



GEM

Helping Enterprises Grow



PRACTICAL HANDBOOK

HIGH GROWTH COACHING
FOR EUROPEAN
ENTERPRISES

www.growingenterprises.eu



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





Table of Contents

01	Introduction	4
02	Best Practices of Growth Coaching	6
03	Strategic Sectoral Improvement Report for Growth Coaching	31
04	Practical Tools for Growth Coaching – Our 12 Learning Journeys	46

01

INTRODUCTION



WELCOME TO THE GEM PRACTICAL HANDBOOK

Europe's economy is underpinned by thousands of small and medium sized enterprises. Even before the COVID19 pandemic, Government's throughout Europe recognised the need to invest in helping enterprises to grow and to prosper. The pandemic has made this need even greater.

This Handbook is based on the Erasmus+ innovation project called, **Growing European Micro-enterprises** (GEM). Based on the research into best business growth coaching practices from across Europe the Erasmus+ partners have created a set of specialist Learning Journeys to help train and develop Business Growth Coaches. The Learning Journeys include practical checklists, tools and models, guides which underpin effective, high impact business growth coaching.

This Handbook, '**Growing European Micro-enterprises through High Growth Enterprise Coaching**' is a must resource for anyone interested in helping enterprises to grow. It is based on good practice and includes a set of case studies featuring enterprises and coaches that benefited from taking part in the Erasmus+ GEM training programme.

As the world recovers from the restrictions and lockdowns following COVID19, the need for High Growth Business Coaches will continue to grow. This Handbook along with the Learning Journeys on the GEM Transformation Portal is a value resource for business coaches and consultants as well as enterprise agencies and Government Agencies engaged in providing business and enterprise support.

“

Our main aim is to develop the next generation of High Growth Enterprise Coaches.

”

CLICK TO
[VIEW](#)



02

BEST PRACTICES OF GROWTH COACHING



BEST PRACTICES OF GROWTH COACHING

Through the pilot applications of the “The Growing European Micro-enterprises” (GEM) project under Erasmus+, we (as partners who made up the consortium) had a chance to help in-person to tens of coaches, VET trainers/teachers and future coaches across Europe who were facing challenging situation.

These encounters were enriching for our project team as much as for our clients or participants who were there to receive certain level of guidance as we have reached a deeper level of understanding of underlying causes that are hindering the growth coaching of the European micro-enterprises.

These cases were not only as simple or predictable as problems caused by Covid-19 related “new market norms” or lack of marketing or financial tools (even though they were for certain cases), but they were much more complicated issues that were requiring a case-based special approach. Hence, in this section of the Handbook, we will share our unique experiences with coaches, VET trainers/teachers and similar and other unique professionals / companies who support micro-entreprises across Europe to demonstrate:

- The story of the participant
- The challenges they were facing
- The initiative we took with them
- The progress we made
- The impact we reached
- What we learned for the future

We also believe that these easy-to-read mini case studies will

- 1) inspire you to take on a challenge to help more European micro-enterprises through your professional career.
- 2) help you overcome coaching challenges during your career by showing solutions and approaches for certain cases and scenarios.

These mini-cases are written by regular people like us, coaches, consultants, trainers and VET teachers, rather than professional authors, so we are hoping that you will focus on content rather than the literature of delivery while you are browsing the stories from Enda, a seasoned technology coach from Ireland who was facing challenges related to Covid-19 to Santiago who is an experienced trainer and a university professor from Spain who wanted to improve relationship management in digital age.

Enjoy!

CASE STUDIES

01	Santiago Huarte Muniesa SPAIN	8
02	Mar Martínez Gamara, SPAIN	10
03	Sander Alblas, NETHERLANDS	12
04	Sanne Janssen NETHERLANDS	14
05	Performance Coach - Anne-Marie, UK	15
06	St John's Innovation Centre delivering Innovate UK EDGE Support, UK	17
07	Feltech Innovations , IRELAND	19
08	Roscommon Leader Partnership IRELAND	21
09	Sonia Val, from the Department of Design and Production Engineering, SPAIN	23
10	Marisa - Professional Coach, SPAIN	25
11	Anna Preininger - Counselling Coaching, AUSTRIA	27
12	Johannes Moritz - Entrepreneur/Business Advertiser, AUSTRIA	29

SANTIAGO HUARTE MUNIESA



May 2021



Number of People Reached: 48



Zaragoza, ESPANA



Presented by CESTE, Education and Company Foundation

STARRING



Santiago is an experienced trainer both in high school and university. In addition to being an associate professor at the University of Zaragoza, Spain, he also works at CESTE, an international business school, teaching subjects related to business management. Santiago uses the methodology of coaching with his students, a methodology that he has also uses in his own company with his employees, as he considers that it helps them to reflect on their skills in their current job

THE STORY



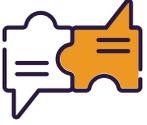
Santiago knows that the main character is not him as a coach, but his client. The coach is not a consultant who tells the client what to do; it is the client who has to find the answers. Santiago simply helps them, encourages them, by putting himself in the client's shoes in order to understand them. Asking the client questions helps them to focus on the issue and giving them time to answer invites them to reflect. All of this, beyond the specific experiences on which this help is focused, must contribute to an overall process of optimising self-knowledge and one's own resources to improve personal functioning (personal growth) and, if applicable, that of the team being led. Discovery and coaching in management skills to lead change. One of the difficulties or challenges faced is to be clear about what the client wants to get out of the sessions and what each member of the team wants to gain.

THE INITIATIVE



Before the coaching session, Santiago uses a questionnaire to explore the professional and personal aspects and values of the clients. In the initial phase of the coaching session, Santiago explores the current state of the different management competencies: communication, decision-making, results, risk-taking, team development, customer service, time management, change management, by carrying out a management wheel. Every coaching session invariably begins with setting the goal for the session itself. If the client has requested it, they need to define what they want to achieve from the coaching.

THE PROGRESS



The completion of the GEM Project Learning Journeys has enabled Santiago to analyse and apply his practice to support his clients' development. Both Santiago and his clients were able to analyse and apply their practice to support development. Justifying the advantages and disadvantages of each activity. From a good motivation and a good degree of personal commitment in the coaching processes. In this way, clients/students become clear about why they should do what they are asked to do or what they are training for, above and beyond the results.

THE IMPACT



Santiago considers that the relationship that should be established between the coach and the clients should be that of a facilitator of learning. Using questions throughout his intervention the client can obtain a better self-knowledge, as well as rediscover his motivation; it is necessary to start by knowing the vision that this person has of himself. Afterwards, it is possible to define and design, through agreement, the work plans taking this personal vision as a reference.

When the clients are not clear about the direction they should take, it is the job of the coach to help them, making them see that the main interest must come from them. Santiago commented on how the GEM Learning Journeys have improved his skills and therefore the effectiveness of his coaching sessions. He explained that motivation will be more meaningful and powerful when the learning process is linked to the clients' medium/long term vision. What is really important about the objectives is not only the result that is obtained, but the process that is required to achieve them.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



Among others, when solving problems or conflicts, an important task of the coach, as an educator, is the need to make decisions. This cognitive activity is part of the routine activities of coaches and involves a process that requires choosing the most appropriate solution for each of the tasks to be performed. In order to make this process efficient, the ability to identify the relevant factors and to act effectively needs to be developed. Santiago told us that he found the materials and tools in each module very useful and the way to access them very intuitive.

He finds it very interesting, moreover, because the materials are not aimed exclusively at people in management positions. What they seek to do is to encourage and generate these skills in individuals so that they can develop them. He would recommend GEM to people interested in entering the world of coaching, as well as to those already in the coaching profession.

MAR MARTÍNEZ GAMARA



May 2021



Number of People Reached: 32



Zaragoza, ESPANA



Presented by CESTE, Education and Company Foundation

STARRING



Mar has more than 15 years of experience as a trainer for small and medium sized companies, and as a teacher at many levels from Bachelor's to Master's Degrees. She has an official Spanish qualification in coaching. In addition to being an adviser for several companies in Spain and abroad, she presently works as an external collaborator at CESTE, an international business school teaching subjects related to business management and communication skills. Mar currently uses a coaching technique with her clients, a methodology that she has also used in several companies with managers and employees, as she considers that it helps them to reflect on their skills in their current job.

THE STORY



Mar always considers the main protagonist to be the client, and not the coach. For her, the role of the coach is to help the client find the right approaches and answers by revealing and reflecting effective working skills. It is not about guiding, mentoring or suggesting. Her objective is to provide clues through dialogue, the search for information and subsequent analysis. The client has to discover their own solutions. One of the difficulties or challenges faced is to find out what the client wants to get out of the sessions and what each member of the team wants to gain. Although there is still a considerable amount of one-to-one coaching support provided, Mar is also now using an array of different coaching skills and techniques, based on new technological support for virtual meetings (Teams platform, GoToMeeting...). Her challenge is also how to quickly build rapport enabling her to help clients to reflect on their current skills and working practices.

THE INITIATIVE



Mar has been collaborating with CESTE's university for more than 20 years, and for more than 15 years her own business has been dedicated to coaching. Mar also helps CESTE to provide coaching to students, trainers or collaborating companies. Before a coaching session, the starting point for her would be: *"How will coaching help this situation?"*.

THE INITIATIVE



An agreement would be made, using questions to establish what professional goals must be achieved, and what kind of tools and resources will be the most appropriate to achieve the goals. The advantages and disadvantages of each action would be explored and personal commitment would be gained as part of the teaching-learning process. This leads to the client agreeing and committing to a timescale and a framework for achieving the actions. Mar simply aims to encourage the client to think by asking them questions and actively listening.

These techniques help the client to focus and reflect. *“The coach hardly speaks. The questions and listening to the answers are aimed at facilitating a process of reflection”* commented Mar. In the initial phase, the current state of different management competencies were explored through the Learning Journeys: communication, decision-making, results, risk-taking, team development, customer service, time management, change management, by carrying out a management wheel. Every coaching session invariably begins with setting the goal for the session itself

THE IMPACT



The first step was to explore the GEM platform and become familiar with its use. The completion of the GEM Learning Journeys and carrying out the activities and self-evaluations within them have enabled Mar to consider several other ways to obtain information, analyse and apply her practice to support clients in the future. She also believes that with her coaching support her clients can analyse the way in which they work and develop their practice. This helps to provide clarity for the client, achieving above and beyond the expected results.

As mentioned previously, for Mar, the relationship that should be established between the coach and the clients should be that of a facilitator of personal and professional growth. Thanks to the Learning Journeys, based on reflection and questions, Mar discovered other ways of helping her clients to obtain a better self-knowledge, as well as rediscover their motivation. At a personal level, other tools, support and theoretical/practical information have offered Mar different or new points of view. This will facilitate the challenge she will face, to define and design the work plans taking this personal vision as a reference. Mar commented on how this has improved her skills and therefore the effectiveness of her coaching sessions. That motivation will be more meaningful and powerful when the learning process is linked to the clients' medium/long term vision. What is really important about the objectives is not only the result that is obtained, but the process that is required to achieve them.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



Mar first emphasised the intuitive design of the platform, was impressed by the quality of the content of all the Learning Journeys, and the formal presentation and layout of the sections. In addition, Mar told us that she found the materials and tools in each module very useful and comprehensive. Although Mar is a skilled and experienced performance coach, she believes that the GEM modules served as a refresher course and that they have helped her to refine her skills and the techniques that she uses. She would strongly recommend GEM to people interested in entering the world of coaching, as well as to those already in the coaching profession.

SANDER ABLAS



March 2021 – April 2021



Number of People Reached: 25



Oisterwijk, The Netherlands



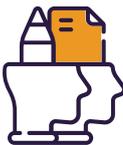
Presented by Sundaymorning@ekwc

STARRING



Sander Alblas (M) has a wide experience in reproduction techniques in analogue and digital 2D graphics, as well as in 3D techniques. After studying art, he started to become interested in applying graphics on ceramic surfaces and in ceramic digital production. Sander now works as a technical advisor in the digital workshop Fablab in the Netherlands. In his job he works together with artists, architects and designers to develop new bodies of work in a technique unknown to the client.

THE STORY



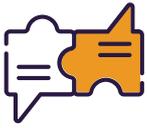
As a technical advisor Sander works closely with artists. Sander has the technical knowledge, the artist has the dream or plan. The artists have different backgrounds, come from different countries and have different needs. Sander identifies what the artist wants and then tries, to together with the artist, to make this plan come to life. This involves a lot of communication, experimenting and innovative thinking. For the artist this involves changing plans, disillusion, disappointments, communication, flexibility of mind to create success. In this process of working together, Sander needs many skills in working with people to help them develop themselves, their plans and ultimately their career. Frequently Sander is lacking in coaching skills relating to communicating in an effective way and managing client expectations. To develop their plans, the artist wants the most out of their time with Sander and wants to learn to protect himself from always overworking himself.

THE INITIATIVE



Recognising, that a technical advisor working with an artist needs a lot of coaching qualities, Nico Thöne invited Sander to join the pilot testing of the online portal of GEM Learning Journey 4: Client Relationship, Evaluation, Professional Networking. After an online meeting discussing the motivation and aims of the development Sander started working through the online Learning Journey. Together he and Nico made a schedule for each module and set progress meetings. During the progress meetings with peer pilot testers the content of the Learning Journeys and case studies shared by the group were discussed. The development ended with an evaluation meeting in which the process was discussed and if the goals were met was evaluated.

THE PROGRESS



Sander felt that the modules were very practical. They contained useful subject matter that could be implemented immediately. This gave him a feeling of fast progress and growth. He tested the tools given to him on a daily basis and could discuss problems encountered in peer groups. Within a month Sander finished Learning Journey 4 and decided to also follow other Learning Journeys to expand his knowledge.

