in EU and in partner countries	The differences still exist between women and men in labour.	Realize the challenges women face
The concept female of entrepreneurship	The role of stereotypes and role models	Recognize the gender-based barriers of entrepreneurship
The importance of work-life balance	The difficulty of achieving and maintaining work-life balance	Use helpful tips on how to balance their business and personal life
The female face of leadership	Leadership is an attitude and a state of mind	Use their natural skills to be better leaders
Ads and their role towards female empowerment	The concept of femvertising	Understand the power of marketing and branding in relation to empowerment

MODULE 2: Developing and Sustaining a Business with Lean and Agile tools

The aim of this module is to give the WECoch the tools to help the new female entrepreneur to start up her own new business using Lean and Agile tools. The Lean methodology has an important advantage when it comes to new entrepreneurs, in fact, it provides efficient and fast ways to test a new idea, product or service. New businesswomen need to learn fast what the customers and the market are looking for and ready to pay, and this methodology offers great means to do so.

The module has a twofold purpose:

- to enable you as a WECoch to train and support the coachee and to update her understanding of the main skills every entrepreneur needs to have.
- To provide you with tools and sources to transfer this knowledge to your coachee and enable her to take the first steps into the entrepreneurial world, inspiring her for her own enterprise's vision and mission;

KNOWLEDGE	SKILLS	COMPETENCIES
The concept female of entrepreneurship	The role of stereotypes and role models	Recognize the gender-based barriers of entrepreneurship
The importance of work-life balance	The difficulty of achieving and maintaining work-life balance	Use helpful tips on how to balance their business and personal life
The female face of leadership	Leadership is an attitude and a state of mind	Use their natural skills to be better leaders
Ads and their role towards female empowerment	The concept of femvertising	Understand the power of marketing and branding in relation to empowerment

MODULE 3: Communication, networking and selling soft skills improvement


Coaching entrepreneurial soft skills development for women is key. Imagine a woman setting up her own business only because she has very specific expertise in a given field. Does this single factor mean that her business will be a success? There are diverse skills that one needs to develop to become a successful entrepreneur. The aim of the module is to give you as a WECoch the tools to support the coachees (unemployed women and women to be entrepreneurs) on the soft skills improvement, with a special focus on communication, networking, leadership, and social media skills.

KNOWLEDGE	SKILLS	COMPETENCIES
The position of women in today's economy in EU and in partner countries	The differences still exist between women and men in labour.	Realize the challenges women face
The concept female of entrepreneurship	The role of stereotypes and role models	Recognize the gender-based barriers of entrepreneurship
The importance of work-life balance	The difficulty of achieving and maintaining work-life balance	Use helpful tips on how to balance their business and personal life
The female face of leadership	Leadership is an attitude and a state of mind	Use their natural skills to be better leaders
Ads and their role towards female empowerment	The concept of femvertising	Understand the power of marketing and branding in relation to empowerment

MODULE 4: Social Entrepreneurship, a social entrepreneur in the XXIst century

This module aims to introduce the main principles of a social enterprise and what it means to be a social entrepreneur in the XXIst century. The educational goal is to equip WECOaches with knowledge, skills, and competences on the basic aspects of entrepreneurship and offer practical tools to be used with the coachees (unemployed women and women future to be entrepreneurs).

KNOWLEDGE	SKILLS	COMPETENCIES
Differences between a social and a conventional enterprise.	The importance and community role of social enterprises.	Elaborate, tailor, and adjust the founding idea of the enterprise.
How circular economy affects social enterprises.	What the obstacles and favourable aspects are when setting up a social enterprise.	Conduct a brainstorming session to create ideas, identify target needs and find new stakeholders.
Success stories of women entrepreneurs and female-led enterprises.	The benefits of networking for impact, market size, reputation, and innovation.	Make decisions that consider both the business and the social mission.
The basics of financial management.	How to financially manage a social enterprise.	Find relevant formal and non-formal education opportunities for entrepreneurial skills.
The minimum technological requirements for running a social enterprise.	The importance of technology, both hardware and software for the sustainability of an enterprise.	Identify available solutions, challenges, and possible competitors.
The main principles of an enterprise to be sustainable.	How to have a successful marketing strategy to achieve sales.	How to build an effective pitch.

A photograph of two women in a classroom or office setting. The woman on the right, with curly hair and glasses, is pointing at a chalkboard. The woman on the left, with a ponytail and glasses, is holding an orange notebook. The scene is lit with warm, golden light from a window on the left.

**DESIGN & IMPLEMENT YOUR
COACHING JOURNEY
THROUGH THE 9 ENTRECOMP
PRINCIPLES**

9 ENTRECOMP PRINCIPLES

This practitioner guide is based upon the Entrecomp framework and for that, this section is dedicated to introduce WECOaches the 9 main Entrecomp principles. These principles aim at supporting mentors/coaches/facilitators and any professional in designing, implementing and monitoring an entrepreneurial learning experience in a way that will enhance their learners' entrepreneurial competences as per the Entrecomp Framework.



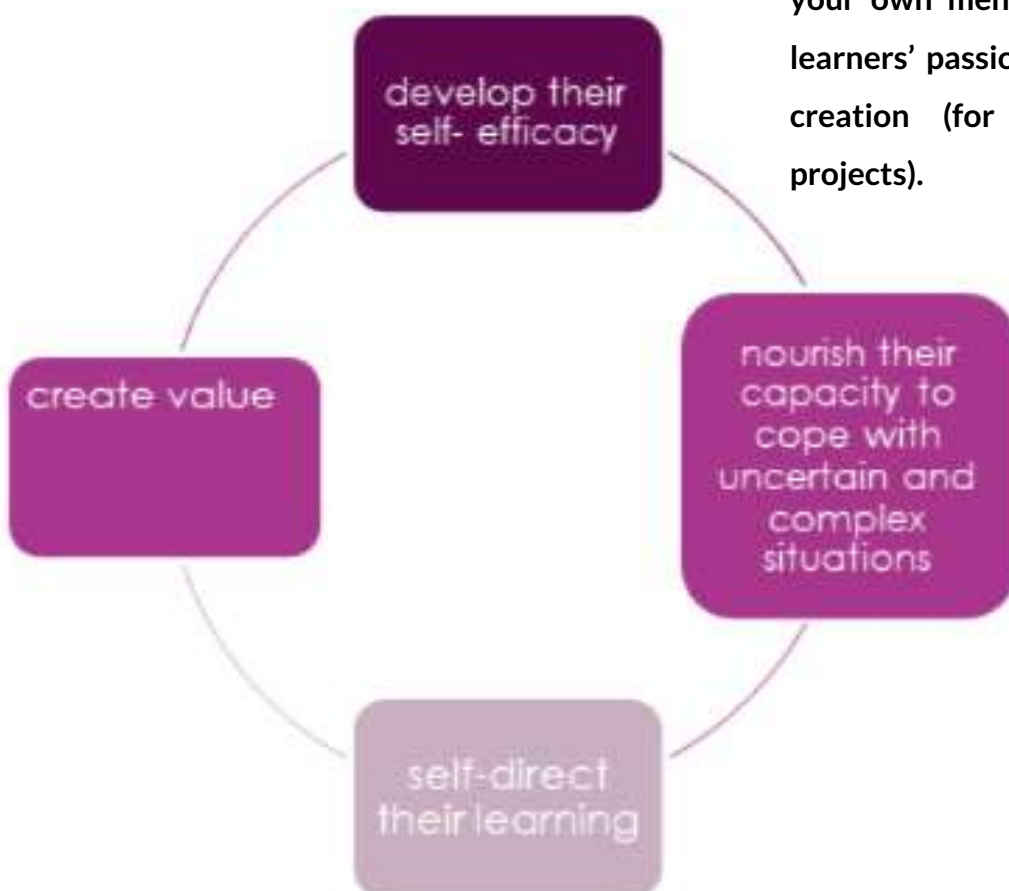
Principle of COACHING (MENTORING)

