

ENTRE

Your inspiration on coaching in VET Entrepreneurship Education

TRAINING FOR EDUCATORS IN VET ENTREPRENEUR PROGRAMS

WORKBOOK



PREFACE

The training workbook for trainees was developed within the framework of the C-ENTRE project (project number: 2024-2-HU01-KA220-VET-000294403), implemented under the Erasmus+ Programme Cooperation Partnerships in Vocational Education and Training (KA220-VET).

The project aims to support VET educators in developing coaching-oriented approaches to entrepreneurship education. Through training materials, practical exercises, and case studies, the project promotes teaching methods that empower learners to develop entrepreneurial thinking, experiment with ideas, and reflect on their learning processes.

The resources included in this publication are designed to support educators in applying experiential learning, structured reflection, and coaching methods in entrepreneurship-related courses. They provide practical tools and examples that can be adapted to different educational contexts.

The materials were developed collaboratively by the project partners based on their expertise in entrepreneurship education, coaching methodologies, and vocational education and training.

For further information contact us via the project website c-entre.eu.

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INTRODUCTION

The C-Entre project (Coaching in Entrepreneurship Education) is an Erasmus+ cooperation partnership that aims to enhance the quality of entrepreneurial education in vocational education and training (VET). The project brings together partners from Hungary, Portugal, and the Netherlands to develop tools, methods, and support systems that empower VET educators to guide their students on entrepreneurial learning journeys.

At the heart of the project is the belief that entrepreneurial competences are not just taught—they are coached, facilitated, and experienced. To support this, C-Entre combines entrepreneurial thinking with coaching methodologies, equipping educators with practical, reflective, and learner-centered approaches.

This training workbook forms a core part of the project. It is designed to:

- Strengthen your ability to support students in developing entrepreneurial mindsets and competences;
- Introduce coaching-based approaches that foster self-awareness, autonomy, and motivation;
- Provide a practical, structured learning experience that you can use during the training—and return to as a manual in your teaching or coaching practice.

The training is part of Work Package 2 of the C-Entre project and is the result of co-creation with VET educators across Europe. It reflects real classroom needs and aims to build confidence, creativity, and coaching capacity of educators who want to make entrepreneurship education more relevant, engaging, and impactful.

We hope this journey will inspire you—and your learners—to think differently, take initiative, and grow through experience.

0 - READING GUIDE

Welcome!

This workbook is designed to support you throughout your participation in the C-Entre training programme, and to serve as a practical manual even long after the training ends. Whether you're a VET teacher, trainer, or coach, this resource will help you integrate entrepreneurial thinking and coaching practices into your own educational context.

0.1 - HOW TO USE THIS WORKBOOK

Each unit in this workbook follows a consistent structure based on an adapted version of the Kolb's Experiential Learning Cycle. This approach ensures that learning is grounded in experience, enriched by reflection, supported by theory, and translated into action.

You can use the workbook in two main ways:

1. During the training
   - Follow along with your trainer and group activities.
   - Complete exercises directly in the workbook.
   - Reflect on your experiences and record your insights.
   - Refer to the theory sections to deepen your understanding.
   - Use the experimentation prompts to prepare for applying what you've learned.
2. After the training
   - Revisit the units as a manual or reference guide.
   - Reuse exercises, tools, and methods in your own classroom or coaching setting.
   - Adapt the learning activities to meet the needs of your own students.
   - Reflect on your own teaching/coaching and track your development.

0.2 - STRUCTURE OF EACH UNIT

Each unit is built around the following learning cycle stages:



1. Concrete experience

You'll begin each unit by exploring a real or simulated experience that activates the topic—through a story, classroom case, activity, or personal experience. We hope, that these experiences will help you to step out of comfort zone, but during the training whenever you feel uncomfortable, feel free to say no!

2. Reflective observation

You'll reflect on that experience, considering how it relates to your own teaching or coaching practice, and what emotions, challenges, or questions it raises. We offer you various reflection methods and models that later can be used also in your own teaching, coaching practice.

3. Abstract conceptualization

Here, you'll engage with relevant theories, models, and concepts. These sections provide structure and meaning to your experience and prepare you for practice. We collected relevant sources, which you can use to further improve your knowledge. The sources are mainly in English, but we tried to collect relevant sources on other languages as well.

4. Active experimentation

Finally, you'll apply or at least plan how to apply the concepts in your own professional context. This might involve designing an activity, trying a coaching approach, or testing a feedback method. We offer you here hands-on, practical outcomes that you can directly use in your own professional practices.

Each unit ends with a space for personal reflection and planning, helping you to connect the training content to your real-world context.

Before following the training, we recommend you to complete the online Kolb Learning Style Test available at: c-entre.eu/kolb

This helps you to:

- ✓ reflect on your preferred learning style.
- ✓ understand differences in group dynamics.
- ✓ become more aware of how you approach learning and teaching.

UNIT 1 - EMPOWERING

Creating an emotionally safe and inclusive learning environment is the foundation of any effective entrepreneurial education process. Before students can take risks, express creativity, or embrace uncertainty, core elements of entrepreneurship, they must feel supported, respected, and empowered.

That's why this training begins with a focus on empowerment, not as an academic concept, but as a practice embedded in the way educators listen, communicate, and relate to learners. By cultivating trust, promoting self-regulation, and facilitating constructive feedback, educators can build the conditions in which entrepreneurial thinking and personal growth can truly flourish.

1.1 - OBJECTIVE

1.1.1. BACKGROUND

Empowering learners is a critical first step in entrepreneurship education. Before students can explore, innovate, or take initiative, they must feel safe, emotionally and psychologically. In learning environments that prioritize empathy, mutual respect, and open communication, learners are more likely to take risks, reflect on their actions, and engage meaningfully. Educators, therefore, play a crucial role not only in delivering content but in creating the emotional conditions that support entrepreneurial growth.

1.1.2. OBJECTIVES

This unit aims to develop educators' ability to:

- ✓ Create emotionally safe, inclusive, and respectful learning spaces.
- ✓ Promote self-regulation and emotional awareness among learners.
- ✓ Foster a classroom culture that encourages openness, trust, and mutual support.
- ✓ Give and receive feedback in ways that strengthen empathy and confidence.

1.1.3. KNOWLEDGE

By the end of the unit, participants will know:

- ✓ The role of emotional safety and psychological trust in learning environments.
- ✓ Key models and strategies for giving and receiving feedback.
- ✓ Concepts of self-regulation and motivational strategies relevant to learner autonomy.

1.1.4. SKILLS

By the end of the unit, participants will be able to:

- ✓ Facilitate open dialogue and active participation in a group setting.
- ✓ Apply structured techniques for giving constructive feedback.
- ✓ Encourage self-reflection, peer empathy, and emotional awareness in learners.

1.1.5. ATTITUDES

By the end of the unit, participants are expected to:

- ✓ Demonstrate tolerance, patience, and curiosity toward learner differences.
- ✓ Use empathetic, non-judgmental, and respectful communication.

Adopt an inclusive approach that supports psychological safety and trust in diverse learning contexts.

1.2 - EXERCISES & ASSIGNMENTS

Below, you can find all activities for this unit. Please note: the indicated timeframes are general indications. So consider, based on your personal training, to adjust the activity according to your needs.

	ACTIVITY	TIMEFRAME	ADDITIONAL INFORMATION
1. Concrete Experience	**Let's begin... Thrown into the deep end.** **Purpose:** To trigger an emotional and cognitive response that shows the importance of a safe, structured, and respectful group environment for learning. You have been assigned to your group, that will be your group for the entire training. 1. Your task is to create a short "Do's and Don'ts" list or a set of group rules that you think would support effective collaboration during this training. • You have 10 minutes to complete the task. • You may decide yourselves how to organize the work within your group. 2. Once the lists are complete, each group will exchange flipcharts with another group. • Read the other group's list and prepare brief verbal feedback: What do you like? What's missing? What would you add or change? 5 minutes • Share your feedback directly and respectfully with the other group in a short exchange in front of the whole team (approx. 2 minutes per group).	30 minutes	This activity is designed to provide you with a confrontative, sometimes uncomfortable experience. Follow your trainer's instructions and use the experience to reflect on your everyday teaching/coaching practices. Do you prefer to work with digital tools? You can create quickly a shared document and you can work in that. Make sure, that everyone participates in the work.

2. Reflective Observation	**Oops! That Went Well...** **Purpose:** To help participants process the emotional experience of the previous activity in a light, humorous, and connecting way — reducing tension while promoting reflection. 1. Together, within your group, reflect on the previous activity and answer the following question: **"What went unexpectedly well, even if it didn't feel great in the moment?"** 2. Now take it further: • Turn one small mistake, awkward moment, or challenge from the previous activity into a **funny headline** or **news report title**. • Examples: ○ "Team Chaos Unites to Invent the First Ruleless Rulebook" ○ "Feedback Fight Ends in Hug" ○ "Facilitator Vanishes; Group Discovers Democracy!" 3. Each group presents their headline to the room. Laughter is welcome.	30 minutes	

3. Abstract Conceptualization	**Why safe space matters** **Purpose:** Now that you've experienced and reflected on group dynamics, feedback, and discomfort, it's time to explore why these elements matter in learning and how they relate to entrepreneurial education and coaching. Read and Discuss 1. Your group will receive an article, short text, or video related to one of the following topics: • Psychological safety, safe environment • Feedback culture, feedback models • Self-regulation in learners 2. Spend some time reviewing the material as a group. Take notes or highlight key points. 3. On a flipchart or large paper, work together to create a concept map or mindmap that connects the main ideas, key terms, and practical takeaways from the material. Include: • Central concepts • Supporting theories or definitions • Practical implications for teaching/coaching • Connections to your earlier experiences and reflections 4. Each group will present their concept map (3 minutes) to the other participants. Briefly explain: • The key message of your source • The most important insights	50 minutes	Article about The Psychological Safety Framework: https://psychsafety.com/psychological-safety-framework/ Article about the importance of listening, trust and letting go of control in coaching: https://psychsafety.com/coaching-and-psychological-safety-listening-trust-and-letting-go-of-control/ 7-minute video that explains what psychological safety is: https://youtu.be/GZgmoxOgfig?si=_zq-i1TBLmM891tC Mini-course to identify key elements of psychological safety and why it's crucial: https://youtu.be/zZYaI2MomI4?si=7P2shFifa59vQ6cX Practical guide on how to create positive and effective feedback culture: https://feedbackfruits.com/blog/how-to-create-a-positive-effective-feedback-culture Article about the practical principles of improve students' learning via positive feedback culture: https://www.researchgate.net/publication/322813936_Creating_a_Positive_Feedback_Culture_Eight_Practical_Principles_to_Improve_Students'_Learning Article that discusses the benefits and strategies of effective feedback in education: https://edustaff.org/blog/6-strategies-for-effective-feedback-in-education/

			Do you prefer to work with digital tools? You can create quickly a shared document and you can work in that. Make sure, that everyone participates in the work. Share your document with the whole training group!

