NeT-EnT
Networking for Entrepreneurship
Erasmus+

EXTERNAL EXPERTS

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01

START UP

TEAMWORK

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COACHING

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Networking for Entrepreneurship

Manual for Teachers

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Project:
NET - ENT - **Networking for Entrepreneurship**

Manual for Teachers

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1. Introduction – the Basic Idea of NET-ENT MODULE

Increasing employability among young people is an important priority. To achieve this goal, development of entrepreneurial mind-set and culture is indispensable. However, the question is what knowledge, skills and attitutes one should possess to be entrepreneurial and more employable.

EntreComp: The Entrepreneurship Competence Framework (https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework) provides the following definition: "Sense of initiative and entrepreneurship can be broadly defined as the capacity to **turn ideas into action**, ideas that generate value for someone other than oneself."

Similarly, turning ideas into action is also the basic idea behind the Networking for Entrepreneurship Project (NET-ENT). In particular, **NET-ENT INTERNATIONAL MODULE** enables the participants to **go through the entire process** – from an idea to a commercially successful product. The module consists of:

Part 1 - Personal Growth and Development of Entrepreneurial Mindset

Part 2 - Development of a Commercially Successful Product (Entreprise)

To develop commercially successful products and establish a successful entreprise, the integration of knowledge and skills from different fields is indispensable (in order to achieve a common goal). These fields are business and marketing skills, industrial and graphic design, and manufacturing of the product – production. The mentioned fields should be interrelated; however, the reality of school systems often shows otherwise. Skilled experts in all areas – educated in different programs – have no or very random contact among them. Therefore, the aim of this module is to interrelate three **different programs of school education to function together as one** (production, marketing and design). The objective is to create high-quality products that are useful, commercially interesting, effectively designed and have a high potential on the market.

It is very important for students that they obtain practical knowledge, however, this can only be realized through the ongoing assistance by experts from companies. Therefore, our plan is to develop and upgrade the curriculum in such a way that it would **comprehend learning with experts from companies** in different areas and in different forms (workshops, mentoring, consultations, etc.).

In order to achieve this, **innovative education methods are needed – new approaches to teaching and learning**. Teachers are the ones who can stimulate and encourage students. With this manual, they will be able to change their teaching methods and meet new challenges. Teachers must be supportive, professional and inspiring to students throughout the whole process; from the beginning to progress monitoring until the final goal. **Teachers** will no longer appear only in their traditional role. They will **become mentors/coaches** and will use innovative teaching methods, such as including experts from companies and teachers from other schools/programs in the learning process or search for some other links that may be needed to develop an idea. In NET-ENT MODULE teachers and students actualy **co-create learning/teaching experience**, and when needed, experts from companies or other people are included as well.

Networking in NET-ENT MODULE means:

- cooperation between different school programs, schools,
- establishing networks between students and teachers of different programs,
- linking education with the world of work by including experts from different fields/ companies in the teaching/learning process,
- networking and exchange of experience from different EU countries.

You can always add more to develop your idea.

The aim of this manual is:

- to bring teachers closer to the NET-ENT MODULE working process,
- to educate teachers about coaching and its applicability in teaching/learning process,
- to explain how to use the handbook for students.

More information about the project is available on the EU website of the project, where you can also find all the project results:

- **Report on the Current Situation in Partner Countries before the Project**
- **Manual for Teachers/Trainers**
- **Handbook for Students**
- **Digital Tools for Students and Teachers**
- **Proposal for a New International Curriculum NET-ENT MODULE**

Link: http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/6732d822-1b78-46a0-8135-c505f3917f02

During a two-year process of creating the final versions of Intellectual Outputs of NET-ENT project, a project website was established as well.

Link: http://netent.scng.si/

At this point, you can continue onto the next chapter to find out more about NET-ENT MODULE, or you can jump to the end of this manual and learn about innovative methods of teaching and learning (Training of Trainers – Coaching – Innovation in learning and teaching). In the end, it is up to you how you approach to your learning experience.

2. About the Handbook and Acquired Competences of the Students Involved

As mentioned in the introduction the manual for teachers serves also as a guidance on how to use Handbook for students prepared in NET-ENT project. To prepare the content of the handbook, we cannot overlook the competence issues that we would like to develop.

Since the key competence gained through the module is entrepreneurial competence, we used the Entrepreneurship Competence Framework (https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework) as the starting point for discussion. On page 10, it is stated:

> »The EntreComp conceptual model is made up of two main dimensions: the 3 competence areas that directly mirror the definition of entrepreneurship as the ability to turn ideas into action that generate value for someone other than oneself; and the 15 competences that, together, make up the building blocks of the entrepreneurship as a competence for all citizens. 'Ideas and Opportunities', 'Resources' and 'Into Action' are the 3 areas of the conceptual model and they have been labelled to stress entrepreneurship competence as the ability to turn ideas and opportunities into action by mobilising resources. These resources can be personal (namely, self-awareness and self-efficacy, motivation and perseverance), material (for instance, production means and financial resources) or non-material (for instance, specific knowledge, skills and attitudes). The 3 competence areas are tightly intertwined: entrepreneurship as a competence stands above all three of these together. The 15 competences are also interrelated and interconnected and should be treated as parts of a whole. We are not suggesting that the learner should acquire the highest level of proficiency in all 15 competences or have the same proficiency across all the competences. The framework does, however, imply that entrepreneurship as a competence is made up of 15 building blocks … The reader is welcome to establish new links among areas and competences to expand the elements of the framework and adapt them to best fit his/her focus. «

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Figure 1: Areas and competences of the EntreComp conceptual model (EntreComp, Page 11)

In Part 1 of NET-ENT MODULE, we decided to focus particulary on five choosen competences to further emphasize the development of personal growth and to develop an entrepreneurial mindset among participants. However, in the second part of the module, we will develop above all the 'Into Action' competences implemented in the content of product development from the idea to the product – Part 2 of NET-ENT MODULE.

Handbook contents will consist of:

PART 1 – Personal Growth and Development of Entrepreneurial Mindset
- Self-awareness and Self-efficiency
- Vision
- Motivation and Perseverance
- Creativity
- Spotting Opportunities

PART 2 – Development of a Commercially Successful Product (Entreprise)
- Generating Ideas
- Valuing Ideas (Design, Marketing and Production Aspect)
- Prototyping (Turning Ideas into Action)
- Final Product

The NET-ENT MODULE consists of two parts. The first part – Personal Growth and Development of Entrepreneurial Mindset – is intended to encourage personal initiative in participants (to take responsibility for their own success or failure), to motivate them to search for opportunities, and to develop perseverance. In life we often find ourselves in new situations as everything cannot be predicted in advance. We rarely succeed at first trial. Therefore, we should take a risk. The feedback we received and the experience we gained as a result of our unsuccessful attempt present an opportunity for further learning and acquiring new knowledge or experience. Skills from the first module can be acquired as separate, individual contents within the first module or/and they can be acquired indirectly as a hidden curriculum of the second part of the module – Development of a Commercially Successful Product (Entreprise).

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NET-ENT MODULE encourages self-initiative and entrepreneurship as one of the most important key competences. We will use the *EntreComp: The Entrepreneurship Competence Framework*, which was already mentioned in the introduction, as a starting point.

EntreComp: The Entrepreneurship Competence Framework		
1. Ideas and Opportunities	2. Resources	3. Into Action
1.1 Spotting Opportunities **1.2 Creativity** **1.3 Vision** 1.4 Valuing Ideas 1.5 Ethical and Sustainable Thinking	2.1 **Self-awareness and Self-efficacy** 2.2 **Motivation and Perseverance** 2.3 Mobilizing Resources 2.4 Financial and Economic Literacy 2.5 Mobilizing Others	3.1 Taking the Initiative 3.2 Planning and Management 3.3 Coping with Uncertainty, Ambiguity and Risk 3.4 Working with Others 3.5 Learning through Experience

Figure 2: European Enterprise Competence Framework (Source: EntreComp: The Entrepreneurship Competence Framework)

For the participants of NET-ENT module, the competences are adjusted to match the content and goals of NET-ENT module.

NET-ENT MODULE: NET-ENT Competence Framework	
Part 1 – Personal Growth and Development of Entrepreneurial Mindset	Part 2 – Development of a Commercially Successful Product (Entreprise)
Ideas and Opportunities: ■ Self-awareness and Self-efficacy ■ Vision ■ Motivation and Perseverance Resources: ■ Creativity ■ Spotting Opportunities	Ideas and Opportunities: ■ Valuing Ideas Into Action: ■ Taking the Initiative ■ Planning and Management ■ Coping with Uncertainty, Ambiguity and Risk ■ Working with Others ■ Learning through Experience

Figure 3: NET-ENT MODULE Competence Framework

The link between the content, competences and learning outcomes is desribed in details in the **Intellectual Output – Proposal for a New International Curriculum NET-ENT MODULE** (NET-ENT MODUL Curriculum). The actual implementation in partner countries will vary to some extent, while the learning outcomes and the acquired competences will be the same for all countries.

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3. Working in Teams and Networking

Cooperating and co-creating is the foundation of learning and teaching experience in NET-ENT MODULE.

The aim of this section is to describe the teams that network and collaborate hand in hand with other teams in order to *design, develop and establish marketable products* or services. Useful guidelines on "how to establish team networks in your school or college (and beyond) with relevant stakeholders for each entrepreneurial process" are provided as well. By doing so, both, students and teachers, will gain real-life entrepreneurial experience and competence as a regular feature of their learning/teaching process. The establishment of such team networks (also known as collaborative learning (or other) in different countries in Europe[1]) requires a shift in educational focus and teaching practice. It takes time to plan and integrate all the way from the institutional, managerial and departmental levels to the ground levels (classroom and workshops). However, by introducing modules/experiences such as NET-ENT MODULE, it is possible to set up collaborative student/teacher/expert teams and effective networking.

WHY STUDENT/TEACHER/EXPERT TEAMS AND NETWORKING?

To *design, develop and deliver marketable products*, the students need to integrate/source/share knowledge, skills and expertise from a variety of different fields such as business, marketing, design (industrial or graphic) and production. NET-ENT MODULE enables the students to explore innovative collaborative learning strategies – how to effectively *introduce students to networking within their study programme.*

HOW TO DO IT?

How can a student's learning experience be the best mirror of the real-world product development and marketing?

By integrating into the learning process the entrepreneurial experiences that include effective networking between teams from the three main educational/professional skill areas – **design**, **production, business and marketing**.[2]

The NET-ENT experience requires the teams of students/teachers from each area to be closely bonded with the teams from neighbouring programs/departments in order to generate ideas with commercial value and turn them into marketable products and services. However, the reality of the school systems usually separates these skills (areas) – technicians and future professionals are educated in parallel programs with little or no contact with each other. At their best they join for specific modules in entrepreneurship or transversal skills but rarely as a part of their core courses.

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Learning through interdisciplinary team collaboration (both internal and external networking[3]) requires a reinterpretation of the mechanics of learning. The interpretation that best adjusts to this model is that **learning is a process of evolution**; **the student becomes responsible for his/her own learning**. *Learning around challenges* (such as the NET-ENT challenge) *provides* **a launch pad, a setting and a relevant space of time** *for* **individual students and teams to get into action and produce results**. *The* **results are interpreted and analysed to see what worked and what did not work**. *A* **decision for future challanges is taken** *in order to obtain better results.*

NET-ENT module offers you and your immediate team (teacher colleagues within and beyond your programs/departments) a model of team networking which is based on innovative collaborative learning. The model invites you to establish connections with other school programs/departments and interact closely with them during the NET-ENT process. To get an even better view on the development of the idea, we included networking with experts from real companies which brings more reality and a new perspective to the process.