WECAN project is based upon the principle of Coaching in adult learning as an efficient way in empowering specifically women to become entrepreneurs and personally and professionally enhance their competences for lifelong learning. As highlighted in module 1 of our curriculum, women (already entrepreneurs or future to be entrepreneurs) face various challenges in being valued as leaders and especially when it comes to balancing their personal life and work life. Therefore, for the purposes of the WECAN project, you are called to empower learners and encourage their lifelong learning by guiding them to become self-directed and independent learners.

Tip

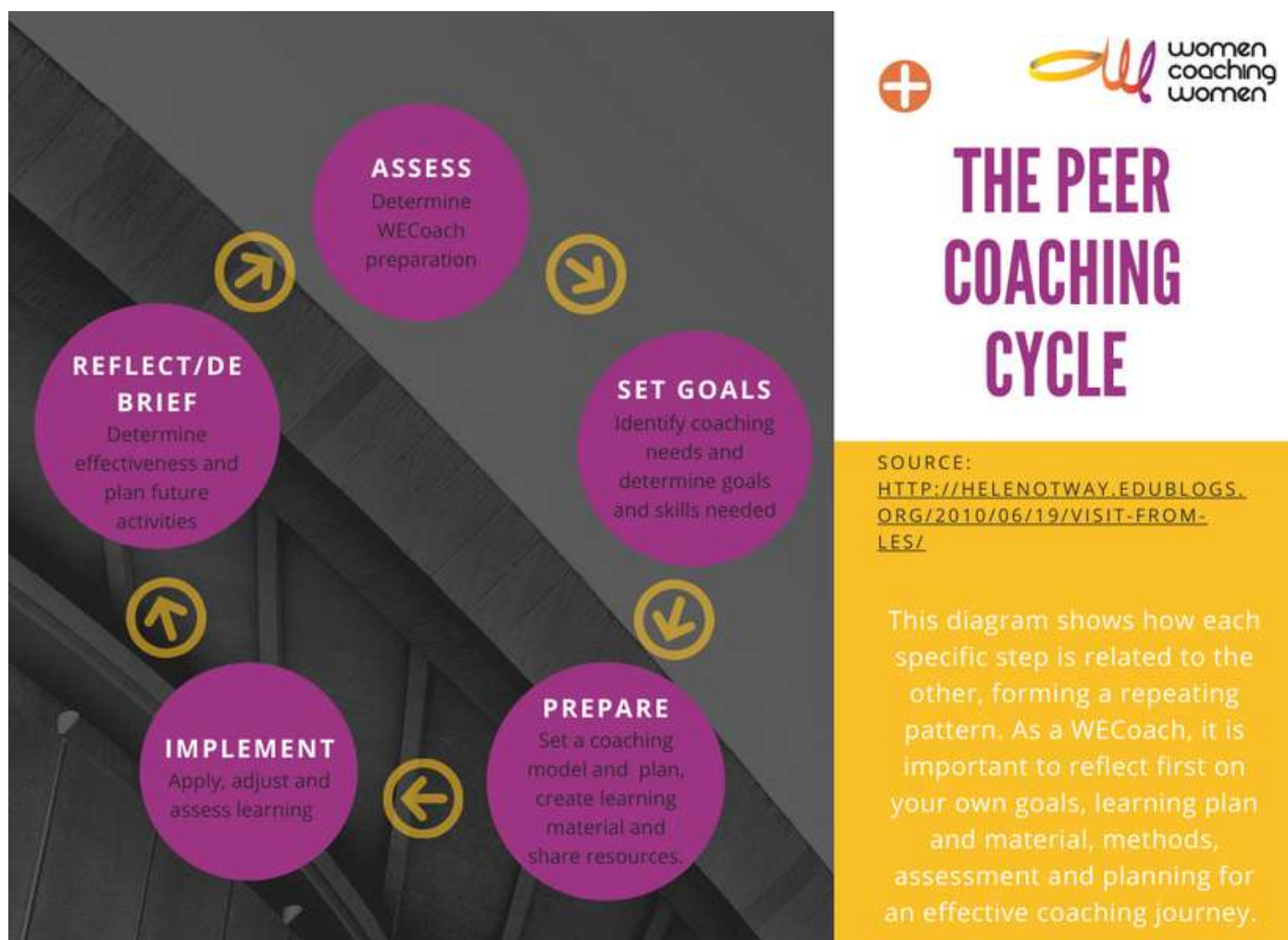
Do not simply assign tasks to the learners on fix learning outcomes. Instead, inspire them to draw upon their own experience, assume new roles and learn from these immediately as they face new situations. You will do that by slowly developing your own mentoring approach and by following learners' passions, interests and desires for value creation (for example start by learner-led projects).

Through mentorship, the learner will be able to:



PEER COACHING

Source: <https://helenotway.edublogs.org/2010/06/19/visit-from-les/>



The importance of peer coaching has already been introduced to coaches in our WECAN methodological guide. Being a coach is something which is learned, an ongoing learning process. Make sure to constantly reflect on your coaching strategies- assess, set goals, prepare, implement, reflect and repeat. According to Meier (2014), peer coaching becomes more efficient when:

- The coach gives feedback in a constructive way to support the coachee in exploring new possibilities.
- The coach supports the coachee by focusing on her strengths and not only weaknesses.
- Engage peer partner's curiosity, imagination and inspiration.
- Remains confidential and non-judgmental.
- The coach ask the coachee open questions in order to create a space for reflection and meaningful conversation.

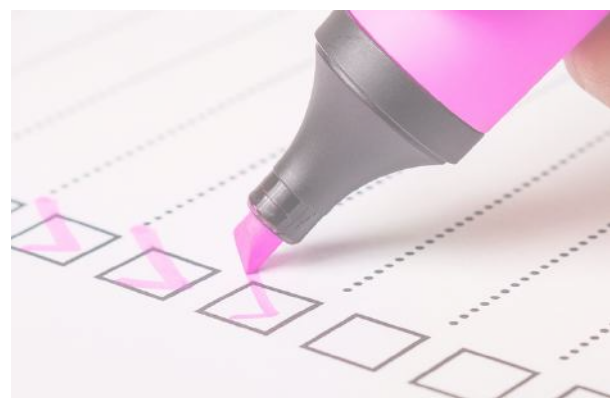
Therefore, peer learning offers considerable advantages, such as:

- improvement of learning;
- activation of trust and collaboration mechanisms;
- development of self-awareness and self-development;
- empowerment.