4. Active Experimentation	**Restart and let's build our learning culture – together** **Purpose:** Now that you've explored what makes a safe and empowering learning environment—and why it matters—it's time to put those insights into action. In this final activity of the unit, the group will collaboratively design a shared rule-set and communication framework for the rest of the training. This is your chance to experiment with the tools, attitudes, and methods you've learned so far. 1. Form a circle (or large group workspace), bring everyone together for a whole-group session. Restart the group with an introduction round, answering 1 or two questions asked by your trainer. 2. Create the rule-set together: as a group, co-create a set of group agreements or a "learning charter" that will guide how you work and communicate together for the rest of the training. This may include: • Communication norms (e.g. active listening, feedback, turn-taking) • Group responsibilities • Conflict or tension handling • How feedback is given and received • Support and inclusion of quieter voices • Emotional and psychological safety practices 3. Use what you've learned during the previous activity about feedback, psychological (emotional) safety, safe environment, feedback principles and self-regulation. During the discussion, actively apply the principles, models, and tools you've explored in this unit: • Practice nonviolent communication for feedback.	30 minutes	

	• Encourage self-regulation and reflection. • Use empathy, patience, and inclusive facilitation. 4. Finalize and display Capture your rule-set visually on a flipchart or poster and place it in the training space. This will remain visible and active throughout the training. You can revisit and revise it later as needed.		

UNIT 2 - MINDSET

Building on the foundations of empowerment from Unit 1, this unit shifts the focus from the educator's authority to the student's agency. To effectively guide others, educators must first master the "entrepreneurial mindset"—moving beyond business creation to the broader ability of transforming ideas into value through a process of continuous learning and adaptation.

2.1 - OBJECTIVE

2.1.1. BACKGROUND

The entrepreneurial mindset is defined by the **EntreComp Framework** as a life competence that applies to all spheres of life: private, public, and social. For a VET educator, this mindset is grounded in two main pillars:

1. **Effectuation:** The principle of starting with available resources ("Bird-in-Hand") and co-creating with others, rather than waiting for perfect conditions.
2. **Growth Mindset:** Based on Carol Dweck's research, this unit emphasizes that intelligence and talent can be developed. In entrepreneurship education, this means reframing "failure" as a "pivot"—a necessary data point for the next iteration.

2.1.2. OBJECTIVES

The primary goal is to transition the educator from a "lecturer" to a "facilitator" who can foster resilience and initiative in students by modeling these behaviors themselves.

2.1.3. KNOWLEDGE

- **The EntreComp Framework:** Understanding the 15 competences divided into three areas: *Ideas & Opportunities*, *Resources*, and *Into Action*.
- **Effectuation vs. Causation:** Knowing when to apply a "builder's logic" (working with what you have) versus a "manager's logic" (planning for a fixed goal).
- **The GROW Model:** Understanding the theoretical structure of coaching (Goal, Reality, Options, Will).

2.1.4. SKILLS

- **Active Listening & Radical Empathy:** The ability to listen to students' ideas without immediately imposing technical solutions.
- **Coaching Application:** Using the GROW model to guide students through roadblocks without providing the "correct" answer.
- **Scaffolding Uncertainty:** Designing learning environments where students feel safe to take risks and experiment.

2.1.5. ATTITUDES

- **Tolerance for Ambiguity:** Staying comfortable when a project's outcome is not yet clear.
- **Resourcefulness:** A "can-do" attitude that prioritizes action over perfect planning.

Valuing Failure: Treating mistakes as essential learning milestones rather than personal or academic setbacks.

2.2 - EXERCISES & ASSIGNMENTS

Below, you can find all activities for this unit. Please note: the indicated timeframes are general indications. So consider, based on your personal training, to adjust the activity according to your needs.

	ACTIVITY	TIMEFRAME	ADDITIONAL INFORMATION
1. Concrete Experience	**The Bird-in-Hand Sprint** Organise yourself into your fixed training startup team (3 to 5 participants per group). You have exactly 15 minutes to design and pitch a functional service or product that addresses a daily frustration within your educational institution. You are strictly forbidden from using external capital, online research, or planning future budgets. You must use a restricted kit of physical items or things currently on your person. Enforce an absolute stop to your preparation at the 15-minute mark and deliver a 1-minute oral pitch of your prototype concept directly to the room. Note: A sudden change in parameters will be introduced mid-sprint by your trainer to simulate real-world uncertainty.	**30 minutes** (5 mins instructions, 15 mins execution, 10 mins pitch)	**Goal & Learning Outcome:** To experience creative innovation under intense time pressure and constraints, map your internal reactions to chaos, and identify personal growth mindset triggers. * **Output / Deliverable:** A rapid physical prototype or visual layout concept. * **Materials Needed:** Restrictive kit of everyday physical items (e.g., sticky notes, marker pens, rubber bands).

2. Reflective Observation	**Mindful Frustration Debrief** Spend 5 minutes inspecting the visual prototypes and layouts created by your neighboring groups. Afterward, gather back around your team's flipchart and complete a structured analysis based on the "What? So What? Now What?" reflection framework. You must discuss and answer: What precise physical and emotional behaviors occurred when parameters shifted? So What—how did those internal reactions affect your decision-making speed and collaboration style? Now What—when your future VET students experience identical emotional blocks, how can you help them process that frustration?	**30 minutes**	* **Goal & Learning Outcome:** To transition raw emotional experiences into reflective data, cultivate active listening, and build radical empathy toward collaborative friction. * **Output / Deliverable:** A documented group list of "Fixed Mindset Triggers" posted visibly on the room wall. * **Materials Needed:** Large flipchart paper and markers.

3. Abstract Conceptualization	*The EntreComp Audit & Annotation Matrix* Working completely individually and in total silence, access the official European framework definitions at entrecomp.eu on your device. Audit your own specific personal actions during the opening resource sprint and cross-reference them with the conceptual threads of the framework. You must match your practical experiences directly to the standardized framework indicators.	**45 minutes**	* **Goal & Learning Outcome:** To transition an emotional experience into formal, standardized educational benchmarks through individual data analysis and internal framework alignment. * **Output / Deliverable:** A completed personal 3-column EntreComp Audit Matrix linking specific behavioral events to precise thread IDs and progression levels. * **Materials Needed:** Printed 3-column analysis matrix sheet and an internet-enabled mobile device.

4. Active Experimentation	**The Ambiguous Challenge Design** Work individually to blueprint a 15-minute challenge tailored for your specific VET classroom context. Your challenge must feature no predefined correct answer and limited instructions to purposefully test your students' entrepreneurial mindsets. Once your individual blueprint is complete, assemble into pairs or trios (GROW Circles) to pitch and stress-test your design using the GROW coaching model.	**45 minutes** (20 mins solo blueprinting, 15 mins peer testing, 10 mins wrap-up)	**Goal & Learning Outcome:** To master the conscious creation of low-stakes, high-uncertainty learning spaces and transition your role from a lecturer to a process-driven facilitator. * **Output / Deliverable:** A written, actionable 15-minute student challenge blueprint guide. * **Materials Needed:** Challenge blueprint templates and the Unit 1 Learning Charter.

Required Portfolio Artifacts (Trainee Submissions)

To complete Unit 2 successfully, you must document and submit the following artifacts into your training folder:

1. **The EntreComp Behavioral Map:** A digital or photographic copy of the team's completed template connecting at least three actions from the resource sprint to framework threads.
2. **The Student Ambiguity Challenge Blueprint:** A one-page instructional guide detailing your designed classroom challenge, constraints, value-creation goals, and three process-oriented coaching prompts.
3. **The Individual EntreComp Audit Matrix:** A typed or scanned copy of your individual 3-column annotation matrix cross-referenced with thread IDs and level descriptors from the official framework.
4. **Growth Language Reflection Journal:** An individual log tracking three common "fixed/causal" classroom responses reframed into "growth/effectual" coaching prompts using the Power of Yet framework.

DEVELOPMENT NOTE:

The **EntreComp Framework** is the core theoretical resource for **Unit 2: Mindset**, defining the entrepreneurial mindset as a universal life competence that applies to private, public, and social spheres. It organizes entrepreneurship into **15 specific competences** across three primary areas: **Ideas & Opportunities**, **Resources**, and **Into Action**.

+1

The Three Core Areas

1. **Ideas & Opportunities:** Focuses on spotting opportunities, creativity, vision, valuing ideas, and ethical/sustainable thinking.

This area focuses on identifying and creating value. It includes competences such as:

- **Spotting opportunities**: Use your imagination and abilities to identify opportunities for creating value.
- **Creativity**: Develop several ideas and opportunities to create value, including better solutions to existing challenges.
- **Vision**: Imagine the future and develop a vision to turn ideas into action.
- **Valuing ideas**: Make the most of ideas and strategic decisions.
- **Ethical and sustainable thinking**: Assess the consequences and impact of ideas, opportunities, and actions.