In the next chapter, you will find the descriptions of NET-ENT module pilot presentations carried out in the participating countries. Also, you can check the website of the project (Digital Tools: M - PILOT IMPLEMENTATION VIDEO) for some inspirational videos.

SUMMARY: **NETWORKING** in NET-ENT MODULE, as already mentioned before, refers to:
- cooperation between different school programs, schools,
- establishing networks between students and teachers of different programs,
- linking education with the world of work by including experts from different fields/ companies in the teaching/learning process,
- networking and exchange of experience from different EU countries.

You can always add more connections to develop your idea.

ESTABLISHING COLLABORATIVE LEARNING TEAMS AND NETWORKS

Five of the main implications/requisites of collaborative team learning and networking in the curriculum such as NET-ENT MODULE proposes are:
- **inter-modular collaboration**: *challenges* (such as NET-ENT MODULE – to design and develop a product of commercial value) *resemble as far as possible to real work challenges within a particular field*; a deep analysis of the professional competences and learning outcomes of each course are needed to improve the efficiency of learning. *Students work together with colleagues from other schools/departments to meet a challenge. Walls between different VET programmes come down* in this open approach.
- **self -managing teaching teams**: boosting teamwork and responsibility within small teaching teams that undertake the development of a particular course/module/project is also necessary. These teams should have the freedom to manage and adjust timetables and learning spaces, and to oversee the groups and substitutions to meet the needs of learning development at any given time. A teaching team can share tutoring/mentoring/coaching of groups/individuals over the course of the year. *Teacher activity should mirror effective student activity* – also based around *small self-directing, adaptable teams*.

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3   Internally; students and staff within a college, network with students and staff from neighbouring departments. Externally; students and staff network with external professionals and companies at specific stages within their design and development process to access relevant expertise, mentoring or services.

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- **evaluation based on competence development**: evaluation is integrated as a key element within the student´s learning process and includes frequent feedback on his/her evolution and progress towards required competence. To favour this focus on evaluation and participation of both, student and teacher (on a personal level and in a team), as well as any other agents involved in the evaluation process, certain tools or models can be used (portfolio, reflective diary, performance evaluation, reflective questions ...).

- **adequate learning spaces**: the implementation of new methodologies requires specific spaces, equipment and furniture. The design of such should be *flexible, open, interconnected, and promote active-collaborative work.*

- **adequate mentoring:** the collaborative learning philosophy requires not only a shift in traditional teaching content and design but also a shift in the student's role and relationship towards a student. A teacher is no longer a top down *knowledge leader* and becomes a *supporter or mentor (coach) of self-directed learning – providing assistance in ongoing reflection on what works and what does not work – how close are we to our goal?*

To initiate NET-ENT MODULE, we invite you to review these five elements. You do not need to have everything perfectly in place the first time you approach the module. For example, you may not have readily available multi-disciplinary learning spaces for student teams coming together; or maybe timing and flexibility for interdisciplinary teams may be severely limited. Those are one of the greatest fears for a teacher - coach to encounter. However, you do have excellent teaching and learning materials and inspiring examples of module piloting in different EU countries.

NET-ENT IMPLEMETATION

- **CONSULT THE MANAGEMENT AND THE HEADS OF THE DEPARTMENTS**
  Initiate conversations about the NET-ENT proposal – a vision for innovation, improved entrepreneurial and professional competence development for students and further prepare for shifts in teaching practice. If your school has not already initiated training in new methodologies or coaching/mentoring, this could be a good time to start. Try to get support from relevant pedagogical team leaders and gain some important experience. It is best to have a full-hearted support from leadership as they usually provide support for those who may naturally fear change. However, you can also start with small steps – small changes in your work practice can be a good example for others.

- **CREATE A NET-ENT VISION FOR YOUR SCHOOL/SUBJECT**
  Reflect on where to start networking and establishing different teams in a collaborative process to achieve common goal. At what point can you include labour market specialists/experts in the learning process and how (lectures, workshops, business visits, mentoring …). Where and how can you enable students to develop their ideas and thus become more motivated and responsible for their learning and acquiring new knowledge? Where and how can you connect with other teachers/programs/schools to gain another perspective on developing this idea? It is a challenge at first, but it pays off.

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GOAL SETTING SESSION and ACTION PLANNING SESSIONS

Meet with/join the heads of **design, production and marketing departments /programs** and *review the potential for collaboration,* especially in terms of **school calendar** and timetabling. You do not need to switch immediately from your existing educational programmes to collaborative learning, but NET-ENT MODULE offers you the possibility to explore and test the concept. However, it is very important to provide a sufficient timing frame for the course so that NET-ENT MODULE can be developed adequately.

It is advisable to review NET-ENT examples of pilot implementations available on the web and to carry out the preparatory sessions with a view to implementing them in the next school year. The examples will prepare you on what to expect and will give you an idea on how you can include external experts and services into the learning process.

The consequent sessions with the teaching staff from the departments/programmes involved can provide an adequate mirror of the coaching training sessions proposed in the NET-ENT programme for the Training of Trainers at the end of this manual. For these sessions, it is best to network with a coach (preferably a colleague with the proposed experience).

Following the sessions, individual staff members may also provide reviews on different tools available for students and staff in NET-ENT handbook (for students) and manual (for staff), and reflect on how these tools could be made available for students and how to incorporate them amongst the tools that are already available in schools.

OUTCOMES

- A clear VISION STATEMENT, a NET-ENT GOAL for your school and a detailed but flexible ACTION PLAN for the future experience. The action list will encompass a calendar, deadlines for the development of certain stages of a product/service design, production and marketing during the year, regular meetings of small staff teams – staff and student teams, etc. The plan will also provide details on how many teams (and how many people in each of them) will be formed within each department/programme to work on a larger project or on a series of group projects.

  *Remember that the NET-ENT experience is daunting at first because if you truly leave the idea development and project choice to the students you have **no idea where the project will lead**. Schools with experience comment that the first experience may stem from a series of ideas gifted from the teachers. This allows for some sense of control over how the project will develop. With some experience it is possible however to trust in student team capacity to come up with the idea and even to integrate the possibility of project abortion (a particular project that does not come to fruition). A lot of learning can stem from these experiences.*

In the next section (Pilot Implementation of NET-ENT MODULE), you will find real-life examples of piloting NET-ENT module in project partner countries. The following description is supported by digital materials, promotional movies and other useful digital tools.

You will also find a detailed description of competences and learning outcomes that students adopt as a part of NET-ENT MODULE as well as an evaluation proposal in the Intellectual Output – NET-ENT MUDULE Curriculum on the EU project website.

Link: http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/6732d822-1b78-46a0-8135-c505f3917f02

The NET-ENT experience aims to encourage critical thinking and development, management skills (of oneself (E.I.), team (E.I), of information, time, resources etc.) and evaluation. Students will evolve independence

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in the methods and strategies employed (their project process), in team collaboration (group efficacy and problem solving, networking) and in communication. Growing and showing confidence, as well as taking the initiative, is very important.

Above all, we encourage you to take the risk and plunge into NET-ENT module. In case you have some doubts, just keep in mind that NETWORKING in entrepreneurial teams and development of a self-directed entrepreneurial process is truly beneficial for the students' learning and entrepreneurship competence development. We would like to encourage students to be adventurous, to grow and to link their vision to realizable projects. Practising and refining all these while in school presents a superb education.

By giving students the opportunity to choose a field of learning and to participate in the learning and teaching process, their motivation increases. Consequently, they take the responsibility for their own progress and development. After all, this is exactly we want to promote, however, the front-line teaching method and the "I know everything, and I am teaching you" are not the approaches to be used here.

Following the new method, the way of work changes significantly for both, the teacher and the student.

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4. Pilot Implementation of NET-ENT MODUL

The task of each partner country (Slovenia, Spain, United Kingdom and Finland) involved in the project was to carry out a pilot implementation of NET-ENT MODULE. The idea is to involve teachers and students from three different programmes (business and marketing, design – industrial and graphic, production) in the process of creating a successful product (from the idea to a commercially successful product). It is expected that at certain stages of the process, the experts from the above-mentioned fields of work will also participate in different ways (adjusted lectures, mentoring, interviews, learning about practices in companies). In Slovenia, the three programmes will be connected through two different institutions, while in other countries, this will be done within their own institution.

The idea is that the pilot team in each country consists of three different areas of work (design, marketing, production) and includes at least:

- 6 teachers – 2 from each field/education program
- 15 students – 5 from each field/education program
- 3 professionals from the labor market – 1 from each field of expertise

In the following lines, we will present pilot implementations of the module in the participating countries.

4.1. Slovenia

In Slovenia, we planned to establish a cooperation between two different institutions, three schools, three key education programs and professional modules listed below. Within those modules different products are already being produced, from the idea to the final product, however, only one aspect of product development is considered.

For example, a product made in the professional module "Designing of Applicable Objects" (education program: Designer) is designed from a designer's point of view, while the aspect of marketing and production are less emphasized. On the contrary, a product made in the professional module "Product Preparation and Manufacturing" (education program: Woodworker) is designed from a production point of view, and the aspect of marketing and design are les emphasized.

NET-ENT module is specific for focusing on three aspects at the same time and connecting different disciplines together to achieve a common goal – a commercially successful, effectively designed and professionally manufactured product.

In the participating programs, NET-ENT module used to be implemented as an upgrade of the existing national curriculum. The first part of the module could be also carried out independently within an open curriculum. Students and teachers in different programs should interact with each other and should include experts from the labor market in the process, at different stages and in various ways.

In the following lines, the three basic programs planned for cooperation are described in detail: design, marketing and production.

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I. DESIGN
Partner: SECONDARY SCHOOL OF DESIGN AND PHOTOGRAPHY (SŠOF)
School: SECONDARY SCHOOL OF DESIGN AND PHOTOGRAPHY
Educational Program: Secondary Professional Education – SOK 5, EOC 4 – Designer
Professional Module: Design of Applicable Objects
National Competencies:
- Students can design and manufacture basic 2D and 3D real and virtual models.
- Students can analyse, plan and manufacture by using the elements of designing strategies based on individual or teamwork.
- Students can design unique and low-series products using different materials.
- Student can plan, design and remodel serial products.
- Students can prepare product presentations in different environments for different purposes.

II. MARKETING
Partner: SCHOOL CENTER NOVA GORICA (ŠCNG)
School: SECONDARY SCHOOL OF ECONOMICS AND TRADE (SETŠ)
Educational Program: Secondary Professional Education – SOK 5, EOC 4 – Economic Technician
Professional Module: Operation of Companies – Marketing, Management
Business Projects
National Competencies:
- Developing skills for business influence and business commercial orientation with a focus on the market.
- Use of commercial communication instruments in business activities and presentations.
- Oral and written business communication in mother tongue and foreign language.
- Getting to know organizations and business operations.
- Developing leadership skills, developing responsibility for oneself and others.

III. PRODUCTION
Partner: SCHOOL CENTER NOVA GORICA
School: VOCATIONAL SCHOOL OF MECHANICAL ENGINEERING, TRANSPORT AND WOOD PROCESSING
Educational Program: Short-cycle Vocational Education – SOK 3, EOK 3 – Wood Worker
Professional Module: Product Preparation and Manufacturing
National Competencies:
- Preparing product documentation.
- Drawing sketches, component plans and details. Writing a technical description.
- Choosing the right materials.
- Caring for a decent job.
- Participating and communicating with colleagues.
- Producing the product according to the technological process.