DESIGN YOUR COACHING INTERVENTION

As a WECoch, you need to have a vision when designing your coaching intervention. The information below was retrieved from the EntreComp Playbook of the European Union (2020). Before planning your coaching intervention, it is important to take into account the following aspects:

1. Coaching goals
2. Coachee's needs
3. Coaching structure, learning tools and methodology
4. Communication plan
5. Engagement of stakeholders
6. Learning Impacts
7. Assessment and evaluation strategies



HENCE, REFLECT ON THE FOLLOWING QUESTIONS:

- What do you want to obtain by setting up a coaching learning intervention?
- What are your expectations in terms of coachees' outcomes? What competencies should they acquire through this coaching journey and how should they use the knowledge/ skills learnt?
- Why do you want your coachee to become more entrepreneurial?
- How will you measure whether you have achieved your goal(s)?
- How do you plan to design your learning intervention, using the WECAN methodology and material of the curriculum? What are the main themes your intervention is going to focus on? What models and/or methodologies do you intend to use? (E.g. mentoring, blended learning, self-training, collaborative learning, etc.) What is the balance between theory, practical activities and self-study? What is the practical entrepreneurial experience your learners will be engaged in? How will you structure your sessions (online/offline)?
- What channels and tools will you use to promote your coaching services? Which communication style and approach do you think is the most effective for our target group (ex. for recruitment)? If you have an online section, which platforms or software will you use?
- What are the potential impacts of your coaching on the territorial ecosystem? (Education, social, cultural, economic, etc.)? How will you measure them? How will you raise their visibility? What indicators, strategies and monitoring tools will you adopt and how will you integrate them?
- How do you evaluate and measure the achievement of the intended learning outcomes for your coachee? What evaluation/assessment/reflection tools will you use?



COACHING INTERVENTION

**DEFINE THE LEARNING
OUTCOMES YOU WANT
YOUR COACHEE TO
ACHIEVE:**

**CRAFT A FORMAT THAT
FITS YOUR GOAL:**

**WHICH CURRICULUM
RESOURCES WILL YOU
USE?**

**SELECT THE LEARNING
SPACE NEEDED:**

**HOW WILL YOU ASSESS
THAT THE LEARNING
OUTCOMES HAVE BEEN
ACHIEVED?**

**WHICH TRANSVERSAL
COMPETENCES OF THE
COACHEE WILL YOU
TACKLE?**

STRUCTURING THE TIMELINE OF YOUR COACHING SESSIONS

As a coach, it is important to select a timeframe which will be best for you and your coachees. We suggest two different timelines to conduct your coaching journey but remember to be flexible and aware of women's needs, other responsibilities, and demands on their time. To effectively use the material developed in the WECAN curriculum, you will need minimum 30 hours of coaching training (including theory - practical activities - self study). Pay attention and notice the energy and motivation levels women have when they arrive and leave the sessions and adjust your timeframe accordingly, if needed. You are flexible to adjust our suggestions based on your experience and the needs of the coachees (for instance by conducting the coaching training in 6 different days).

Option 1: The 6-day training

In this timeframe, the coaching training will be conducted over six consecutive days.

- Ensure this option is appropriate for your coachees and clearly communicated from the very beginning.
- Ensure that the time and location/space you are using are appropriate to women's needs.
- Ensure the women can attend the six days without causing any conflicts or negative consequences with their other responsibilities.
- You need to constantly follow up with the coachees and if needed to organise additional sessions.

In an intensive six-day training, coachees may be able to better process and understand the material when uninterrupted by long pauses in between sessions. This timeframe needs organisation, so make sure to create time for breaks and physical activities to keep the women engaged.

Option 2: The 3-weekend training

In this timeframe, the coaching training will be conducted over a 3-weekend period. This option might be more convenient for some women and it will enable them to ease into the material and self-study what they learnt as they go.

- Conduct the three trainings within a short time period (e.g., one training day per week for three weeks).
- Create a support system and communication strategy between training days.
- Offer material and practical exercises for self-study in between sessions, which can allow better internal processing of the material. This allows practice and discussion throughout the training process, which may be preferred.

Make sure that the coachees are committed to being present throughout the entire three weeks and are held accountable for their participation.

IMPORTANT

- For all timeline options consider allowing women to bring their young children, and provide a child-friendly space for them, if possible. Also consider providing facilities and flexible break times for breastfeeding or picking up the kids from school.
- With any timeline option, women may need more time with the material, and some degree of flexibility with the timing of the training could be required. Each training section includes a training timetable, but these should be adapted as needed.

Principle of

REFLECTION

The WECAN methodology is based upon the principle of non- formal education in adult learning as an engaging and interactive educational approach to empower women. Reflection (and debriefing) is an embedded component of non-formal education. Therefore, as a coach you should encourage self and peer reflection both for yourselves as WECoches and of your coachees.

As according to the EntreComp Playbook of the European Union (2020), entrepreneurial learning is experiential in nature. For learning to be effective, women should therefore reflect on their coaching experience as it will allow them to learn, refine assumptions and improve their ideas at all steps of the coaching journey. Reflection is vital for encouraging lifelong learning and equipping women with competencies for their further personal and professional development.

As a WECoch you must put emphasis on reflection, *"by embedding iterative cycles of discovery, ideation and testing in the process, but also by asking [coachees] to reflect upon their learning experience. When they perform such a self-reflection exercise, their learning outcomes become apparent, in turn contributing to increased self-efficacy, which is one of the EntreComp competences"* (2020).

Advice:

You can do a simple reflection exercise either at:

- the end of each session with your coachee;
- prior & after each curriculum module to reflect on what their knowledge was prior the learning process and after, assess the impact of the methods and tools used and adjust your methodology accordingly;
- and at the beginning & end of your coaching journey in general.

For reflection to have a long lasting effect and impact, it should be continuous throughout the coaching journey. It is always more encouraging and powerful for the coachees, if they are actively engaged in this process (self-reflection). As the WECoch should discuss their results with them and try to find solutions to obstacles or encourage learning. Self-reflection is important when you do it yourself as WECoch too, to evaluate your current approach and adjust/improve your coaching style.



TOOL TO SUPPORT WECOACHES

A Reflection of Learning

1. WHAT IS MY COACHING JOURNEY?



- What is my learning journey as a coach so far?
- What have been my biggest opportunities for personal and professional learning and development as a coach?

2. WHAT KIND OF A COACH AM I NOW?



- What are my strengths as a coach?

3. WHAT KIND OF A COACH DO I WANT TO BECOME?



- What is my learning goal?
- What do I want to do better or differently as a coach?

4. HOW WILL I BECOME AN IDEAL COACH?

- What obstacles do I need to overcome?
- What resources could I use?



5. HOW WILL I KNOW THAT I HAVE REACHED MY LEARNING GOAL?

- Which external or internal evidence will tell you that you have reached your goal?
- How will you measure your progress?



WHAT'S THIS EXERCISE ABOUT?

This exercise is meant to help you as WECoaches to reflect on your own learning process before starting your coaching journey with the coachee. Nonetheless, this exercise can be adopted to be used with the coachee as well so as to reflect on her learning plans and set some smart goals.