2. **Resources:** Covers personal and material assets such as self-awareness, motivation, mobilizing resources, financial literacy, and mobilizing others

This area deals with the personal and material assets needed to realize ideas. Key competences include:

- **Self-awareness and self-efficacy**: Believe in yourself and keep developing.+1
- **Motivation and perseverance**: Stay focused and do not give up.
- **Mobilizing resources**: Gather and manage the resources you need.

- **Financial and economic literacy**: Understand economic and financial concepts.
- **Mobilizing others**: Inspire and get others on board.

3. Into Action: : Focuses on practical application, including taking the initiative, planning and management, coping with uncertainty, working with others, and learning through experience

This area focuses on the practical application and delivery of ideas. Core competences include:

- **Taking the initiative**: Go for it.
- **Planning and management**: Prioritize, organize, and follow up.
- **Coping with uncertainty, ambiguity, and risk**: Make decisions dealing with uncertainty and risk.
- **Working with others**: Team up, collaborate, and network.
- **Learning through experience**: Learn by doing.

Application in Training

Trainees utilize the framework during the **Mindset Framework Mapping** activity. In this exercise, groups co-create a Mindmap that links their practical experiences—such as the **Constraint Innovation Sprint**—to specific EntreComp competences like **"Coping with uncertainty"** and **"Motivation"**. This helps transition the educator from a traditional lecturer to a facilitator who can model and foster these specific behaviors in students.

Summary of Key Educational Sources

Growth Mindset (Carol Dweck): Teaches that intelligence can be developed, helping trainees reframe "failure" as a "pivot".

Scaffolding Uncertainty: Useful for trainers to design safe environments where students feel comfortable taking risks.

Tolerance for Ambiguity: A critical attitude for staying comfortable when project outcomes are unclear.

UNIT 3 - STRUCTURING

In the previous unit, you focused on how to develop and maintain the entrepreneurial mindset and attitude. Now you will understand that the mindset, however, is essential, but in order to be a successful in entrepreneurship, some hard skills and structures are also needed. In this unit, we'll look at how to help students give structure to their ideas, turning them into something more concrete and realistic. You'll explore simple tools and methods that support opportunity recognition, feasibility thinking, and business modelling. Structuring isn't about limiting creativity, it's about giving it a shape that can lead to real action.

3.1 - OBJECTIVE

3.1.1. BACKGROUND

In entrepreneurial education, inspiration and creativity often come easily, structuring does not. This unit focuses on the transformation of ideas into opportunities and opportunities into structured plans. Educators play a key role in helping students recognize the potential of their ideas, evaluate feasibility, and understand how value is created and delivered. By introducing foundational entrepreneurial tools and frameworks, educators can guide learners toward more strategic and realistic thinking without stifling their creativity.

3.1.2. OBJECTIVES

This unit aims to:

- ✓ Equip participants with the tools to help students move from idea generation to structured planning.
- ✓ Build confidence in using basic business modelling methods such as the Business Model Canvas.
- ✓ Strengthen participants' ability to support opportunity recognition and feasibility assessment.
- ✓ Foster an attitude that values critical thinking, structure, and iteration as part of the entrepreneurial process.

3.1.3. KNOWLEDGE

By the end of the unit, participants will:

- ✓ Understand the core elements of business models (e.g., value proposition, customer segments, revenue streams).
- ✓ Know how to use tools such as the Business Model Canvas and Lean Canvas in educational settings.
- ✓ Recognize methods and indicators of opportunity identification and idea validation.

3.1.4. SKILLS

Participants will be able to:

- ✓ Introduce and apply structured tools to help learners plan and evaluate business ideas.
- ✓ Facilitate simple research and feasibility assessments.
- ✓ Support learners in translating creative ideas into viable, structured concepts.

3.1.5. ATTITUDES

Participants will:

- ✓ Value structured thinking as an essential complement to creativity and intuition.
- ✓ Encourage learners to explore ideas with a realistic and critical lens

3.2 - EXERCISES & ASSIGNMENTS

Below, you can find all activities for this unit. Please note: the indicated timeframes are general indications. So consider, based on your personal training, to adjust the activity according to your needs.

	ACTIVITY	TIMEFRAME	ADDITIONAL INFORMATION
1. Concrete Experience	**Pressure cooker** **Purpose**: The purpose of this simulation is to give you a hands-on experience of what it's like to think and act like an entrepreneur, from identifying a real problem to shaping a solution that creates value. By working under time pressure, making quick decisions, and pitching your idea, you'll experience the early stages of the entrepreneurial process, including the tension between innovation, opportunity, and feasibility. This activity also helps you step into your students' shoes and better understand the challenges they face when turning ideas into real-world concepts, whether commercial, social, or a combination of both. 1. In this activity, you'll work in your groups acting as startup teams. Each team will receive three prepared challenge or problem from the trainer, based on a real or fictional commercial, local or social issue. 2. **Choose one**, that you think, would bring the easiest solution and would be profitable for your startup! (3 minutes) 3. Come up with a **creative and practical solution**: a product, service, or idea that could be turned into a real entrepreneurial initiative. 4. Define your **value proposition**: - What problem are you solving, and why would someone want or need your solution? - Who would benefit from it, and why would they pay or support it? • Identify a few basic elements of your **business concept**: ○ Target group: who are your customers or users? ○ Key resources: what do you need to make this idea work (people, materials, knowledge, partnership)? ○ Revenue or funding: how could the idea become financially sustainable? • Prepare a maximum of **2-minute pitch** of your idea and do the pitch to the rest of the group.	45 min.	This activity is a very intensive activity that requires fast decisions and momentum. Be caution about the time and the purpose and objective of what you do! Do not waste your time with browsing on the internet or asking AI! Instead... DO!

2. Reflective Observation	**Cooling down the pressure cooker** **Purpose**: This reflection helps you process your experience from the simulation — both the decisions you made and how they were shaped by group dynamics, creativity, and feasibility thinking. By breaking down what happened and why it matters, you'll gain insights you can later apply to your own teaching or coaching practice. 1. In your simulation group, take 20 minutes to discuss and complete the **three reflection stages** below. (the listed questions are examples; you do not have to go through all of them) 2. Use a flipchart or worksheet to note down key thoughts. ○ **WHAT?** – What happened in your group during the simulation? Example questions to discuss, choose one or maximum two: ✓ What idea did you develop? ✓ What inspired it? ✓ What were the key steps in shaping it? ✓ How did you make decisions? ✓ What went well, what was difficult? ○ **SO WHAT?** – Why does this experience matter? Example questions to discuss, choose one or maximum two: ✓ What did you learn about innovation and feasibility? ✓ What made it challenging to define or structure your idea? ✓ How did collaboration help or complicate thing? ○ **NOW WHAT?** - How will this experience influence your work as an educator? Example questions to discuss, choose one or maximum two: ✓ How do you think your students would experience a similar process? ✓ What strategies or tools might help them (you) ✓ What would you do differently next time as a trainee? And as an educator? ✓ How can you support your students in a similar situation? 3. As a group, select one insight from your reflection and share it with the rest of the group. (1 minute/group, optional) 4. Hand the flipchart papers on the wall, and find time to discover others reflections throughout the breaks.	20 minutes	Here is a brief description of the reflection method, you use: https://reflection.ed.ac.uk/reflectors-toolkit/reflecting-on-experience/what-so-what-now-what

3. Abstract Conceptualization	**Giving structure to your innovation!** **Purpose**: This activity introduces key tools and models that help structure and assess entrepreneurial ideas. By mapping your simulation concept into one or more of these frameworks, you'll begin to see how innovation and feasibility interact, and where your idea might need to evolve to become more viable. 1. With your team, check the additional 1-page Structuring Toolbox and pick one model/framework each. Make sure that you all choose something different. 2. Conduct a short individual online research to get key information of the chosen model/framework, make notes. (10 minutes) 3. Share your results with your startup team and discuss it! (3 minutes/person)	40 minutes	The activity requires individual online research. Unlike the first activities of the unit, where the emphasis was on intuition and action, now you can also use AI to explain you the chosen model/framework. Be aware, AI might make mistakes and can be misleading. Always double-check the information! You can find on the following page several business development canvasses, which you may use: https://www.designabetterbusiness.tools/tools

4. Active Experimentation	**Reshape and refine!** **Purpose:** This final activity gives you the chance to apply what you've learned by revisiting your original idea and improving it using one of the structuring tools introduced earlier. This step reflects what happens in real-life entrepreneurship: ideas evolve, become clearer, and more feasible as structure is added. 1. Return to your original simulation idea from the "Pressure Cooker" activity. 2. As a team, choose one of the tools introduced in this unit to reframe and revise your concept. 3. Apply your chosen model/framework on your previously developed startup idea. ✓ Clarify or update unclear elements (e.g. customers, value, feasibility). ✓ Add details that were missing in the first version. ✓ Adjust your idea based on the insights you gained from the theory and reflection. 4. Present a short (3 minutes) summary of how your idea has changed: ✓ What did you improve or clarify? ✓ What tool did you use and how did it help?	30 minutes	

Structuring Toolbox

	Business Model Canvas	Persona Canvas	Customer Journey Canvas	5 Whys	5W + 1H
Purpose **WHY TO USE IT?**	Use it if you want to **outline the overall logic of a business** or project. It helps you understand how value is created, delivered, and sustained.	Use it if you want to **understand your target customer** better. It helps you build empathy and make decisions based on users' real needs.	Use it if you want to **understand how customers experience** a product or service from beginning to end. It helps identify positive experiences as well as pain points.	Use it if you want to **identify the real cause of a problem** instead of only addressing its symptoms. It supports deeper analysis and better decision-making.	Use it if you want to **clearly define a situation or problem** before looking for solutions. It helps you collect all essential information in a structured way.
Period of business development **WHEN TO USE IT?**	Use it when developing a new business idea, improving an existing business, or preparing for implementation and growth.	Use it at the beginning of the development process, when you need to understand who your customers are and what they need.	Use it when designing or improving a service, product, or customer experience. It is especially useful before launching or redesigning a solution.	Use it whenever a recurring problem appears or when the cause of an issue is unclear. It is useful during improvement and evaluation processes.	Use it at the start of a project, during planning, or whenever you need to analyse a situation before making decisions.
Outcome **WHAT TO EXPECT?**	A clear overview of how the business works, who it serves, how it creates value, and how it can become sustainable.	A detailed description of your ideal customer that helps you design more relevant products, services, and communication.	A visual overview of the customer's experience, highlighting important interactions, frustrations, and opportunities for improvement.	A better understanding of the root cause of a problem, leading to more effective and sustainable solutions.	A well-defined problem or situation with all key information organised, making it easier to choose appropriate solutions and next steps.