In addition to the above-mentioned programs, which represent the basis of the pilot implementation, other related programs can also be involved in the implementation, for example:
- **Designer – Graphic Design** (design of visual communications)
- **Economic Technician – Projects and Firm Management** (Vocational Technican Education – VTE)

What we presented is only the starting point and the initial idea. When we started to gather ideas from students in real life, things turned out to be slightly different. We were constantly adjusting and developing the process of work and collaboration, which is also a feature of NET-ENT MODULE.

Below, you can find the description of how the collaboration and co-creation of the process were actually carried out.

4.1.1.

NET-ENT MODULE: Secondary School of Design and Photography, Ljubljana, Slovenia – Pilot Implementation (SŠOF)

PREPARATIONS

At the project meeting in Bilbao, the representatives of the Secondary School of Design and Photography agreed with Tanja Ušaj Hvalič (teacher at the School Center Nova Gorica, Secondary School of Economics and Trade, program: Economic Technician, subject: Operation of Companies) to participate in the implementation of the pilot project in two different areas. The first project involves designing a Solar Panel Jacket (collaboration with the Department of Fashion Design at SŠOF) for Solarix, an already existing virtual firm that presented the main idea for such a jacket. The second collaboration would focus on products made of wood (collaboration with the Department of Product Design at SŠOF); for that purpose, a firm with a new practice needed to be established.

TASKS AND SELECTION OF STUDENTS

Since the task was very demanding, a student from the final 4th year of Fashion Design was selected to develop the idea and to design the jacket. Students of the 2nd and 3rd year of Product Design were responsible for designing the benches that would represent various regions of Slovenia. The creative process of both tasks was carried out in 7 phases as described in the chapter on Creativity and in Digital Tool – "HB - P2 - S1 - CREATIVE PROCES - 11 PHASES – SŠOF - SI". At the end, students produced the prototypes for both products.

CREATIVE PROCESS – FROM THE IDEA TO THE PRODUCT

Solar Panel Jacket

After selecting the most appropriate sketches and materials, a 4th year student Lara Ponebšek tailored and manufactured a prototype of the jacket made of thin softshell. In her design, she had to take into consideration technical characteristics of solar panels and other components. Solar cells capture sunrays that seep through a laser cut geometric pattern and the energy is stored to a power bank hidden in a special pocket. The harvested energy is at disposal whenever the mobile phone battery runs out. The student also used a laser cutter of the Department of Product Design.

You can find more in Digital Tools:

"M - PILOT IMPLEMENTATION VIDEO – JACKET with solar panels – SŠOF - SI"

"M - Brochure – JACKET with solar panels – SŠOF - SI"

Benches representing various regions of Slovenia

To prepare their first drafts, the students of the Department of Product Design first carried out a research related to the landscape, ethnology, etc. of different Slovenian regions. After selecting the best ideas, the students developed some variations and planned the most appropriate materials – they tried to include the wood of the invasive tree species. Next, they created 3D renders and technical blueprints. Apart from the chosen prototype of the so-called "Salt Works Bench" (designers: Maja Brus, Val Mohorčič Krapež, Nika Oblak, Hana Polak), an additional smaller scale model of a bench was created for the Upper Carniola region under the name "Family Bench" (designer: Žiga Dolinar). In total, seven different prototypes of benches made it at least to the phase of 3D presentation. You can find more in Digital Tools:

"M - PILOT IMPLEMENTATION VIDEO – BENCHES for different regions of Slovenia – SŠOF - SI"

"M - Brochure – BENCHES for different regions of Slovenia – SŠOF - SI"

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Graphic Design
Students from the department of Graphic Design chose the name for the practice firm amongst the suggestions proposed by their peers at ŠCNG. They decided for the name "Resles" to market the products manufactured from solid wood. After the draft version, a 3rd year student Tjaša Peterle designed the final version of the logotype. Subsequently, a team of students developed different possibilities of application and designed the firm's corporate identity as presented in the corporate identity (CI) manual. A special feature was included as well – a contemporary mobile phone application which was created by the designer of the logo. Finally, the students created a draft version of the firm's website.
You can find more in Digital Tools:
"M - Brochure – RESLES BRANDBOOK – SŠOF - SI"
"M - PILOT IMPLEMENTATION VIDEO – Resles mobile application – SŠOF - SI"

COLLABORATION WITH EXTERNAL EXPERTS
Designing process of the garment (Solar Panel Jacket) required a collaboration with external experts from the field of electronics. The teachers from ŠCNG assisted in the selection process of the adequate solar panels and other components (cables and power banks). In contrast to this, the task of designing a bench started with the lectures given by various experts from the field of wood science and technology, which were followed by a visit to laboratories and workshops of the Biotechnical Faculty Department of Wood Science and Technology (University of Ljubljana). The students also listened to a lecture on urbanism and urban furniture given by Judita Thaler (Urbi d.o.o.).
In the later stages of the pilot project, the students participated in a workshop on marketing with an emphasis on promotional strategies and marketing processes in relation to benches (given by Rok Knafelj – Arnoldvuga agency).

PROMOTION AND DISSEMINATION
In order to disseminate and promote the products of our pilot project, the creative process was filmed on video. A prototype of the "Salt Works Bench" was also included in the exhibition that took place within the event "The Magic of Wood". By the end of November 2019, the prototype will see 11 exhibitions in different venues around Slovenia, while the opening one was held on 13th May 2019 in the National Cultural Centre in Ljubljana.

Other Digital Tools connected to this topic:
"M - PILOT IMPLEMENTATION – INTERVIEWS – SŠOF - SI"
"M - Brochure – NET-ENT PUBLICATION – SŠOF - SI"

AFTER THE PROJECT
The collaboration between the Secondary School of Design and Photography (SŠOF) and the Secondary School of Economics and Trade (ŠCNG, SETŠ) will remain active in the next academic year due to the virtual firm RESLES which will also remain active during the next academic year. Resles is to participate in Practice Firm Trade Fair in Celje as well as in an international competition.

Developed products:
- 7 benches for different Slovenian geographical regions & prototype
- Solar Panel Jacket & prototype (idea and technical solutions – ŠCNG - SETŠ, design and prototype – SŠOF)
- Logo & corporate identity for the UP RESLES & prototype of the brand book (firm and marketing – ŠCNG - SETŠ, corporate identity and mobile application – SŠOF)

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4.1.2.

NET-ENT MODULE: School Center Nova Gorica, Slovenia – Pilot Implementation (ŠCNG, SETŠ – Secondary School of Economics and Trade)

PREPARATIONS
In our project meeting in Bilbao the representative of ŠCNG, Tanja Ušaj Hvalič (SETŠ) agreed with Saša Vitežnik (SŠOF) to participate in the implementation of the pilot project in two fields. Within the first field, a solar panel jacket will be designed (collaboration with the department of Fashion design, SŠOF) under the practice firm Solarix, while the focus of the second field will be products made of wood (collaboration with the Department of Product design, SŠOF); for that purpose, a new practice firm is established.

TASKS AND SELECTION OF STUDENTS
Students of the 3rd year of the Secondary School of Economics develop the idea of a jacket with solar panels in the practice firm Solarix.

Students of the 2nd year of the Secondary School of Economics tackled the task of establishing a practice firm (Resles) for wooden products.

At the beginning of the school year students have built their personal growth and entrepreneurial mindset. They developed skills for business influence and business commercial orientation with a focus on the market. The teacher used the basic principles of coaching, communication tools listening, asking powerful questions, summarising, mirroring and coaching tools such as goal setting, action planning, working with strengths and values.

CREATIVE PROCESS – FROM THE IDEA TO THE PRODUCT
Jacket with solar panels
Students of the 3rd year of the Secondary School of Economics were tasked with getting a good business idea. The idea was developed by using the design thinking method. Students presented their ideas in Elevator Pitch to a group of classmates and selected the best one. The idea of the jacket with solar panels won. The idea was given by the student Mik Sulič. He also designed the logotype of the practice firm. Then the students chose the appropriate name for the practice firm – Solarix. The idea was developed into sketches. We were assisted by an electrical engineer Matjaž Marušič in the selection of the most suitable solar panel for the jacket and we looked for the best supplier.

The materials were purchased and sent to Ljubljana (SŠOF). After the selection of the most appropriate sketches and materials, a 4th year student Lara Ponebšek tailored and manufactured a prototype of the jacket.

Students from Nova Gorica also created a website, an online store and a catalogue of the product. They took care of product promotion and did virtual business with other learning companies around Slovenia and abroad. The students are most proud of having exhibited the jacket with solar cells at the 13th International Practice Firm Trade Fair and took 2nd place for the innovation.

Benches representing various regions of Slovenia

Students of the 2nd year of the Secondary School of Economics established a new practice firm. By brainstorming, they looked for names of a practice firm appropriate for a firm that makes wooden products. We had to make sure that the name was not already taken, that it had no negative meanings, we performed a cultural test and tested it on users by conducting a short survey. The suggestions of names with BRIF were sent to the students in Ljubljana.

Students from the Department of Graphic Design (SŠOF) chose the name of the practice firm among the suggestions – they decided to name their firm Resles. A 3rd year student Tjaša Peterle designed the logotype and the mobile phone application. A team of students developed different possible applications and

designed the corporate identity of the practice firm. Students also created a draft version of the practice firm's website.

Students from Nova Gorica created an online store. They took care of product promotion and did virtual business with other learning companies around Slovenia and abroad. The students will attend the 14th International Practice Firm Trade Fair in Celje in March 2020.

COLLABORATION WITH EXTERNAL EXPERTS
In January 2019, the students from Solarix practice firm participated in a workshop on solar cells and electronics carried out by Matjaž Marušič (Secondary School of Electrical Engineering, ŠCNG). He assisted in the selection process of adequate solar panels and other components (cables and power bank) for jackets with solar panels.

In January 2019, the students from Solarix and Resles practice firm participated in a workshop on marketing with an emphasis on the importance of knowing the basics of marketing for the success of a product on the market, especially in terms of product usability and knowledge of the user and meeting his needs or solving his problems, given by Primož Mahne (Gigodesign d.o.o., Brand Strategist and Service Designer – From IDEA to PRODUCT – practical examples and case-based advice).

In January 2019, the students from Solarix practice firm participated in a workshop about design with an emphasis on promotional strategies and marketing processes, given by Andrej Berlot (Designer and director, Lettimstudio d.o.o. – From IDEA to PRODUCT – design aspect and presentation of the product at the fair – case-based advice).

In June 2019, a group of students from RESLES practice firm visited the entrepreneur Iztok Bizjak, the founder of the GONZAGA furniture firm. The director presented his entrepreneurial story and the path from idea to product with an emphasis on the production aspect of wooden products (Iztok Bizjak / Gonzaga).

PROMOTION AND DISSEMINATION
A video was also created for the purpose of the pilot project's dissemination and promotion.

Digital tool:
"M - PILOT IMPLEMENTATION VIDEO – SETŠ - SI"

AFTER THE PROJECT
The collaboration between ŠCNG and SŠOF will continue in the next academic year and further. RESLES practice firm will be active also during the next school year. Resles will participate in Practice Firm Trade Fair in Celje as well as in an international competition.

Developed products:
- Idea for Solar Panel Jacket & prototype (idea and technical solutions ŠCNG - SETŠ, design and prototype – SŠOF)
- Practice firm RESLES (firm and marketing ŠCNG – SETŠ, corporate identity and mobile application – SŠOF)
- Wooden fair stand RESLES
- Game RESLES
- Table RESLES

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4.2. Finland

NET-ENT MODULE: Haaga-Helia, Helsinki, Finland - Pilot Implementation

Haaga-Helia University of Applied Sciences implemented its pilot for the Networking for Entrepreneurship (NET-ENT) project as quick, agile three-day workshops titled from Idea to Prototype that were organized in two iterations during the 2018-2019 academic year.