Sander learned about the different roles a coach can take on and learned to recognise when to switch between them to better help the artist develop their plans. He also learned about client rapport and how to manage expectations by using effective communication. He now starts the process with what he calls a “knowing session” during which he and the artist go into depth about what to expect and what the aims are. He also plans a “progress meeting” to discuss how the project is going and if they need to change the plans and schedule. This gave him a better client rapport and skills to manage his time. It resulted in a more relaxed working environment where artists have better circumstances to grow.

THE IMPACT



Besides the impact on the development of Sander’s skills and professionalism, the people he has worked with have also seen an impact. His clients have reported a clearer environment to work in. Their process is more focussed, more effective and leads to better results. Sander believes this development will continue to impact his work as he keeps learning how to implement the tools given to him.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



Sander did not previously think of himself as a coach. He did not realise that working with people who want to develop themselves require certain skills. Sander feels that the GEM Learning Journey opened his eyes and he now wants to keep developing his skills. He feels the practical nature of the tools are very useful and would recommend other technical advisors to use the portal to raise the awareness of the need for coaching skills.



March 2021
– April 2021



Number of People
Reached: 14



Oisterwijk,
The Netherlands



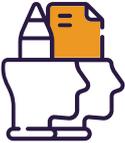
Presented by
Sundaymorning@ekwc

STARRING



Sanne Janssen is a coach who works with her clients through photography. She helps people develop themselves by, together, working on a series of portraits that help them convey their business goals and personality. For this she developed a methodology of coaching and creativity combined to help people discover and formulate their dreams.

THE STORY



After a two year course in coaching Janssen started combining her artistic practice with coaching people for growth. She is new to the coaching practice and feels insecure in some areas. After encountering some issues with clients she keeps looking for ways to keep developing herself. She is most insecure in managing client expectations and how to build a good client rapport.

THE INITIATIVE



As a novice coach Janssen wants to keep developing herself and wanted to take the chance to learn from the GEM portal. Hearing about the GEM project through the social media of sundaymorning@ekwc she started following the project online. When she saw that the pilot testing was starting she contacted Nico Thöne. After an interview meeting she applied herself as a tester.

THE IMPACT



Sanne feels that the impact of the Learning Journeys is very useful and practical. Sanne would advise all participants to find a peer group to discuss the content of the Learning Journeys with, even if it is only with two people since this also helped her to develop herself even more.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



Mostly Sanne wanted to work on her personal effectiveness, client rapport and how to manage client expectations. She now starts each initial client meeting with clear plan and builds a dossier for each client. After the meeting she sends a summary of the aims, methodology and agreements. During the coaching process she regularly uses this summary to evaluate the process with the client and to assess if goals are being met. She also gives more responsibility to the client to work on their own process resulting in greater effectiveness. Sanne feels more confident through this new approach and notices her clients are more content and involved in the process. Sanne plans to follow more Learning Journeys to develop herself further.

PERFORMANCE COACH - ANNE-MARIE



May 2021



Number of People Reached: 50



Leicestershire, UK



Presented by Anne-Marie Daly from Exponential Training & Assessment Limited

STARRING



Anne-Marie works as a Performance Coach supporting learners to achieve qualifications in coaching and mentoring, management and leadership and professional consulting. Many of Anne-Marie's clients work as managers in small and medium sized enterprises and are seeking to grow and develop their enterprise. Other learners work as business coaches or consultants who help and support business owners to develop their own enterprise.

THE STORY



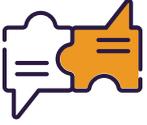
Anne-Marie uses a performance coaching methodology to support learners working towards level 5 and 7 qualifications in coaching and mentoring, leadership and management and professional consulting awarded by the Chartered Management Institute. The learners come from diverse backgrounds – some are looking to set up their own coaching or consulting practice whilst others are looking to increase their expertise in business growth coaching and already run their own practice. Although most of the learning is covered using the Learning Management System (LMS) called ManagementDirect, there is still a considerable amount of one-to-one coaching support that is provided. During coaching sessions which are held on-line using GoToMeeting or Zoom, Anne-Marie has to use an array of different coaching skills and techniques. A typical challenge facing Anne-Marie is how to quickly build rapport enabling her to challenge learners and to help them to reflect on their current skills and working practices

THE INITIATIVE



The learner's journey starts with an induction session, the purpose of which is to determine the learner's goals and motivation for completing the qualification. This provides Anne-Marie with the context, timescale and a framework for agreeing a plan with learners. Meetings typically start with a reflective discussion and feedback on the learner's most recent assignment enabling them to identify improvements for implementation. The meetings move on to explore new topics, tools and how to use and implement any newly acquired knowledge and skills. Towards the end of a session, Anne-Marie discusses a set of action points making sure they are agreed and have a realistic timescale for completion. The cycle then repeats as learners move through the various units making up their qualification.

THE PROGRESS



The completion of the Growing European Microenterprises learning modules (GEM) has enabled Anne-Marie to refresh her skills and to reflect on her coaching processes and the techniques that she uses. Although initially only looking to complete two of the GEM modules, Anne-Marie completed all of them. The tools and techniques covered in the modules have been integrated into the on-line coaching sessions that Anne-Marie is delivering. She is currently supporting over fifty learners working towards a level 5 or 7 in coaching and mentoring, professional consulting and leadership and management ensuring the wider impact of the GEM course

THE IMPACT



The impact of GEM has been at multiple levels.

Individual Impact (Anne-Marie):

Anne-Marie reported increases to her knowledge and skills. Anne-Marie believes this has and will continue to improve the effectiveness of future coaching sessions with her learners. She said,

“The planning and preparation that I now undertake is more detailed and considered. The structure of my coaching sessions has improved and I now encourage learners to reflect more on their experience and achievements. I have improved my active listening skills and the quality and depth of my questioning strategies is clearer and more effective.”

Impact on Learners:

Anne-Marie believes that her learners have benefitted from her having completed the GEM Modules. She has noticed that their answers are more focused and their written assignments address more of the assessment criteria first time without the need for repeat work and feedback.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



Although Anne-Marie is a skilled and experienced performance coach, she believes that the GEM modules served as a refresher course and that they have helped her to refine her skills and the techniques that she uses.

Anne-Marie said:

“I enjoyed the practical nature of the learning materials – they looked good and were easy to use. The tools included in the modules were especially useful. I would recommend GEM to anyone who wants to get into coaching businesses or anyone who wants to up-skill and add new tools to their coaching toolkit!”



ST JOHN'S INNOVATION CENTRE DELIVERING INNOVATE UK EDGE SUPPORT



May 2021



Number of People
Reached: 50



Leicestershire, UK



Presented by Tom Graver
from St John's Innovation
Centre delivering
Innovate UK EDGE
Support

STARRING



Tom is an experienced business coach who supports early-stage innovative companies in overcoming the challenges of growing their business. Many of the organisations Tom coaches have developed their business idea and seek support to move to the next stage. Some of Tom's clients have a university background and hence their approach to thinking is technology-based. A need to adopt a more commercial mindset to enable them to clearly explain the value and benefits of what their business offers to potential clients and investors is part of the support Tom offers.

THE STORY



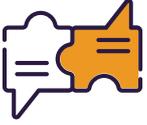
Tom starts off by exploring the type of support his clients are looking for and confirming that he and his colleagues can meet client needs. An initial meeting with the client provides the opportunity to discuss the scope of support required, the challenges the client is facing and any bottlenecks preventing them from growing their business. Tom's primary role in the support he provides is that of a business coach, working on a 1:1 basis with the client. However he sometimes recognises that a more facilitative role is necessary, especially when meeting with the senior management team. Occasionally a mentoring approach is required if the client lacks the knowledge or expertise on how to proceed. Challenges faced by Tom include building trust and rapport with the client so that they are willing to share confidential and sensitive information. The current global pandemic, COVID-19, has also impacted support, not least in relation to changing priorities, less frequent client interaction and increasing timescales to realise the client's vision.

THE INITIATIVE



A business acumen diagnostic tool is used by Tom to identify any underlying problems within the client's business. The tool also helps to review and actively question the alignment of views of each member of the client senior management team. Agreed action plans capture the full scope of support and regular coaching sessions are used to monitor and review how the plan is progressing. At the end of the support programme Tom helps the client to reflect on their progress, examining metrics such as how much funding or finance has been raised, cash flow, how many new jobs have been created, how many new partnership agreements are in place and how many new contracts have been signed.

THE PROGRESS



So far Tom has completed two of the GEM learning journeys. These have helped with clarifying a range of approaches, beyond coaching and mentoring, that he can use to support clients. The learning journeys have also helped Tom to reflect on the support he provides and identify areas and strategies for developing this further. Strategies, described in the modules, for keeping clients motivated and engaged have been valuable to Tom and he plans to implement these in his future coaching sessions. Tom was particularly interested to read about building client rapport as he believes this information will help overcome the issue of gathering sensitive information.

THE IMPACT



The impact of GEM has been at multiple levels.

Individual Impact (Tom):

Tom believes that the learning journeys have helped to clarify the process of a client intervention, common pitfalls in high growth enterprise coaching, and how to transition roles to meet client needs. He said,

“Although I am experienced business coach, I am quite new to providing high growth enterprise coaching. The learning journeys have been a great source of information in helping me to develop my coaching skills, increase my confidence and communicate more effectively with my clients.”

Impact on Clients:

Tom has noticed that his clients are now more engaged and motivated to complete priority actions between coaching sessions. Clients are happier to share sensitive and confidential information.

Using the Consequences Matrix with clients has enabled them to clearly see the value of the coaching sessions and how agreed actions will progress to their vision being realised.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



Tom welcomed the opportunity to access the learning journeys and has already identified the next one which includes techniques for challenging clients.

Tom said:

“I have enjoyed working through two of the learning journeys and now look forward to working through the other ones. They have helped me to expand the scope of my role when supporting clients. I believe I am developing into a more effective communicator and coach.”

FELTECH INNOVATIONS



April – June 2021



Number of People Reached: 20



Galway, Ireland



Presented by Enda Felle, Feltech Innovations

STARRING



In this case study, we spotlight an innovative Irish coaching initiative focusing on eight small business owners as they digitise their business models in response to business changes arising from Covid-19. Enda Felle is a seasoned technology coach and enabler of early stage adopter of online strategy. Enda specialises in helping businesses to accelerate digital business models to trade more online, boost sales and reach new markets. He is motivated by the ever increasing trend towards online spending - Enda coaches in digital reality.

THE STORY



It is estimated that only 23% of small Irish businesses are engaged in any meaningful way in eCommerce sales. The National Digital Strategy aims to get more businesses trading online and works with key agencies to assist small businesses to develop or enhance their ability to trade online. Typically these businesses employ 10 or less people and have a turnover of less than €2million. Enda was involved in the Irish GEM pilot testing and recognised the opportunity to utilise the GEM learning journey resources for the benefit of his learners. The learners need to develop new skills to guide online business growth coaching. Enda delivered a programme of three online group workshops and five hours of one to one online coaching to each participant, drawing on a dynamic combination of different coaching skills and techniques. In terms of challenge, given the learners were new to online learning and coaching GEM learning journey nine was particularly helpful in its content of technologies to transform the coaching experience.

THE INITIATIVE



Over the course of three online group training sessions of three hours duration each and five hours of one to one online coaching to each participant, learners were facilitated to begin the selling of physical and digital products to customers via the internet. Enda used the GEM resources to hone his own high growth coaching skills of Rapport Building, Client Dialogue, Active Listening, Critical Thinking and Action Planning, exploring new topics, tools and plotting how to use and implement any newly acquired knowledge and skills, in the context of carefully structured activities and regular responses and feedback.

THE INITIATIVE



Each learner worked to an agreed action plan to digitise their business model and coaching sessions were used to monitor progress. On completion of the programme, Enda led a review and assessment exercise to quantify each participant's progress towards the online business model including sales metrics, digital brand building, logistics and fulfillment performance and margin analysis.

THE PROGRESS



Enda has completed six of the Growing European Micro-enterprises (GEM) learning journeys. He augmented his online trading course content with GEM growth focused content (beyond the pilot test content) to include LJ8 Leading and Planning for Growth, LJ 11 Marketing for Growth and others. He has widened his coaching practice from primarily digital business models through broader high growth competencies, new accountability tools, mindset enablers, and a new network of contacts from the Irish pilot test team. In turn, he has assisted eight SME owner learners to become digitally agile with faster and bolder business models.

THE IMPACT



The impact of GEM can be summarised as:

Individual Impact (Enda Felle):

Enda has benefitted from GEM through acquiring new competencies and tools to enable others to take the action needed to achieve goals. His own organisational commitment and morale has improved as has his coaching, communication and interpersonal skills.

Impact on Learners:

Over the last year, businesses have gone through a time of unprecedented change and challenge. Traditional business models (e.g. retail and hospitality) have been turned on their heads. For many, this has led to helplessness and frustration and the need for a constant focus on survival, new revenue and value-producing opportunities.

The eight learners on this programme have been able to create a new digital/e-commerce business model and strategic plan with a focus on diversified and high growth.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



GEM provided this business coach and his learners with a new skillset. Enda explains,

"Coming from a very worrying place of lost business, through coaching, and with exposure to high growth coaching tools available to us via the GEM transformation portal, we have been able to support our SME learners through tough business diversification challenges. We have been able to help them navigate back to growth, hone their goals, guide their decisions, and as a coach this is so rewarding. One of our participants is already back to pre-Covid revenue baseline + 20% and growing."

ROSCOMMON LEADER PARTNERSHIP



April - June 2021



Number of People Reached: 25



Roscommon, Ireland



Presented by Orla Casey, Momentum

STARRING



Martina Earley, CEO of Roscommon Leader Partnership. In this case study, we spotlight an innovative coaching initiative focused on 14 impact and social enterprises in Roscommon, Ireland to provide the management teams with new skills and approaches to grow their social enterprises in the context of Covid-19. Orla Casey is an experienced trainer and mentor and was charged with developing a dynamic leadership programme and supporting learners to achieve new management and leadership skills. The participants work as managers in impact enterprises and are seeking to grow and develop their enterprises in the context of a hugely challenging and disruptive socio-economic climate as the impact of Covid-19 continues to be felt.

