

An Integrated Coaching Model for the Student and Graduate Entrepreneurial Learning Environment

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Abstract

This empirical research project was undertaken following a period of study on a Post Graduate Certificate in Education 'Coaching for Organisational Performance' at the University of Central Lancashire. The purpose was to establish the most appropriate and effective combination of coaching and mentoring for use with student and graduate nascent entrepreneurs at the University of Central Lancashire (UCLan). Firstly, a literature review was undertaken to identify whether there is a common understanding of key differences between coaching and mentoring and how they are used by entrepreneurial support organisations. Secondly, written records including scripts, reflections and mind maps from a sample of individual coaching/mentoring sessions with students and graduates were reviewed. Thirdly, the development of diagrams and visual models aided a combination of intensive problem solving and reflection on research findings, previous mentoring and coaching experience with student nascent entrepreneurs. The main outcomes included generation of a number of innovative ideas for extra-curricular enterprise programme development and an Integrated Coaching Model for the UCLan student and graduate entrepreneurial learning environment. A proposal for integration of the model into entrepreneurial teaching and learning activities and a shift of emphasis from a content-driven to a more process-driven programme was prepared.

Background and Introduction

I am responsible for the development and provision of a free of charge, open and supportive extra-curricular ¹entrepreneurial learning environment. Its purpose is to equip students and graduates in acquiring 'entrepreneurial effectiveness', via the development of 'enterprise awareness' and 'entrepreneurial mind-set and capabilities' (Rae 2007, QAA 2012). The programme also aids entrepreneurial performance by helping students and graduates to adapt and apply their entrepreneurial mind-set and capabilities in the context of self-employment / starting a business (freelancing, consultancy and business and social venture creation). It enhances student and graduate careers education and employability by enabling them to be opportunity-focussed, self-aware and attuned to the business environment (Rae 2007). A suite of 'on-demand' extra-curricular learning opportunities is underpinned by one to one mentoring. Student and graduate clients are introduced to the programme at an introductory mentoring session. This is followed by a rolling programme of workshops, networking, action learning and generic and expert mentoring.

From September 2013 I attended 'Coaching for Organisational Performance', with aims of gaining an understanding of 'coaching' and how it differed from 'mentoring' within the context of supporting nascent entrepreneurs. The value and benefits to be gained by practising coaching and mentoring across the entrepreneurial learning environment were established and a number of innovative ideas for programme development and improvement evolved. A longer term goal emerged, namely to review the use of mentoring and coaching with a view to enhancing the entrepreneurial learning environment. Herewith, part of the background research and the learning journey are described. New ideas and draft models for the University of Central Lancashire (UCLan) student and graduate entrepreneurial learning environment are introduced with reference to research findings, personal learning and practice. Finally, an Integrated Coaching Model for the student and graduate learning environment is presented.

¹ For the purposes of this document, the term 'Entrepreneurial Learning Environment' refers to the provision of extra-curricular learning opportunities for students and graduates. It does not include the physical workspaces or incubation facilities.

Coaching and Mentoring in the Organisation

Brockbank and McGill (2013) divided organisational coaching and mentoring into four different types: performance; engagement; developmental and systemic. Although this model is centred on staff/employee learning outcomes related to the aims and objectives of the organisation, it was thought useful to explore the model in relation to coaching within the enterprise learning environment. The aim for the student and graduate mentoring and coaching programme might be described as primarily 'developmental', *'where the individual's own desires take centre stage and may or may not harmonise with the stated aims of the organization.'* (Brockbank McGill 2013). This is an important point, as entrepreneurial learning (as described in this case) takes place outside the curriculum/degree programme and tends to be self-selecting and because of this motivation to engage is generally high. The motivation of the student/graduate is key, and measurement of success comes primarily from the student/graduate themselves. The locus of control for learning is internal, whereas the learning in degree curricula tends to be external and driven by the wider organisation (relying on quantifiable assessment criteria and critical feedback from tutors). Therefore, the learning environment must be able to support an andragogic learner-centred approach (as opposed to pedagogic didactic approach which tends to be prevalent within the curriculum) and provide opportunities for the entrepreneur to benefit from interacting with peers from the wider organisation and business community.

Differences between Coaching and Mentoring

The term coaching on its own is rarely used by business support organisations as a way of supporting entrepreneurs, though it is commonly described and used within leadership and executive management programmes. It is difficult to find clear descriptions of the differences between coaching and mentoring in course and programme itineraries and prospectuses. Most entrepreneurial programme organisers do not specify the individual differences between coaching and mentoring. Nor do they identify their individual benefits, or how coaching and mentoring practice (either separately or together) can be used to support learning on the entrepreneurial journey. This is also true for providers of accredited entrepreneurial coaching and mentoring courses. For example, the Small Firms

Enterprise Development Initiative (SFEDI) Level 3 Qualification for Enterprise Coaching and mentoring specification does not clarify what the accrediting body means by coaching in this context and indeed makes frequent mention of mentoring without stating the differences or the intended context of application (SFEDI 2014).