Principle of **COLLABORATION**



Coaching is collaboration. As you may already know, entrepreneurial learning is both an individual and collective competence. To create value you need to interact and engage others in the process, therefore working with others is an entrepreneurial competence of itself.

Collaboration encourages and enables the learners' diverse development of knowledge, skills and attitudes. Collaboration requires the capacity to acknowledge and respect others, to enhance empathy and emotional intelligence, to be an active listener and take into consideration others' feedback and suggestions, to be a team player and effectively work in teams as well as your networking skills.

As the WECoch you will need to engage your coachee in local/national/European collaborations for her professional development and the creation value of her entrepreneurial idea. By therefore prompting coachees with collaborative tasks (either with you or other women entrepreneurs or coachees), will empower them to enhance their entrepreneurial competencies, while providing emotional triggers that can facilitate learning.

CREATE A SAFE FACILITATING LEARNING SPACE

It is important for the development of entrepreneurial learning activities to create a safe learning space, a magic circle, where learners feel confident and safe. One technique to create a safe space is the “I DO ART” technique (Intention, Desired Outcomes, Agenda, Role and Rules, Time). This exercise is meant to foster the collaboration between the coach and the coachee. Finally, it aims to enhance mobilising others and planning and management EntreComp competencies.



I DO ART TECHNIQUE



women
coaching
women

INTENTION

DESIRED OUTCOMES

AGENDA

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<hr/>	<hr/>
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ROLE & RULES

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TIME

1. Take a flipchart and write the titles on the right.
2. Give coachees 5 minutes to reflect on the activity to be carried out and collect comments.
3. Combine coachees' comments with your own I DO ART poster as WECoch.
4. Take another 10 minutes to agree on the results collectively.
5. Once the decision is made the poster remains a consensual commitment that both will abide by.

It might be better if you introduce the I DO ART technique, do an icebreaker and team building activity prior to this so that you both get to know each other, gain confidence and feel safe. In that way, you will collaboratively continue with the discussion. You can find more about the coach-coachee relationship and some ice-breaking activities in our WECAN methodological guide.

HOW WOULD I WANT TO BE COACHED?

This exercise can be used with the coachee using the template with questions below to further develop the principle of reflection and collaboration. If you are using this exercise do it while you are designing your coaching process, so you can collaborative decide on your approach with the coachee. You can ask some of this basic information at the introductory phase with the coachee so as to enhance awareness of the personal learning style of each coachee.

This template has been developed by I-BOX Create.

<p>WHAT WOULD YOU EXPECT FROM YOUR COACH?</p>	<p>WHAT DRIVES YOU? HOW CAN YOUR COACH BOOST YOUR MOTIVATION?</p>	
<p>WHAT KIND OF COMMUNICATION RELATIONSHIP WOULD YOU PREFER?</p>	<p>WHAT COULD MAKE YOU FEEL COMFORTABLE?</p>	<p>HOW WOULD YOU SET THE GOALS OF YOUR JOURNEY?</p>
<p>HOW WOULD YOU RATE THE SUCCESS LEVEL OF THE COACHING JOURNEY?</p>		

Name:

Alternative:

Act like a coachee who needs to be supported in her entrepreneurial journey. How would you want your coach to guide you? Answer the question below imagining your coaching journey and the learning approach you'd like to adopt.



Principle of **EXPERIENCE**



As introduced both to our WECAN methodological guide and WECAN curriculum, *"entrepreneurship is the individual and collective capacity to act upon opportunities and ideas to generate value for oneself and others"*. According to the EntreComp framework this entrepreneurial value can be either cultural, social, emotional, environmental or economic.

Social entrepreneurship as introduced to our curriculum module 4, aims to foster social innovation and societal change. Since entrepreneurship is action oriented, the WECAN entrepreneurial coaching journey should be based upon practical experience. EntreComp indicates that learning through experience is one of the competencies that make one entrepreneurial.

Hence, to help coachees develop their entrepreneurial competence you need to focus on the power of learning by creating value. Make sure to create a frame of action when you will be designing your entrepreneurial coaching activity. This means that you as the WECOach, will need to establish the right learning environment in which experimentation and flexible adaptation will be encouraged, and create opportunities to reflect on the learning progress.

Advice:

Being a WECOach is like being a role model. We advise you to use your experience as much as possible when coaching the coachees. By sharing experiences and success stories, women will be further empowered to become entrepreneurs.

Each module of the curriculum has practical exercises that you can use to test your coachees' ideas and there are success stories of female-led enterprises or women entrepreneurs from Cyprus, Italy, Greece, North Macedonia, Spain and France that you can use to motivate your coachees in module 4.

This entrepreneurial coaching should be done in real world setting (by ensuring that the process has numerous iterations) as much as possible so as to foster learning through experience. Test ideas and progressively refine assumptions based on what you evaluate as working and as not working in this coaching journey.

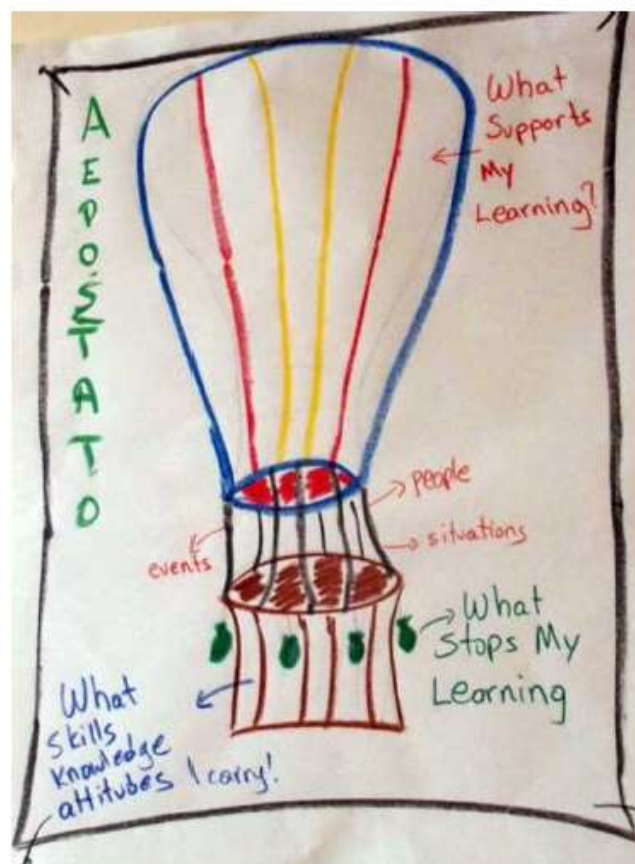
DEFINING YOUR COACHEE'S LEARNING PROCESS USING THE AIR BALLOON

When designing your coaching sessions you can use the air balloon metaphor to identify your coachee's personal learning process using Air Balloon as a tool for self reflection.

Building on the metaphor of an Air Balloon/ Αερόστατο (Αέρας = air Στατικό = Static), we can resemble our learning process to a device that can elevate, stay static but also start moving towards earth.

The questions you can use to support the self-reflection of your coachee are:

- What elevates/supports your learning?
- What stops you from learning?
- What do you already have in your basket (skills, knowledge, attitudes)?



You then offer coachees 15 minutes (or more) to design their own AEROSTATO. Instruction to be given can be: "Design your own AEROSTATO, documenting your own learning process. When finish share reflections. You can both do it so as to compare each learning style and decide upon a common coaching approach.