THE STORY



Roscommon Leader Partnership is a leading development agency, benefitting from Government funding to strengthen the local socio-economic progression of this rural county in the west of Ireland. Based on their deep skills needs analysis of 14 impact enterprises in Roscommon (from retail to social care to tourism to circular economy businesses), the Momentum team developed a tailored programme of coaching, mentoring, leadership and management training and professional consulting which drew from the GEM Transformation Portal. As CEO of Roscommon Leader Partnership, Martina Earley was involved in the Irish GEM pilot testing and recognised the opportunity to utilise the GEM learning journey resources for the benefit of her clients.

The learners came from diverse backgrounds but shared the need to increase their expertise in business growth coaching. Momentum delivered a programme of five online group workshops and 15 hours of one to one online coaching to each participant, drawing on a dynamic combination of different coaching skills and techniques. Given this was delivered in an online format only, the challenge was to ensure we were creating an engaging learning atmosphere. Establishing trust quickly is the key to coaching and teaching online. GEM Learning Journey 9, Technologies to transform the coaching experience, was particularly helpful.

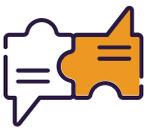
THE INITIATIVE



The pre programme needs analysis provided a robust foundation from which to make the learning framework as needs responsive as possible. Learning commences with a group induction session, sharing clear course introductory information and personal introductions that set the climate for warmth and responsiveness. Momentum were careful to work hard to overcome the potential coldness of the electronic medium.

Over five group training sessions of three hours duration each, learners were facilitated to explore new topics, tools and how to use and implement any newly acquired knowledge and skills, in the context of carefully structured activities and regular responses and feedback. Online group classroom learning was augmented by 15 hours of one to one online coaching to each participant to reinforce learning, establish accountability and action planning for lasting change. Time was also invested in building a peer support system which is continuing after the programme concludes.

THE PROGRESS



By incorporating and transferring the Growing European Micro-enterprises (GEM) learning journeys into this programme, Roscommon Leader Partnership and Momentum have been able to equip 25 participants across 14 participating organisations with new skills and approaches to grow their enterprises in the context of Covid-19. In particular, Roscommon Leader Partnership and Momentum have also increased their own skills, learning new high growth coaching techniques that bring best practice from leading coaching advocates from across Europe into one collective transformation portal and learning experience. The GEM immersion has been powerful and is leading to lasting change in future-proofed impact enterprises that have shared that they are motivated and more knowledgeable as a result of this GEM enriched local programme. Progress continues via the peer support system so participants can continue to learn.

THE IMPACT



The impact of GEM can be summarised as:

Individual Impact (Orla Casey, lead coach and trainer):

Orla is clear that her high growth coaching expertise has been greatly enhanced as a result of utilising the GEM learning journeys in her work with this programme instigated by Roscommon Leader Partnership. Orla explained:

“I have become a more technology enabled and digitised coach which has also increased the scalability of our work.

While I have many years of coaching experience, I have adopted the structure and flow of the 12 learning journeys to provide more progression clarity to my coaching process.

I am utilising new approaches and the GEM tools provided for goal setting, knowledge transfer, action planning, and coaching resources, hence my worktools are refreshed and more effective.”

Impact on Learners:

Orla is seeing her learners thrive as a result of the incorporation of the GEM learning journeys into this programme. Tracking progress from the initial needs analysis to programme completion, learners have attributed the programme to accelerating their growth, improving professional growth and developing leadership strength in very challenging circumstances.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



Roscommon Leader Partnership is a prolific training organisation, yet GEM provided a new perspective to people performance approaches. It is clear that the GEM learning journey approach is one that can be adopted across other programmes. Martina Earley, CEO explains,

“I was delighted to be part of the Irish pilot test group of a selection of GEM learning journeys and was keen that the power of the materials could benefit our learners locally. Working with Momentum, we adopted a large body of the learning materials for use in a key programme. GEM enriched our programme and we are keen to multiply this impact in other programmes currently under development. It is fair to say, we are not only GEM learning journey users, but also advocates for the materials. Well done team GEM.”

SONIA VAL, FROM THE DEPARTMENT OF DESIGN AND PRODUCTION ENGINEERING



May 2021



Number of People Reached: 21



Zaragoza, SPAIN



Presented by Marta Muñoz, from STP Europa.

STARRING



Sonia Val, from the Department of Design and Production Engineering in the University of Zaragoza. Sonia is also an investigator regarding education and the psychological processes within it. She works as a professor in the Master's degree for Vocational Education Training (VET) for teachers in the University of Zaragoza, as well as in a VET Institute. Her students are soon-to-be professional teachers, and her goal throughout the degree is to provide all possible knowledge in order for them to apply it successfully in their educational career.

THE STORY



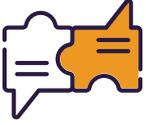
Sonia has been teaching in the education faculty for some years now, more specifically in the subject of Educational Processes and their Environment. The goal is to allow future teachers (her students) to come closer to the context where they will develop their professional career, permitting them to know where to find all the educational resources around them. Some of the learning goals from the subject include planning, design, organisation, development and evaluation of learning activities; innovative knowledge; selection of the adequate content to be taught depending on the objectives set; leadership; teamwork; decision-making, etc. In short, Sonia aims towards giving her students the necessary knowledge in order for them to navigate appropriately through all the existing learning tools available and to choose the optimal ones depending on their environment.

THE INITIATIVE



Marta Muñoz, aware of the learning power the GEM project had, contacted Sonia Val (whom she already knew) and explained to her what the project was about and how it could benefit both her and her students. Sonia, considering the goals of her subject, previously explained, saw a great opportunity, and a meeting during one of the lessons in the University of Zaragoza was arranged with STP Europa for May 2021. In this meeting, at which 20 university Master's Degree students were present, STP Europa made a presentation explaining the purpose of the GEM project and later on, the tools (webpage portal and learning courses) were tested with Sonia's class. The goal? To provide Sonia and her students another educational tool for their teaching future, having also in mind the learning context of the subject they were studying.

THE PROGRESS



The Learning Journeys from the GEM project are amazing resources for teachers to use. They gather, among other things, soft skills, which have been proven to be more than valuable when doing the job. In addition, Sonia, as mentioned earlier, is an investigator in the field of educational psychology, and the tools included in the GEM portal can be especially relevant to support her knowledge in this expertise. During the testing, students from the VET Teachers Master's Degree experienced positive feelings. Not only were the GEM Learning Journeys a great tool for supporting Growing Micro Enterprises, but its content was also valuable and applicable to their teaching professional future. As a teacher, knowledge in areas such as coaching, human resources, evaluation processes, dialogue, feedback, active listening, critical thinking, goal setting and people development can be very valuable. They felt that the GEM portal included all of them.

THE IMPACT



The benefits of GEM can be perceived in different levels:

Impact for the teacher (Sonia):

Sonia acknowledged the potential of the tool and explained that its use regarding her subject was especially relevant. She also explained that the skills taught in the GEM portal are of key importance, not only for her as an educational expert but also for her students and soon-to-be teachers.

“Given that this is a Master for future teachers, the fact that they have been able to access and to explore a resource such as the GEM portal with learning outcomes aligned to the subject and their degree is very important.”

Impact for the future teachers (students):

Students saw the GEM webpage as a great resource, not only for them to internalise the knowledge, but also as a teaching tool. They especially praised how the learning journeys reflected some of the content they had previously studied. They also recognised that the tool was a great central resource and a complement to their positive teaching methods, mainly to be used on their future lessons.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



The expertise of Sonia regarding education and educational psychology is already strong. Nevertheless, the GEM portal served her as a complementary tool for her work and as a central tool for the subject she was teaching, which allowed her to share it with her students. These students are the ones that have provided and will provide a more practical use of the tool, as their career in the teaching world is about to begin, and skills as the ones in the GEM portal have been identified by them as crucial in their VET degree.

MARISA - PROFESSIONAL COACH



March 2021



Number of People Reached: 20



Zaragoza, SPAIN



Presented by Marta Muñoz, from STP Europa.

STARRING



Marisa Felipe. Marisa is a professional coach. Over a decade, she has been teaching how to accept and solve the challenges of an increasingly changing work environment with her own methodology. The coaching she implements is not only executive, but personal, while also sharing her knowledge regarding executive, personal and educational leadership. Marisa also belongs to the Spanish Association of Executive Coaching (AECOP). She is the leader of the AECOP Solidaria project in collaboration with several NGOs. With the purpose of female visibility in respectable positions, she is also part of the group Directivas de Aragón.

THE STORY



Marisa tries to know in depth everything that she likes, that is why her love for literature led her to study the Diploma in Library and Information Science and later the Degree in Information and Documentation, specialties with which she acquired professional, teaching and research experience in R&D (Research & Development). These projects that have allowed her, after training in coaching tools, emotional intelligence, NLP and mindfulness, to develop her own ad-hoc personal development methodology aimed at ORGANISATIONS and the SCHOOL ENVIRONMENT. She feels honoured to actively contribute to the development of Coaching in Spain. Overall, Marisa uses executive and personal coaching to generate spaces for reflection where people can connect with their managerial talent and carry out actions that help them deploy and rediscover their innate abilities always with a positive attitude. Marissa says, *"It is not life, it is how you live it"*.

THE INITIATIVE



With the help from the Spanish Association of Executive Coaching (AECOP), STP Europa organised a testing event of the GEM portal, where several professional coaches and some company managers came to the offices of STP Europa to test the GEM Learning Journeys and to provide their feedback. Due to COVID-19 it was necessary to observe social distancing when organising the on-site event, therefore two groups had to be formed. One group came in the morning and the other one after lunch. The events began with a presentation of the company in the meeting room, followed by an explanation of the GEM project and the tools to be evaluated. The groups then had the opportunity to test and evaluate the tools.

THE INITIATIVE



Marisa participated in the first group, and her proactive input provided valuable feedback. Marisa also stated how much she liked the work of the GEM project in general and how the tools would complement her work. Marisa demonstrated enthusiasm for and commitment to using the tools in the future.

THE PROGRESS



The goal of the aforementioned event was mainly for to gain feedback. Nevertheless, it also served as a way of providing professional coaches and managers a complementary tool for their already existing knowledge. Marisa, aware of that, decided to take advantage of the opportunity the GEM project tool provided her, and used it as another resource for her work. The GEM Learning Journeys are not only focused on coaching skills but also on “soft skills”. Both of these are key to what Marisa does, and she has had no problem in including them as very valuable resources for her teaching. By studying the appropriate content from the twelve learning journeys, she has been able to apply it when working with her clients. Furthermore, she has also helped as an active promoter of the tool. This is aligned with one of her main goals, which is the development and increase in recognition of the coaching position in Spain, which unfortunately is still an unknown territory for some people.

THE IMPACT



The benefits of GEM are present in different levels, according to Marisa:

“In my opinion, the content of the GEM project fits perfectly with the supervision of experts in any discipline regarding team management or leadership development.”

“All tools created with the purpose of professional or personal development are effective in helping to implement changes that persist through time.”

Although Marisa’s opinions are personal, it can be concluded that the GEM project Learning Journeys can be used by experts or professionals to support their work and provide the opportunity to expand their existing knowledge.

Marisa acknowledged the potential of the tool and explained that its use regarding her job was especially relevant. She also explained that the skills taught in the GEM portal are of key importance in what she does and is not only a resource for coaches to consolidate their knowledge, but also serves as a complementary teaching tool.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



The expertise of Marisa regarding coaching and leadership skills is already extremely well developed. Nevertheless, the GEM portal offered her the opportunity to access knowledge to build on this within her work. This case is especially important to remind us that the GEM project is not only for people without experience in the studied field but can also be crucial as a complement to the work of highly skilled people.

ANNA PREININGER - COUNSELLING AND COACHING



November 2020 -
February 2021



Number of People
Reached: 7



Vienna, Austria



Presented by
Vienna Association of
Education Volunteers

STARRING



Anna has many years of experience in providing counselling and coaching. She provides this support within a Job Counselling Centre in Vienna. The main objective is to provide people with tools and expertise not only at the time when they are applying for a new job but also when creating their own business. There is also a focus on empowering young women who want to become entrepreneurs. Anna's experience in the area of Human Resources is relevant for her work as a job counsellor and coach.

THE STORY



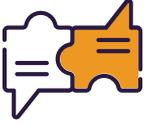
Anna is always looking to improve herself and grow, not only as a person but also as a counsellor and a coach. She is always looking for new content and learning/coaching material that she can use and also which she can share with her clients. Anna's bachelor studies in psychology allows her to create tailored programmes for her coaching clients. To do this, it is important for Anna to understand their needs and help them to identify the best ways for them to learn. This is not always easy because there are vast differences from client to client, however taking time to understand what the client wants to achieve means that their goals and ambitions will be more effectively achieved.

THE INITIATIVE



The job counselling centre where Anna works, has been an associated partner of VAEV, working closely with the organisation in up-skilling projects and projects related to digital skills, and providing coaching and training on diverse topics. As mentioned earlier Anna tries her best to tailor each coaching session to the client's particular needs, so before the coaching starts, there is a get-to-know each other session. During this, learning targets and goals of the client are agreed, in order to establish the direction of the coaching. A challenge has definitely been the change into an online environment, not only through online calls and coaching sessions but also the accessibility to online resources. The GEM online Learning Journeys were indeed part of the solution.

THE PROGRESS



The process of moving things online due to the COVID-19 pandemic was not difficult since Anna has had previous experience of using online teaching/counselling/coaching. The challenge for Anna was to find online resources that could help her clients and accommodate to their needs in this format. The GEM Learning Journeys, with different topics and areas, were ideal to include in distinct coaching plans, alongside 1:1 mentoring. Initially Anna had to become familiar with the 12 Learning Journeys and the use of the platform, not only for her personal improvement but also to incorporate these journeys into her coaching sessions, or to advise clients and people looking for counselling on the usage and aspects of the platform.