In contrast to this, there are a number of individual professional coaches with experience of coaching and mentoring entrepreneurs and business owners, who display a clear understanding of these terms in their writing, research and practice. A good example is by Andrew Atter at Birkbeck, University of London (June 2014) and Sigetich (2014) describes how he uses coaching to support the entrepreneurial journey. Interpretations of the terms do seem to differ, but each draws clear definitions and individual differences between the two and how they might benefit the entrepreneur or business owner/manager. This might be explained by the fact that professional coaches are 'experts' in this field and tend to approach things from the coaching and mentoring perspective. They may not be weighed down by other aspects and issues which often hamper the provision of holistic business support programmes, such as milestones, outputs and other funding requirements (for example, European Regeneration Development Fund (ERDF), European Social Fund (ESF), Higher Education Funding Council (hefce), which I can identify with from personal experience.

How Business Support Organisations Define and Use Coaching and Mentoring?

It is common practice for business and entrepreneurship support programmes within Higher Education Institutions and business support communities to describe coaching as an activity which is integrated as part of the mentoring programme as opposed to a discrete learning opportunity. This can be observed during a visit to the enterprise pages of almost any UK University. The Higher Education Quality Assurance Association (QAA, 2012) guidelines recommend coaching and mentoring as part of student and graduate learning programmes but don't give comprehensive definitions of the process, only expected outcomes:

'Coaching provides students with individualised support to help them identify their options and address practical obstacles. Mentoring can involve established entrepreneurs or other practitioners with specific and relevant expertise and experience.'

In *'Solutions for Business Supporting Success'* (HM Government, 2008) (a cross-government package of recommendations designed to aid businesses to navigate the maze of provision available via numerous Government funded business support organisations) 'Enterprise Coaching' was a recommended intervention. It was defined as *'One-to-one coaching to cultivate interest in enterprise amongst people who would not otherwise consider setting up in business as an option'*. No reference was made to coaching skills, nor was there a direct attempt to differentiate coaching from mentoring within the entrepreneurial learning context.

There are few examples of where 'coaching' as opposed to 'mentoring' has been identified as a discrete learning activity within HE enterprise or entrepreneurship programmes. One is at Birkbeck, University of London, where they employ a learning model incorporating coaching and mentoring as separate clearly defined learning activities as part of an entrepreneurial learning support programme. This might be explained by the fact that the programme was designed and delivered by a highly experienced, practising coach who used the triple helix model to demonstrate the programme core as individual with overlapping use of coaching, mentoring and consultancy, Atter (2013). His aim was to promote the development of coaching skills identified as: sharing; resources; observation; truth-saying; discovery; questioning; empathetic listening; clarification; feedback; and, insight. The *'eco system'*² was supported by accredited, trained coaches and mentors.

Another example was described in the Lancaster University LEAD project evaluation brochure (Magnus 2013). The programme team worked with over 240 owner/managers to help them work on personal and business challenges and set solution focused goals via a variety of different learning experiences. Coaching and action learning (as opposed to mentoring) were two of the main activities undertaken with beneficiaries. Particular attention was paid to accommodation of individual learning styles drawing on research by Cope (2003), Cope (2005) and Cope and Watts (2000) and an *'Integrated Learning Model'* was produced to this end. Coaching was central to the experiential learning activity and described as supporting *'Learning by putting something into practice'* and *'Solving problems within*

² The 'eco system' is referred to in a model by Atter (2013) which sets out the enterprise learning environment at Birkbeck.

a community of practice' (Magnus 2013). Action learning sets provided 'Observational Learning' opportunities (listening and seeing). Participants worked with an experienced, professional business coach in a series of one-to-one coaching sessions. A solutions-based approach was adopted to encourage individuals to do or look at something differently to facilitate business change, and for this to be deployed to best advantage in their own businesses. Coaching was also employed in action learning sessions in facilitated subgroups of six to eight peers who met to discuss personal business issues or challenges in a trusting environment. Listening and questioning techniques were used to share experiences, to learn from each other and establish actions to resolve issues. It is interesting to note that the focus of both these programmes were external/community facing rather than for students and graduates of their respective Universities. The learning from this and previous examples inspired me to move forward with plans to embed coaching into the student and graduate entrepreneurial learning environment at UCLan.

What do Entrepreneurs Value in Coaching and Mentoring?

Nedungadi (2012), a professional coach, described research (incorporating a questionnaire survey) from which he attempted to establish whether or not there was a business opportunity in offering professional coaching to Indian entrepreneurs. He invited respondents to comment on the usefulness of coaching and mentoring for supporting their entrepreneurial journeys. Survey findings revealed that the main characteristics start-ups looked for in a coach were; trust, understanding and blended coaching (a mixture of coaching and expert mentoring). Trust was very important in terms of confidentiality; it was found that some entrepreneurs felt that if a coach was coaching a competitor or customer, then this could be a risk of breach of trust. They thought it was important that the coach understood the pressures and the rapidly changing environment that entrepreneurs work in. Some said they would like a combination of coaching and expert mentoring. He also noted that there was a need for peer or group coaching for early stage entrepreneurs. One of the most notable issues was that young entrepreneurs expressed feelings of loneliness and difficulties in adjusting to the rapid pace of change which could impact on their morale and that they would find coaching beneficial in this case. Further to this, St Jean and Audet (2009) said that *'the fact that a SME manager often operates in the absence of colleagues obviously reduces the possibility of learning from others.'* All

this resonates with my experience and anecdotal evidence gathered by the though coaching and mentoring practice (500+ enterprise mentoring sessions) and feedback from students and graduate entrepreneurs at UCLan.