TIP:

The activity can be repeated after some time, in a few weeks or months and it can also be used to connect to the process of enhancing her EntreComp Competencies . The key competences may fit as titles within the balloon and the coachee using it identifies what elevates/supports her learning, under a key competence title.

Principle of **PROGRESSION**

Entrepreneurial learning is not a linear experience but instead it is a complex process in which each learner has a different experienced based on their own already existing set of skills, interests, aspirations and life experiences. Entrepreneurial learning is also experiential where interactions with others shape the learning process. Therefore, assessing this journey is essential and as a WECoch you need to be able to facilitate this process. Since there are no fixed, standardised criteria for learning and the WECAN methodology is based on reflective-reflexive approach, the learning process is mainly driven by the coachees rather than you as the WECoch.

As the coach nonetheless, you can pay attention on how the coachees face the challenges of the entrepreneurial learning process and help them reflect on their performance. In that way, you will establish a reflective learning approach where the coachees will be the agents of their own learning.



Tip

You can use the EntreComp learning outcomes statements, as introduced to the methodological guide of the WECAN project, to set your coachee's (self-) assessment questions, so as to guide you both in assessment as learning, rather than in assessment of learning.

GIBB'S REFLECTIVE CYCLE

Gibbs' Reflective Cycle was introduced by Graham Gibbs in 1988. This exercise has been used to reflect on how we learn from experiences and it offers a set of questions for that in order to allow one to learn and plan from their own experiences by assessing what went well or did not go well, evaluate feelings and analysing an experience to extract learning and progress.

This cycle covers 6 stages:

- Description of the experience
- Feelings and thoughts about the experience
- Evaluation of the experience, either this being good or bad
- Analysis of the experience to understand the situation
- Conclusion about what one has learned and what one could have done differently
- Action plan for how one would deal with similar situations in the future

This is an exercise of reflection that you can use with the coachee to evaluate her progression. You can adjust the questions according to what you are using this exercise for or select the ones that are more appropriate for the purpose of this exercise. By making the coachees think about each of the below stages, she is more likely to critically engage with her learning experience.

HOW TO USE



Reflection Questions

D: What happened? When and where did it happen? What did you want to happen? What was the outcome of the situation?

F: What were you thinking and feeling (before, during and after)?

E: What was good and bad about the experience? What went well and what didn't?

A: What else can you make of the situation? What knowledge (internal or external) can help you understand the situation?

C: What else could you have done? What did you learn from this situation? What skills do you need to develop for you to handle a situation like this better?

AP: If you had to do the same thing again, what would you do differently? How will you develop the required skills you need?

Principle of **TRIGGERS**



As a WECoch, you will be called to support your coachees emotionally. An entrepreneurial coaching can generate emotions as it has to do with the coachees' pasts, current challenges and obstacles that they face as women who wish to become entrepreneurs. For that exact reason, you have a supportive role as coach to help increase your coachee's self-efficacy, entrepreneurial passion and build-up of entrepreneurial identity.

One of the main aspects that WECAN wishes to focus on is empowerment, a process which requires self-knowledge and emotional intelligence. To help women find a balance between their work and personal life, you will need to learn about their emotional pasts and use exercises which will build upon their resilience and expose them to coping with ambiguity, uncertainty and risk, one of the EntreComp competencies.

ADVICE:

As a WECoch, you can generate motivation by setting challenging tasks, encourage coachees to interact with their enterprise's future user groups, beneficiaries or customers, with supporters or possible detractors of their ideas, injecting uncertainty along the process, having learners work in teams (if possible), or exerting time pressure, for instance by moving deadlines forward.

INSTRUCTIONS



After you introduce this exercise to the coachee, tell them to implement the following steps:

1. Ask from the coachees to close their eyes for a minute and to think about : their best, happiest memory of their life, the worst memory of their life and an inconvenient situation that they couldn't handle.
2. Give them the below template to answer the questions posed.
3. Then reflect with them on the following topics: a) Do you want to share with me the memories that you thought about, in the beginning of the activity? (Advice them to choose a memory that makes them feel comfortable as these can be really personal. If they do not want to share their story, do not pressure them and move on to the next questions). b) What were the criteria for choosing your options? c) Explain why it is important to demonstrate empathy. d) Explain how leisure time influences positive mood. e) Did you find any kind of difficulties, during the activity ? f) Do you believe that this kind of questionnaire can be a useful action plan for the beneficiaries' needs? [if you are doing this exercise in groups, divide them into smaller ones to discuss these questions peer-to-peer].
4. As a WECoch you should focus to the need of expression and definition of their feelings in different situations of daily life. Though the variable of leisure time, the coachees will have the opportunity to think alternative ways to deal with some anxiety situations or some emotional conflicts. Also, through the expression of their own feelings, they will be more aware about the facts of their daily life that cause them positive or negative emotions and in that way they can also increase or decrease the frequency of this situation. After the time is up, debrief on the following: a) Do you find common elements/emotions with your interlocutor? b) Do you believe that you can adopt any method used by your interlocutor, to regulate your emotions ? c) How do you feel by expressing your emotions to a person that you do not know ? d) What kind of emotions affect you the most in your everyday routine, the positive or the negative ones ?

EMOTIONS



List 10 different emotions

Ten horizontal yellow bars stacked vertically, intended for listing ten different emotions.

How can you recognise other's emotions?

A large, solid yellow rectangular box intended for writing answers to the question about recognizing other's emotions.

Explain how you cope with negative feelings such as fear, stress, anger, doubt, despair, sadness, &/ any other emotion that you might have encountered

Explain some 'leisure' activities that you do and create positive emotions for you

A large, solid yellow rectangular box intended for writing about leisure activities that create positive emotions.A large, solid yellow rectangular box intended for explaining how to cope with negative feelings.

Principle of NOVELTY

Not knowing the solution for a given problem is always accepted in the learning process of entrepreneurship. Especially because most of the times that vert problem seems unclear and always changing. What makes the entrepreneurial process so important is the creation of value where it did not exist before, which can be considered as its final goal. This though, demands from the learners of the entrepreneurial skills to discover novel means towards value creation. Originality does not remain to an individual level, but has to be orginial to a societal level. That originality and novelty in the solutions, either cofound with a team or by ourselves, which has to be seen as a complicated, multidimensional process, will allow the development of the entrepreneurial learning. As the three of Entrecomp competences suggest, entrepreneurial learning has to be accepting of ambiguity and the unavoidable risk, which has to be managed with creative ways, calmy and to be finally conceived as an opportunity for learning and improving. Therefore the coach oughts to be part of this open, creative process, avoiding any schematic orders and guidelines, to allow alternative approached and ideas to emerge and guide the process. Originality needs various iteration processes: experimentation, attempting various combinstions, accepting/ rejecting what works and what doesn't, testing and always attempting to improve the ideas. The learning setting should be organised such a way that will promote the creation of novel ideas, explorations and the view that every failure is a new opportunity for acquiring useful knowledge and that thoss failures are never permanent.