Students from different study programs, including business, hospitality management, sales and marketing, and business information technology, brought their business ideas to the course "From Idea to Prototype" organized by Haaga-Helia's StartUp School. The students worked in multidisciplinary teams in hands-on workshops for 3 days, with the group working on one student's idea each day. At the end of the course, the students produced a prototype of the idea and validated the idea with working life experts.

Teachers participating in the course, Päivi Williams, Suvi Starck and Maria Haukka, used coaching methods and design thinking methodology in workshops and planned activities for each day.

Students analyzed each business idea from three perspectives: design (user design and, where appropriate, industrial design), marketing (market potential and customer feedback) and production (prototyping). The students' business ideas from this course included mobile applications, grocery services and export, concept reducing plastic usage and human resources services.

Upon successful completion of the course, students had explored their business idea further together with team members and potential customers. The students were familiar with ways to design their idea and develop it further using design thinking methodology. The students were able to collect customer feedback and use working life insight in the development process, create a prototype, and define, validate and refine their business ideas. The students could also test their ability to act according to entrepreneurial behavior patterns.

In addition to the From Idea to Prototype course, special workshops were organized for students held by business life experts. Topics of the workshops included Google Tools for Business, Designing Products and Services, and Content Marketing. Prior to the pilots, teachers also participated in a design thinking training course in order to implement the design thinking methodology in the planning and implementation of the pilot course.

More on Digital Tools about pilot implementation:

"M - PILOT – TEACHER Perspective – Haaga-Helia - FI"

"M - PILOT IMPLEMENTATION VIDEO – Haaga-Helia - FI"

"M - StartUp School Pilot implementation – PPT – Haaga-Helia - FI"

Developed products (prototyped):
- Mobile application
- Human resource service

4. 3. Spain

NET-ENT MODULE: Politeknika IKASTEGIA TXORIERRI, Derio, Spain – Pilot Implementation

In Politeknika Ikastegia Txorierrri we are trying to integrate a collaborative challenge-based learning methodology into our School system. We started some years ago and have been trying to use this methodology more frequently each year. When we shared the NET-ENT project with the teachers, they thought it was a great idea. We are used to apply the collaborative challenge methodology but not with different classes and we have never done it before with classes from different cycles and different EQF levels. This has been a great challenge and the idea was very engaging for all the teachers, so we immediately received a full commitment from their side.

FROM IDEA TO PRODUCT

These are the cycles of the pilot phase:

- VET -EQF 3: Technician in Mechanical Engineering
- VET -EQF 5: Higher Technician in Sales Management and Commercial Spaces
- VET -EQF 5: Higher Technician in Mechanical Manufacture Design
- VET -EQF 5: Higher Technician in Computer Network Systems Management
- VET -EQF 5: Higher Technician in Environmental Education and Control

The students worked in 25 groups consisting of 5 students. When the teachers presented the project to the students it was very difficult to come up with a business idea, therefore the NET-ENT tools were very helpful. We wanted to come up with a real product since the idea of the project was to have 3 different types of profiles working in the same team, being one of these profiles a manufacturing profile. In this case we had 5 persons from different backgrounds and expertise working in the same team, but the teachers and students of Mechanical Engineering were crucial for designing customized walking sticks for the elderly. Teachers wanted to include learning outcomes of our school curricula in the NET-ENT project. The students accepted the idea as they believed they were capable of producing walking sticks.

BUSINESS PLAN

Since we wanted to create real products, we also wanted to have real clients. Therefore, the students came up with the idea of offering the possibility of producing customized walking sticks for the retirement home of Derio. The elderly loved the idea and they offered to come to our school and to talk to our students. The students used this opportunity to inquire about the elderly's needs and other information.

- height of the client,
- use of the walking stick,
- hobbies,
- favourite shape of the knob,
- material at the end of the walking stick,
- material of the knob,
- etc.

Students will develop their professional skills, both technical and soft skills through the collaborative learning methodology, however, they will innovate through the development of the model, from an inter-modular nature within the same cycle to an inter-cycle character within the same school. This way they will benefit from the strength of each cycle, resembling much more to the real environment they will face in real-job situations in the future. This challenge is posed for Politeknika students as the way to put into practice the technical knowledge learned in different modules and also to carry out a technical solidarity

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project to develop our students' attitudes and values of solidarity and commitment to our environment.

Our students will get to know and experience collaborating through the improvement of the living conditions of older people, with the purpose to assess the elderly and their knowledge.

In addition, this challenge brings educational innovations that will lead to important changes when assigning students' work groups (of different cycles) different tasks in order to achieve a common objective. It will also open the school to the Txorierri community, generating interaction with its surroundings.

This project was most beneficial to the students. They offered a social service to the community, moreover, it was very satisfying to see people from different generations collaborating out of the comfort zone. The project even appeared on the regional TV and in some local newspapers. The NET-ENT project was definitely a total success for our VET centre!

More on Digital Tools about pilot implementation:

"M - Best video created by the students - TXORIERRY – ES"

"M - PILOT IMPLEMENTATION VIDEO - TXORIERRY – ES"

"M - Video of the project on public TV - TXORIERRY – ES"

Developed products:

- 25 customized walking sticks for the elder

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4.4. United Kingdom

NET-ENT MODULE: City of Glasgow College, United Kingdom – Pilot Implementation

Networking for Entrepreneurship at City of Glasgow College

The project was ambitious. The aim was to bring over a hundred students together in new networks, breaking out of traditional curriculum boundaries and working in teams to design, manufacture and market new wooden products. The students were from two NQ Furniture classes, two HNC Marketing and PR classes and one NQ Product Design class.

Shortly after the start of the academic year the classes were brought together, broken into their new groups and allocated a coach to help them progress through the project. Industry experts in business and furniture design and manufacture contributed to the launch and an indicative timeframe was advised. Each group had 2 design students, 3 furniture craftsmanship and design students, and 4 marketing and public relations students.

Simply, their brief was to work together and research and design a product which would then be manufactured and sold. The only restrictions were that the product was targeted at users of mobile phones and made of wood.

Although strong ideas were developed to became clear that there were issues of motivation within some of the groups. The composition of the groups was not ideal. The marketing students were more advanced than the design and manufacturing students. The balance was wrong too. There were too many students in each group and before long, the marketing felt that this project was not the highlight of their curriculum. They were also under much more assessment pressure. Generally, there was a reluctance to work beyond traditional curriculum boundaries and the coaches were unable to enthuse the groups to work effectively across such a large number of students.

When it was obvious that a new approach was required, a project manager was appointed, and it was agreed that teams would pitch their designs to a team of experts who would then choose which would go forward to the next stage.

The team included the project manager and the external experts.

Prototypes were finalised. Teams were re-structured on the basis of the students' commitment and the manufacture of the products became an assessed part of the design and furniture students' curriculum. Marketing and PR students were no longer involved in the project.

At the end of the academic year, four designs went into production. They were; a passive speaker, a mobile phone holder, a mobile phone & headset stand, and a passive speaker. Sadly, none were presented to market or sold.

As the project spanned different curriculum areas, high-level management of the project was problematic. It did not help that during the course of the pilot implementation there was a management re-structure and key personnel were re-assigned to areas no longer involved in the project.

There was some positive feedback from students who recognised the value of the project and understood the value of the enterprise skills they developed but on reflection, it would have been better to have been less ambitious at the outset and concentrated efforts on a smaller and hopefully more successful cohort.

More on Digital Tools about pilot implementation:

"M – PILOT IMPLEMENTATION VIDEO – CGC - UK"

Developed products:

- Passive Speaker (painted in chalkboard paint to allow decoration)
- Mobile Phone holder
- Mobile Phone & Headset Stand
- Passive Speaker (wooden on stand)

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5. Training of Trainers — Coaching — Innovation in Learning and Teaching

In the NET-ENT project the teachers involved in the pilot implementation of NET-ENT module were all attending 5 days NET-ENT coaching training at Haaga Helia University in Helsinki to adopt innovative learning/teaching methods and implement them in their learning/teaching process. Below you will find materials created within the project that will be useful for your learning and development. The material changes the paradigma of learning and teaching, and also effects mindset of teachers and consequently the students. Because we do not offer solutions in NET-ENT module, but open new perspectives in finding the path to the goal, the way of communication between the teacher and the student changes. The teacher becomes a teacher/coach who opens new horizons for the student. Of course, the actual coaching between the coachee and the client in the full sense of the word is much more than that. However, knowing the basics of communication in the coaching process is already enough to put learning and teaching on a whole new footing.

Coach/teacher takes care for the process, not content. His/her role is to support, lead towards the goal. The content (idea) comes from students (coachee).

This will be your journey into your role as a facilitator of learning and development, where you can try out how in your work you can take advantage of coaching methods and tools. You can practice together with other teachers and apply different methods and mindsets directly to your own life as well.

NET-ENT coaching training is a process that might begin with this manual. But this is only the beginning of your own development process, and the biggest changes will happen over time with persisting workouts.

The goals of the NET-ENT training are:
- To understand your own role as a teacher coach
- To have ability to choose coaching tools suitable for oneself/learners/context
- To find out a strong interest in developing other people
- To have a strong commitment of the coaching process
- After the training, coach is willing to share his/her learnings in the own organisation

Contents of the training:
- Basic principles of coaching
- Communication tools: listening, asking powerful questions, summarising, mirroring
- Coaching tools: goal setting, action planning, working with strengths and values
- How to implement a coaching methodology in your own organization?

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Day 1: Basic principles of coaching and communication techniques

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Day 1: Workshop Themes
- What is Coaching? Basic principles of coaching.
- Communication techniques: Listening, Questioning, GROW-model

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Questions to start with:
- How do you want to develop during the coaching training?
- What do you commit to doing?
- How can you help others?

Exercises:

1. Listening
- Read carefully the chapter Listening (10 minutes)
- In pairs (3 minutes):

Person A: tells a story

Person B: doesn't listen at first (looking around, working on a cellphone, etc.), then he/she apologizes and starts to listen carefully
- Change the roles (3 minutes)
- Reflection (5 minutes): Discuss with eachother – how do you feel … as a listener and as a storyteller in both situations. Write a note on post-it paper. Arrange similar post-it in groups on the table. Share your experiences in groups if you like.

(Post-it: a piece of paper with an adhesive strip on one side, designed to be stuck prominently to an object or surface and easily removed when necessary).

2. Questioning and GROW-model
- Read carefully the chapters Questioning and GROW-model and think about the situations and questions to support learning proces of your students in NET-ENT module to find their own solutions instead of giving them answers and advices. This will make them more responsible and active designers of the learning process and curious about what the outcome will be (15 minutes).
- Discuss it with your neigbour and choose 3 things to write them in the post-it (5 minutes). Share the results with others (15 minutes).

Reflections after the first day/workshop:
- What was your best insight today?
- How does it help you to develop?
- What was the challenge and what seemed easy?
- What are your next steps?

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What is coaching?

Coaching is a thought-provoking and creative partnership that inspires clients (students) to maximize their personal and professional potential, often unlocking previously untapped sources of imagination, productivity and leadership. Instead of telling you what you should do, coach will ask you powerful questions which can lead you to find your own solution.

Find out more about it:

Coaching VS Training

https://www.youtube.com/watch?v=wKZ1sdP0c3o

What is Coaching?

https://www.youtube.com/watch?v=nFx6yKZrzco

How Coaching Works

https://www.youtube.com/watch?v=UY75MQte4RU …

The Three Core Coaching Skills

https://www.youtube.com/watch?v=bYZZQigqZQs

Think about you.
- What would be your own position in different types of interactions?
- What is typical for you?