UNIT 4 - GOAL SETTING

While **Unit 3** focus on helping students transform abstract thoughts into concrete models using feasibility tools and opportunity recognition, **Unit 4** provides the practical strategies needed to map those models into defined milestones, actionable targets, and measurable steps toward tangible outcomes. In VET entrepreneurship, goal setting is not a static plan but a dynamic process; it bridges the gap between having an entrepreneurial vision and executing it through agile, measurable steps that can survive the reality of a changing market or classroom.

4.1 – OBJECTIVE

4.1.1. BACKGROUND

Traditional goal setting often relies on linear predictability, which frequently fails in entrepreneurial contexts. By adopting the **GROW model**, educators can facilitate a dynamic process where goals are not just targets, but continuous learning experiments.

- **Goal (G) – Setting the Direction:** Instead of just setting a "Performance Goal" (the "what"), educators guide students to define **Learning Goals** (the "how we grow"). In this stage, the **SMART** criteria acts as a supporting tool to ensure the initial direction is clear enough to be testable.
- **Reality (R) – Assessing Uncertainty:** This unit moves away from assuming a clear path. Educators use this phase to help students recognize their current reality, including constraints and the "Goal-Uncertainty Matrix," to determine what is truly achievable in a non-linear environment.
- **Options (O) – Enabling the Pivot:** Entrepreneurial goals must survive reality. By exploring different options, educators teach the concept of "**Pivoting**"—knowing when to change direction based on validated learning rather than viewing it as a personal failure.
- **Will (W) – Commitment to Action:** The final stage focuses on **Agile Goal Setting**. It turns insights into immediate, testable actions (Minimum Viable Goals), ensuring students have the pragmatism and agility to take the first step in the face of uncertainty.

By applying the GROW model as the core framework, educators learn to help students set goals that provide direction without stifling their ability to adapt when new information arises.

4.1.2. OBJECTIVES

The objective is to equip educators with the tools to guide students in defining clear, yet flexible, milestones that maintain motivation and accountability, even when the path to the final result is non-linear.

Knowledge

- **Performance vs. Learning Goals:** Understanding that while performance goals track results, learning goals track the acquisition of the competences needed to achieve those results.
- **The Concept of "Pivoting":** Knowing the theoretical basis for changing direction based on validated learning (Lean Startup methodology).
- **The Goal-Uncertainty Matrix:** Understanding how to categorize objectives based on their level of predictability and risk.

Skills

- **Defining Agile Milestones:** The ability to break down a large, complex vision into small, testable "Minimum Viable Goals."
- **Adaptive Feedback:** Providing feedback that focuses on the process and the adaptation rather than just the adherence to a fixed plan.
- **Validation Techniques:** Helping students design simple tests (MVPs) to verify if a goal is still relevant or needs adjustment.

Attitudes

- **Pragmatism:** Valuing realistic, immediate actions over elaborate, long-term plans that lack data.
- **Agility:** A willingness to abandon or change a goal as soon as it is proven ineffective, without viewing it as a personal failure.

Strategic Patience: Understanding that meaningful goals in entrepreneurship often require multiple iterations and "failing forward."

4.2 - EXERCISES & ASSIGNMENTS

Below, you can find all activities for this unit. Please note: the indicated timeframes are general indications. So consider, based on your personal training, to adjust the activity according to your needs.

	ACTIVITY	TIMEFRAME	ADDITIONAL INFORMATION
1. Concrete Experience	**The Prediction Trap** Separate into your fixed training startup teams. Your trainer will present an unfamiliar, ambiguous manual task (such as guessing the cost, origin, or weight of an unlabelled container of scattered VET materials, or sorting a complex deck of randomized criteria cards). The Static Constraint: Before touching any of the provided materials or testing the task, your team has exactly 5 minutes to write down your exact, unchangeable quantitative milestone performance target on an index card based entirely on your initial assumptions. Once written, you must immediately execute the task under a strict 10-minute countdown to try and hit that written target exactly.	**45 minutes**	* **Goal & Learning Outcome:** Direct experience of how predictive goal setting fails in unvalidated environments, demonstrating how rigid planning can cause a severe misallocation of effort. It builds an immediate appreciation for the necessity of adapting goals in real time. * **Output / Deliverable:** A written, unvalidated performance target card compared against your team's real-world execution metrics. * **Materials Needed:** Unlabelled containers filled with randomized VET workshop elements, tools, or raw items; sharpies; large target-setting index cards; and a highly visible countdown timer.

2. Reflective Observation	**Reaction to Change Debrief** Gather back with your group to evaluate your team's tactical performance and behavioral patterns using the "What? So What? Now What?" reflection framework. Analyze these specific prompts deeply within your group: "Did your written target motivate you, or did it cause panic once reality drifted from your initial guess?" and "How did committing to an unvalidated guess alter your team's tactical focus?" Each participant must reflect on their cognitive defaults and trace the link between arbitrary numbers and operational anxiety.	**40 minutes**	* **Goal & Learning Outcome:** To build an explicit, conscious awareness of the operational blind spots, baseline anxiety, and strategic blindness that appear when trying to predict the unknown. * **Output / Deliverable:** A short, structured entry recorded inside your individual reflection journal or workbook log tracking reactions to unvalidated metric demands. * **Materials Needed:** Copies of the "What? So What? Now What?" reflection guide, individual reflection journals, or workbook pages. ."

3. Abstract Conceptualization	**Hypothesis Structuring Workshop** Take your initial speculative goals and numbers from Exercise 1 and physically place them onto the large 2×2 wall matrix grid tracking "Goal Clarity" vs. "Uncertainty Level". **The Intervention:** You must strip away all arbitrary, speculative numbers and completely rewrite the exact same objective exclusively as a Learning Goal. Use the strict Lean Startup template: "I believe that [Target Audience] will [Measurable Action] because of [Core Value Proposition]."	**45 minutes**	* **Goal & Learning Outcome:** To master how to write flexible objectives that replace outcome anxiety with clear validation metrics, protecting student self-efficacy and transforming a "failure" into clean data. * **Output / Deliverable:** A photographed matrix layout showing high-uncertainty speculative metrics successfully converted into testable hypotheses. * **Materials Needed:** Masking tape (to map out the large 2×2 floor/wall matrix grid) and color-coded sticky notes (Green for initial assumptions, Pink for rewritten hypotheses).

4. Active Experimentation	**The Action Trigger Circles** Divide into triads (coaching circles) and select your rewritten lean hypothesis from Exercise 3. You have 25 minutes to complete a strict One-Step MVP Test Plan template designed for immediate execution without predefined calendar delays. Your action step must be achievable within a 24-hour timeframe and focus on a low-risk interaction. Pitch your plan to your partners, who will use the GROW framework matrix to refine and stress-test the blueprint, ensuring your commitment is FAST (Frequent, Ambitious, Specific, Transparent). Rule: All passive "research" tasks (like googling competitors or reading market reports) are completely banned.	**60 minutes**	* **Goal & Learning Outcome:** To achieve the practical transition from theoretical classroom planning into immediate, low-risk real-world validation actions. * **Output / Deliverable:** A completed, actionable one-page GROW coaching log and an MVP test outline. * **Materials Needed:** Printed One-Step MVP Test Plan Templates, GROW Coaching Logs & Script Matrix Guides (with pre-printed out-loud coaching prompts), and "Action vs. Passive Research" Audit Checklist scorecards.

Required Portfolio Artifacts (Trainee Submissions)

To complete Unit 3 successfully, you must document and submit the following artifacts into your training folder:

1. **The Completed GROW Goal Sheet:** A physical or digital coaching log capturing an immediate milestone. The final "Will" section must match the FAST (Frequently discussed, Ambitious, Specific, Transparent) framework.
2. **The Speculation vs. Validation Log Entry:** A structured text entry inside your reflection journal tracking your evolution from your opening causal speculation, your lean hypothesis reframe, and your designed 24-hour MVP action test.
3. **Photographed Goal-Uncertainty Matrix Diagram:** A visual chart embedded into your workbook organizing three current VET curriculum objectives across grid quadrants. For the objective in the highest uncertainty quadrant, attach a brief, written "Pivot Strategy".

Development note:

The practical activities inside Unit 3 are engineered to structurally shift an educator's pedagogical logic from traditional predictive planning (causation) to agile, hypothesis-driven experimentation (effectuation) under high uncertainty.

- **Static SMART Criteria to The FAST Goals Framework:** Unit 3 replaces traditional SMART goals with the FAST framework (Frequently Discussed, Ambitious, Specific, Transparent). This turns planning from a static contract into an active steering mechanism based on continuous real-world data collection.
- **Academic Milestones to Lean Startup Hypotheses:** Task goals are rewritten as testable lean hypotheses following a strict structure: "I believe that [Target Audience] will [Action] because of [Value]". Success is measured by generating Validated Learning through real-world user interaction, not by completing bureaucratic documents.
- **Predictive Targets to Effectual Goals:** Instead of choosing a future outcome and trying to source external capital, Unit 3 applies the "Bird-in-Hand" principle of effectuation. Goals are built entirely around immediate available means: who you are, what you know, and whom you know.
- **The Goal-Uncertainty Matrix:** Educators map milestones across a grid tracking clarity against uncertainty. Low-uncertainty tasks use standard operational goals. High-uncertainty zones convert Performance Goals into Learning Goals, which protects student self-efficacy and reframes mistakes as clean data loops.