Developing a Personal View on the Differences between Coaching and Mentoring Practice

It was considered important to gain a personal view point on the differences between coaching and mentoring in order to understand how coaching principles might be applied within the entrepreneurial learning environment. There have been many attempts by academics and practitioners to describe what is meant by coaching and mentoring; these were often confusing and there was no agreed universal definition. Brockbank and McGill (2012) provided a number of different examples, one from Harvard University, stated that:

'mentoring is for whole person development to potential transformation, whereas coaching is for day-to-day improvement. On the other hand, many others, including international coaching organizations, maintain that coaching is the whole person development tool and mentoring is for passing on knowledge to juniors.'

Surely both coaching and mentoring would help a person to reach long and short term goals? The term 'junior' may not be helpful as it might be perfectly possible to have a coaching or mentoring relationship with someone senior or older.

Unquestionably, the relevant issue would be 'experience' i.e. whether or not the coach or mentor has the knowledge, skills and confidence to influence/benefit the coachee/mentee? Megginson and Garvey (2004) said *'mentoring has also been defined as a developmental relationship between two people with learning and development as its purpose'*. It could be argued that this definition may equally be used to describe coaching. The Coaching Federation described coaching as *'a creative partnership with your client, focusing on designing and implementing specific, meaningful changes in your client's personal and/or professional life.'* (Coaching Federation, 2014). This definition seemed plausible but could equally be a description of the mentoring process.

Many further conflicting examples of coaching and mentoring definitions were found. It was found necessary to create a definition which could be referred to for personal coaching and mentoring practice and for the purpose of reviewing the role of coaching in entrepreneurial learning and teaching. Therefore, for this purpose it was decided to identify dominant features in each case. It was decided that 'mentoring' be thought of as 'passing on information and expert advice drawn from real world knowledge and experience' while coaching is 'the use of expert skills focused on facilitating a person to draw and reflect upon personal knowledge and experience in order to arrive at their own goals and solutions'.

It was concluded that coaching skills could be used during the mentoring process but that mentoring may not necessarily be part of the coaching process. They may be used together in one session or individually in separate sessions, either with individuals or groups, or as part of the entrepreneurial support programme. The mentoring process may benefit from the conscious planned use of coaching skills during the session as is the case within the Introductory Session Model (Figure 1).

Analysis of Personal Coaching Records with Student Nascent Entrepreneurs

An analysis of scripts, reflections and mind maps from the personal coaching sessions with students was undertaken in order to enable me to review my personal performance. A review of reflective comments made in notes after the sessions (coaching skills were identified and highlighted) showed a predominance of certain specific skills employed. When referring to the 'Wheel of Skills' (introduced to me by PINNA) two key coaching skills were identified where there was a tendency towards low scores; these were questioning and silence. These skills required development in terms of coaching expertise; vital for facilitating the coachee to reach solution focused goals during the sessions. Skills scored with higher ability/confidence levels inclined towards those who practised during mentoring over the past four years (these appeared to have developed instinctively and employed with low levels of awareness). An example was rapport, where a consistently high score was attained and much higher levels of confidence displayed from the beginning of the course. It appeared that coaching skills had been developed and used (with varying degrees of ability and awareness) during previous mentoring practice but that open 'questioning'

and that the conscious use of 'silence', and 'listening' required much further practice. It was noted that Atter (2013) referred to 'listening' coupled with 'questioning' as being key to creation of double loop learning for the entrepreneur (discussed later).

Questioning style, rather than questioning per se, was found to be key to defining the difference between mentoring and coaching practice. Analysis of mind maps and working and reflecting on the draft model enabled the author to divide questions into two different types. These were defined as mentoring questions (didactic or closed questions) and coaching questions and (open; when, where, what ...) (Figure 1). In conclusion, all the skills on the 'Skills Wheel' were important to both mentoring and coaching, but 'listening' coupled with appropriate 'questioning' and 'silence' were considered the three key/essential coaching skills for the nascent entrepreneur learner and vital in supporting the mentee/coachee towards solutions focused goals/actions.

The Use of Diagrams and Models as a Learning and Development Tool

Diagrams and visual models were employed as key tools for aiding reflection and learning. This enabled intensive problem solving and reflective activity whilst drawing upon previous research findings, experience, and coaching practice which could then be directly applied to the entrepreneurial learning context.

The Introductory Session Model

A draft model for an Introductory Session (a one to one session with a new student or graduate client as described above), was tested and refined (Figure 1). The OSKAR³ coaching model was incorporated in response to my raised awareness of the value of coaching questions. At Stage 6 the model split into two possible ACTIONS; long term goals and short term goals (Figure 1). This helped in defining the coaching and mentoring elements of the session (specifically, the use of questions), employment of a more structured approach to the session and making better use of session time.