THE IMPACT



Anna used the GEM platform and integrated the Learning Journeys to her curricula. She used both the content and the self-assessment activities to achieve her goal of finding ways to improve her coaching skills and keep the process of lifelong learning ongoing. Anna applies the knowledge she has gained from the Learning Journeys into her everyday life and also to her coaching sessions.

The approach of the Learning Journeys presents itself as innovative and welcoming to different people interested in business coaching and entrepreneurship. The resources that have been made available have a wide application and contribute to an ongoing education process.

“The online facilities available within the GEM platform have been made available at an appropriate time when technology and digitalization are so important,” commented Anna.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



According to Anna, the platform is designed for users from different backgrounds. It is suitable for professional business coaches, for those providing coaching in other subjects and for those who are interested in becoming a coach. “The platform is really user friendly,” added Anna.

The learning journeys cover a lot of interesting and useful topics in relation to business coaching and are extremely comprehensive as well. Anna has integrated the content into some of her coaching sessions and would definitely recommend that others explore the GEM portal.

JOHANNES MORITZ - ENTREPRENEUR/BUSINESS ADVERTISER



December 2020 -
February 2021



Number of People
Reached: 1



Vienna, Austria



Presented by
PsX Consulting (VAEV's
contact)

STARRING



Johannes Moritz, Entrepreneur/Business Advertiser, has been working for the past few years in a business advertising company in Austria, which is the leading publisher-independent online marketer for B2B, business and finance, smart living, and education. He provides focused business competence for online business portals through different channels, oriented towards specific vertical target groups (mainly institutional investors and professional private investors). Mr Moritz has extensive experience in business coaching and advertising clients, however he became interested in the content of the GEM project because he wanted to expand his competencies in some aspects of business, including finance, marketing and social media, management and leader and people management.

THE STORY



Mr. Moritz has extensive experience in coaching and advertising clients, however he became interested in the GEM project because it offered the opportunity for him to expand his competencies in specific aspects of business, including finance, marketing and social media, management and leader and people management. He learned about the GEM project during a Webinar, organised by VAEV, where Mr. Loidl participated as a guest speaker. In addition to this, it is interesting to mention that he has made a small fortune with bitcoin. Therefore, he was asking for advanced business coaching with two very ambitious goals – the first was to learn more about the business by having deeper insight provided and secondly to be able to transfer the acquired skills and competencies related to High Growth Enterprises to his clients. Together with Mr. Loidl, Mr. Moritz studied the most suitable Learning Journeys from GEM online Transformation Portal and learned a lot about the multi-disciplinary role of the High Growth Enterprise Coach, examining coaching, consulting, training, brokering, facilitating, and mentoring and how they intersect and need to be used according to the needs of enterprises and clients.

THE INITIATIVE

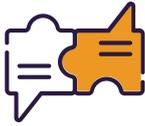


The client (Mr. Moritz) asked for weekly sessions with Mr. Loidl. The first sessions were about exploring the status quo and formulating motivating goals. A range of tools were applied to help with progress and development, for example:

- Mind maps
- Scaling
- Target Image with NLP Techniques
- Systemic Interview
- Provocative Questioning

A summary of skills and career paths were developed and these were narrowed down to identify the most suitable. Over fifteen career paths were considered.

THE PROGRESS



The GEM Transformation Portal, with 12 Learning Journeys (LJ) on different topics and areas, were ideal to form part of distinct coaching strategies, accompanied by 1:1 mentoring. Initially Mr. Moritz was introduced to each of the 12 Learning Journeys, not only for his professional development, but to integrate into his consulting sessions, or to advise clients on the content and how to use the GEM Platform. After completing each LJ, he was provided with further explanation, clarification, or simplification as well as the opportunity to complete quizzes to translate the theory into practice. The most relevant LJs for Mr. Moritz were the those dealing directly with High Growth Enterprise Coaching and those providing tools for professional development as a business coach/advertiser. LJs 1, 2, 4, 5, 9, 10 and 11 will be incorporated in Mr. Moritz's future sessions with his clients.

THE IMPACT



As aforementioned, Mr. Moritz was examining and learning from the GEM Transformation Portal, which enabled him to gain new personal and professional skills and also to benefit from the tools, techniques and strategies presented on the portal. This helped him to improve his coaching and advertising skills, to develop new ones, followed by novel and innovative approaches in his work with clients and to keep the process of lifelong learning ongoing. He integrated the Learning Journeys (1, 2, 4, 5, 9, 10 and 11) to his curricula. He used both the content and the self-assessment tools to accomplish his aims of finding methods to improve or establish new coaching/advertising skills and keep the process of his professional career as advertiser ongoing. Mr. Moritz is eager to apply the newly gained skills, tools, techniques and strategies from the GEM Transformation Portal into his everyday professional life by using them during his coaching sessions. The methodology on which the Learning Journeys are based is very precise, professional, and innovative, especially for the people who don't necessarily have knowledge about High Growth Enterprises but are interested in business coaching and entrepreneurship. For this distinct group, it is good to see that all the resources that have been made available on the GEM Transformation Portal have a wide application and contribute to a continuing education process also for the "newcomers" in business world.

FINAL REMARKS + REFLECTIONS FOR FUTURE:



Mr. Moritz found the platform user friendly and easily to access, however he did not find it easy to switch from one course (LJ) to another without breaking connection and having to go enroll again. He also faced a few technical problems when the website broke down and he couldn't access the portal at all. However, the aspects Mr. Moritz liked were that it is very comprehensive, it provides useful and professional tools that are applicable in business advertising and business developing. The learning journeys cover a lot of interesting and useful issues related to business coaching and effective and productive work with clients. *"Although it might seem that there is too much material, in the end, potential users will find out that every section provided in the LJ has its purpose and is quite applicable in dealing with clients or when thinking about High Growth Enterprises."*

STRATEGIC SECTORAL IMPROVEMENT REPORT FOR GROWTH COACHING



STRATEGIC SECTORAL IMPROVEMENT REPORT FOR GROWTH COACHING

The main output of the “The Growing European Micro-enterprises” (GEM) project is our “Learning Journeys”. These are a series of courses designed for current or future high growth coaches, trainers and VET teachers who are seeking to improve their productivity and potential in their career and help more entrepreneurs and micro-enterprises across Europe for a sustainable growing economy. These comprehensive courses cover a diverse variety of topics that are essential for high-growth enterprises that are well-integrated to the 21st century’s digital economic landscape. These courses covers from basics (such as “high growth coaching process”, “client relationship” and “planning”) to more advanced topics (such as “technologies to transform coaching experience”, “challenging clients”, “professional networking”).

While you can find these in-depth courses on our e-learning platform <https://growingenterprises.eu/learning-journeys/> , in this handbook we created a section consisting of summaries of these Learning Journals. In this section you can get the core idea of each course and later go and register for the free online Learning Journal for the in-depth course experience to improve yourself further in the topic of your interest. Despite the course content is specifically designed for high-growth coaching for European micro-enterprises, they are versatile and you will find it useful not only in high-growth coaching but also various fields related to self development, entrepreneurship, communication and business.



We believe these well designed course contents will level up your coaching and training skills and make you a true high-growth coach for European micro-enterprises.

Upon our pilot studies and numerous interviews/surveys with many participants, we have defined and categorized the main issues that fall out of our control and that could improve the situation for entrepreneurship. We have analyzed these issues and turned them into tailor-made suggestions according to relevant authorities.

Our study and pilot activities show that **lackness in coaching and high growth enterprises** (other than training) can **be addressed by the following authorities:**

page

01

REGULATORY BODIES 34



Any government or non-government organization that regulates or influence business or entrepreneurial activities, including but not limited to: ministries (ministry of finance, ministry of economy, ministry of social welfare, ministry of internal affairs, ministry of trade etc), chambers of commerce, government and non-governmental employment agencies, entrepreneurship development centres, trade unions and so on. These organizations can define or change the playfield for entrepreneurs and coaches, hence their policies and support are invaluable.

02

EDUCATIONAL BODIES 37



Any government or non-governmental educational organization at any educational level. While education is the solution for many problems, lackness of it is also the source. For example exposure to basic entrepreneurial education (such as accounting, personal finance, time management, communication, CRM, fund-raising, project management and so on) at training centres, universities or even at schools can change the way our future entrepreneurs operate and define their success. This also can make coaches' jobs much easier, allowing them to focus on more advanced topics.

03

TRAINING PROVIDERS (COACHES, TEACHERS, TRAINERS) 39



While we are aware of the importance of high growth mindset and enterprises, it is imperative to address the needs of coaches and other training providers to ensure high efficiency in the training.

04

ENTREPRENEURS AND ENTERPRISES 42



At the end, we also added general suggestions that we derived from our piloting activities in 5 EU countries (Spain, UK, Ireland, Austria, Netherlands) that we believed can be useful for entrepreneurs and enterprises across Europe.

We hope these suggestions will help organizations who are dealing or assisting coaches or entrepreneurs across Europe and inspire them to improve the conditions to carry EU to global entrepreneurial leadership in the future

STRATEGIC IMPROVEMENT SUGGESTIONS FOR



Providing fresh content to build the capacity and impact of Chambers of Commerce, Trade Unions, and Employment Agency business coaches and advisors is of direct benefit to this community who need to refresh their own approaches to post pandemic business support. At a strategic level, if adopted by these bodies, GEM provides a full arsenal of transferable knowledge and very relevant materials specifically focused on micro enterprise progression. Still, there are a few issues that can be managed and solved by the regulatory bodies.

Leading Business Coaches believe that High Growth Coaching Industry should be regulated

Nowadays, more people are trying their hand on entrepreneurship, and a big percentage of these novice entrepreneurs need the help of business coaches to be able to develop the necessary skills to run a successful business on their own. Many young people opt to set up small businesses instead of seeking employment with established companies, and they need a guiding hand, at least during the first phase of their ventures. Even those who join big companies still need to learn key leadership skills so that they can climb up the career ladder. Young entrepreneurs and aspiring business leaders often turn to business coaches to get the necessary guidance, but with the current state of the business coaching industry, many of them end up getting disappointed by the coaching that they receive.

The business coaching industry is **unregulated**, and that presents a big problem for entrepreneurs who need professional coaching services. Anyone can decide to be a business coach, even if they don't have the academic credentials, business acumen, or coaching expertise to justify their entry into the field. That is not necessarily the government's fault or anyone's fault for that matter because the practice of coaching doesn't readily lend itself to regulation; if someone is willing to dish out advice, and someone else is willing to pay for it, it's really difficult to come up with a set of rules that will govern how those two parties will interact with each other, and it's even more difficult to enforce such rules.

So, with no recourse, entrepreneurs end up spending money on coaching programs from unqualified coaches who overpromise and under deliver.

Like any other consumers, entrepreneurs and young professionals who seek out the services of business coaches need to be **protected**. But is there anything that anyone can do to ensure that these ambitious innovators and upcoming business leaders don't get short-changed? Some of the leading High Growth Coaches acknowledged that the business coaching industry would have a better reputation if it were properly regulated, and they state that in principle, the idea of having a regulatory body that says who can or can't offer coaching services.

Policy can play a Role in enabling Micro - Enterprises to scale up

Policy can support Micro - Enterprises scale-up, by fostering a dynamic business environment that facilitates entrepreneurship and enables firms of all sizes to reach their full potential, including through better integration in global markets and value chains. Targeted policies can ease access to and effective use of strategic resources by growth oriented entrepreneurs, including finance, skills, technology and knowledge.

These policies must take place against the backdrop of sound framework conditions, including the institutional and regulatory framework, in order to incentivise risk-taking and experimentation by entrepreneurs, and ensure that business growth potential can be realised.

Improved access to finance is needed to boost Micro-Enterprises scale-up. Difficulties in accessing finance are widely recognised as one of the major obstacles for starting and growing a business (OECD, 2006, 2015a). Lack of finance prevents Micro - Enterprises from investing in innovative projects, improving their productivity, and seizing opportunities in expanding or new markets. Financing constraints can be especially severe in the case of start-ups or small businesses whose business model relies on intangibles which are highly firm-specific and difficult to use as collateral in traditional debt relations. Capital gaps also exist for companies seeking to undergo important transitions in their activities, such as ownership and control changes, or entry into new markets, including international ones. Evidence shows that industries that are more dependent on external finance grow relatively faster in countries with more developed financial markets, i.e. where firms can access a range of alternative financing instruments (OECD, 2015a).

The policies and frameworks which influence Micro - enterprises growth are **interconnected** and often cut across the boundaries of different **ministries, government agencies, levels of government and administration**. Furthermore, supporting business growth requires a long term perspective and coherence over time, since the impact of policies on firm growth performance are mainly visible in the mid- to long run. In this sense, a whole-of government perspective is needed, taking into account policy synergies and trade-offs across different domains.

The Government's Role in Growth of Micro - Enterprises

These include measures to: **minimising regulatory burdens**; making it easier for Micro - Enterprises to access public sector procurement by eliminating the prequalification questionnaires; encouraging exporting Micro - Enterprises; encouraging innovation by improving products and services available to support Micro - Enterprises.