The Action-Oriented GROW Model: The structured Goal, Reality, Options, and Will framework is used to drive rapid execution. The "Will" stage must bypass passive research tasks and mandate a physical, outward action test executable within a strict 24-hour window.

UNIT 5 - EXPERIENCING

This unit is designed to immerse you in the entrepreneurial reality by letting you experience what it means to make a business idea profitable, reflect on team dynamics, and navigate real-life pressures that entrepreneurs face. Instead of learning entrepreneurship only through theory or models, this unit places you inside the process: experimenting, discovering, and responding to challenges as they emerge. Throughout this unit, you will work with your peers, test the viability of your ideas, analyze your collaboration, and participate in practical activities that simulate authentic entrepreneurial environments.

5.1 - OBJECTIVE

Your goal is to develop insight into how entrepreneurial decisions are made, how profit emerges (or fails to emerge), and which personal competencies shape the entrepreneurial process. By actively engaging with your team, navigating uncertainty, and analyzing your own behaviour, you will deepen your understanding of entrepreneurship as both a business activity and a human experience.

At the end of this unit, you will be able to:

- identify key factors that influence whether an idea can generate profit;
- evaluate your entrepreneurial hard skills (business modelling, decision-making, feasibility assessment);
- evaluate your soft skills (collaboration, energy, communication, initiative);
- recognize how soft skills influence entrepreneurial outcomes;
- articulate what entrepreneurs need beyond analytical knowledge;
- experience entrepreneurship through simulation or practical activity.

This workbook provides you with a number of forms which you will use during the unit. Your trainer will guide you through each phase of the learning cycle. Use the templates and reflection tools to document your insights, evaluate your performance, and capture the actions you want to take moving forward.

5.2 - EXERCISES & ASSIGNMENTS

Below, you can find all kinds of materials for this unit, eg. templates for taking notes.

	ACTIVITY	TIMEFRAME	ADDITIONAL INFORMATION
1. Concrete Experience	**MAKE YOUR IDEA PROFITABLE** In the previous unit, you developed a business idea using a specific tool. You will now continue working on this idea in the same group. Your challenge is to figure out how your business idea can become profitable, entirely on your own. For this exercise, you should not rely on theories, models, or step-by-step instructions. Instead, use your own reasoning, creativity, and practical thinking. This is an open-ended task. As a group, brainstorm freely about: • How your business could generate profit • Possible revenue streams • Risks and challenges • Practical approaches to making the idea work in the real world There are no right or wrong answers at this stage. Focus on exploring ideas and learning through experimentation. Once your brainstorm is complete, describe your business idea and the outcomes of your discussion using the provided template in this workbook.	30 minutes • 5 minutes instructions by trainer • 20 minutes brainstorm session • 5 minutes filling out template	Materials: on the next page, you will find a template in which you individually describe how your business idea could become profitable, including indicating easy and hard subjects. Brainstorming: your trainer will instruct you on a certain brainstorming method if needed. More information can be found here: • Pre-Sell before you build (Eisenmann, T., Ries, E., & Dillard, S. (2012). Hypothesis-driven entrepreneurship: The Lean Startup. *Harvard Business School Working Paper No. 12-092.*) • Competitor reverse engineering (Chen, M.-J. (1996). Competitor analysis and interfirm rivalry: Toward a theoretical integration. *Academy of Management Review, 21*(1), 100–134. https://doi.org/10.2307/258631) • "Will you introduce me?" test (Cialdini, R. B. (2009). *Influence: Science and practice* (5th ed.). Pearson.)

1. Concrete Experience	
Exercise: 'Making an idea profitable' **Date:**	**Group:** **Title business idea:**

1. Business idea
Brief description of the business idea:

2. What is the value?
What makes this idea valuable enough that someone would pay for it?
Describe in your own words:

Indicate how difficult it is to elaborate on this item. Place a mark on the scale below:

EASY ☐ ☐ ☐ ☐ ☐ HARD

3. Who's going to buy?
Who is expected to pay, and why are they the right party to do so?
Describe in your own words:

Indicate how difficult it is to elaborate on this item. Place a mark on the scale below:

EASY ☐ ☐ ☐ ☐ ☐ HARD

4. Cost and effort
What level of effort, resources, or investment is required to make this work?
Describe in your own words:

Indicate how difficult it is to elaborate on this item. Place a mark on the scale below:

EASY ☐ ☐ ☐ ☐ ☐ HARD

5. Profitability
Under what circumstances could this idea realistically become profitable?
Describe in your own words:

Indicate how difficult it is to elaborate on this item. Place a mark on the scale below:

EASY ☐ ☐ ☐ ☐ ☐ HARD

2. Reflective Observation	**REFLECTING ON THE PROCESS: SOFT & HARD SKILLS** Now that you have completed the brainstorming exercise, take time to reflect on the process you just experienced. The goal of this reflection is to better understand what happened within your team, both in terms of business content and collaboration. As a group, look back on how you approached making your business idea profitable. Reflect on the following two dimensions: Hard skills Focus on the tangible outcomes of your work: • The quality and clarity of your business model description • The feasibility of your business idea • How clear and realistic your conclusions are • What you see as the logical next step for your business concept Soft skills Evaluate how your team functioned during the exercise: • Group cohesion and collaboration • Level of enthusiasm and energy • Proactive participation and initiative • Communication within the group • How these factors influenced both your process and your results After reflecting on both dimensions, discuss and describe: • The differences you noticed between hard skills and soft skills • How both contributed to (or limited) your outcome • What this tells you about the skills an entrepreneur needs to be successful Use the template in this workbook to capture your insights. Focus on your own observations and learning: there are no predefined answers.	30 minutes • 5 minutes instructions • 5 minutes reflect on hard skills • 5 minutes reflect on soft skills • 10 minutes reflect on differences	Reflection: please apply Gibbs' reflection method for a thorough reflection on your experience: 1. Description | 2. Feelings | 3. Evaluation 4. Analysis | 5. Conclusion | 6. Action Plan Assignment for all trainees: look back on hard and soft skills. More info on Gibbs and the 6 steps mentioned above: *https://reflection.ed.ac.uk/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle* Assignment: reflect on hard and soft skills. Materials: on the next page, you will find a template in which you individually mention items related to your observations and insights.

2. Reflective Observation

Exercise: 'Reflect on soft & hard skills' Date:	Group: Title business idea:

1. Hard skills (mark all that apply)
During this exercise, our group's hard-skill performance was characterized by:

- ☐ Well-structured discussion
- ☐ Strong use of business models
- ☐ Logical reasoning about feasibility
- ☐ Limited clarity in business model
- ☐ Clear understanding of the business idea
- ☐ Concrete conclusions about next steps
- ☐ Unclear or missing conclusions
- ☐ Add your own:

2. How satisfied are you with your group's hard-skill performance?

VERY SATISFIED ☐ ☐ ☐ ☐ ☐ VERY UNSATISFIED

3. Soft skills (mark all that apply)
Our group dynamics during the exercise were defined by:

- ☐ Good collaboration
- ☐ High enthusiasm
- ☐ Proactive contributions
- ☐ Balanced participation
- ☐ Open communication
- ☐ Strong motivation/drive
- ☐ Moments of low energy
- ☐ Uneven participation
- ☐ Communication issues
- ☐ Add your own:

4. How satisfied are you with your group's soft-skill performance?

VERY SATISFIED ☐ ☐ ☐ ☐ ☐ VERY UNSATISFIED

5. Which of your group skills were prevalent, your hard skills or soft skills?

HARD SKILLS ☐ ☐ ☐ ☐ ☐ SOFT SKILLS

6. Entrepreneurial capabilities
Based on this experience, I believe an entrepreneur needs:

- ☐ Creativity and idea generation
- ☐ Resilience and motivation
- ☐ Ability to handle uncertainty
- ☐ Drive to take initiative
- ☐ Strong analytical and problem-solving skills
- ☐ Collaboration and communication skills
- ☐ Ability to make decisions without full info
- ☐ Add your own:

7. Key insight
What is your most important insight from this reflection?

3. Abstract Conceptualization	**BEST PRACTICES** Entrepreneurial success requires more than knowledge of business models. It also depends on soft skills such as handling stress, making decisions under pressure, managing risks, and responding to challenges. In this unit, you will experience a realistic entrepreneurial situation yourself. By doing so, you will gain insight into the challenges entrepreneurial students face and learn how to better support them in their development. You will take part in an experiential learning activity, such as a business pitch simulation, a competitive challenge, or a time-sensitive exercise. These activities are designed to create an authentic entrepreneurial experience. Where possible, real internships provide the strongest learning effect; when this is not feasible, simulation-based activities offer a strong alternative. During this unit, you will prepare and deliver a business pitch. Use your workbook to reflect on and describe: • What you want to focus on during your pitch • Which skills you want to practice (e.g. clarity, persuasion, handling pressure) Use this exercise to become aware of both your strengths and areas for development as an entrepreneurial coach.	30 minutes • 15 minutes general theory • 10 minutes business pitch instructions • 5 minutes work on plan	Other materials: on the next page, you will find a template in which you individually describe learning items and create an action plan for the business pitch. Sources: below, you will find sources to help you understand theory more in depth. • Business pitch: McSweeney, Jordan J. & McSweeney, Kevin T. & Allison, Thomas H. & Anglin, Aaron H., 2025. "The entrepreneurial pitching process: A systematic review using topic modelling and future research agenda," Journal of Business Venturing, Elsevier, vol. 40(5). • Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice Hall. • Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. Oxford Polytechnic. • JA Europe programmes and affiliated national partners: *https://jaeurope.org/*