³ The OSKAR coaching model was developed by Mark McKergow and Paul Z Jackson.
<http://sfwork.com/oskar-coaching>

Testing the Introductory Session Model with Student Nascent Entrepreneur

Sixteen one hour coaching sessions were held with student nascent entrepreneurs. During the sessions a draft version of the 'Introductory Coach Model' was used. This incorporated:

1. Integration of the OSKAR coaching model.
2. Completion of the entrepreneurial Capabilities Assessment (Rae 2007)
3. Creation of solution focused actions.

Sessions were recorded in the following ways:

1. Mind maps were created (with a mind mapping application on iPhone) during coaching sessions to record key issues. These enabled me to summarise progress and support the creation of a list of actions (A and B, Figure 1).
2. A Change House Diagram (Janssen 1996) was created which was where the coachee / mentee was situated. This enabled me to make decisions with regard to setting goals and actions, timing of further sessions or whether they were ready to receive further coaching.
3. A score out of 10 (OSKAR Model) as decided by the coachee / mentee
4. A score for the Entrepreneurial Capabilities Assessment was recorded (Rae, 2007).
5. A list of final actions as defined by the coachee and agreed together as a way forward.
6. Personal reflections on the session and responses to use of the Capabilities Assessment and model. Example extracts from notes are featured below:

'I found that using the model worked really well with 'J' and the 'affirmation' on her progress seemed to help her confidence to move forward. A few simple questions helped her to define what she wanted and what she needed to do to move forward.'

'introducing the model with R was very beneficial. This is the first time I have tried it with him and I found he was far more responsive in speaking about his plans and the event and also asked a number of follow up questions at the end. I felt that we built a much better rapport and was very pleased when he emailed me afterwards to thank me for the session and said it was very helpful. He also sent me his flyer for the launch event to comment upon and has invited me to speak at a student led conference in a few weeks.'

Two full scripts/session records are provided in Appendices 1 and 2.

Use of the model in practice helped facilitate the coachee / mentees in establishing their own short term solutions focused goals and make connections between their long term goal (usually about becoming self-employed) and short term goals. This encouraged further engagement with the wider learning environment via workshop attendance, coaching, mentoring and networking. Further reflection upon question responses, behaviours and attitudes of mentees/coaches during introductory sessions led to conception of the idea of offering follow up solutions focused coaching sessions as an addition to the existing programme (Figure 3). This would provide an additional opportunity for the student/graduate entrepreneur to undertake ongoing experiential learning, which is the key way entrepreneurs learn (Deakins and Freel, 2003).