IDEA:

The challenges to be solved during an entrepreneurial learning activity or workshop can be presented in different ways. You can invite a non-profit organisation to present the specific challenges they face in their projects, or you can invite a private company from a specific sector or even a public institution. There can be a single challenge or more (three is a good amount) so that the teams can decide which challenge they want to work on. If you have enough time, you can invite a few of your learners to come up with their own challenges and ask the rest of participants to join one of the challenges. It is also possible that your own organisation sets the challenge to work on.



Principle of OTHERS

Entrepreneurial learning is interrelated with value creation. This process requires from coachees to apply their new competencies (knowledge, skills and attitudes) to create value for external stakeholders. As informed by the EntreComp framework, this value can be of any type. In order to do that, one must have empathy towards others before engaging them into the value creation process. Therefore empathy is amongst the 15 competences of the entrecomp framework. Your contribution as a coach therefore is to enhance the empathy of the coachees. The problems that the coachees will need to address through their ideation and business planning must be based upon their own passions, curiosity and vision. As a woman entrepreneur and now a coach, you need to empower women coachees and help them expand their network. Guide them in the process of engaging others so as to adopt a new perspective and frame the problem in a novel way. Engaging their product's target group is amongst the most important phases of entrepreneurship. Thus, you need to support them through this process to help your coachee spot new expanding opportunities and collaboration, gather feedback on ideas or to become co-designers in the collective process of turning an idea into action.

Advice:

All of our curriculum's modules are composed with information which will be helpful in enhancing the coachee's empathy, leadership, soft skills, communication and networking as well as pitching skills. As WECoach choose the theoretical information and practical exercises that you think will be more important and beneficial for each coachee and always align and adjust the material based on the idea of the coachee, her vision and nature of enterprise.



Principle of **ECOSYSTEM**

Entrepreneurship can be described as an ecosystem in the sense that it is a social process, which combines various actors such as local businesses, NGOs, civil society organisations, etc. These entities could be working together and interdependently to create an impact to the local and European community. As an entrepreneur and coach, you know first hand how important networking and collaboration is for productive entrepreneurship and how this process can enhance one's motivation, empowerment and learning. Learning through experience is a method of learning which has been highlighted in the WECAN project and it is one of the 15 EntreComp Competences. In chapter 3 of the curriculum, we further discuss the importance of networking as a soft skill and in the methodological guide, the importance of learning through experience in coaching. Therefore, if we treat entrepreneurship as an ecosystem, it is important for the new entrepreneurs (coachees) to connect their learning experience to their context's entrepreneurial ecosystem. This process will develop your coachee's entrepreneurial mindset and contribute in turning her ideas into action by allowing her to identify the key players in the entrepreneurial world (related to her type of business) and thus, increase their engagement, expertise and independence in directing their own learning.

Advice:

As the coach, engage and promote your coachee's interaction with other entrepreneurs and representatives of your local ecosystem. This process can be a source of exchanging real-life experiences, challenges that they might have encountered as women entrepreneurs in their journey towards success and advice on how to overcome failure and understand that it is part of the entrepreneurial process and tips that will be beneficial to the coachee's specific business type and local environment.

This learning process will ultimately cultivate the coachee's motivation and perseverance which are also amongst the 15 EntreComp Competences. Only then, learning is situated in relation to others and in real-life settings which will help coachees in transferring their previous knowledge and experience to face up to new life situations.





**PRACTICAL TOOLS AND
EXERCISES TO SUPPORT
WECOACHES IN USING THE
WECAN CURRICULUM**

TREE OF LIFE

General

This exercise has been taken from the Empowered Entrepreneur Training Handbook (2016 - Global Alliance for Clean Cookstoves). It allows coachees to reflect on their lives and their selves. We advise you to do this exercise along with the coachee if you wish to get to know each other better before starting your coaching journey using the curriculum. Outcomes: (1) Cognitive awareness, (2) Managing self. The duration of this exercise is around 45 mins. The tree of life is a visual metaphor in which a tree represents one's life and the various elements that make it up—past, present, and future. By labeling these parts, the coachee will not only begin to discover (or perhaps rediscover) aspects of herself shaped by the past, but she can then begin to actively cultivate her tree to reflect the kind of person she wants to be moving forward.

Implementation steps:

1. Present a flip chart with the explanation /instructions on how to label the different parts of their personal trees of life. Read through each bullet point from the template below.
2. Use an example of a tree of life so as for participants to visually understand what they have to do.
3. Ask the participants to begin naming or drawing things that support their own trees of life, starting with the roots. Explain that participants can either write words or draw things or symbols next to their respective roots, trunks, fruits, or buds. You can offer some examples here. For the section on “achievements” (“fruits”), emphasize that they do not have to look for big things, but for things they feel they have done well in their life.
4. Spend some minutes and share your trees of life and listen to each other carefully!
5. Reflect on the following questions: a) How did you feel when you shared your experience? What was easy? What was difficult? b) How did you feel when you were listening to someone else’s tree of life? What was easy? What was difficult? Ask the coachees if, while they were discussing their trees, they noticed any similar experiences in their own lives. Gender-related issues might arise here.
6. Explain that it is important to reflect on what experiences and life habits have helped strengthen their lives and what experiences and life habits have made it more challenging to grow.
7. Review the following questions with the women as they reflect on how they want to build a stronger tree: a) What are the strengths at my roots that support a strong “me”? Do I have a strong support system in members of my family or my friends, or do I keep myself in isolation? Do I focus on experiences in my past that make me feel stronger, or do I focus on the pain and challenges I have faced? b) What are the strengths at my trunk that support a strong “me”? Do I take care of myself, find nourishing foods, and take care of my body? Do I think about positive things that I want for my life, or do I spend my time feeling sorry for myself or angry about my life? c) What can I appreciate about all of the things that I have accomplished, and how does this help me in my future goals? Do I remember my good qualities, or do I only see my faults and failures? e) How can I look at my future hopes and dreams? How does it feel now as I look to my future?
8. Give your coachee about five more minutes, and then invite her to say something about her experience with this exercise. Emphasize to her that there are many ways that one can improve their experience of life and building a stronger “me” is one of them. She can keep her trees of life as a reminder of these aspects of her life.

EXPLANATION

■ The ROOTS represent your history and life experiences. This includes your family, friends, and community. All of these experiences have shaped—in both positive and negative ways—your beliefs about the world. These beliefs continue to influence your daily life now. It is important for you to recognize how your experiences have shaped your life and determine how you want to use those past experiences to strengthen your roots and build a stronger future.

■ The TRUNK/STEM represents everything about your life today: how you think, what you do, who you live with, your work, your family, your community, etc. It is important to become aware of all these aspects of daily life so that you can continue to strengthen yourself as a person.

■ The FRUITS represent your biggest accomplishments. It is important to recognize and appreciate what you have accomplished.

■ The BUDS represent your hopes and dreams for the future (whether small or large). The new buds are created and supported by the energy that comes from your roots and your trunk. They serve as the basis for the fruits of your life. These buds continue to be created, as they represent all of the new things that you want to happen in your life. Each new bud represents where growth happens in your life.

■ Knowing what you want—your hopes and dreams—is important for your future. The clearer you are about what you want in the future, the better you are able to draw from your own resources (building upon your roots, trunk, and fruits) to make that happen.