Draw your own graph - what communication model are you in during your teaching hours.

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Conversation Techniques

Listening

In a daily life conversation, there are constant changes between speaking and listening. We frequently change our role from the speaker to the listener and vice versa. The changes are often fast and surprising. We do not realise these changes consciously. In addition to this, the roles are not clearly separated. The listener is not always passive and accepting. The speaker can be interrupted, commented, judged, ignored, laughed at, quizzed and denied.

In a coaching discussion, the coach accepts the role of a listener in a different way, while he/she

- listens to the client attentively and without interruptions,
- concentrates on the contents of the conversation and does not react to other stimulants,
- empathises with the client's emotional world,
- keeps empathic eye contact with the client,
- through small signs motivates the client to keep on speaking,
- endures a long silence when the client seems to be engaged by their own thoughts and emotions,
- does not give the client his/her own opinion,
- accepts the client's internal truth with appreciation,
- perceives their own thoughts and suppresses them consciously,
- perceives their own emotions and takes them under control,
- stops own movie and goes back to the here and now,
- maintains a permanent invisible connection to the client.

The aim is to create a space where the client feels accepted, supported, taken seriously and appreciated within. To achieve this aim, the coach needs to improve and to sharpen his own empathy, sensitivity, self-love, listening capabilities, perception and concentration capabilities.

When this space is created and the client feels the coach is interested in him/her, he/she will be able to improve trust and to leave their own worries and anxiety behind. The client will then be able to feel on a par with the coach and to work with the coach in a shared process to illuminate his/her own internal truth.

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Conversation Techniques

Questioning

In our daily life, we often use only two kinds of questioning: open and closed questions. In a coaching discussion, it is beneficial to also use other forms of questioning that help the client to explore some untouched parts of his/her own reality. It is very important for a coach to distinguish between different kinds of questions and to be able to take the best choice for a given situation.

Closed Questions

Questions that can be answered by "yes" or "no", are called **Closed Questions**. Whenever the coach asks a closed question, the client has a limited chance to give an answer. Of course, even in the case of a closed question, the client's answer can be something other than a simple confirmation or rejection. Nevertheless, this kind of questioning does not support the client to be active. In particular situations, it is useful to ask a closed question, for example, when the coach needs to be sure to have understood the client correctly or when the client is not able to answer an open question and the coach offers an answer by asking a closed question. Also, whenever the coach needs to check a part of reality or to give an active suggestion, a closed question can be used.

- Does it mean that you did not change the direction?
- Is it the dependency that you try to avoid?
- Does your family support you to find a job?
- Do you often take decisions that you throw away the next moment?
- Do you see yourself as a creative person?
- Are your colleagues comfortable with the new structure?

Open Questions

These are the questions that let the person who is being asked to be active in giving an answer. An **Open Question** mostly begins with a question word like "**what**", "**when**", "**where**", "**who**", "**why**" and "**how**":

- What is your motivation to ask for coaching?
- How far are your friends informed about your current situation?
- When would you like to get the first result?
- Who else is interested in your coaching goal?
- What was your motivation to apply for this position?
- Who else could help you?

It is recommended not to ask why-questions directly. A why-question can give the impression that they are not accepted. To avoid misunderstanding, a why-question can be converted by using other question words, for example, "What was the reason that…?"

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Solution-oriented Questions

While closed questions are directive and open questions are neutral, a solution-oriented question emphasises the possibilities the client has. It opens the client's creative mind and invites the client to explore the positive aspects. Solution-oriented questions look like open questions that already contain a potential to support the solution finding:

- Which steps have you taken successfully towards your vision?
- When was the last time you were really satisfied with your job?
- How valuable is it for you to finish your studies?
- What should happen so that you get two more clients a week?

It is useful for a coach to be able to ask solution-oriented questions whenever the situation allows it. There are so many ways to convert a closed or an open question to a solution-oriented question.

Closed Question	Open Question	Solution-oriented Question
Are you satisfied with your new office?	How is your new office for you?	What is better in your new office?
Do you have to solve this problem on your own?	How can you solve this problem?	Who can support you to solve this problem?
Do you feel more power on Mondays?	How do you feel on Mondays?	When did you feel really powerful in the last few weeks?
Do you feel you can cope with the stress of exams?	How does the stress of exams make you feel?	How do you manage the stress of exams?

Circular Questions

Sometimes it can be useful to ask for an answer from another person's point of view. While asking a circular question, the client is animated to view a situation from another perspective. This can be very helpful when the client does not allow him-/herself to give an answer to the question.

- What would your sister tell me about your talents?
- If I ask your supervisor about the situation in your office yesterday, what would he say?
- What would a person who does not understand our language possibly think about you while you discuss with your colleague?
- What would your colleague tell your supervisor about your project?
- What would a neutral observer see as a potential in this situation?

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The GROW-model
The model to support every coaching conversation

G = Goal (We help the coachee to define his/her own goal for the topic)

- What would you like to talk about?
- Where would you like to be after this session / after one year?
- What do you really want on a longer term?
- What needs to change about this issue?
- How can I as a coach help you?
- What do you need support with most of all?
- How will you benefit from reaching your goal?
- How will you know that you have reached the goal?
- How will people around you know that you have reached your goal?

R = Reality (We help the coachee perceive where he/she is right know)

- Where are you at now with this issue?
- What does the reality look like?
- What is your own role like?
- What feeling does it create for you?
- What is most important for you with this issue?
- What is holding you back?
- What is the difference between where you are now and where you want to be?
- Which part would you like to change first?
- What kind of resources have you got to support you?
- What are you already doing that takes you towards the goal?

O = Opportunities (We help the coachee see what possibilities he/she has to move towards the goal and what he/she can do to achieve it)

- Which opportunities can you see for solving this issue?
- What other options are there?
- What opportunities have you already tried?
- What would take you a little closer to your goal?
- What have you tried before that could work here as well?
- Who could support you in reaching your goal?
- What steps would somebody experienced suggest that you take?
- Which could be the best alternative to start with?
- What would you do if you could start from an empty table or had unlimited resources?

W = Wrap Up (We help the coachee wrap up the discussion and get started with action)

- Where do you want to start?
- What will you do first?
- What is your timetable like? When will you take action?
- On a scale from 1-10, how committed are you take action / reach your goal? What would make you more committed?
- Which parts can you delegate to someone else?
- What are your sub-goals like?
- How will you know that you are moving in the right direction?
- How will you acknowledge yourself for reaching your goal?

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Day 2: Communication techniques (skills) and coaching tools

Day 2: Workshop Themes:
- Summarising
- Mirroring
- SMART Goal setting
- Coaching Ethics

To start with:
- Your own learning goals for this day ….

Exercises:

1. Summarising
- Read carefully the chapter Summarising (10 minutes)
- In pairs (3 minutes):
  Person A: tells a story
  Person B: check if she understood it using summarising technique
  Person A: gives feedback
  Person B: check again …
- Change the roles (3 minutes)
- Reflection (5 minutes): Discuss with eachother – how does it feel …

2. Mirroring
- Read carefully the chapter Mirroring
- Work on the case below – in pairs (5 minutes):
  Your college tells you: "We had a realy good workshop with the team today. I felt like we were in FLOW or something."
  Give him/her feedback using all forms of mirroring.
- Then change the roles (5 minutes)
- Discuss in pairs:
  - How did the different forms of mirroring feel like?
  - Can you identify similar cases in your daily life?
  - What do you need to pay more attention to in your own communication?

Become aware what is your normal way of mirroring people. Is it possible that we mirror different people differently?

3. SMART Goal Setting
- Read carefully the chapter SMART Goal Setting and set your own SMART Goal (10 minutes). In pairs use coaching questions to check with each other if it is well set (5 minutes for each pair). If not, reframe it and write down a proper one (5 minutes).

Reflections after the second day/workshop:
- What was your best insight today?
- How does it help you to develop?
- How do you feel when coaching others?
- What was the challenge and what seemed easy?
- What are your next steps?

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Conversation Techniques

Summarising

When we open ourselves up and begin to speak about our life, our beliefs and our emotions, we want to be sure that we are understood and that our message reaches the listener without any foreign interpretations. We feel strongly understood when our conversation partner hears something from our words that is true, but we did not say it directly. Such an experience creates trust and helps us to have a deeper access to our own internal truth and to open ourselves more and more during the conversation.

In a coaching discussion, whenever the client speaks continuously, the coach summarises what he/she has heard and asks the client to confirm or to correct it. This helps the coach to be sure to have understood the client correctly.

While summarising, relevant points and facts can be gathered and brought into focus. It is important that the client's key words and the vocabulary are used and simultaneously the content is given with other words. Emotional content of the spoken word can also be expressed as the summarising focus. The coach can hear some emotions out of the words without the client having mentioned them directly.

In both cases, the coach should ask for a confirmation whether the summary is true from the client's point of view.

Rational Summarising

In this form of summarising, the coach is focused on

- filtering out the most important points of the spoken words,
- perceiving the key words,
- asking about the facts and details to fully understand the situation,
- understanding the logical dependencies and causation,
- repeating the contents in a neutral way with different words,
- illuminating and sharpening the most relevant aspects,
- structuring the situation while summarising it,
- retelling the situation in a chronological order,
- using the client's speaking style and key words while retelling and summarising.

The coach begins to summarise using the phrases such as the following:

- "If I understand you correctly, … "
- "May I summarise what I have understood so far? "
- "To be sure that I really understand you, I'd like to summarise what I've already heard. "

Emotional Summarising

In this form of summarising, the coach tries to

- pay attention to the emotional content of the statements,
- perceive the hidden emotional messages,
- perceive the client's body language and mimic,
- pay attention to the intonation, articulation and tempo,
- be receptive for any incongruity and address it,
- empathise with the client and verbalise the empathy,
- pay attention to their own emotions and be curious why they feel them,
- reflect the perceived emotional content clearly.

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The coach summarises emotionally through settlements. A settlement is a sentence between a statement and a question. It does not contain any question words, but the intonation rises at the end.

Emotional summarising should be considered as an offer. The client's reaction is an answer to the question whether the coach has accessed the emotional content. If this is the case, the client will react with confirmation and being relaxed.

Example:

Client: "I don't know where to begin. Everyone wants something from me. All at the same time!!!"

Coach: "And you feel stressed and overworked? "

Client: "My kids don't listen to me! I don't know how to motivate them to do their homework! "

Coach: "You feel more and more worried from day to day? And helpless? "

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Conversation Techniques

Mirroring

Having a conversation with a person, we inspire in our conversation partner thoughts, emotions and associations, best-case, a confirmation of our attitude. We observe our listener and are interested to know how this person receives the statement and reacts to it. The conscious perception of how we are mirrored by other people can support our individual progress.

How our environment reacts to us, reveals something about ourselves as well as about our environment. In everyday life, we are not often mirrored in a way that is useful for us. Many of us have experienced through unfavourable mirroring of our parents or teachers the first traumas and developed strategies to deal with them. Out of these strategies that have been useful in childhood, the so-called "Patterns" are built and internalised. They form our perception, our thinking, our feeling and our behaviour. To understand these patterns and to integrate them empathically is the subject of many therapy and coaching sessions and self-awareness workshops.

There are many ways of reacting to other people's statements and mirroring them. We distinguish between six different mirroring styles; however, we only acknowledge one of them as a favourable **Mirroring Technique** to be used in coaching processes.