3. Abstract Conceptualisation

Exercise: 'Best practices' **Date:**	**Preparation form soft skills** Experiential methods to try

1. Soft skills I want to practice (select all relevant):

- ☐ Staying calm under pressure
- ☐ Responding to critical questions
- ☐ Presenting clearly in a short pitch
- ☐ Making fast decisions
- ☐ Add your own:
- ☐ Defending choices convincingly
- ☐ Handling stress or uncertainty
- ☐ Working effectively with my group
- ☐ Showing initiative / stepping forward

2. Roles or elements I want to experience

Pitching & Presenting

- ☐ Delivering the main pitch
- ☐ Supporting the pitch (slides, etc.)
- ☐ Answering questions

Decision-Making & Pressure

- ☐ Taking the lead during Q&A
- ☐ Handling objections
- ☐ Making a quick choice during the exercise

Investor or evaluator role

- ☐ Asking critical questions
- ☐ Assessing feasibility / profitability
- ☐ Giving constructive, firm feedback

Other roles I want to practice:

- ☐ _____
- ☐ _____
- ☐ _____

3. What do I want to test or learn in the exercise

- ☐ How I react to pressure / time limits
- ☐ Whether I can think on my feet
- ☐ How realistic our idea actually is
- ☐ Add your own:
- ☐ How well our idea stands up to critics
- ☐ Whether I can clearly explain profitability
- ☐ How my team collaborates under stress

4. Quick, hands-on preparation

What do I need to prepare in my group before the pitch:

Questions I expect investors to ask:

How we plan to divide roles during the pitch:

One thing I personally want to challenge myself with in this exercise:

My first concrete action to get ready (now):

4. Active Experimentation	**EXPERIENCE ENTREPRENEURSHIP**
	
	In this exercise, your group will prepare and deliver a business pitch to present the profitability of your business idea.
	
	Key points for your pitch:
	• Each group has 2 minutes to present their pitch. If you go over time, the pitch will be stopped; just like in a real business setting.
	• All groups watch each pitch to learn from each other.
	• After your pitch, you may be asked questions by the trainer or peers, simulating an investor scenario.
	• A small prize may be given, but the focus is on learning, creativity, and effort, not just winning.
	
	After the pitches:
	• Reflect individually and as a group using the reflection form in this workbook.
	• Share your insights in a group discussion:
	  ○ What did you learn from preparing and delivering the pitch?
	  ○ What worked well, and what could be improved?
	  ○ How can you apply these insights in real entrepreneurial situations or in your future teaching/coaching?
	
	Use this exercise to experience the challenges and excitement of entrepreneurship and to identify your own strengths and areas for development. Describe your takeaways in the form below.
		90 minutes
		
		• 20 minutes prepare your business pitch
		• 30-45 minutes pitches including questions from trainer
		• 25-35 minutes reflect on pitches
		• 5 minutes wrapping up unit 5
			Materials: on the next page, you will find a template in which you individually reflect on the pitch and mention your key takeaways.

4. Active Experimentation

Exercise: 'Experience entrepreneurship' Date:	Group: Title business idea:

1. How did you experience the pitch?

How clearly were you able to explain an entrepreneurial idea in limited time?

VERY UNCLEAR ☐ ☐ ☐ ☐ ☐ VERY CLEAR

How well did you function under pressure and uncertainty?

VERY POORLY ☐ ☐ ☐ ☐ ☐ VERY WELL

How effectively did you respond to challenging or unexpected investor questions?

VERY INEFFECTIVE ☐ ☐ ☐ ☐ ☐ VERY EFFECTIVE

How convincingly did you justify decisions, trade-offs, or assumptions?

NOT CONVINCING ☐ ☐ ☐ ☐ ☐ VERY CONVINCING

2. Realism of exercise

To what extent did this business pitch feel like a realistic entrepreneurial situation?

NOT REALISTIC ☐ ☐ ☐ ☐ ☐ VERY REALISTIC

Why?

3. Learning intensity

How strongly did this exercise trigger learning compared to traditional teaching?

VERY LOW ☐ ☐ ☐ ☐ ☐ VERY HIGH

Why?

4. Coaching needs: where do entrepreneurial students most need guidance?

- ☐ Pitch structure
- ☐ Dealing with stress
- ☐ Answering critical questions
- ☐ Add your own:
- ☐ Explaining value and profitability
- ☐ Team coordination
- ☐ Reflection after the exercise

5. Key takeaways

What will you take away from this session?

6. Transfer to my own teaching practice

Describe one concrete action how you will integrate experiential entrepreneurship learning in your own lesson or coaching:

UNIT 6 - GUIDING STUDENTS

This unit is designed to help you develop the skills and mindset needed to guide/coach others effectively. Rather than focusing on giving answers to questions, you will learn how to guide, support, and empower your students to take responsibility for their own development. Throughout this unit, you will explore the principles of learner-centered guidance, practice giving constructive and goal-oriented feedback, and develop techniques for asking meaningful questions that stimulate reflection and ownership.

6.1 - OBJECTIVE

Just as the previous units, this final unit also follows the four stages of experiential learning. Your goal is to develop the competence and confidence to guide/coach entrepreneurial students in a way that promotes independence, critical thinking, and responsibility for their own learning. You will learn to shift from giving answers to guiding discovery, from directing tasks to enabling growth. At the end of this unit, you will be able to:

- differentiate clearly between teaching, mentoring, and coaching;
- use tools such as open questioning, silence, summarizing, and reflection;
- provide constructive feedback that supports learning;
- adapt your guidance based on the learner's developmental stage;
- guide students in a way that places them firmly in the "driver's seat" of their own development.

This workbook provides you with a number of forms which you will use during the unit. You trainer accompanies you through each step of the learning cycle and explains how to use the templates in which you will document your progress, insights, and action plans. Use it actively; your development as a coach grows through practice, reflection, and experimentation.

6.2 - EXERCISES & ASSIGNMENTS

Below, you can find all kinds of materials for this unit, eg. templates for taking notes.

	ACTIVITY	TIMEFRAME	ADDITIONAL INFORMATION
1. Concrete Experience	**PRACTISE GUIDING/COACHING** **Objective**: experience real coaching and practice guiding someone in finding their own solutions through reflection and questioning. Start with dividing into groups of three and choose roles freely: • Coachee: Share a problem related to work, study, or entrepreneurship. Examples: difficulty focusing on tasks, balancing study/work and personal life, limited budget for a project or business, finding customers or clients, managing group conflicts, deciding on the next steps for a project • Coach: Your goal is to help the coachee explore solutions by only asking questions and encouraging reflection. • Observer: Watch the conversation and take notes on what helps the coachee and how coaching techniques are used. Conduct the session: • The coach starts by asking the coachee to describe their problem. • The conversation focuses on exploring options and reflecting on possible solutions. Again, the coach should only ask questions. • The observer only takes notes; do not intervene. • Each session lasts about 10 minutes, then rotate roles so everyone practices each role. • Use the template on the next page to outline your findings. Tip: only listen and ask questions in order to guide, do not give advice.	30 minutes • 5 minutes instructions • 10 minutes practice talk round #1 • swap • 10 minutes practice talk round #2	Materials: on the next page, each person (coachee, coach and observant) will individually indicate their findings related to the coach talks. Please use one form per person.

1. Concrete Experience	
Exercise: 'Practise Coaching' **Date:**	**Coach:** **Coachee:** **Observer:**
1. Focus of the session Brief description of the topic/problem discussed:	
2. Who is in the driver's seat? Based on your observations and feelings, indicate who is leading the process of finding a solution to the problem. Place a mark on the scale below: COACH ☐ ☐ ☐ ☐ ☐ COACHEE Notes / Why you chose this position:	
3. Observations of coach behavior On which level did the coach influence the direction of the session? Place a mark on the scale: NO INFLUENCE ☐ ☐ ☐ ☐ ☐ COMPLETE INFLUENCE Examples of questions, interventions, or behaviors:	
4. Observations of coachee behaviour On which level did the coachee take ownership or initiative? Place a mark on the scale below: NO OWNERSHIP ☐ ☐ ☐ ☐ ☐ COMPLETE OWNERSHIP Examples of statements, actions, or decision-making:	
5. Interaction dynamics Please indicate how you experienced the balance of speaking time: COACH ☐ ☐ ☐ ☐ ☐ COACHEE Please indicate how you experienced the balance of input in energy: COACH ☐ ☐ ☐ ☐ ☐ COACHEE Please indicate how you experienced the balance of curiosity/challenge/support: COACH ☐ ☐ ☐ ☐ ☐ COACHEE	
6. General remarks Please describe additional moments/examples which are worth mentioning:	

2. Reflective Observation	**REFLECT ON PROCESS** **Objective**: Learn from your first coaching practice and improve your skills in the second session. 1) Reflect on coaching talk #1: • The observer shares insights using the reflection template from the previous step (Concrete Experience). • The coach and coachee respond to the feedback. • Everyone reflects on the overall effectiveness of the session by scoring items mentioned in the template on the next page. 2) Share thoughts with the class: • Coach: did you provide a solution yourself, or did the coachee come up with it? • Coachee: based on this session, do you feel you could tackle a different problem on your own in the future? 3) Reflect on coaching talk #2: Conduct a second reflection session, applying the insights from the previous sharing session. • The observer shares insights using the workbook. • The coach and coachee respond to feedback. 4) Final insights • Share the most important learnings from both sessions with the class. • Take notes on your own key takeaways and which interventions are most effective by using the template on the next page. Tip: Focus on what helps the coachee reflect and find their own solutions. Think about how you can improve your coaching skills for next time.	45 minutes • 15 minutes reflect on talk #1 • 5 minutes share thoughts • 15 minutes reflect on talk #2 • 10 minutes of insight	Reflection: please apply John's reflection model for a thorough reflection on your experience: 1. Describing experience | 2. Reflection 3. Influencing factors | 4. Contextual questions | 5. Learning More info on John's model and the 5 steps mentioned above: *https://www.toolshero.com/personal-development/johns-model-of-reflection/* Assignment for all trainees: describe your most important insights while reflecting on the practice talks. Materials: on the next page, the coach, coachee and observer will individually score various items based on their findings while reflecting. Please use one form per person.