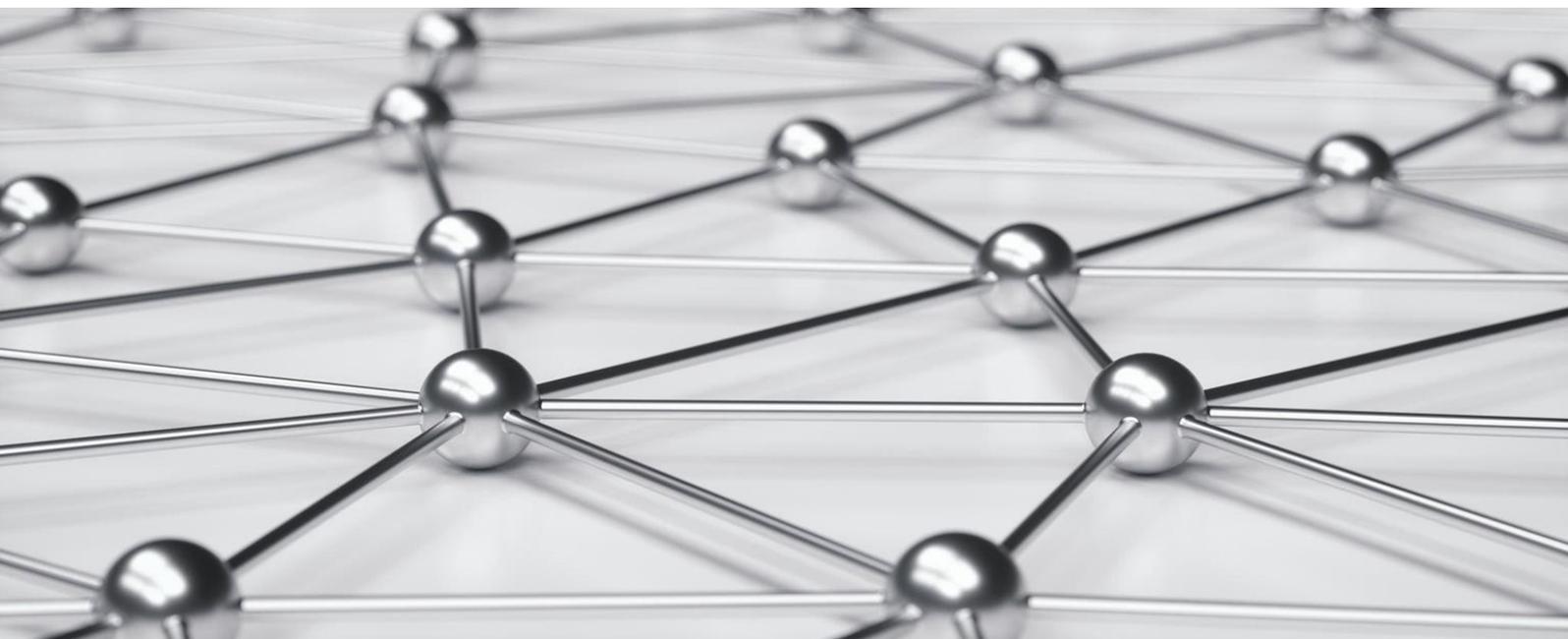
Alternative Subsidy Mechanisms?

The state should undertake a series of activities intended to support Micro - Enterprises growth through, for instance, limiting barriers to growth, providing or stimulating developmental factors, or through counteracting negative determinants and strengthening constructive factors.

This support is especially useful considering the fact that entities representing this sector most frequently are owned by families and, as a matter of fact, it is hard to separate the assets that are owned by the family from the assets that belong to the enterprise.

Activities that need to be conducted within the social and economic governance:

1. Activities conducted with a view to improving the framework conditions for Micro - Enterprises:
 - legal regulations,
 - improving infrastructure,
 - overcoming bureaucratic obstacles encountered by Micro - Enterprises.





Financing

Because microenterprises typically have little to no access to the [commercial banking](#) sector, they often rely on "micro-loans" or [microcredit](#) in order to be financed. [Microfinance](#) institutions often finance these small loans. Those who start-up microenterprises are usually referred to as [entrepreneurs](#). Micro-loans are a way for organizations and entrepreneurs to make small loans. It is now widely recognized that the provision of **credit** to microentrepreneurs is a sustainable activity since microfinance institutions can cover their operating costs through the interest rates they charge to their clients.

Facilitating access to finance

1. Ensure that financial regulations support information flows between borrowers and lenders
2. Provide financial literacy education to (potential) entrepreneurs
3. Develop micro credit schemes with competitive delivery mechanisms to target those with the greatest chances for success
4. Complement finance schemes with business development support services
5. Use loan guarantees and mutual guarantee schemes to stimulate funding of new micro-enterprises
6. Support the development of micro credits institutions to improve access to credit
7. Support the creation of new institutions that facilitate access to microfinance

Effective communication to stakeholders

Experience across the OECD (The Organisation for Economic Co-operation and Development) suggests that an effective regulatory policy should be adopted at the highest political levels, contain explicit and measurable regulatory quality standards, and provide for continued regulatory management capacity. Effective communication to stakeholders is of growing importance to secure ongoing support for regulatory quality work. A key issue relates to stakeholders' perceptions of regulatory achievements (business, for example, may continue to complain about regulatory issues that are better managed than previously). Governments are accountable for the often significant resources as well as political capital invested in regulatory management systems. There is a growing interest in the systematic evaluation of regulatory management performance – "measuring the gap" between regulatory policies as set out in principle and their efficiency and effectiveness in practice. How do specific institutions, tools and processes perform? What contributes to their effective design? The systematic application of **ex post evaluation and measurement techniques** can provide part of the answer and help to strengthen the framework.



The course could be implemented in the curriculum of diverse types of educational bodies and training centres to raise awareness of the qualities, characteristics and the knowledge needed for Coaching towards Micro Enterprises for High Growth. Furthermore, even though the material is adequate and easy to digest for the learners, adding more focus on digital tools, such as tutorials, videos and online guidelines, may be a good way to complement the training and continue adapting it to modern times. The relevance of entrepreneurship to economic development has been highlighted by many researchers (e.g. Davidsson et al, 2006) and it is now well-recognised that education and training opportunities play a key role in cultivating future entrepreneurs and in developing the abilities of existing entrepreneurs to grow their business to greater levels of success (Henry et al, 2003).

Policy checklist for efficient entrepreneurship:

The following checklist is presented to guide policy makers in the development of a comprehensive support system for entrepreneurship. It will help them assess whether they have put appropriate actions in place to improve conditions for entrepreneurship and to deliver entrepreneurship policies effectively.

Improving entrepreneurship skills by embedding entrepreneurship education in:

1. Schools
2. Higher Education Institutions
3. Universities
4. Vocational Training Institutions

- Provide entrepreneurship education as a part of the curriculum and through extra-curricular activities
- Develop entrepreneurial mindsets in entrepreneurship education as well as delivering entrepreneurship skills
- Provide students with opportunities to learn through experience (eg. business competition and simulation) in entrepreneurship education
- Teach about business sustainability and growth in entrepreneurship education and training
- Deliver business development support services as integrated support packages that are accessible to all potential entrepreneurs
- Use coaches and mentors from targeted client groups
- Support networking events and ensure that they are accessible to all potential entrepreneurs
- Train for entrepreneurship educators on current pedagogies and on the special need of different client groups
- Provide training for business support providers, mentors and coaches on the needs of different target groups
- Include entrepreneurship training in active labor market measures

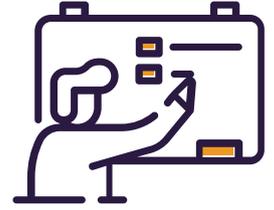
Technology Development and Mastery

The Expert Meeting on “Policies and Programmes for Technology Development and Mastery, held from 16 to 18 July 2003 in Geneva, sought to analyse policies and programmes that governments adopted for upgrading SMMEs (Small, Medium and Micro Enterprises) technological capacities. So far, only a handful of developing countries – mostly located in South-East Asia – have managed to narrow the “technology gap” vis-à-vis developed countries. The studies on Italy,

Mauritius and Indonesia illustrate examples where technology has been adapted and utilized remarkably well. One of the key findings of this meeting was that the drivers for technology development (such as skills development, research and development capabilities, ability to attract FDI - foreign direct investment, strengthening local enterprises, infrastructure etc.) are closely interrelated. Therefore governments cannot afford to neglect any of the key drivers for technology if they wish to create a virtuous circle for technological development.



STRATEGIC IMPROVEMENT FOR TRAINING PROVIDERS



All participants have worked with the online portal and could make a proper evaluation. The second part of the testing focussed on the content of the Learning Journeys and the progress made by each participant through the Learning Journey. However, testers found the materials and the portal very useful tools to use with their future students. We believe that for our testers the content was sufficient. However, the extra meetings we had, in which testers could share some of their experiences were an added value that brought a good outcome and could be continued.

Also, working online has become so common that we believe it would be a good idea to add more digital skills in the implementation of the project. Practical exercises would also be a good way to practise what they have learned, although it might be difficult at the time due to covid restrictions. In addition, we are convinced that soft skills are very important for a coach and a lesson on the topic could be incorporated into the Learning Journeys.

Every coach has his own unique style, but most coaching programs would be better if they were subject to guidelines that required them to use a more pragmatic approach. This would force coaches to take a hard look at the client's business before prescribing a specific solution, so that you have a coaching program that is tailored to the needs of the individual client, instead of the one-size-fits-all programs that you see everywhere."

Training and Entrepreneurship Skills for Growth

Many countries and international bodies (such as the EU) have attempted to promote growth-orientated entrepreneurship either through direct measures or indirectly through policy instruments (European Commission, 2002). It is therefore understandable that policy actors are most eager to benchmark and compare the national government policies for entrepreneurship. They wish to find examples of best practice in entrepreneurship policy design and identify recommendations for national governments. These goals also stand high in the agenda of the European Commission (Bodas Freitas and von Tunzelmann, 2008). Addressing these crucial issues becomes more complicated as recent studies have suggested that policy measures, instruments or design do not perhaps determine the success of policies, but it is a matter of finding a proper 'fit' between the policies and the entrepreneurial environment in which the policies are applied (e.g. Desrochers and Sautet, 2008). While addressing the development of an entrepreneur's management skills is critically important to enable people to grow their business (if that is what they wish to achieve), enterprise support agencies and policy-makers must also consider how they can improve public policy, enable access to markets, provide hard and soft supports, create a supportive culture, and offer greater access to finance, if they are to engender a positive entrepreneurship ecosystem through which enterprises can flourish (as shown below in Figure 5). Training for the development of entrepreneurship skills for growth-orientated businesses would feature under Human Capital and Supports in the general entrepreneurship ecosystem.

Research undertaken by Moran and Cooney (2004) found that it was difficult to get the level of content right for everyone in the group, and that it can also be quite difficult to strike a balance between individual mentoring and group support on programmes that are tailored to meet individual needs, particularly when there are many different types of businesses represented in any given group.

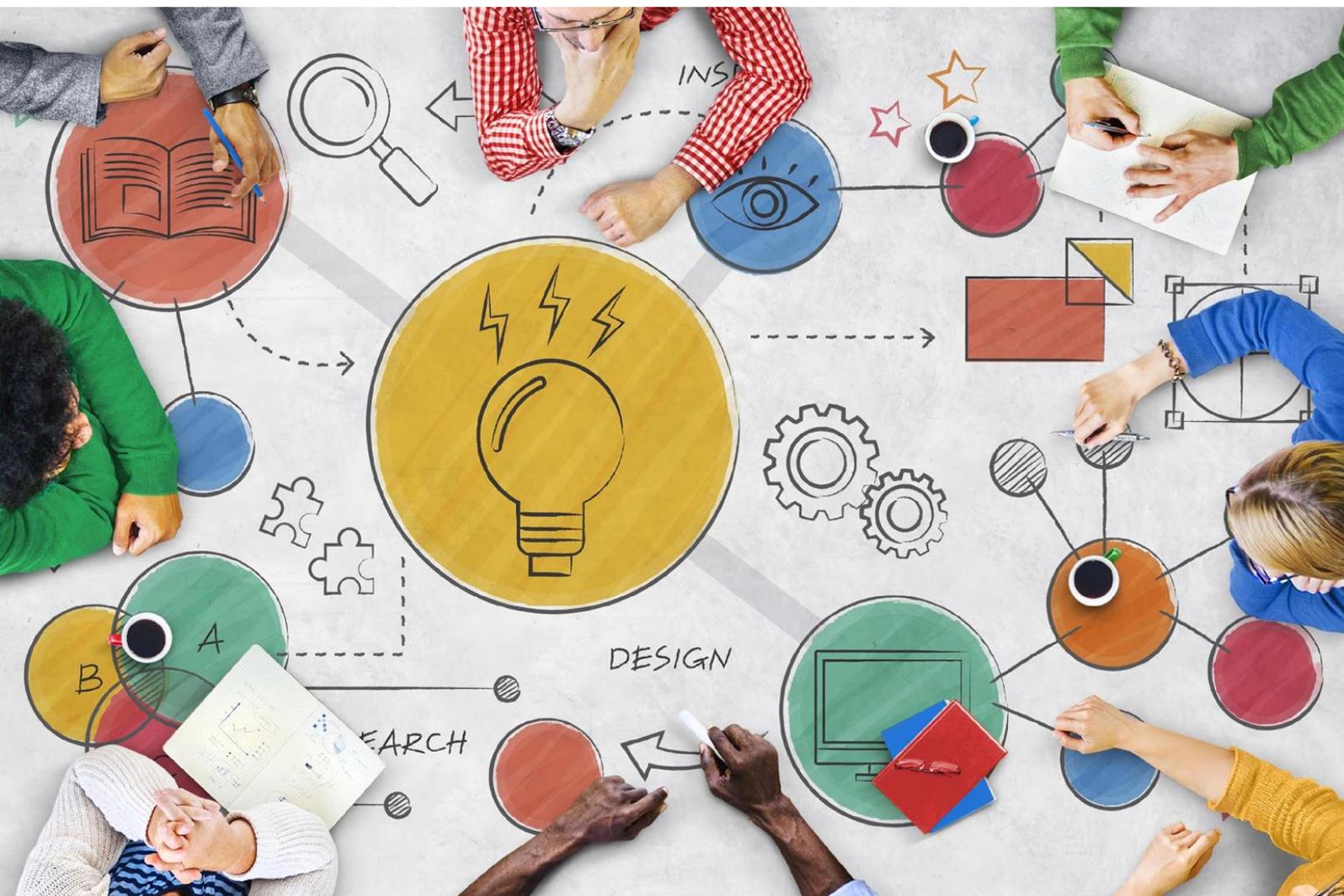
Some people found that the programme was too 'generic' and believed that it would have been helpful if the speakers had more knowledge of the participants in advance so that they could tailor their delivery accordingly and address some of the specific issues within the groups. Moran and Cooney also highlighted that several participants in their study found that elements of the programme delivery were too 'academic' and theoretical in approach. For example, the delivery of accounting was considered by some to be inappropriate and too theoretical for the audience at which it was aimed, whereas others thought that this was an area that they would not be able to master, and that they only needed to be aware of its implications for business management. It should be noted that some recent commentaries of entrepreneurship have highlighted financial literacy as being a significant problem with owner-managers and online programmes such as www.fabeducation.com have been created to enable owner-managers to read and understand financial accounts from a practical perspective.