- Airy Mirroring
- Understate Mirroring
- Overstate Mirroring
- Matter-of-Fact Mirroring
- Narcissistic Mirroring
- Appreciative Mirroring

Example:

A little girl runs into the kitchen and tells her mother with an excited voice what happened at school in that morning:

"Mama, we had a class test today. I got an A!!! Ms. Smith said my test was the best one in the whole class. Some lads were really envious. "

Airy Mirroring

(The mother keeps working in the kitchen without referring to her child. Her mimic does not change during the girl's monologue) *"Wash your hands! The meal is ready. "*

Understate Mirroring

(with a damped voice) *"In the future, you will get many A's. Girls are always better than lads. I always had A's in school. What is it worth now? "*

Overstate Mirroring

(with an excited voice) *"You will get lots of A's. From tomorrow onwards, you will apply yourself and you will become the best in the class! In some years, you will get A levels and go to university, get a good job and earn so much money! "*

Matter-of-Fact Mirroring

(with a serious, non-impressed voice) "*Have you done your homework for today? What you got in class today is of no value for tomorrow!* "

Narcissistic Mirroring

(stops working) "*Oh, really? How it reminds me of my success in school when I was a child like you. After such a day, I was very motivated to get further A's. You know, in my time the schools were... * " (continues to tell her own story)

Appreciative Mirroring

(concentrated and with eye contact) "*Darling, that's wonderful! I'm so proud of you!! Let's celebrate. What are you in the mood for? *"

* * *

Possibly, we know all these styles. We use them unknowingly in our daily situations and we are not aware about the consequences of our mirroring style and which emotions it awakens in our conversation partner.

In a coaching discussion, it is important to mirror the client in a way that is advantageous for his/her further progress and for the goal achievement. It is indispensable for the coach to develop the appreciating mirroring technique and to use it in coaching sessions. It is also useful to know which mirroring style the coach is familiar with through their own life story and which style he/she uses unconsciously. It is recommended for a coach to also experience the five unfavourable mirroring techniques in exercises and to observe how they influence his/her own thoughts and emotions in order to be able to understand why they should be avoided.

Coaching Process
Goal Setting

For a coaching process, it is important to define an achievable and effective goal. Such goals are termed **SMART** goals.

S p e c i f i c
M e a s u r a b l e
A c h i e v a b l e
R e l e v a n t
T i m e – b a s e d

SPECIFIC

In order to set a specific goal, the client should know what he/she wants to achieve. The more precisely we define a goal, the greater is the chance that we achieve it. Through precise questions, the coach conducts the client to define a specific goal.

- What do you want to achieve?
- Why do you want to do this?
- What do you need to do beforehand?
- Who else is involved?
- What are the requirements and constraints?
- When should you be able to complete it?

MEASURABLE

It is also important to be able to measure the progress and the final achievement. This helps to keep the motivation and it helps to indicate when the goal is reached.

- How much …?
- How many …?
- How will you know that the goal is reached?
- How will your neighbour recognise that you achieved your goal?
- What will be different when you have achieved your goal?
- How will you be able to perceive the changes?

ACHIEVABLE

The goal that the client intends to achieve, should be within his/her power and capability. A goal that requires a change outside of the client's person will not be achieved when the environment does not have the same goal. It should also be achievable within the time and the resources that the client already has. A goal that needs a full-time activity cannot be achieved by a person who has a full-time job and a family.

- How can you achieve this goal on your own?
- What other changes are needed to make the goal achievable?
- How can you impact those changes?

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- How much personal power and resource does your goal achievement need?
- How realistic is this in your current situation?
- How can you give yourself the power needed to achieve the goal?

RELEVANT

A goal should have a strong meaning for the client and should bring an important change in his/her life. Things that are only important for other people cannot be set as an individual goal. A goal should support the fulfilment of some important values.

- What does the goal mean to you?
- What are the values that are related to this goal?
- What are the needs and emotions that are related to this goal?
- How far has your life changed after the goal achievement?
- How far does the goal fit into your life vision?
- What happens if you do not change anything?

TIME–BASED

The best goal does not have any value as a goal without defining an end time for its complete achievement. Even if the time factor is not relevant for a client, it is important to define a time-based goal because the mind responds to specific demands. Setting a date and creating an action plan or a roadmap will remind the client's mind of the seriousness of the goal setting.

- When do you intend to achieve the goal?
- When would it be realistic for the goal to be achieved?
- How much time do you need to achieve your goal?
- What else will you have to do during this time?
- How much of your resources (time, energy, effort…) can you put into this goal?

Coaching ethics

It is very important to set the foundation for effective work with the group using coaching ethics. Pay attention to explain what we are doing. There are no right or wrong answers – we are researching together. We must co-create relationship, trust … How? By being honest, by being a real person who shares something personal with them. You should open yourself and ask them to do the same. To communicate effectively you should invite the group to be a part of what is happening. Be present. Presence means active listening in the group. It is not about listening to me – How am I doing? But – Is the group with me? Facilitate learning and results. Managing process is the role of a teacher/coach. Hold accountability – make students responsible for their actions, decisions. Make it clear at the beginning – whatever decision you make, it is yours. Stand by their side – we can learn from the wrong choices too. In NET-ENT module, students are responsible for their own learning. We don´t give them answers but we lead them to achieve their knowledge goals.

The ICF (International Coach Federation) is the leader in developing a definition and philosophy of coaching, as well as establishing a set of ethical standards that ICF members pledge to uphold. See the link below for details.

ICF Core Competencies

https://coachfederation.org/app/uploads/2017/12/CoreCompetencies.pdf

The ICF Code of Ethics

https://www.nilsyrapalo.com/docs/ICF_code_of_ethics.pdf
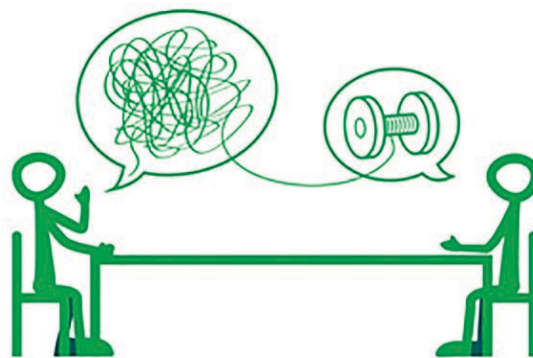
Figure 4: The Coaching process (left: a coachee, right: a coach)

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Day 3: Coaching tools

Day 3: Workshop Themes:
- Working with the Strengths
- Competence Pillar
- Action Planning
- Decision Balance

To start with:
- Your own learning goals for this day ….

Exercises:

1. Working with the Strengths
- Read carefully the chapter Strenghts Assignment and fill in three professional strengths and three personal strengths for you. Think about it and make your personal SWOT and SWOT MIX.

2. Competence Pillar
- Read carefully the chapter Competence Pillar and design your competence pillar on a BIG PIECE OF PAPER. Then in groups of three use this as a starting point for the coaching process. Each group must go through the process three times. In one iteration, we split the roles – coach, client, observer. Then, we change the roles so that all three try each role. The roles of a one coaching process (15 minutes) are:

  Coach – asks the client to draw/explain the competence pillar and helps him with the proper questions to find more of them.

  Client – explores his/her competencies and broadens the horizons. With the help of a coach he tries to find something more, something he did not immediately remember.

  Observer – observes the coaching process and gives feedback to the coach – only about the process. No judgment and advices.

  GIVING FEEDBACK:
  1. What I think you did well as a coach was ….
  2. You could more of … next time.

  RECEIVING FEEDBACK: Just say THANK YOU!

  Coach just says thank you (and decide what to do with it after).

  Zero apology and explanation.

1. Action Planning and Decision Balance
- Read carefully and make your own Action Planning and Decision Balance.

Reflections after the third day/workshop:
- What was your best insight today? How does it help you develop?
- How do you feel when coaching others?
- What was the challenge and what seemed easy?
- What are your next steps?

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Strengths Assignment

Our greatest satisfaction tends to come from doing what we do best – from playing to our strengths. It is important to identify your own strengths so that your life and work can be fulfilling and enjoyable.

- Pick five people that you respect – at least two of them should know you in work capacity – and ask each of them to tell you what they believe your three greatest strengths are. Give them time to think about it. Make a written note of what they tell you.

- Pick three professional and three personal strengths that strike you as both, true and enjoyable. For each one of them, provide an example from your life or work that demonstrates how you used that strength successfully. Look for what was enjoyable and came easily to you.

Three professional strengths

1. _____

2. _____

3. _____

Three personal strengths

1. _____

2. _____

3. _____

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PERSONAL SWOT

- Internal strenghts and weaknesses
- External possibilities and threats

Strenghts – MY INTERNAL STRENGHTS	Weaknesses – MY INTERNAL WEAKNESSES
Opportunities – EXTERNAL OPPORTUNITIES	Threats – EXTERNAL THREATS

SWOT MIX

STRENGHTS – OPPORTUNITIES: How can I make sure that my strenghts support my opportunities? How do I make use of my strengths? (The Powerline)

WEAKNESSES – OPPORTUNITIES: How can I develop or take notice of my weaknesses so that they do not hinder me from reaching my opportunities?

STRENGHTS – THREATS: How can I use my strengths so that the external threats will not materialize?

WEAKNESSES – THREATS: How can I minimize the risk of my weaknesses and the external threats starting to fuel each other?

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Coaching Methods

Competence Pillar

To draw analogy to architecture, our professional development requires pillars to support it. The skills, talents, strengths and capabilities a person has can be seen as fundamental pillars on top of which individual success is placed. To be realistic in measuring success, we need to be aware of our own competences.

The Competence Pillar presents an analytical tool to capture the as-is state of the client's skills and core capabilities. It is particularly relevant to professional development. It is a method of focusing on specific areas of competence which could highlight areas for development. In an interview, the coach learns the client's self-perception as well as the perception of the closely related persons and tries to get a complete map of the client's competence landscape.

The subject of this analysis is structured of the following three fields:
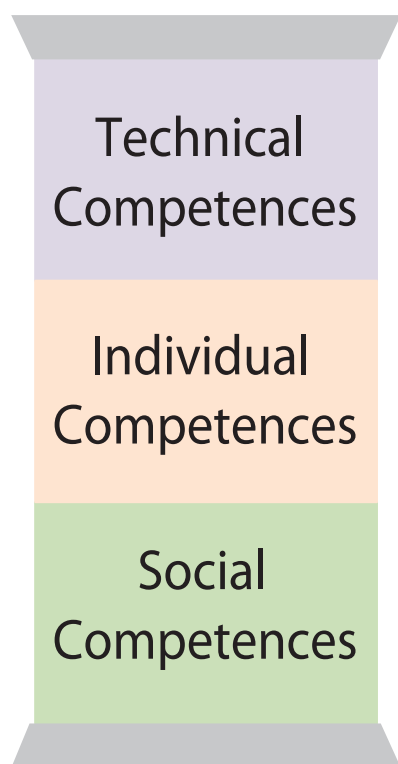
Technical Competences
These are all the competences that are acquired through studies, courses and training. The coach asks the client about his/her studies, professions and job experience specifically and what skills he/she has developed during these activities.

Individual Competences
All the characteristics and strengths of a client that can support the achievement of his goal are listed in this field. The coach asks about what characterises the client and what helps him/her to be successful independent of the situation.

Social Competences
These are the client's strengths and capabilities that proved to be useful in interaction with other people. The coach asks the client how he/she handles his/her environment and which qualities he/she applies to master interpersonal relationships.

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The method is performed in the following steps:

1. The coach explains the three competence fields.

2. The coach draws a pillar and asks the client to divide the pillar in three parts according to the estimated portions for each competence field.