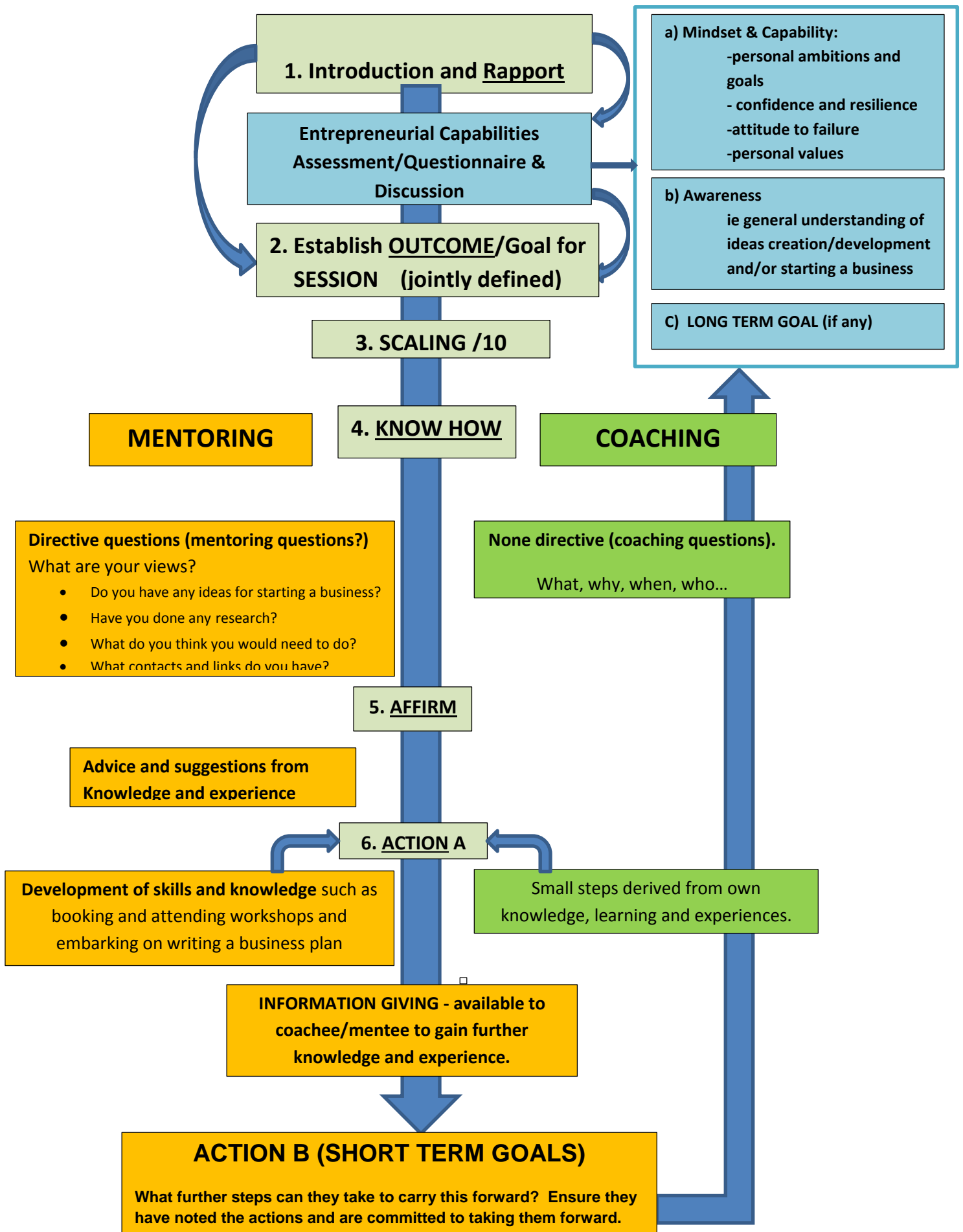


Figure 1. Introductory Enterprise Coaching/Mentoring Session Incorporating OSKAR.

Understanding the Value and Role of Coaching in the Entrepreneurial Learning Environment

Development and use of the Introductory Session model helped to establish and confirm a direct with between the role of coaching in experiential/entrepreneurial learning (Deakins & Freel 2012). It highlighted the importance of emphasis on the learning process in addition to high quality content and learning activities. This was a key milestone in the personal learning process.

Deakins and Freel (2012), in 'The Ability to Learn' state that:

'An ability to recognise why problems occur and be able to deal with them, and, more importantly, understand why they occur, will ensure that the entrepreneur will not only be able to deal with those problems, but also to learn from the experience and ensure that processes are put in place

This ability involves the concept of double loop learning i.e. recognising why a problem occurs and learning from that process. In some cases being involved in discussions and critical events with members of the entrepreneur's network can facilitate and stimulate thinking and learning (Cope 2003). Ettiene and Audet (2012) stated that learning *"is more effective when the entrepreneur takes the time to think about his actions."*

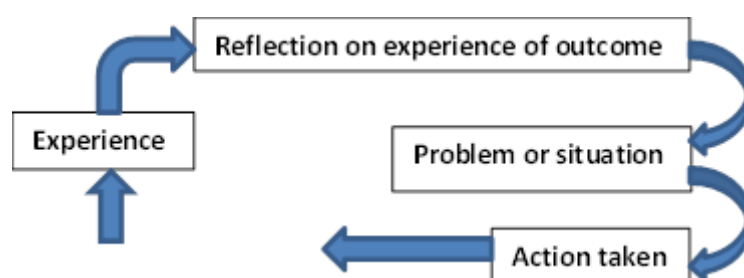


Figure 2. Double Loop Learning, (Source: Deakins & Freel, 2012)

There is synergy between this approach and the LEAD Integrated Learning Model Magnus (2013). Atter (2013) said that listening, when combined with a process of discovery and questioning can create "double loop learning" (Argyris, 1993), and enable the entrepreneur to look at alternatives and see their idea from a neutral, third person perspective (St John and Audet 2009). It can also be seen from Figure 2 that

the Introductory Session forms part of the development of 'entrepreneurial awareness, knowledge and capability' (Rae, 2007).

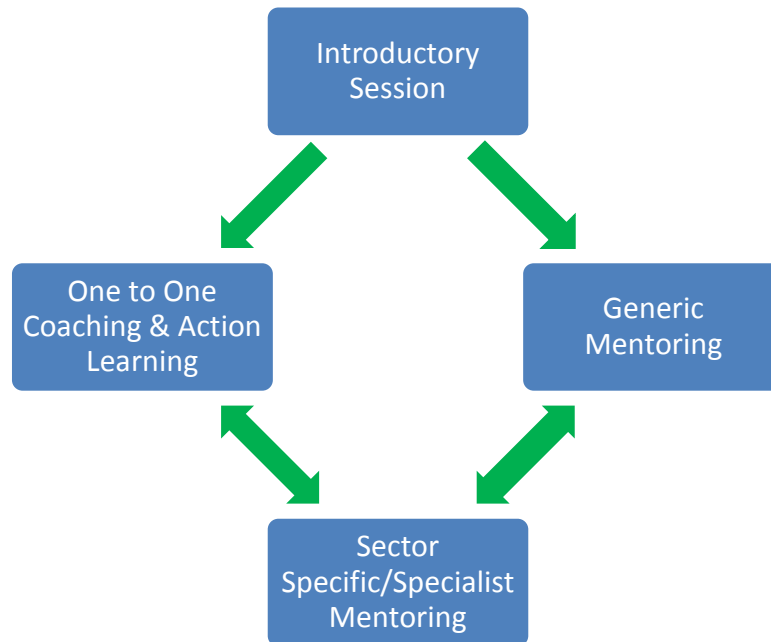


Figure 3. UCLan Student/Graduate Entrepreneur Coaching & Mentoring Options

Coaching and the Iterative Learning Process

Figure 4 shows the iterative process involved in moving from awareness, to mind set and capability, to entrepreneurial effectiveness. It shows how coaching and mentoring will be used to support the learning and the approximate stages at which each might be employed. At the bottom it shows the various opportunities/activities in approximate relation to the entrepreneurial learning time line. It can also be seen how the entrepreneurial learning environment will support the cyclical learning process (Kolb, 1984) and support double loop learning (Deakins and Freel, 2012).