Research by Moran and Cooney also found that participants preferred 'real life' examples or presentations from existing entrepreneurs, where these were made available. Donovan et al (1999), in their review of training evaluation models from the economic and human resource literature, pointed out that when dealing with the issue of human competence, context is critically important. Donovan et al argued that when evaluating training, it is important to remember that not only do the individuals being trained differ in their abilities and learning requirements, but that differences will also arise from the trainer and the environment in which the training is delivered, and the environment in which the subsequent learning is put to use. Rae (2012) highlighted a model for entrepreneurship education that considered 'effectiveness' as the key outcome rather than learning. While the model was designed for third-level education, much of the model has meaning also for the development of entrepreneurship skills to grow a business as it seeks to combine mindset, capability and effectiveness. Kutzhanova et al (2009) highlighted that personal transformation was an important part of training programmes for entrepreneurs.

They suggested that learning starts with a deeper understanding of one's strengths and weaknesses, and so entrepreneurs must first learn about their own identity and personality. Significant advances have been made in recent times towards demystifying the role of cognition in entrepreneurship education and training, particularly with respect to identifying key cognitive traits of individuals who embody an 'entrepreneurial mindset' (e.g. Ardichvili et al, 2003). A recent explosion of research on cognition and entrepreneurship is generally rooted in psychology literature on individual cognition.

For example, Mitchell et al (2002) build toward a theory that links specific mental processes with entrepreneurial behaviors, arguing that entrepreneurial cognitions are the knowledge structures that people use to make assessments, judgments, or decisions involving opportunity evaluation, venture creation, and growth. Recent cognitive research in entrepreneurship draws upon literature from social cognition to describe the entrepreneur as a 'motivated tactician', who can be characterized as a "fully engaged thinker who has multiple cognitive strategies available" (Haynie et al., 2010: p18), and the ability to shift and choose rapidly from among them based on specific goals, motives, needs and circumstances, leading to the ability to act (or not) in response to perceived entrepreneurial opportunities (McMullen and Shepherd, 2006).

This research is significant, because it explains in part the cognitive skills that help entrepreneurs engage in so-called 'adaptable decision-making', or the ability to shift rapidly from one mode of thinking and analysis to another in making decisions under unpredictable and rapidly changing circumstances (Schraw and Dennison, 1994), a hugely important factor in the development of entrepreneurship skills to grow a business.



STRATEGIC IMPROVEMENT FOR GROUPS AND WORK TEAMS



Creating groups or associations for enterprises coaching and building work teams, would be a good way to join efforts, keep learning and network. In that sense, we would also advise entrepreneurs and enterprises related to High Growth Coaching of Micro Enterprises to seek a peer group to work on the portal together and to share and discuss ideas, best practices and possible questions in order to increase the impact of the course and to continue updating themselves.

The broad review of the literature identifies that the key barriers for entrepreneurs to firm growth can be broken into two broad categories: Internal and External.

External Barriers:

- Labour Market Conditions
- Market Structure / Competition
- Government Policy
- Economic Climate
- Legislation
- Access to Markets

Internal Barriers

- Psychological / Motivational Factors
- Management Capability
- Funding
- Shortage of Orders
- Sales / Marketing Capacity
- Poor Product / Service

Concerns about matters such as the availability of skilled labour, lack of competition, favourable government policy and economic climate, supportive legislation and easy access to markets all contribute to an entrepreneur / management team deciding to grow the business. In exploring the principal barriers to firm growth through a detailed review of the literature, there was broad agreement that the primary issues involved in growth are (1) motivation, (2) resources and (3) market opportunities. Much of the literature reviewed agreed that the most significant barrier to growth was based upon psychological or motivational factors. If there is not a strong commitment by the entrepreneur / management team to grow the business, then it is unlikely to happen of its own accord. However, even if the commitment to growth is demonstrated, then issues such as management capability, funding, shortage of orders, sales / marketing capacity and poor product / service offering have also been featured in the literature as being the primary barriers to firm growth.

As previously stated, the review of the literature regarding barriers suggests that for high growth firms, the state of the environment is not the most important concern. Instead, the evidence would suggest that high-growth firms would view the primary weaknesses as being internal and within their own control to change. Storey (1994) sought to classify the key internal factors that influence firm growth under identifiable categories and suggested that instead of examining descriptive models, researchers should utilise prescriptive paradigms combining the following components: entrepreneur, firm, and strategy. It is clearly evident from a review of current entrepreneurship literature that entrepreneurship involves more than business start-up, and that it also includes the development of skills to grow a business, together with the personal competencies to make it a success.



It has also been argued that the traditional approach to entrepreneurship (with its emphasis on business start-up) needs to change and that the relevance of entrepreneurship education and training must be expanded. Indeed, it is now widely recognised that there is a requirement to move from traditional 'instruction' towards an experiential learning methodology, utilising an action oriented, mentoring and group-work approach to ensure greater learning effectiveness.

Within this approach, **critical thinking and problem solving** are recognised as key skills, while it is also appreciated that skill development regarding risk-taking, innovation, creativity and collaboration needs to be valued more. A more hands-on approach is also required for the development of project management and budgetary skills. Therefore, increasingly it is being recognised that teaching entrepreneurship skills should be interactive and might include case studies, games, projects, simulations, real-life actions, internships and other hands-on activities. But **using active learning methods** requires highly skilled trainers and trust in involving participants more in the learning process, fostering innovation and creativity and learning from success and failure needs to be encouraged. It must also be recognised that the entrepreneurial skill development process occurs over a period of time and requires the active involvement of entrepreneurs (Kutzhanova et al, 2009).

Entrepreneurship Skills Required to Overcome Barriers to Growth

It is still a topic of much debate whether entrepreneurs are born or made. While it is generally acknowledged that there are natural 'born' entrepreneurs, there are also researchers who believe that entrepreneurship is a skill that can be learned. More recently entrepreneurship is being viewed as a way of thinking and behaving that is relevant to all parts of society and the economy, and such an understanding of entrepreneurship now requires a different approach to training. The educational methodology needed in today's world is one which helps to develop an individual's mindset, behaviour, skills and capabilities and can be applied to create value in a range of contexts and environments from the public sector, charities, universities and social enterprises to corporate organisations and new venture start-ups. Lichtenstein and Lyons (2001) argued that it is important for service providers to recognise that entrepreneurs come to entrepreneurship with different levels of skills and therefore each entrepreneur requires a different 'game plan' for developing his or her skills. Furthermore, they suggested that skill development is a qualitative, not quantitative, change which demands some level of transformation on the part of the entrepreneur.

According to Gibb (2010), the manner in which entrepreneurship is taught needs to be significantly altered as the traditional model of entrepreneurship is no longer applicable to the modern business environment. Gibb portrayed the dominant model of entrepreneurship as being static and focused heavily on the writing of a Business Plan and the various functional activities of an enterprise. His alternative 'appropriate' model portrays the entrepreneur as dynamic with a range of behavioural attributes that need to be developed. According to Gibb, this model embraces

- Instilling empathy with entrepreneurial values and associated 'ways of thinking, doing, feeling, seeing, communicating, organising and learning things'.
- Development of the capacity for strategic thinking and scenario planning and the practice of making intuitive decisions based upon judgement with limited information.
- Creating a vision of, and empathy with, the way of life of the entrepreneurial person.
- This implies a strong emphasis upon the employment of educational pedagogies stimulating a sense of ownership, control, independence, responsibility, autonomy of action and commitment to see things through while living, day by day, with uncertainty and complexity.
- Stimulating the practice of a wide range of entrepreneurial behaviours such as opportunity seeking and grasping, networking, taking initiatives, persuading others and making intuitive decisions. This demands a comprehensive range of pedagogical tools.
- Focusing upon the cognitive (value in use) and affective (enjoyable and stimulating) aspects of learning as well as the cognitive as the relevance to application is of key importance (as is instilling motivation).
- Maximising the opportunity for experiential learning and engagement in the 'community of practice'. Of particular importance will be creating space for learning by doing and redoing.
- Creating the capacity for relationship learning, network management, building 'know-who' and managing on the basis of trust-based personal relationships.
- Developing understanding of, and building knowledge around, the processes of organisation development - from start, through survival to growth and internationalisation. This will demand a focus upon the dynamics of change, the nature of problems and opportunities that arise and how to anticipate and deal with them.
- Focusing upon a holistic approach to the management of organisations and the integration of knowledge.
- Creating the capacity to design entrepreneurial organisations of all kinds in different contexts and understand how to operate them successfully.
- Focusing strongly upon processes of opportunity seeking, evaluation and opportunity grasping in different contexts including business.
- Widening the context beyond the market. Creating opportunities for participants (students) to explore what the above means for their own personal and career development.

Gibb's alternative model

Has found an increasing band of supporters who view the development of behavioural attributes as critical to the growth of entrepreneurial activity in the modern world. Such supporters highlight that contemporary business activity is not based upon functions operating in silos but rather on the need for highly interactive teams which enable firms (particularly high-growth firms) to have organic structures and emergent strategies. This work is equally applicable to training programmes for potential and growth-orientated entrepreneurs as the behavioural attributes being developed are similar across all ages of enterprise development. Another reason for considering an alternative model to the development of entrepreneurship skills for growth firms is that a key finding of the literature review was that econometric methods linking traditional training participation to small firm performance produce weak findings.

This suggests that the relatively low take up of formal management training is an informed decision on the part of the small firm owner/manager and it implies that seeking to increase formal small firm training activity by raising the awareness of owners/managers to the benefits of training is misguided. Westhead and Storey (1996) studied the empirical research examining the relationship between management training and enhanced firm performance and failed to find a positive relationship. They suggested that the reasons for the inability to demonstrate enhanced firm performance may be the result of poor training provided, that the duration of the programme was too short to have any impact, or because it was too difficult to demonstrate a cause-and-effect relationship. Overall, it must be noted that the traditional forms of training for management teams seeking to grow their business are not proving to be universally successful and therefore a new approach is required.

Bibliography:

1. **Ardichvilli et al, 2003. Theory of Entrepreneurial Opportunity Identification and Development, Journal of Business Venturing**
2. Davidsson et al, 2006. Entrepreneurship and the Growth of Firms
3. **Donovan et al 1999. How People Learn: Bridging Research and Practice**
4. France Bodas Freitas and von Tunzelmann, 2008. Mapping public support for innovation: A comparison of policy alignment in the UK and France
5. Gibb, 2010. In Alain Gibb's footsteps: Evaluating alternative approaches to sustainable enterprise education (SEE)
6. **Haynie et al., 2010. A situated metacognitive model of the entrepreneurial mindset**
7. **Henry et al, 2003. Entrepreneurship Education and Training: Can Entrepreneurship Be Taught? Part II,**
8. **Kutzhanova et al 2009. Skill-Based Development of Entrepreneurs and the Role of Personal and Peer Group Coaching in Enterprise Development**
9. Lichtenstein and Lyons 2001. The Entrepreneurial Development System: Transforming Business Talent and Community Economies
10. **McMullen and Shepherd, 2006. Entrepreneurial Action and the Role of Uncertainty in the Theory of Entrepreneur**
11. Moran and Cooney 2004. Entrepreneurship Skills for Growth-Orientated Businesses
- 12.
13. OECD, 2006, 2015a. Enabling SMEs to scale up
- 14.
15. Schuttenbach, 2000. Methods of supporting SMEs
16. **Schraw and Dennison, 1994. Assessing metacognitive awareness**
17. (European Commission, 2002) https://ec.europa.eu/economy_finance/publications/european_economy/2002/index_en.htm
18. RAE (2012) <https://www.kth.se/en/sci/2.12800/rae-2012-1.323147>

04

PRACTICAL TOOLS FOR GROWTH COACHING 12 LEARNING JOURNEYS



PRACTICAL TOOLS FOR GROWTH COACHING

The main output of the “The Growing European Micro-enterprises” (GEM) project under Erasmus+ is the “Learning Journeys”. These are a series of courses designed for current or future high growth coaches, trainers and VET teachers who are seeking to improve their productivity and potential in their career and help more entrepreneurs and micro-enterprises across Europe for a sustainable growing economy. These comprehensive courses cover a diverse variety of topics that are essential for high-growth enterprises that are well-integrated to the 21st century’s digital economic landscape. These courses covers from basics (such as “high growth coaching process”, “client relationship” and “planning”) to more advanced topics (such as “technologies to transform coaching experience”, “challenging clients”, “professional networking”).

While you can find these in-depth courses on our e-learning platform <https://growingenterprises.eu/learning-journeys/> , in this Handbook we created a section consisting of summaries of these Learning Journals. In this section you can get the core idea of each course and later go and register for the free online Learning Journal for the in-depth course experience to improve yourself further in the topic of your interest.

While the course content is specifically designed for high-growth coaching for European micro-enterprises, they are versatile and you will find it useful not only in high-growth coaching but also various fields related to self development, entrepreneurship, communication and business.

We believe these well designed course contents will level up your coaching and training skills and make you a true high-growth coach for European micro-enterprises.