3. The coach asks the client to write all his/her competences on a paper or on cards.

4. The coach and the client structure the competences into the three fields.

5. The client is asked to imagine two people for an imaginary interview about the client's competences. The client chooses one person from an educational or professional context and one person from the family or close friends.

6. The coach asks circular questions about the client's competences addressed to the two chosen persons and adds the new competences to the other competences structuring them into the three competence fields.

7. The coach asks the client which competences are the most important ones for him.

8. The coach draws a second pillar and asks the client to divide it into three parts according to the competences found out for each field.

9. The client is asked to observe the two pillars and digest the information. The client reflects the differences and gives his/her interpretation.

10. The coach asks the client which qualities he/she has always appreciated, and which he/she has ignored.

11. At the end, the client is asked to evaluate the results and to make him-/herself aware of the new outcomes. In particular, he/she should reflect what can be changed in the future through this new awareness and what does this means for the goal achievement. This can be done as a homework. In this case, the reflection will be discussed in the following session.

The outcome of the Competence Pillar can be used as the bridge to the Solution Phase of the coaching process.

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Coaching Methods

Action Planning

The combination of setting a personal goal and creating an action plan, makes it easier to start working towards the achievement of the goal. It is often a lot easier to see what needs to be done when the goal is divided into smaller steps, so called sub-goals. The coach can help the client identify the necessary steps to be taken by using a couple of repeating questions and visualising the process.

1. The coach asks the client what the goal is and when it is desired to be achieved. The coach draws a timeline as a roadmap from the present to the point of time when the goal is to be achieved. In many cases, it is not clear for the client how to set a realistic time span in which to achieve the desired goal. In such a case, the coach draws a line from the present to a point in three years. The beginning and the end of the line are labelled with concrete dates.

2. To make it more touchable, the coach asks the client to look into the future and try to see him-/herself at the point of the goal achievement or in three years time. He asks the client what he has achieved and how it is perceivable that he/she has achieved the goal.

3. The coach asks the client what he needs to do before to get to that situation in the future. The coach tries to define the concrete steps that need to be taken before the desired situation is reached. For each step, the coach asks the client when it is desired that the step is completed, and then labels this on the action line.

4. The coach is now focused on the action that came out in the last part of the interview and asks the same questions about that action. This iteration loop will be repeated until a realisable action plan with realistic points of time is created.

5. The coach asks the client to look at the action plan and allows him-/herself to ask any question and express all the concerns that come to his/her mind that depress or frighten him/her. Such questions and concerns can indicate that some necessary requirements are not illuminated. These can either be steps that lead to new actions or some internal barriers that need to be overcome. In the former case, the coach continues the interview to complete the action plan. In the latter case, a new coaching sub-process can be offered to the client with the goal to deal with the internal barrier.

Example:

- What exactly do you aim for in three years time, let say in February 2023?
- A lawyer's office with one or two colleagues and a secretary.
- How many clients do you desire to have at that time?
- At least ten clients.
- When do you need to have at least five clients to be able to have ten clients in 2023?
- In September 2022.
- What do you need to have more clients?
- An office, a first client, marketing, …
- When do you aim to move in the office with your colleagues?
- In October 2022.
- What do you need to have done before the move?
- I must find out who is going to share the office with me.
- What do you need to find out who is going to share the office with you?
- I need to contact some colleagues with whom I can imagine a professional partnership.
- When is realistic to do that?
- August …
- What else do you need to have done before the move into the new office?
- …

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Coaching Methods

Decision Balance

Decision-making is the central point or at least a milestone of a particular importance in most coaching concerns. In many coaching processes, at some point, the client is forced to make a decision that is inevitable to make on the way to the coaching goal. In such a case, decision-making can be structured as a sub-goal. Decision Balance is a tool that is used to support the decision-making.

Decision Balance is a cognitive method that is easy to perform in almost all situations where any kind of decision has to be made.

1. The client describes all the different options amongst which he/she needs to make a decision.

2. For each option, the coach creates a chart with a **Pros Column** and a **Cons Column.** Next, the coach lists the advantages of the option in the pros column and the disadvantages of the option in the cons column. They are considered as the positive and negative arguments for the corresponding option. For better visualisation, the coach can use a whiteboard, a flip chart, a work sheet or a pin board with cards. This step could also had been done by the client alone in form of a homework from the previous session.

3. The client gives a weighting for each argument of the pros column as well as for each argument of the cons column.

4. The coach asks the client to take a look at both charts and to perceive how he/she feels.

5. The client is now invited to make an immediate tentative decision for one of the options.

6. The coach asks the client to reflect upon the consequences the chosen option would bring and lets the client speak about that option.

7. If the coach has the impression that the option has the potential to be the best choice for the client, he/she asks the client to take this decision out of the coaching session to let it sink in. In some cases, the client may feel that he/she has already made a decision. Even in such a case, it is strongly recommended to advise the client to take more time to be completely convinced about it.

8. In the next coaching session, the coach asks the client to report on his/her feelings regarding the last session's outcome and if he/she considers that option as the best choice.

OPTION A		OPTION B	
Pros +	Cons -	Pros +	Cons -

Day 4: Coaching Tools

Day 4: Workshop Themes:
- Working with Values
- Business Model Canvas – BMC

To start with:
- Your own learning goals for this day ….

Exercises:

1. Working with Values
- Read carefully the chapter Working with Values.
- Define the values which are the most important for you.
- How strongly do you live up to those values? Demonstrate it in the VALUE CIRCLE.
- In groups of three, use this as a starting point for the coaching process. Each group repeats the process three times and each time we split the roles – coach, client, observer. Then, we change the roles so that each one can try each role. The roles of a one coaching process (15 minutes) are:

  Coach – asks the client to draw/explain the VALUE CIRCLE and helps the client with proper questions to discover more about it.

  Client – explores his/her VALUES and broadens the horizons. With the help of a coach he tries to find something more, something he did not immediately remember.

  Observer – observes the coaching process and gives feedback to the coach – only about the process. No judgment and advices.

  GIVING FEEDBACK:
  1. What I think you did well as a coach was ….
  2. You could more of … next time.

  RECEIVING FEEDBACK: Just say THANK YOU!

  Coach just says thank you (and decide what to do with it after).

  Zero apology and explanation.

2. Business Model Canvas – BMC
- Look at BMC and think about how you can use coaching with a group of students who have an idea.

Reflections after the fourth day/workshop:
- What was your best insight today?
- How does it help you to develop?
- How do you feel when coaching others?
- What was the challenge and what seemed easy?
- What are your next steps?

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Coaching Methods
Working with Values

Working with Values is used as an unavoidable basis of the coaching process. Value Analysis is a cognitive method that can be applied at the beginning of the problem identification phase. Through value analysis, the coach finds the first key to the world of the client's needs and ideals. For an individual, a **Value** is something that is necessary for him/her to feel comfortable and contented. When an important value is not fulfilled, we feel something is missing. We feel uncomfortable and try to recover the lost value. On one side, values build our deepest needs, on the other side, they build our ideals and the objects of our desire. Our values motivate us to move and to develop ourselves. They build our internal compass that gives us orientation for our steps. We associate our values with the meaning of life, also we measure how lucky and how happy we feel based on our values. Thus, getting to know the client's values is an important gain.

The Principles of Value Analysis

- Absence of core values leads to the experience of insufficiency and dissatisfaction.
- An individual is willing to invest enough time and energy in order to sufficiently fulfil an essential value.
- Goals associated with important values are followed more strongly than the others.
- Working with values constitutes a very individual parameter space that holds a great importance in decision-making in all real-life situations.

Internal and External Values

Internal values build the facts of an individual's inner world, his/her own character, thoughts and emotions that are essential for the individual and define what is important for him/her in interpersonal relationships.

External values build the visible or sensually perceivable facts of a person in relation to the community he/she lives in, or in relation to the systems, places and structures that person lives in and which are essential for him/her.

Core values

Core values build the highest level of the value landscape. They are not replaceable by any other value and do not depend on other values. They characterise the ideals and needs of an individual that cannot be changed over time nor by different situations.

In a coaching process, it is useful to get to the bottom of the client's values trying to find out the underlying core values.

Example:

- The client terms "money" as a value.
- The coach asks for what reason the client needs money and what would happen if he/she did not have enough money?
- The client needs money to make journeys and to build a house.
- The coach asks about the client's associations with journeys on one side and associations with his/her own house on the other side.
- As the outcome of this interview, the coach uncovers the core values – "Adventure" on one side and "Assurance" on the other side.

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Coaching with Values and the Value Circle

In a coaching process, the result of a value analysis is captured in a **Value Circle**. In the following lines, we describe the necessary steps to obtain the value circle.

1. The first step is to capture the values as raw data. This can be done either by asking:

   a) directly about the client's most important values as described below in the chapter Value Assignment,

   b) or asking indirectly through a catalogue of questions.

   The second method gives more guarantee to capture the complete landscape of the client's values. You can use any kind of questioning techniques and create your own catalogue of questions.

   Example:
   - What is especially important in your life?
   - What are the qualities that you cannot live without?
   - Which internal state is of great importance to you?
   - What is important for you in your environment?
   - What are the things that you are immediately aware of if they are missing?
   - What do you wish for people that you love?
   - What are you preoccupied with in your free time?
   - Think of a situation in which you felt happy.
   - Which qualities were present in that situation?
   - Which internal qualities did you develop in yourself in that situation?

   The coach tries to find the values in the client's answers to these or similar questions. To do this, the coach gives different terms that can be abstracted from the client's answers to give suggestions and continues until the right term is found. It is important to remain in the client's lingual universe. Each term is written on a card.

2. For each value, the coach and the client clarify what this value means in the client's life.

3. When the list of values is complete, the client is asked to draw a circle and to divide its surface into sectors and to assign the most relevant values to these sectors. This can be done during a longer session or as a homework between two coaching sessions.

4. The coach interviews the client regarding the role of the values in the current situation and the degree of their fulfilment. The degree of fulfilment for each value can be captured through a line that symbolises the size of the concerning sector or as a colour filling of that sector. This can be done either by the coach or the client.

Example:
- If the whole pie symbolises a 100% fulfilment of the value, to what percentage would you rate its fulfilment in your current life?
- If 0 on a scale from 0 to 10 means that value is not fulfilled at all in your current life and 10 means it is completely fulfilled, which number fits best to your current situation?

5. The resulted value circle shows which areas of the client's life are relaxed and undiscerning and which areas contain a problem. This information can be very helpful to initiate any desirable change and to start a coaching process. It bespeaks the existing internal drivers and brakes. The coach can use the value circle to check the client's willingness to move towards the goal.

VALUE CIRCLE

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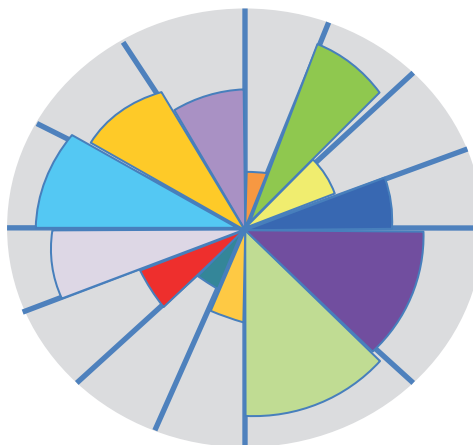
Appendix A – Central Questions for Value Analysis

General

- What is of greatest importance to you?
- What is your favourite colour? What do you associate it with?
- What is your favourite animal? What do you associate it with?
- What are your hobbies? What do they give you?
- What do you spend your money on?
- What does your restaurant of choice offer?
- What did you miss at your previous workplace?
- Which art object(s) do you like the best? What is remarkable on it/them?