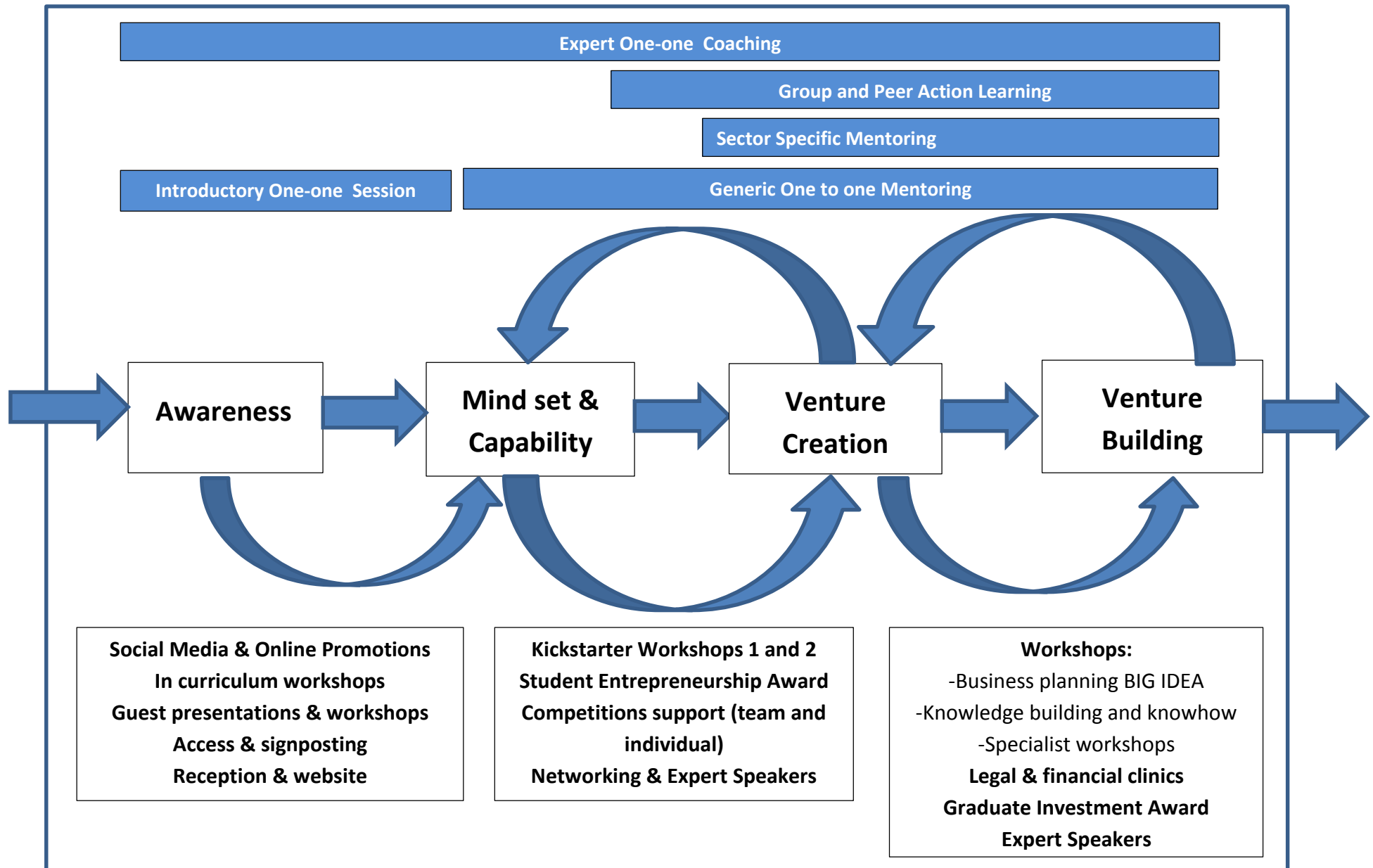


Figure 4. Coaching in the Entrepreneurial Iterative Learning Process at UCLan

Way Forward

The next step is to instigate a shift from a content driven programme to one focused on the learning process, integrating activities which include the use of coaching skills. This is represented in an Integrated Coaching Model presented as a triple helix with a programme activities set within the Wheel of Skills⁴ (Figure 5). The learning programme (which focuses on experiential person centred learning, peer support and interaction) will be reviewed and developed to integrate coaching. To this end, action learning and coaching in pairs will be trialled as additional learning options. Individual learning will be underpinned by solution focused one to one coaching and mentoring sessions (Figure 1) supported by reflective diaries/learning logs and personal action plans.

Conclusion

In conclusion, this research project has enabled the author to combine previous experience and expert knowledge of supporting student and graduate nascent entrepreneurs with a raised awareness and improved skills in coaching and how coaching can be used to enhance the experiential learning process. It appears that nascent entrepreneurs benefit from a learning environment where coaching is integrated into the programme by supporting their thinking and reflective practice whilst developing their business ideas. It is apparent that coaching skills (in addition to mentoring) can be used to support emotional and behavioural needs such as those described by Nedungadi (2012) and address low levels of confidence and resilience commonly found in students and graduates (Newman and Houston, 2012). All this supports the entrepreneurial double loop learning process (Figure 2) (Deakins & Freel, 2012) and the cyclical nature of learning (Kolb et al, 1971).