Advice:

Explain to your coachee that like a tree, we continue to grow. And like a tree, we can improve how well we grow by ensuring that we are supporting ourselves in the best ways possible. For ourselves, we need to ensure that we are taking care of all aspects of our lives, our minds, our bodies, and our spirits, so we can continue to become stronger. The first step in taking care of ourselves is to understand who we are and where we are in our lives. Once we begin to understand ourselves better, we can progress in our lives. While we cannot change the past, we can change how we reflect on our past.

Module 1

WORK - LIFE BALANCE

As introduced in module 1, women entrepreneurs often experience some challenges compared to men, especially when it comes to their work-life balance. Since the WECAN project aims at empowering women to become their own agents, then as the WECoach you will need to talk with your coachee about emotions, self-knowledge, family and identity.

WHEEL OF LIFE TOOL:

<https://www.mentimeter.com/s/0b983fd5c84b9760229d79360f46d37a/0a29a5ace7bd/edit>

Through this link, you will be redirected to Mentimeter, where you will see a spider web with a question. You can share this link with your coachees and ask them to answer which of the following topics are the most important in their lives in a visually attractive and interactive way.

Then, you can ask some debriefing questions to understand her priorities better and coach her towards setting her goals and balancing her work and family life. Some provisional topics of focus could be:

- Focus on her emotions, resilience and stress management.
- Help her perceiving family as an ecosystem, defining a shared division of tasks and responsibilities within the family and support women in co-creating a collaboration contract within the family.
- Support women on how to raise awareness of themselves, so they can better know their skills and how to link them with their career experiences or objectives.
- Examine her values and beliefs that she holds to herself, intrinsic and extrinsic stereotypes, and discrimination that she might face as a woman in relation to how to achieve better work-life balance.

Characteristics:

Time: 30 minutes

Materials:

- 1) Whiteboard/Flipchart and markers if you wish to draw the template on a piece of paper.
- 2) Or projector and a pc if you are using the online link.

Advice:

The WHEEL OF LIFE is a very interesting tool to be used before module 1 with the coachees to understand themselves and put priorities in their lives but for you as the WECoach to understand their possible struggles/barriers and guide them accordingly for their professional development.



This tool has been taken from the Ladies First! EU funded project: www.ladiesfirst-project.eu

Module 2

THE JAPANESE CONCEPT 'IKIGAI'

The IKIGAI is a Japanese concept that means an activity giving a sense of purpose to life. It is actually a ven diagram of overlap between what you are good at, what you love, what you can be paid for, and what the world needs.

To help your coachee find her IKIGAI, she has to answer a series of questions within 4 key areas:

- What are you good at?
- What do you love?
- What does the world need?
- What are you paid to do (or you could be paid for)?

The intersection of answers to those questions will form your IKIGAI. Make sure that you ask some debriefing questions at the end of this exercise, for instance: Did you like these exercise? Why/why not? Did you learn anything new about yourself that you did not know before? Or maybe you recollected something that you didn't remember until now? Based on your answers to the questions, do you have an idea what your IKIGAI might be?



This tool has been taken from the Passionpreneurs EU funded project.

Characteristics:

Time: 45 minutes

Materials:

1) Whiteboard/Flipchart, post-its and markers if you wish to draw the template on a piece of paper.

2) Or projector and a pc to showcase this template.

Suggestion:

Use the IKIGAI to help your coachee define her interests. If you want you can create her IKIGAI based on what you will discuss together about these 4 key areas as sometimes an observer can observe one's character more objectively. We suggest that you use this exercise before module 2 so as to be able to know what her passion and purpose in life is and combine it with her business idea/plan and tools provided (agile & lean).

Module 3

CIRCLE OF SOFT SKILLS

This exercise has been adopted from the EVS Realm Project: <https://www.europeanvolunteercentre.org/evs-realm>. It aims to reflect on the coachee's personal development and the learning process of acquiring concrete communication and networking competencies as well as soft skills. With this experience, you will support other connected processes, such as self-assessment, or planning for future development and will help you use module 2 of our WECAN curriculum accordingly.

As the WECOach, help your coachee define her already existing skills and what she would like to focus on during this coaching journey. You can then discuss her findings together and offer advice for improvement. You can use the same exercise after going through module 2 together to also evaluate whether she enhanced some of her soft skills and achieved her goals.

Implementation steps (as you will narrate them to the coachee):

1. Draw a circle and divide it into [X number] smaller parts. You can do this part yourself on a flipchart while discussing with your coachee the following question.
2. Think about soft skills you find important for your own development. Name them and list them in the circle. Each part of the circle stands for one competence. Here you can suggest some skills as introduced in module 2 of the curriculum to guide them through this process.
3. Think how much (in percentage) you acquired these skills already. Mark it on each part of the circle. Color the part according to your percentage assessment.
4. Look at your circle. How does it look like? Which element are you satisfied with? What needs improvement? How can you get to your 100% in all parts?
5. Imagine this is as a wheel which should be able to move. Is it possible? On which parts do you have to work, at first, to make it round?

Characteristics:

Time: 30 minutes

Materials:

Either using mentimeter and spider web if the coaching training is online or a flipchart and some markers if the coaching journey will be conducted offline.

Suggestion:

We suggest that you use this exercise before module 3 so as to be able to define her strengths and weaknesses together and create a plan and set some goals.

You can use this tool in two ways: let the coachees choose their own skills that they would like to develop, or you can guide them to explore skills and competences as defined in the EntreComp Framework (using the Entrecomp flower).

Module 4

ENTREPRENEURSHIP CORE COMPETENCIES

This exercise has been taken from the Empowered Entrepreneur Training Handbook (2016 - Global Alliance for Clean Cookstoves)

Implementation steps:

1. Ask your coachee to mention the entrepreneurial characteristics that she considers important to become successful women entrepreneurs. Write these statements in a flip chart. Then you can inform her that you are going to introduce to her the different entrecomp competencies which are important for her entrepreneurial journey.
2. Conduct a case study (see next page) of an entrepreneur's activities. Ask participants to read it and underline where they think the entrepreneur is demonstrating a core entrepreneurial competency. A case study template is provided below.
3. Discuss with her the following questions:
 - a. Which entrepreneurial competencies does [Woman#1] possess? And what do these competencies involve?
 - b. Which entrepreneurial competencies does [Woman#1] have to work on?
 - c. Do you think [Woman#1] is a successful entrepreneur? If she is not, why? If she is, why?
4. When each competency is mentioned, see if it is already written on the flip chart. If not, add it to the list.
5. At the end of the discussion, give the coachee the Entrecomp flower of competencies and project a slide showing the same if possible.
6. Ask her to match each of the competencies written on the flip chart with those in the flower. Allow the coachee to ask questions if she doesn't understand some of the competencies (or ask them to study them in advance).

Characteristics:

Time: 45 minutes

Objectives:

- a) Encourage participants to identify important personal entrepreneurial characteristics,
- b) Discuss the prevalence of these core competencies among the group.

Materials:

- 1) Whiteboard and markers, or easel with drawing paper and markers
- 2) Projector

Tip:

It is advisable to use this exercise prior module 4 of the curriculum. The results will guide your coaching methodology and will contribute to your coaching planning.