12 LEARNING JOURNEYS



01	High Growth Enterprise Coach	49
02	High Growth Enterprise Coaching Process	50
03	Personal Effectiveness, Personal Development and Ethical Practise	51
04	Client Relationship, Evaluation, Professional Networking	53
05	Goal Setting, Knowledge Transfer, Action Planning, Coaching Resources	55
06	Strategies for Building Rapport, Client Dialogue, Feedback and Active Listening	57
07	Techniques for Challenging Clients, Question Strategies, Critical Thinking and Reflection	59
08	Leadership and Planning	61
09	Technologies to Transform the Coaching Experience	63
10	Financial Skills for Business Management	65
11	Marketing for Growth	67
12	Developing People for Growth	69

LEARNING JOURNEY 1

High Growth Enterprise Coach

This module focuses on the different roles of a High Growth Enterprise Coach. The aim, objectives and a brief description of the module is outlined below.



Aim:

To explore the High Growth Enterprise Coach roles.



Objectives:

By the end of this module you will understand:

- The different roles undertaken by High Growth Enterprise Coaches
- How to describe a series of delivery models associated with each High Growth Enterprise Coaching Role
- When to adopt one or more of the

High Growth Coaches are required to adapt their style and take on a broader range of activities than those undertaken by a traditional business coach. This module explores the range of roles adopted by a High Growth Coach, for example consultant, trainer, mentor, and how each role can provide support and help the client to develop their business. Tools and models to support the roles are included. Guidance on how to select the right role is provided. The module concludes with information about how a High Growth Coach can use their knowledge and experience to position themselves in the industry.



LEARNING JOURNEY 2

High Growth Enterprise Coaching Process

This module focuses on the different roles of a High Growth Enterprise Coach. The aim, objectives and a brief description of the module is outlined below.



Aim:

To explore the High Growth Enterprise Coach Processes and the High Growth Enterprise Coaching Cycle.



Objectives:

By the end of this module you will understand:

- Stage 1: Engaging
- Stage 2: Exploring
- Stage 3: Visioning
- Stage 4: Implementing
- Stage 5: Reviewing and sustaining

High Growth Coaches adopt a flexible but structured approach to the planning and delivery of coaching. This module describes the five processes that comprise the High Growth Enterprise Coaching Cycle. A range of tools and techniques a High Growth Coach can use to support each of the processes is suggested.



LEARNING JOURNEY 3

Personal Effectiveness, Personal Development and Ethical Practise

This module focuses on three areas: Personal Effectiveness, Personal Development and Ethical Practise. The aim, objectives and a brief description of each is outlined below.

PERSONAL EFFECTIVENESS



Aim:

To explore the High Growth Enterprise Coach professional behaviour of personal effectiveness

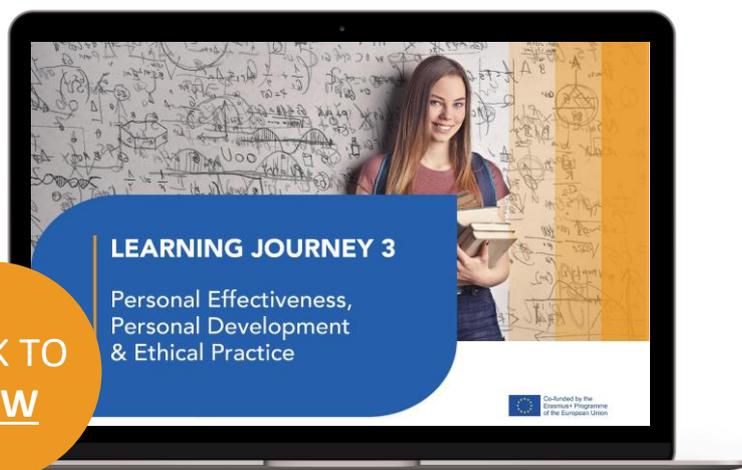


Objectives:

By the end of this module you will gain an understanding of:

- Your personal brand
- Planning and prioritising
- Planning and reviewing

The importance of the High Growth Coach taking responsibility for their own personal effectiveness and developing a personal brand is explored. How to plan, prioritise and review personal effectiveness is explained through the use and application of a range of methods and models.



PERSONAL DEVELOPMENT



Aim:

To explore the High Growth Enterprise Coach professional behaviour of personal development.



Objectives:

By the end of this module you will have an understanding of:

- Professional development
- Coaching skills and competencies
- Experiential learning and development
- Preferred learning styles
- Learning and development methods
- Planning for CPD
- Personal Development Plans
- Obtaining feedback

High Growth Coaches invest in increasing their knowledge, skills and experience to improve personal performance. How this can be achieved through different forms of personal development is explained. A High Growth Coaching Competency Framework is included to help with the identification of areas for personal development, followed by an explanation of the learning process and how the High Growth Coach can identify their preferred learning style. How to plan for continuous professional development is explained and guidance about how to create a personal development plan is included. This topic concludes by considering the importance of receiving feedback from different sources and how to act on the feedback.

ETHICAL PRACTISE



Aim:

To explore the High Growth Enterprise Coach professional behaviour of ethical and professional practices



Objectives:

By the end of this module you will have an understanding of:

- Ethical and professional behaviour
- Codes of ethics
- Data protection

High Growth Coaches behave in a professional and ethical manner. A list of self-reflective questions allows the High Growth Coach to assess their levels of professionalism and ethical behaviour. The importance of a Code of Ethics, and how to develop one is explored. This topic concludes by addressing the importance of data protection and explains the principles to which all UK organisations must adhere.

LEARNING JOURNEY 4

Client Relationship, Evaluation, Professional Networking

This module focuses on three areas: Client Relationship, Evaluation and Professional Networking. The aim, objectives and a brief description of each is outlined below.

CLIENT RELATIONSHIP



Aim:

To explore the High Growth Enterprise Coach professional behaviour of client relationships



Objectives:

By the end of this module you will understand:

- How to be client focused
- Client meetings
- Rapport building and questions
- How to manage client expectations
- Terms of reference
- Initial meeting checklist
- Coaching records and communication

High Growth Coaches build strong relationships with clients. An understanding of the coaching process is explained, including how to be client focused and how to plan for effective and productive client meetings. How to build rapport with the client, how to ask powerful questions and how to manage client expectations are addressed. The module concludes with discussing the importance of a Terms of Reference document and why it is necessary for the coach to maintain records of coaching programmes.

CLICK TO
[VIEW](#)



EVALUATION



Aim:

To explore the High Growth Enterprise Coach Professional Behaviour of evaluation.



Objectives:

By the end of this module you will have an understanding of:

- True North
- Formative and summative evaluation
- The Evaluation Plan
- Evaluation models

High Growth Coaches evaluate the impact of their activities and interventions. This module explores how a coach evaluates the coaching process, the client experience and the impact of the coaching programme using formative and summative evaluation. How to construct an evaluation plan is discussed and an explanation of two evaluation models is provided.

PROFESSIONAL NETWORKING



Aim:

To explore the High Growth Enterprise Coach professional behaviour of professional networking.



Objectives:

By the end of this module you will have an understanding of:

- Professional networking
- How to build a professional network
- Networking tips

High Growth Coaches develop a diverse network of contacts which they access for the benefit of their clients. This module comments on some myths about professional networking and discusses five key steps to building a professional network. Some top tips for getting the most out of professional networking are provided.

LEARNING JOURNEY 5

Goal Setting, Knowledge Transfer, Action Planning, Coaching Resources

This module focuses on four areas: Goal Setting, Knowledge Transfer, Action Planning, Coaching Resources. The aim, objectives and a brief description of each is outlined below.

GOAL SETTING



Aim:

To explore the High Growth Enterprise Coach fundamental skill of goal setting.



Objectives:

By the end of this module you will have an understanding of:

- How to help clients define their vision of success
- The two forces: 'Pain' and 'Pleasure'
- How to work with client types
- Visioning techniques
- Metaphors and language of success
- How to manage competing commitments

High Growth Coaches help clients to formulate well-constructed goals leading to success. This module examines the importance of the client having a vision and how the coach can help to create one. It assesses the forces that motivate clients, explaining how a coach can help increase motivation and gain client commitment to achieving goals. A range of tools and strategies used to support goal setting are explored.

CLICK TO
[VIEW](#)



KNOWLEDGE TRANSFER



Aim:

To explore the High Growth Enterprise Coach fundamental skill of knowledge transfer



Objectives:

By the end of this module you will have an understanding of:

- Knowledge transfer considerations
- Learning needs

High Growth Coaches ensure clients possess the know-how to take action. This module explains the process of transferring knowledge to the client. Client learning styles and learning opportunities are explained to help understand the importance of selecting the most appropriate method of learning for the client.

ACTION PLANNING



Aim:

To explore the High Growth Enterprise Coach professional behaviour of professional networking.



Objectives:

By the end of this module you will have an understanding of:

- How to help clients prepare clear action plans
- How to prepare SMART action plans

High Growth Coaches help clients prepare clear, goal-oriented action plans. This module offers insight into tools and techniques that can be used to help create action plans so that they are realistic and achievable. The module also addresses how a coach can provide feedback enabling the client to reflect on how their action plan is progressing.

- How to review action plans

COACHING RESOURCES



Aim:

To explore the High Growth Enterprise Coach fundamental skill of using a variety of coaching resources.



Objectives:

By the end of this module you will have an understanding of:

- Core coaching documents
- Coaching records
- The Coaching Cycle
- How to structure coaching sessions

High Growth Coaches have access to a variety of high growth coaching resources. This module explores some of the resources and building blocks required by coaches, such as Terms of Business, Code of Ethics, Professional Indemnity. It also addresses the use of systems for planning and recording coaching. The structure of effective coaching sessions and tools to support the actions at each stage of the process are explained.

LEARNING JOURNEY 6

Strategies for Building Rapport, Client Dialogue, Feedback and Active Listening

This module focuses on four areas: Strategies for Building Rapport, Client Dialogue, Feedback, Active Listening. The aim, objectives and a brief description of each is outlined below.

STRATEGIES FOR BUILDING RAPPORT



Aim:

To explore the High Growth Enterprise Coach fundamental skill of building rapport.



Objectives:

By the end of this module you will understand:

- What rapport is
- Why you should build rapport
- How to match client behaviour
- How to build rapport

High Growth Coaches establish rapport with clients. This module defines rapport and explains why a coach must build and maintain rapport with clients. Techniques including pacing, matching, and mirroring through the use of verbal and non-verbal communication are explained.



CLIENT DIALOGUE



Aim:

To engage in transactional and transformational dialogue with clients.



Objectives:

By the end of this module you will have an understanding of:

- The importance of client dialogue for High Growth Enterprise Coaches
- Transactional and transformational dialogue
- The different levels of coaching dialogue
- The different types of interventions with clients

High Growth Coaches manage client dialogue to generate understanding, insight and decision making. This module examines the different levels of dialogue and how a coach will use each to support clients into achieving transformational change.

FEEDBACK



Aim:

To explore the High Growth Enterprise Coach fundamental skill of giving feedback.



Objectives:

By the end of this module you will have an understanding of:

- The Johari Window
- Types of Feedback
- Feedback Models

High Growth Coaches provide clients with objective and constructive feedback. This module explores the role of feedback in the coaching process and introduces the Johari Window, a framework that can help to increase self-awareness. Four types of feedback are explained, followed by five structures that can be used to ensure that feedback is both objective and constructive.

ACTIVE LISTENING



Aim:

To explore the High Growth Enterprise Coach fundamental skill of active listening.



Objectives:

By the end of this module you will have an understanding of:

- The qualities of effective listeners
- The barriers to effective listening
- The different levels of listening
- The techniques you can use to support active listening

High Growth Coaches actively listen to clients. This module explains the importance of active listening and how a coach can develop their active listening skills. It considers the barriers to active listening and gives tips about how to be an effective listener. Techniques used to support active listening are explained. The module concludes with information about how to take effective notes during a coaching session without interfering with the flow of dialogue.

LEARNING JOURNEY 7

Techniques for Challenging Clients, Question Strategies, Critical Thinking and Reflection

This module focuses on four areas: Strategies for Building Rapport, Client Dialogue, Feedback, Active Listening. The aim, objectives and a brief description of each is outlined below.

TECHNIQUES FOR CHALLENGING CLIENTS



Aim:

To explore the High Growth Enterprise Coach fundamental skill of challenging.



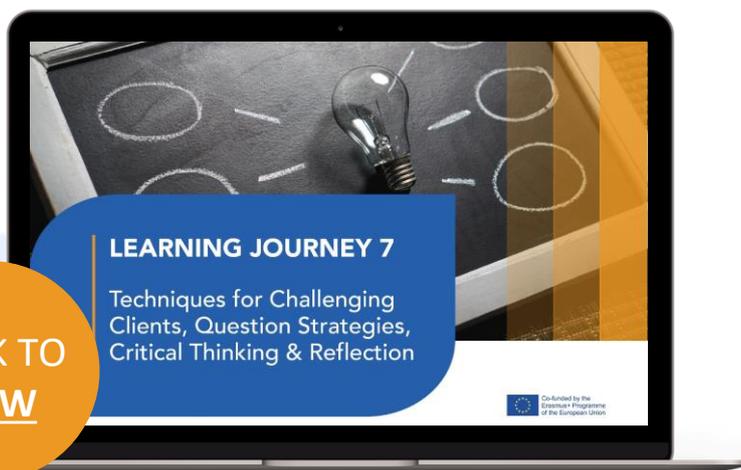
Objectives:

By the end of this module you will have an understanding of:

- Take responsibility
- Challenge clients
- Use reframing tools
- Validate clients' understanding and commitment

High Growth Coaches know when and how to challenge clients. This module explains how a coach can support clients to develop new perspectives and turn these into action. It provides guidance about how to challenge effectively and how to help the client reframe their situation and see the situation from a different perspective. How a coach can hold clients to account and support them in following through with their actions concludes this topic.

CLICK TO
[VIEW](#)



QUESTION STRATEGIES



Aim:

To explore question strategies.



Objectives:

By the end of this module you will have an understanding of:

- How to use open questions
- The TED Model
- Which questioning strategies not to use

High Growth Coaches devise and implement effective questioning strategies at all stages of the Coaching Cycle. This module explains the importance of a coach asking questions and how questions can create value. Different types of questions are explained, for example, open, leading, assumptive and clarifying questions are explained. A checklist helps the coach to reflect on their question technique and examine the way in which they frame questions.