⁴ The Wheel of Skills was introduced by Pinna as a learning tool as part of the course 'Coaching for Organisational Change'. It incorporates eleven key coaching skills as shown on Figure 5.

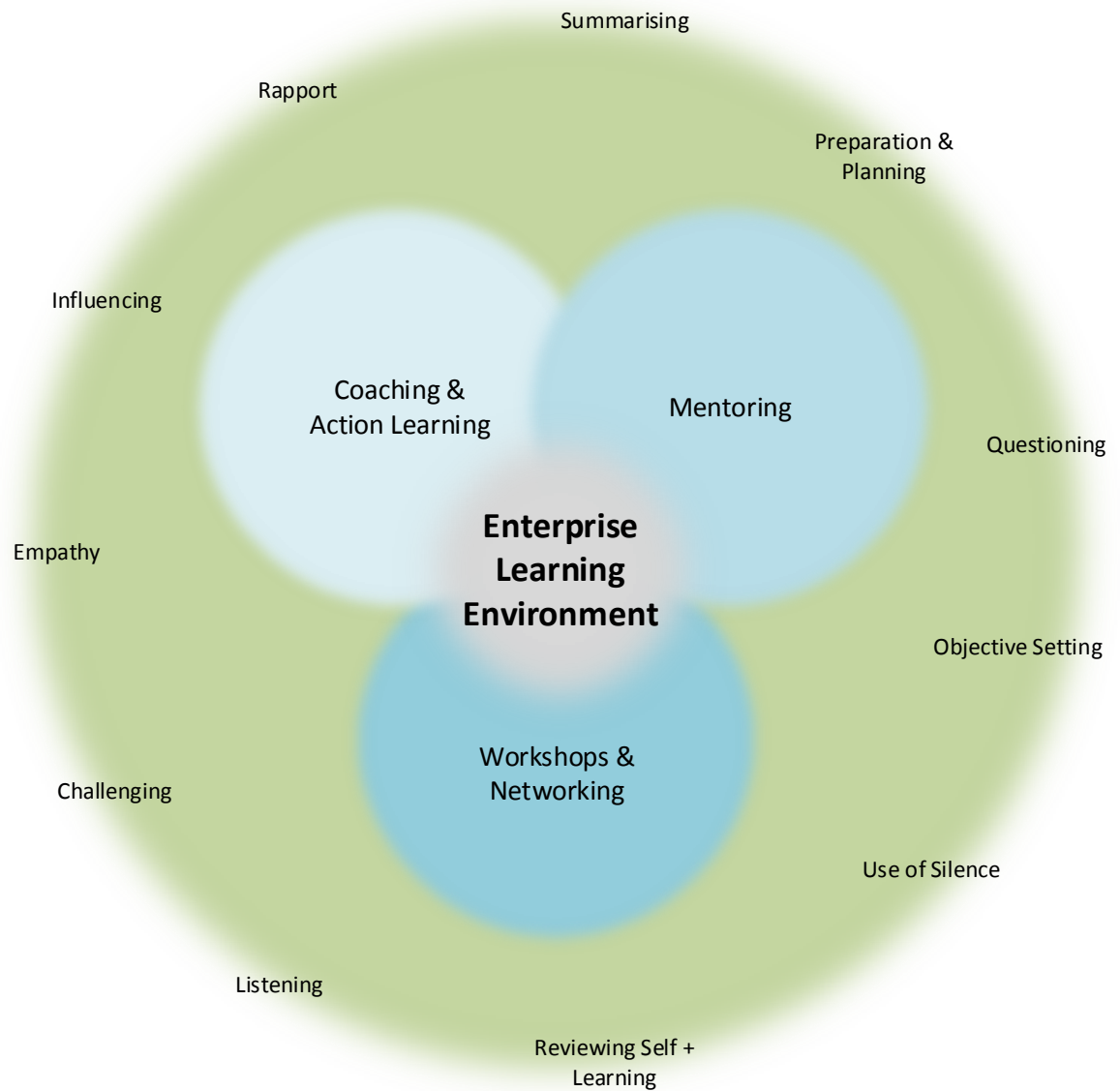


Figure 5. The Student and Graduate Learning Environment – Integrated Coaching Model

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APPENDIX 1

Student Introductory Mentoring/Coaching Session

DM– 13th March 2014

Introductory Chat

D wants to set up a mobile sports therapy clinic – ‘house to house’. He lives in W and has found a gap in services in the area. He would like to set up his clinic over 2 – 5 months so he can start working over the Summer. He is returning to UCLan continue with his studies after the Summer.