2. Reflective Observation

Exercise: 'Reflect on process' Date:	Coach: Coachee: Observer:

1. Focus of the session
Brief description of the topic/problem discussed:

2. Overall effectiveness

ROLE	< LOW - HIGH >	COMMENTS
COACH	☐ ☐ ☐ ☐ ☐	
COACHEE	☐ ☐ ☐ ☐ ☐	

3. Driver's seat: who led the solution?

COACH ☐ ☐ ☐ ☐ ☐ COACHEE

Why? Comments on:

COACH	COACHEE

4. Influence in the conversation

COACH ☐ ☐ ☐ ☐ ☐ COACHEE

Why? Comments on:

COACH	COACHEE

5. Ownership in next steps

COACH ☐ ☐ ☐ ☐ ☐ COACHEE

Why? Comments on:

COACH	COACHEE

6. Effectivity
Did you notice any of these effective interventions? Please choose one or more:

- ☐ Silence / purposeful pausing
- ☐ Open-ended questions
- ☐ Clarifying questions
- ☐ Summarizing / paraphrasing
- ☐ Empathy
- ☐ Reflective questions
- ☐ Add your own:
- ☐ Challenging assumptions
- ☐ Reframing
- ☐ Mirroring (words, emotions, body language)
- ☐ Highlighting patterns
- ☐ Inviting reflection
- ☐ Exploring options / future-focused questions

7. Key takeaways
What will you take away from this session?

3. Abstract Conceptualization	**OBSERVE PROFESSIONAL COACHING** In this step, you will deepen your understanding of professional guidance and practical coaching. You will first be introduced to key theoretical concepts, followed by a live coaching demonstration. You will learn about the different developmental stages of adolescents and how each stage requires a specific type of guidance. This approach is known as Situational Guidance. The goal is to understand how you can recognize a learner's stage and adapt your guidance accordingly. After the theory, one trainee will volunteer to take part in a live coaching session in front of the group. The coach will explore the coachee's problem (preferably education-related) and guide the coachee through reflection, using different types of guidance. The focus is on keeping the coachee in control: the coach does not provide solutions but helps the coachee identify their own next steps. This will be done by preferably only asking questions. After the session, reflect as a group on what you observed and experienced. Finally, create a short action plan in your workbook describing how you want to develop your own coaching style.	45 minutes • 10 minutes theory • 25 minutes professional coach session • 10 minutes reflection	Trainer material: please refer to the PowerPoint on this part called 'Unit 6 - Situational Guidance'. Other materials: on the next page, you will find a template where the coach, coachee and observer individually describe your learning items and an action plan on how you want to coach in the next step, but also as a take-away for the future. Please use one form per person. Sources: below, you will find sources to help you understand theory more in depth. • Johns, C. (2022). *Becoming a reflective practitioner* (6th ed.). Wiley-Blackwell. • Graf, E.-M., Dionne, F., & Fleischhacker, M. (2025). *How coaches and clients do questioning in coaching: Results from the interdisciplinary research project 'QueSCo' and their relevance for coaching practice and education. Coaching: An International Journal of Theory, Research and Practice, 1–25.* • Luimes, M.D. (2015). Situational Guidance. How a teacher should support today's student in the process of self-regulation.

3. Abstract Conceptualisation

Exercise: 'Improving my coaching style' Date:	Professional coaching – Action plan

1. What did you observe which is valuable during a coaching session?

- ☐ Using purposeful silence
- ☐ Asking open-ended questions
- ☐ Summarizing what coachee says
- ☐ Showing empathy
- ☐ Reflective questioning
- ☐ Challenge assumptions in a supportive way
- ☐ Reframing situations positively
- ☐ Highlighting patterns in thinking or behaviour
- ☐ Mirroring body language or tone
- ☐ Inviting reflection or self-discovery
- ☐ Add your own:

2. What do I want to improve in my own coaching style?

- ☐ Ask more open-ended questions
- ☐ Give coachee more space to speak
- ☐ Pause longer before responding
- ☐ Summarize key points more clearly
- ☐ Challenge assumptions gently
- ☐ Reflect the coachee's emotions more
- ☐ Reframe situations more effectively
- ☐ Highlight patterns or recurring themes
- ☐ Encourage coachee ownership
- ☐ Avoid giving advice too quickly
- ☐ Add your own:

3. What concrete action will I take to practice this?

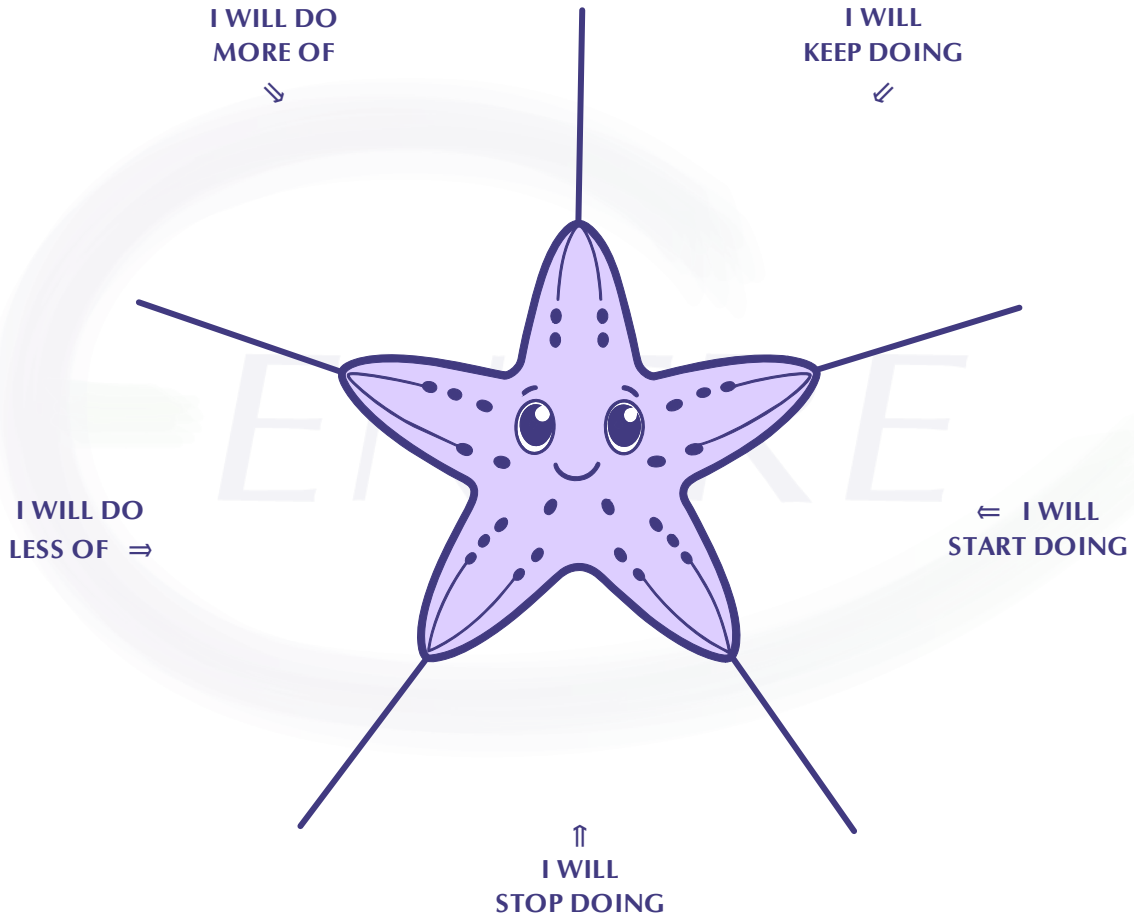
- ☐ Ask 1 extra open question per coach session
- ☐ Pause intentionally for 5–10 seconds before responding
- ☐ Summarize the coachee's words at least twice per session
- ☐ Reflect back the coachee's emotions each session
- ☐ Reframe one situation or thought per session
- ☐ Add your own:
- ☐ Highlight a recurring pattern for discussion
- ☐ Invite the coachee to generate at least one solution
- ☐ Note interventions in a reflection journal
- ☐ Record one session (with permission) and review interventions
- ☐ Ask a colleague/observer for feedback on a specific behaviour

4. How will I know it has been effective?

- ☐ Coachee contributes more ideas
- ☐ Coachee takes more ownership
- ☐ Session feels more coachee-driven
- ☐ Coachee shows more reflection
- ☐ I feel less directive
- ☐ Add your own:
- ☐ Positive feedback from coachee
- ☐ Coachee expresses clarity about next steps
- ☐ I notice improved flow and engagement
- ☐ More "aha" moments occur for the coachee
- ☐ I can consistently apply my new behaviour

5. When and how will I apply this action?
Mention a specific context, timing and/or frequency.

6. Visualization of action plan
Below you see an overview of 5 items ("I will do more of", etc.) Please describe (in your own words) at least 1 action per subject in the empty area besides the arrows.