Case Study Example

[WOMAN#1] AND HER BUSINESS

[Woman#1] is a businesswoman selling cookstoves in [city]. Before she started this business, she had been working as an employee of a shop that was selling cookstoves. She gained experience in selling these products, studied the current market situation, and then decided to start her own business. She shared her decision with her family members and asked them to lend her some money as an initial investment. This, combined with her own savings, was enough upfront investment to start the business. She selected a very suitable business site, where many potential customers pass as they travel to and from the area. She organized her shop and works effectively and efficiently.

Apart from taking a risk in leaving her job to start her own business, she is confident in handling customers and suppliers. She is cheerful, humble, and a hard worker by nature. This attitude enables her to attract customers.

She promotes her business using different methods of advertisement, including giving out her business card to many people. [Woman#1] believes in planning before making any move concerning businesses. She sets a clear and realistic goal and plans towards that goal.

[Woman#1] is also known by her strong personality and extensive knowledge on cookstove quality. She selects suppliers carefully and advises them to be very conscious in their work in providing quality. For her, quality products are the results of using quality materials and quality processes.

[Woman#1] is generous with money, and expects others to be the same. When she wants to give money to her family members she simply takes it from the cash box without keeping a record of how much she took. She does not remember how much her family members gave her to start the business or how much of her own savings she put in. When she buys and sells cookstoves, she often forgets to write it down.

A photograph of two women in a classroom. The woman on the right, with curly hair and glasses, is pointing at a chalkboard. The woman on the left, with a ponytail and glasses, is holding an orange notebook. The scene is lit with warm, golden light from a window on the left.

GENERAL TIPS & ADVICE FOR WECOACHES

ACTIVE LISTENING - CHECKLIST

Listening is one of the most important skills that a coach should have as it can influence your relationship with your coachee and can impact the flow of your coaching journey. To be an active listener you need to pay attention to what your coachees mentions, even the smallest thing that can indicate something about her character, past experiences, needs and aspirations! In this section, you will be introduced to some techniques that you can use to reinforce your active listening skills.

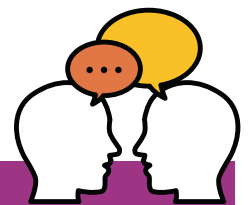
TIP: If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words in your head as they say them – this will reinforce their message and help you to stay focused.

Pay Attention



Give the coachee speaking your full attention. Pay attention to nonverbal communication. Tips:

- Look at the coachee directly.
- Put aside distracting thoughts.
- Don't mentally prepare a contradiction.
- Avoid being distracted by environmental factors (such as side conversations).
- "Listen" to the volunteer's body language.



Show that you are listening

- Show that you are engaged in the conversation by using your body language as a non-verbal communication.
- Nod occasionally.
- Smile and use other facial expressions.
- Make sure that your body posture is open and interested.
- Encourage the volunteer to continue with small verbal comments like "yes", "I see".

ACTIVE LISTENING - CHECKLIST



Provide Feedback

You may require to reflect on what is being said and to ask clarifying questions.

- Reflect on what has been said by paraphrasing.
- Ask questions to clarify certain points.
- Summarize/reformulate the coachee's comments periodically, without interrupting.



Defer Judgment

You may encounter different personalities, opinions and attitudes. As a WECoch you need to defer judgment.

- Allow the coachee to speak and share her opinions, before asking further questions.
- Don't interrupt with counter-arguments and don't react with comments that can be seen as judgments.



Respond Appropriately

Active listening is beneficial as it promotes respect and understanding.. You are gaining information and perspective. Some tips to have in mind during your sessions with the coachee are:

- Be candid, open and honest in your response; Assert your opinions respectfully
- Treat the coachee based on their own approach and needs.
- Remember that from each discussion with you, the coachee may enhance their EntreComp skills (for instance, communication, problem solving or dealing with frustration and other people). thus be careful with your approach if you wish your sessions to be effective.

PROVIDING FEEDBACK - METHODS

Inspired by Potential Unearthed Ltd

The Sandwich Method

The sandwich method is a way of giving negative feedback in a constructive way, focusing as well on the good qualities of your coachee. Specifically, start the discussion with the positive feedback, then the negative criticism without judgment and then close with some appreciation words again.

The BEEF model

Behaviour: Explain clearly what the person does or did, focusing on their actions.

Example: Give a specific example/incident to describe what happened.

Effect: Describe the effect it had on you or someone else or on the outcome

Future: Advise what you want to happen from now on

The PEAR Model

Praise: Congratulate the individual on what they have done well.

Examples: Give specific examples of where you've seen this happen.

Ask: When and how can they make sure this happens again?

Reinforce: Encourage the good actions and support the coachee to make sure that she will continue to act in this beneficial way in the future.

4-Part Model

Context: Describe the situation as specific as possible.

Behaviour: Describe the behaviour as clearly as possible, without drawing conclusions.

Impact: Describe the results (negative and positive) of the behaviour.

Next steps: What specific behaviour should be changed or repeated in response to the feedback? Why should this change be made?

BOOST Model- For feedback to be constructive, it should be...

Balanced: The focus should be on the areas of the receiver's development and strengths, with a focus on how the strengths can be further leveraged. When giving "negative feedback", be sure to include good and constructive points too.

Observed: When you offer your feedback to your coachee, make sure that it is based on something that you have specifically observed in her actions, instead of relating it to your own feelings and biases.

Objective: Linking this with what has been said above, make sure that when you give feedback to your coachee, you refer to her certain actions and outcomes rather than her personality. Be as descriptive as possible, without being evaluative,

Specific: Make sure that you back up your comments with specific examples of the observed behaviour on what went well or not.

Timely: Make sure that you give your feedback after each activity with your coachee. This will help you to discuss observed actions accurately.

REVIEW - MONITOR FORM

Use this template to monitor how you will support and communicate with your coachee, after the end of this coaching entrepreneurial training. You will always be a role model to your coachee and as a woman entrepreneur you know the challenges often faced by women in this sector. Thus, find ways to keep your relationship with your coachee and continue to support and collaborate with her after the WECAN experience! Here are some ways that you can be of help to your coachee:



HOW WILL YOU STAY IN TOUCH WITH THE COACHEE? WHAT SUPPORT WILL SHE NEED TO STAY ON TOP OF HER PLANS OF ACTION?

WHAT KIND OF SUPPORT SYSTEM (MENTORS, ONGOING TRAININGS, PEER GROUPS, ETC.) WILL YOU ENCOURAGE FOR HER CONTINUED GROWTH?

HOW HAVE THE PRINCIPLES IN THIS COACHING JOURNEY CHANGED YOUR COACHEE'S PERCEPTIONS OF HER SELF AND WHAT MAY BE POSSIBLE IN HER LIFE? IT IS ADVISABLE TO GATHER SOME TESTIMONIES FROM THE COACHEE.

HOW DID YOUR EXPECTATIONS ALIGN WITH WHAT HAPPENED? REFLECT ON THE HCD QUESTIONS AND YOUR RESPONSES TO HEAR (BRAINSTORM: TEACHING METHODS), CREATE (BRAINSTORM: WHAT DOES SUCCESS LOOK LIKE?), AND DELIVER (BRAINSTORM: POTENTIAL CHALLENGES AND A PIPELINE OF SOLUTIONS).

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