D’s Entrepreneurial Capability (Rae 2007) Scores:

- Personal Organisation = 52/70
- Interpersonal Interaction = 39/60
- Investigating Opportunity = 27/30
- Applying Innovation = 27/40
- Strategic Venture Planning = 42/60
- Market Development = 41/60
- TOTAL 228/320
- 72%

D did the Entrepreneurial Capability questionnaire and I asked him where she felt his strengths and weaknesses were. He said he felt confident in most areas but felt that ‘Market Development’ was probably one of his weaknesses. He said his best strength was that he was highly motivated and that he liked to take responsibility for things and this is reflected in his high score for ‘Personal Organisation’.

Coaching:

D’s CHANGE HOUSE

Contentment & Complacency	Renewal & Revitalisation
Denial & Denigration	Chaos & Confusion

DAN's SCALE = 1/10

FINAL ACTIONS:

I found it difficult to get D to commit to undertaking some firm actions at the end of the session. This was partly because we were running out of time and he had to leave promptly and partly because on reflection he was in between the 'Denial and Denigration' and 'Chaos and Confusion' rooms of the Change House.

Reflection on the Coaching:

I found that D was difficult to coach. To be realistic I think that was because he was still very much in the Denial and Denigration room and didn't really have a clear idea of what he was taking on with regard to starting a business or the time frames involved. He seemed to find it difficult to understand why I was asking him questions, even though I explained this to him. His responses to the Capability questionnaire showed that his levels of confidence were perhaps unrealistically higher in a number of areas where he had little knowledge and experience. This is reflected in where I place him in the Change House.

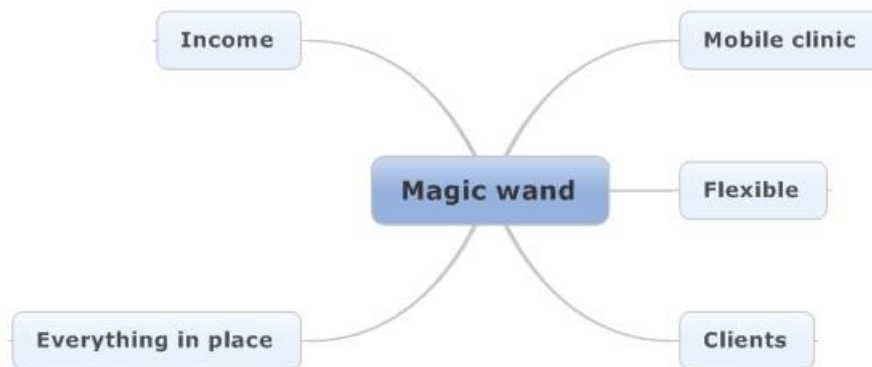
I think I should have spent more time explaining what business start-up support is available and also pointing out some of the issues with regard to setting up a business in such a short space of time. Looking at the mind maps I have created D has reflected on a number of issues involved and I think using the coaching style helped me to draw out issues with D and given more time we might have progressed to setting some targets this way.

At the end of the session I explained to D he could attend workshops and events and that we could support him with his business plan. He was very much there for information and to find out what we could offer him in terms of support for starting his business. I hope D reflects on the session and comes back for a further coaching session when he is ready.

Further Reflection:

Some people are not ready for coaching because they don't fully understand what starting a business entails. The learning for me from this session is to pay more attention to where the person is in the change house and reviewing responses to the

questionnaire and things they tell me.



APPENDIX 2

Student Introductory Mentoring/Coaching Session

SS – 13th March 2014

Introductory Chat

S wants to set up her own business. She has four children and is studying on a business module as part of her degree programme. Her business idea is to design and sell a capsule collection (tops, trousers, dresses – day-to-night) of clothing for women aged 20 – 35 years. She wants to complete her University work and start designing over the Summer. S graduates in 2015. She has only really worked in a pub in the past. She wants to get someone to design a website for her so she can sell her collection online.

S's Entrepreneurial Capability (Rae 2007) Scores:

- Personal Organisation = 48/70
- Interpersonal Interaction = 41/60
- Investigating Opportunity = 17/30
- Applying Innovation = 12/40
- Strategic Venture Planning = 12/60
- Market Development = 29/60
- TOTAL 159/320
- 51%

S did the Entrepreneurial Capability questionnaire and I asked her where she felt her strengths and weaknesses were. She said she was very shy and found presenting and speaking to people difficult. She also found planning difficult, although she scored well with her organisational skills and interpersonal interaction.

Coaching:

S's CHANGE HOUSE

Contentment & Complacency	Renewal & Revitalisation
Denial & Denigration	Chaos & Confusion

S's SCALE = 5/10

FINAL ACTIONS:

1. Mum to talk about what she needs
2. Get on computer and look at prices of different clothing collections
3. Define a customer profile
4. Talk to her friend about developing a website
5. Come the Big Idea workshop
6. Come back for a coaching session with Anne

Reflection on the Coaching

I found that S responded really well to both the questionnaire and the coaching session. S had a very positive attitude to developing her business but seemed to be mostly placed in the 'Chaos and Confusion' room. She managed to develop a visual map of the things she wanted to do with regard to her market research and started to think about business planning. She reflected on what she had already done and things she felt she still needed to do to research her business. She said she would like to come back for a coaching session in a few weeks.

After receiving information about business support at the end of the session she added an action to come to the Big Idea workshop which would help her to develop her business plan.

I was very pleased with the way that the session went and found the questionnaire helped to set the scene and plant some seeds for the coaching session.