4. Active Experimentation	**APPLY PROFESSIONAL COACHING** The goal of this exercise is to practice coaching as intended: helping the coachee become active in finding their own solutions, while you, as coach, do less and guide more. Your task is to get the coachee into an active, reflective mindset, not to solve the problem for them. Example coaching questions are available (see right column) to support you. Within your group of three, freely choose and rotate the following roles: • Coachee: Brings a real or realistic problem related to work, study, or entrepreneurship (e.g. difficulty focusing, balancing study and private life, limited budget, finding customers). • Coach: Supports the coachee by asking open and probing questions, encouraging reflection, and helping the coachee explore options and next steps. Avoid giving advice or solutions. • Observer: Observes the conversation and takes notes on what helps the coachee become active and which techniques are used. Instructions for the exercise: • Actively apply your newly learned coaching insights. • The coach starts by inviting the coachee to explain the problem. • The conversation then focuses on helping the coachee explore causes, options, and possible actions by only asking questions. • The observer does not intervene, but records observations. Each coaching conversation lasts approximately 10 minutes. After each round, rotate roles until everyone has practiced coaching. Use the workbook template to reflect on your experience as coach, coachee, and observer. After all rounds, reflect together as a group and with the class: What worked well? What was challenging? What helped the coachee become more active? Finally, review your personal action plan and adjust it based on what you learned. This concludes the unit.	60 minutes • 5 minutes instructions • 15 minutes practice talk round #1 • swap • 15 minutes practice talk round #2 • swap • 15 minutes practice talk round #3 • 10 minutes wrapping up unit 6	Example coach questions: try to use specific, but open formulations, encouraging pro-activeness from the coachee, such as: • “Can you tell me more about what is challenging you?” • “What options have you considered so far?” • “How would you like the situation to look ideally?” • “What resources or skills could help you move forward?” • “What is your next step after this conversation?” “How does this solution fit with your goals or values?” Other materials: on the next page, you will again find a template in which the coach, coachee and observer mention items and create their future action plan. Please use one form per person. This final action plan will help you remember what to focus on during future coaching talks with your learners.

4. Active Experimentation

Exercise: 'Apply professional coaching' Date:	Coach: Coachee: Observer:

1. Focus of the session
Brief description of the topic/problem discussed:

2. Overall effectiveness

ROLE	< LOW - HIGH >	COMMENTS (differences with step 2?)
COACH	☐ ☐ ☐ ☐ ☐	
COACHEE	☐ ☐ ☐ ☐ ☐	

3. Driver's seat: who led the solution?

COACH ☐ ☐ ☐ ☐ ☐ COACHEE

Why? Comments on:

COACH	COACHEE

4. Influence in the conversation

COACH ☐ ☐ ☐ ☐ ☐ COACHEE

Why? Comments on:

COACH	COACHEE

5. Ownership in next steps

COACH ☐ ☐ ☐ ☐ ☐ COACHEE

Why? Comments on:

COACH	COACHEE

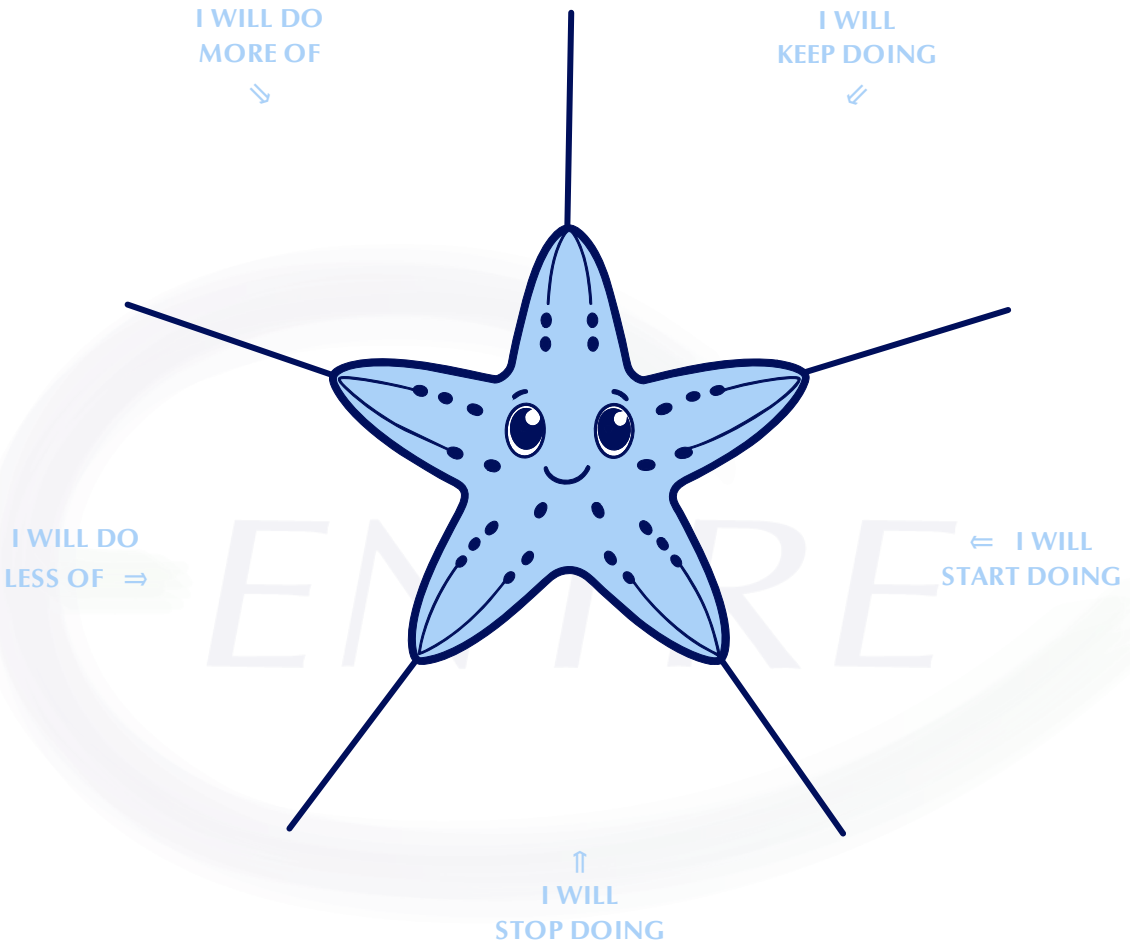
6. Effectivity
Did you notice any of these effective interventions? Please choose one or more:

- ☐ Silence / purposeful pausing
- ☐ Open-ended questions
- ☐ Clarifying questions
- ☐ Summarizing / paraphrasing
- ☐ Empathy
- ☐ Reflective questions
- ☐ Add your own:
- ☐ Challenging assumptions
- ☐ Reframing
- ☐ Mirroring (words, emotions, body language)
- ☐ Highlighting patterns
- ☐ Inviting reflection
- ☐ Exploring options / future-focused questions

7. Key takeaways
What will you take away from this session?

8. Future actions

Below you see an overview of 5 items ("I will do more of", etc.) Please describe (in your own words) at least 1 action per subject in the empty area besides the arrows. These will be your future actions during coaching sessions with entrepreneurial students.



4. Active Experimentation: example questions

Below is a comprehensive list of coaching questions that you can use.

1. Goal and Vision Questions

- What kind of business or project would you like to build?
- What motivates you to work on this idea?
- What problem are you trying to solve for customers?
- What would success look like for you in this project?
- Where would you like your business to be in one year?
- How does this project connect to your personal interests or talents?

2. Reflection Questions

- What have you learned from your progress so far?
- What went well in your work this week?
- What surprised you during the process?
- What challenges did you encounter?
- What would you do differently next time?
- What feedback have you received and how do you interpret it?

3. Problem-Solving Questions

- What is the main challenge you are facing right now?
- What possible solutions can you think of?
- What information do you still need?
- Who could help you move forward?
- What would be the first small step to solve this problem?

4. Customer and Market Questions

- Who do you think your customer is?
- How do you know customers need this solution?
- What feedback have you received from potential customers?
- How could you test your idea in a simple way?
- What might make customers choose your product instead of others?

5. Decision-Making Questions

- What options are you considering right now?
- What are the advantages and disadvantages of each option?
- Which option fits best with your goals?
- What risks do you see in your decision?

6. Planning and Action Questions

- What is your next step in developing your business idea?
- What actions will you take this week?
- How will you measure progress?
- What is a realistic timeline for your next milestone?
- How will you stay accountable for your goals?

7. Self-Development Questions

- What strengths are helping you in this project?
- What skills would you like to improve?
- What did you learn about yourself during this process?
- How do you handle setbacks or mistakes?
- What helps you stay motivated?

8. Future-Oriented Questions

- What opportunities do you see for expanding your idea?
- What would be your next experiment or test?
- If there were no limitations, what would you try?
- What is the most important lesson you want to take from this project?

FINAL THOUGHTS

Throughout this training you have explored entrepreneurship education not only as a topic to teach, but as a learning process that can be experienced, reflected upon, and improved through practice. The activities in this workbook invited you to step into that process yourself: experimenting with ideas, analysing situations, discussing perspectives with peers, and reflecting on your own teaching and coaching approach.

Across the six units, you engaged in exercises that encouraged you to create psychologically safe learning environments, stimulate entrepreneurial thinking, define meaningful goals, structure ideas into viable concepts, and guide learners through experiential learning processes. Through case discussions, reflection tasks, group activities, and coaching exercises, you had the opportunity to explore how students can move from initial ideas to action, learning from both success and failure.

A central theme of the training is the shift from teaching to coaching. Rather than providing ready-made answers, many of the activities encouraged you to practice asking questions, facilitating dialogue, and supporting learners in developing their own solutions. This approach helps students build confidence, autonomy, and the ability to learn from real experiences.

The reflections you recorded during the units are an important part of this process. They capture your insights, questions, and ideas for applying the methods in your own educational context. We encourage you to return to these notes after the training and continue experimenting with the activities, adapting them to your students and teaching environment.

Entrepreneurship education develops most effectively through continuous experimentation, reflection, and collaboration. We hope that the tools, exercises, and perspectives in this workbook will support you in creating engaging learning environments where students can explore ideas, test solutions, and develop the entrepreneurial competences needed in a changing world.

The journey does not end here. The next step is to bring these approaches into your own classroom or training practice, refine them through experience, and continue learning together with your students.

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