Internal

- Which internal qualities do the people that you love have?
- Which internal strengths do you appreciate in yourself?
- What is missing in your internal landscape?
- Which heroes of history do you admire? What do you associate them with?
- Which qualities should a person have to become your friend/partner/business partner?
- Which interpersonal qualities in a community make you feel comfortable?
- What makes your family valuable to you?
- What does your pet mean to you?
- How do you notice that a conversation is interesting to you?

External

- What do you pay attention to when you observe your body?
- What do you like about the way you look?
- What makes a person look attractive to you?
- What kind of behaviour do you like?
- Which visible characteristics should a person have in order to be loved by you?
- What are your favourite activities/jobs?
- What would you consider if you were hiring an employee?
- What do you expect from a social-political system?
- Which is your favourite city/country in the world?
- What are the criteria for your choice of holiday resort?
- What do you pay attention to when choosing an apartment?
- What do you like/dislike in this room?
- What do you think is missing in this room?

Values assignment

Values are perhaps the most vital part of the jigsaw of your life in terms of understanding what motivates and fulfills you. We all have values, but we are mostly not conscious of them. This exercise brings them up to the surface and helps you get crystal clear about what makes you tick.

For you to be happy and fulfilled in your work, you must be honoring your most important values. So here, we are aiming to uncover all your values – and then focus on your Top Five Values.

Look at the table of values overleaf.

Take a moment to consider each value and its importance to you personally. Ask yourself if it is (1) not at all important in my life, (2) fairly important in my life, (3) very important in my life or (4) extremely important in my life.

Against each value, mark 1, 2, 3 or 4 in the right-hand column, depending on its importance (as indicated above).

Many values seem quite similar. Some of them seem like personal values while some of them seem like universal values or principles. Don't worry about that. Just give a mark that reflects how you feel in your heart. Or, if you prefer, cluster a few together – for example: appreciation/acknowledgment/recognition.

When you have finished going through the table, pick out the values you've marked with a 4. If there are 5 or less of them, continue and look at those that you've marked with a 3. Try to identify the most important amongst them to create a list of your Top Five Values.

If you have 6 or more values marked with a 4, look at those values again and try to identify the Top 5. If necessary, ask yourself: "If I had to choose between the value A and the value B which one would I choose?"

When you have found your Top Five Values, write down your list in the section provided.

NOTE! This is about YOU and your values. So keep a wary eye out for any "should"- feelings that you ought to have about certain values – for example, "honesty". In this process of identifying your own personal value system, it is of vital importance that you learn to recognize when you are responding to the values of others or society at large and when you are actually listening to your heart.

VALUE TABLE

Accomplishment		Fairness		Power	
Accuracy		Fame		Pressure	
Achievement		Fast pace		Privacy	
Achieving potential		Forward movement		Recognition	
Acknowledgment		Freedom		Respect	
Adventure		Friendship		Results	
Aesthetics/beauty		Fun		Risk-taking	
A life of the mind		Harmony		Romance	
Altruism		Helping others		Routine	
Appreciation		Honesty		Safety	
Artistic endeavor		Humor		Security	
Authenticity		Imagination		Self-care	
Autonomy		Independence		Self-expression	
Balance		Influencing		Sensuality	
Being a catalyst		Integrity		Service	
Being in the flow		Intellectual rigor		Solitude	
Being my best		Intimacy		Spirituality	
Belonging		Intuition		Status	
Challenge		Joy		Success	
Clarity		Justice		Support	
Commitment		Keeping promises		Teaching	
Compassion		Leadership		Teamwork	
Completion		Learning		Thrill	
Connectedness		Leisure time		Tolerance	
Contribution		Love		Tradition	
Co-operation		Loyalty		Trust	
Creativity		Making a difference		Variety	
Dependability		Making decisions		Vitality	
Directness		Money		Wellness	
Ease		My faith		Winning	
Elegance		Nature		Wisdom	
Emotional health		Nurturing		Work	
Empathy		Openness		Other:	
Empowerment		Order		Other:	
Energy		Partnership		Other:	
Entertaining		Passion		Other:	
Environment		Peace		Other:	
Equality		Peace of mind		Other:	
Excellence		Personal growth		Other:	
Excitement		Personal responsibility		Other:	
Expertise		Pioneering		Other:	

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TOP FIVE VALUES

List here your Top Five Values and their descriptions.

Value	Description

Short Summary of Coaching:

Coaching Skills (Techniques)		Coaching Tools (Methods)
Listening	G	SMART Goals
Questioning	R	Action Planning
Summarising	O	Competence Pillar
Mirroring	W	Decision Balance
		Values
Use always		Use when needed

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Business model CANVAS
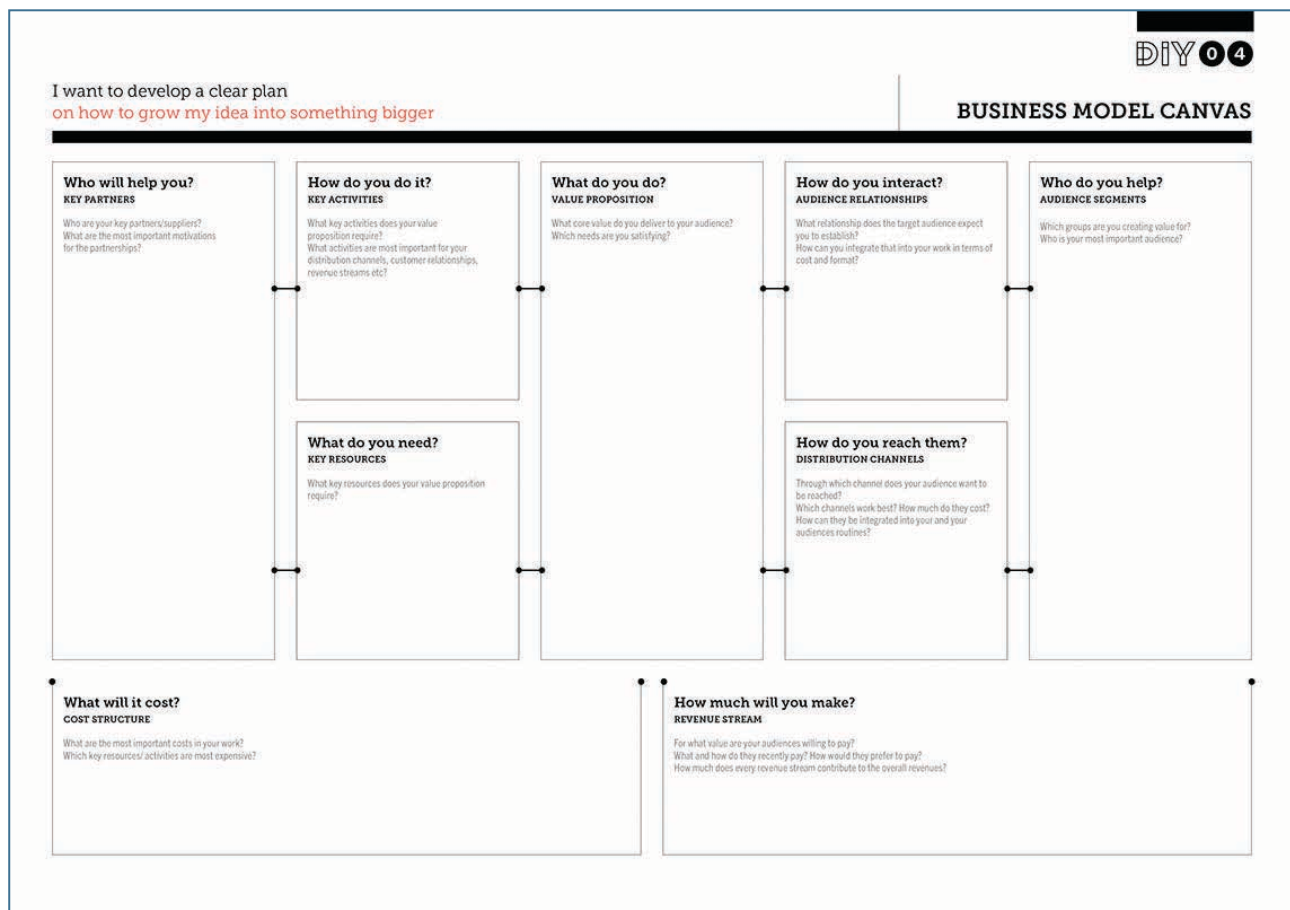
What is Business Model Canvas

Created by Alex Osterwalder, Business Model Canvas helps you determine and align your business activities in a simple and creative way. The canvas provides you with 9 key business elements to make sure you don't miss any vital parts of your business. Filling out the canvas, you will constantly be aware of the big picture of your project.

When to use Business Model Canvas

Use Business Model Canvas when you want to describe the business model of your business or pivot it. Note that BMC is a document that should be reviewed periodically since all the factors that are listed there can change over time.

How to use Business Model Canvas

Business Model Canvas contains 9 blocks that describe your business. Fill each block using post-it notes, links, hand drawing, pictures and videos. Collaborate with your team to find a better way to explain your or somebody else's business.

Business Model CANVAS – *https://miro.com/templates/business-model-canvas/*

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Day 5: How to implement coaching?

Day 5: Workshop Themes:
- How to implement coaching in NET-ENT module?
- How to implement coaching in my organization/subject?

To start with:
- Your own learning goals for this day ….

Exercises:

1. **How to implement coaching in NET-ENT module?**

   Develop ideas and plans in groups.

   Prepare the presentation of your choice.

   Present your group ideas to all the other participants.

   Feedback and summary.

2. **How to implement coaching in my organization/subject?**

   Develop ideas and plans in groups.

   Prepare a presentation of your choice.

   Present ideas to all the other participants.

   Feedback and summary.

Reflections after the fifth day /workshop:
- What was your best insight today?
- How does it help you to develop?
- How do you feel when coaching others?
- What was the challenge and what seemed easy?
- What are your next steps?

What did I learn and experience during this NET-ENT training week? You can write it down or draw.

NET-ENT
Networking for Entrepreneurship
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6. Conclusions

NET - ENT MODULE **can be an upgrade of an already existing curriculum in different programs**, but it also brings new contents, which are not common in the schools, above all the first part concerning personal growth and entrepreneurial mindset. On the other hand, it **can be also a standalone, completed module or course**.

We can implement the NET-ENT MODULE (partly or whole) in:

- an open curriculum,
- project work,
- optional content,
- interest activities,
- career counseling,
- already existing programs, etc.

It introduces:

- innovative methods of learning and teaching,
- strong links between teachers and students from different programs,
- national and international integration of different disciplines,
- active involvement of professionals from the labor market into the teaching/learning process,
- the autonomy of students and teachers in the selection of specific learning content and methods.

Most importantly, in this module, students begin to learn for themselves, for their own progress and development (not for grades). They co-create the content to work on, and they choose the methods as well as the way to get to know the content. They are internally motivated and responsible for their own progress, learning and reflection. The teacher also grows with the students in this module. He/she is placed in a situation where he/she does not know everything in advance but co-creates the learning situation and teaching methods, also by including the labor market experts in the learning process when needed. He/she becomes a co-creator of the learning process and a mentor/coach to the students, approaching them in a completely different way.

Using such a method, we set a common goal, we know what we want, we co-create the way and resources to achieve the goal. We develop an entrepreneurial mindset by placing ourselves in situations that are new to us, without knowing where they will lead us.

This method can be stressful for a teacher new to this method. It takes courage, but it pays off.

Let´s get started.

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