CRITICAL THINKING



Aim:

To explore the High Growth Enterprise Coach fundamental skill of critical thinking.



Objectives:

By the end of this module you will have an understanding of:

- Effective critical thinking
- The critical thinking process
- The dimensions of critical thinking
- The use of questions
- Critical thinking tools

High Growth Coaches encourage critical thinking. Helping clients to think critically about their issues and problems, leading to making better choices is explored. The critical thinking process is explained and a range of tools demonstrate how critical the process can be applied. A comprehensive list of analytical tools available to the coach is included, explaining how the tools can be used by clients to explore and develop their critical thinking.

REFLECTION



Aim:

To explore the High Growth Enterprise Coach fundamental skill of reflection.



Objectives:

By the end of this module you will have an understanding of:

- Reflective Practice Tools
- Critical Incident Analysis

High Growth Coaches encourage clients to reflect on their experiences. Two frameworks for reflective practice are explained and questions to ask throughout the framework are suggested. Critical Incident Analysis is explained as a technique a coach can use to help the client analyse and understand their issues and problems.

LEARNING JOURNEY 8

Leadership and Planning

This module focuses on two areas: Leadership, planning and motivation. The aim, objectives and a brief description of each is outlined below.

LEADERSHIP



Aim:

Understanding what leaders of high growth enterprises need to know and execute to be effective and an understanding.



Objectives:

By the end of this module you will have an understanding of:

- Leadership business behaviour. Characteristics.
- Leadership business process
- How to develop and implement plans that transform an entrepreneur's vision.



Leadership business behaviour

How can organizations prepare current and future leaders to stay agile and relevant in today's volatile environment?

Learning how to behave like a leader can take practice and a strong sense of self-awareness as you monitor your own actions. In this module explains why leadership behaviours are so important within an organization and share some simple steps you can take to start to develop your own effective leadership behaviour.

Leadership business process

This behaviour is the process by which a person can guide, direct and influence the work of others to meet specific goals. These actions and strategies can be learned to increase the effectiveness of those around them. Individuals use these behaviours to motivate people into action when they have a vision for an organization, a product or a group of people.

So Leaders, do you want to change? The change starts with you. Change is needed to evolve and move the company to where you envision it to be. However, your commitment to this change effort is of vital importance for the success of change. Leaders need to convince their leadership team and the leadership team needs to convince their staff. Once the convincing stage has been bought, leaders at all levels need to live and demonstrate the change to avoid being part of the statistics.

HOW TO DEVELOP AND IMPLEMENT PLANS



Aim:

To explore the High Growth Enterprise Coach fundamental steps to implement a growth plan.



Objectives:

- knowledge about essential steps to developing your strategic plan
- knowledge regarding the keys to implementing your strategy successfully

Growth Phase companies must be disciplined, measured, innovative, organised, and efficient. Many companies find that strategy development is easy -- it's the implementation that gets them into trouble.

By the end of this module you will have an understanding of:

- High Growth Coaches encourage the different skills undertaken leaders by High Growth Enterprise Coaches
- Recognize the qualities of high growth leaders. Some of these qualities you may already have, and some you may need to develop through training and coaching.
- Identify the different leadership styles and which could be better for your organisation
- How to develop strategies that will cover all aspects of the change process and allow for ease of implementation.

Technologies to transform the coaching experience

This journey focuses on the value of using digital tools and building coaching digital competences is more relevant than ever. Technology is now making it possible for far greater numbers of businesses to benefit from high growth coaching at scale. At a basic level, platforms are making it easier do long-distance coaching via video conferencing or potentially even mixed reality displays allowing for remote interaction in 3D.

TECHNOLOGY



Aim:

The aim of this Learning Journey is to introduce High Growth Enterprise Coaches to high performance digital tools that can transform the coaching experience when advising ambitious entrepreneurs.



Objectives:

By the end of this module you will have an understanding of:

- Intuitive digital tools applied to the coaching process for engaging high growth enterprise
- Understanding the pedagogic potential of digital learning tools
- Being motivated to incorporate some of these new tools into your coaching practice
- Increase your own digital literacy considerably

We will achieve these objectives by reviewing technologies and digital tools in the following topics:-

- Administrative Tools (including Data Collection, Data Monitoring & Analysis)
- Communication Tools
- Content Delivery Tools

CLICK TO
[VIEW](#)





Digital Tools for Coaching Administration

AIM – Open up new learning so that coaches stay organised, track client progress, and similarly grow their business with easy to use technologies.

Objectives

Understand the scope and power of digital technology

- Why a solid website with great content is essential
- Explore the delivery potential of a vivid virtual presence.
- Understand why you need to invest in a high-quality webcam, monitors, an external microphone and speakers and immersive headset to provide an enhanced virtual coaching experience.

Objectives

Explore the potential of Productivity Digital Tools

- The value of Online Appointment Scheduling and Time tracking software. Such tools are excellent for accountability, process improvement, and productivity.
- Understand the value of putting all resources online by creating and editing web-based documents, spreadsheets, and presentations
- Use project management and task management tools to stay on top of your daily business responsibilities.
- Understand digital filing systems and efficient email management process and using the full functionality of your email system.
- Explore open source applications to replace some of the more costly "name brand" alternatives.



Digital Tools for Coaching Communications

AIM -- Using Technology to Communicate and Collaborate - Remote Communication and Messaging Capabilities.

Objectives

- **Get to know Text and Chat** . Business messaging apps have several advantages over email. Text and chat provide a sense of immediate connection, they encourage brevity but please remember it can be difficult to use them to convey anything more complex than basic information.
- **Get real value from Video**
Real impact can be made to adding virtual coaching through video as another method of coaching. Particularly for business leaders and teams, often dispersed throughout the work, video can provide helpful visual context.
- **Update your knowledge of Online brainstorming**
There are many free and paid online brainstorming tools that are used very effectively. They range from a collection point for ideas to web-based collaborative real-time editors.
- **Make the most of Online communities**
There are many forums dedicated to the coaching sector and making connections on these sites can help you to build a network of colleagues
- **Up your game on Screencasting Tools**
Screencasting is creating a movie that shows specific activity on your computer screen with voice-over narration that you can share with others.
- **Build your Webinar knowledge**
Webinars or web conferences are excellent for group coaching with face-to-face time without the travel time and cost implications.



Digital Tools for Content Delivery

AIM – Future proof your coaching practice by looking ahead to the technologies unfolding right now. Learn how to diversify your content into different delivery formats.

Objectives

- Understand the scope and power of Virtual reality for those who find visualisation a problem. Virtual reality (VR) can play a powerful role in bringing individuals or teams into the moment of a coaching session.
- Learn new approaches to delivering custom content. Technology and digital tools are available to coaches who want to deliver custom content to their clients in a specific way. Explore your potential to create courses on tech tools such as Learnpress, to earn anytime, anywhere,

LEARNING JOURNEY 10

Financial Skills for Business Management

This Learning Journey might be the less related to the job itself of High Growth Enterprise Coaching, however it is indeed one of the most important topics a coach should face: finances, and how to understand and manage them. The aim, objectives and a brief description of the module is outlined below.

FINANCIAL SKILLS FOR BUSINESS MANAGEMENT



Aim:

To achieve some basic financial skills in order to be able to understand the basics needed for the day to day job and manage your own finances. In the financial field, coaching is the act of training financial skills, developing them, maximizing them, channeling them according to the appropriate objectives for each client, being the responsibility of the coach to point out and helping to discover and overcome a series of barriers.



Objectives:

By the end of this module you will have an understanding of:

- The concept of finances: know
- The procedures required: know-how
- Understanding professionals: know to be

This objectives are related to generic competencies, such as instrumental competitions, systematic skills and interpersonal competencies.

CLICK TO
[VIEW](#)



It is convenient to adjust to a working scheme to avoid a sense of confusion between so much figure and ratio that can be found on this matters.

The steps to find the work scheme that better fits you

1. Data collection in the company's reports and reports, in the press and specialized magazines, internet...
1. Inspection of the financial statements, having the first impression as a guide to the analysis.
1. Elaboration of data, (ratios, indexes), without converting this phase at the end of the study.
 - Profit and Loss Account
 - In absolute value and in the meantime on sales
 - Comparison with past exercises and other companies
 - Analyzing trends
 - Balance sheet
 - In absolute value and in the meantime on the asset
 - Comparison with past exercises and other companies
 - Selection and key figure chart
4. Interpretation of data, asking questions and giving them answers, such as:
 - Why are the variations in sales and margins?
 - Are dividend payments reasonable?Based on these questions we are building a global and own image about the company and / or project.
4. Consideration of partial and provisional hypotheses and subsequent verification of them, which will explain the situation of the company.
4. Diagnosis, i.e. moving from numbers to problems:
 - Main problem
 - Secondary problems and relationship with the primary
 - Problems induced by the above
 - Evolution of the F.E.P.

Marketing for Growth

Marketing for Growth is a topic which a High Growth Enterprise Coach will face in two ways: for his own business and as a tool of the clients. In this Learning Journey we introduce you to the main steps in marketing.

MARKETING



Aim:

To explore the High Growth Enterprise Coach fundamental insight of marketing.



Objectives:

By the end of this module you will have an understanding of:

- How to help clients and yourself to find a market share
- How to choose a marketing strategy
- How your client deals with marketing

CLICK TO
[VIEW](#)



The Marketing Plan

The Marketing Plan is the centre piece of your marketing efforts. The Marketing Plan consists of several topics. These topics are related to each other and with the right balance you will get a successful marketing plan.

You will learn how to:

- Use Marketing in your organization
- Describe a series of ways in which your organization bumps into marketing on a daily basis.

Competitive Advantage

You need an X factor to run a flourishing business. The one advantage that sets you apart from your competition.

The goal for you is that after reading this topic you can immediately get started with creating or sharpening your X-factor: competitive advantage.

Market Research

Market research is the systematic collection and analysis of data that are important for determining and solving marketing problems. Market research is a scientific study of the factors that determine supply and demand in a certain market.

Product life cycle

The product life cycle means that a product (or service!) is going through a phase of introduction, growth, maturity and decline. The product life cycle is applied to find out which marketing strategies can best be applied to a certain product or service at a certain moment in the life cycle.

Marketing mix

You want customers to choose you as their coach. And not for your competitor. How are you going to do that? With the marketing mix you can quickly translate your plans into a practical approach. The marketing mix is an important part of your communication plan and marketing strategy.

Price sensitivity

Price remains an important element in the marketing mix. Companies often start by determining the price and let other marketing decisions depend on it.

Brand Building

What is a brand identity and how does it benefit a High Growth Enterprise Coach? A good brand identity provides the right energy and can be understood by everyone. What is it really about when you let go of all the peripheral issues? That's the issue in this topic.

Competitor Analysis

Take a good look at your competitors and distinguish yourself from the rest. A competition analysis helps you with this.

Public Relations

Public Relations (PR for short) aims to promote the relationship between an organization and its audience groups or customers, by creating a positive image.

LEARNING JOURNEY 12

Developing People for Growth

This Learning Journey might be the less related to the job itself of High Growth Enterprise Coaching, however it is indeed one of the most important topics a coach should face: finances, and how to understand and manage them. The aim, objectives and a brief description of the module is outlined below.

HIGH GROWTH ENTERPRISE COACH

This module focuses on the High Growth Enterprise Coach understanding the need for an enterprise to plan for and to develop people's skills and competences which enable them to deliver planned levels of performance. The aim, objectives and a brief description of the module is outlined below.



Aim:

Explain how to lead/manage the people in a high growth enterprise (through mostly soft skills development).



Objectives:

By the end of this module you will have an understanding of:

- Good time management
- Setting and prioritizing goals correctly
- Team building opportunities
- Importance of leadership performance
- Professional development of interested stakeholders
- The road to self – realization and self – actualization
- Dimensions of commitment and trust
- Adaptation to rapid changes and the ability to adapt easily to the external changes and factors

CLICK TO
[VIEW](#)



Growth will stress existing people, processes and controls. Furthermore, growth requires the entrepreneur to fundamentally change from being just an entrepreneur to becoming an entrepreneur and manager, and ultimately to becoming a manager and leader. Growth fundamentally changes what an entrepreneur does every day and how he or she does it. Most first-time entrepreneurs find those changes difficult. Some find them unpalatable. Growth transforms almost everything in a business.

To be successful now and in the future, young entrepreneurs need not only to strengthen their existing soft skills but to develop new ones. Soft skills are therefore interpersonal skills such as:

Intra and interpersonal skills (positive self-concept, communication skills, social and interpersonal skills, from which the following future skills can be derived: mindfulness, business storytelling, working with networks, crowds and movements etc).

Create and solve skills information (planning, organizing, executing and management, higher-order thinking skills, creativity and innovation. On the basis of these skills, the following future skills can be developed: adaptive planning and management, systems thinking, Co-design etc)

Opportunity and risk management skills (opportunity seeking, recognition and assessment, information seeking and management, Coping with ambiguity, uncertainty and risk. The future skills that can be potentially developed are: building and managing online reputation, wellness management etc)

Growth mindset skills (persistence, tenacity and resilience, flexibility and adaptability, Future orientation which can lead to grit and agility in the future.

Professional development is relevant for the workers themselves, for the organizations, and, in a more macro view, also for the countries. In this sense, this chapter aims to discuss the influence of leadership in the professional development of subordinates, pointing out the importance of leadership performance. To achieve this goal, research results are presented on the relationship between leadership and professional development of employees, staff, team members etc. The debate proposed for this chapter considers that professional development is directly related to the combination of cognitive, affective, and behavioural processes that involve learning than the specific results of certain formal or informal learning actions. and how the relations established with the leadership in the work environment can influence the professional development of the employees besides the type of learning provided to the workers.



www.growingenterprises.eu



GEM

Helping Enterprises Grow