



METHODOLOGY FOR PROVIDING SUPPORT TO IMMIGRANTS ON THEIR ENTREPRENEURIAL PATH

Social **ENT**repreneurship for **IM**migrants

January 2017



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Coaching – a tool for providing support to immigrants on their entrepreneurial path

developed by:

STEP Institute - Institute for work psychology and entrepreneurship (Slovenia)

IED - Institute of Entrepreneurship Development (Greece)

GO Bufalini - Opera Pia Officina Operaia G.O. Bufalini (Italy)

Burgos Acoge (Spain)



This work is licensed under a Creative Commons Attribution 4.0 International License

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Index

1. Foreword
2. Workshop – overview
3. Strengths-based coaching for building entrepreneurial skills
4. Awareness of strengths

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



FOREWORD

The following tool has been developed by project partners in the frame of SENTIM project, Social Entrepreneurship for Immigrants, an Erasmus+ project with the aim to create relevant and useful methodology for providing support to immigrants who decide to start their entrepreneurial path in a new country. Providing entrepreneurial training is the core tool when an individual decides to start entrepreneurial career, but on the other side, providing support to immigrant individuals during their endeavours is also crucial.

Coaching is a tool that can be used to support individuals in the process of personal or career development and help them maximise their potential, develop their skills, improve their performance and enable them to become the person they want to be. Since it is a very dynamic and interactive process, individuals providing support to immigrants need to learn how to ask open questions, be an active listener and avoid telling, advising or guiding the other person. It takes time to develop coaching skills; however, even the basic understanding of coaching principles can equip professionals with necessary knowledge and skills needed to support immigrants in their entrepreneurial efforts.

Strengths-based coaching approach can be used with the objective to provide additional support to immigrants. Often, individuals need more than just basic entrepreneurial knowledge and information to start their own business path. It is important for organisations working with immigrants to have the knowledge and skills to help individuals discover what they already know, what worked well and could be used again, which are their strengths they can build upon etc. It has to be kept in mind that giving advices usually isn't working well since an option, solution or business idea that works for one person doesn't necessarily work for another. Individuals have to explore their own interests, abilities and strengths and build upon them in order to achieve success and have the energy and motivation to carry on despite the obstacles that certainly can occur along the way. Coaching is a useful tool to deal with different situations in life – in personal and professional sphere.

The following template for a workshop can be either used by individuals when working with immigrants as an additional material assisting them in the process of leading a conversation or a set of individual sessions with the person. It can also serve as a set of guidelines to implement a workshop with a group of employees/volunteers who work with immigrants (e.g. in training centers, job centers, NGOs, associations, institutions active in the education field, organisations providing entrepreneurial support, public entities and institutions etc.). Participants will gain new knowledge and improve their skills to use strengths-based coaching in different situations and provide suitable and relevant support to immigrants and other individuals.

Our aim is to make all the tools developed in the scope of SENTIM project available to individuals and organisations working with and providing support to immigrants who show interest and potential to be active in entrepreneurship or to start their own business career in a new country.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



WORKSHOP – OVERVIEW

It is important to start with an icebreaker to create warm and relaxed atmosphere and to give participants the opportunity to get to know each other better and get first impression about coaching principles. Participants work in triads. Each participant tells 3 things/facts about himself or herself: 2 truths and 1 lie. Other two persons in a triad need to ask open questions in order to find out which fact is wrong.

The main part of the workshop is devoted the introduction to strengths-based coaching: definitions, principles, questions and models. One part of the workshop focuses also on the identification and insight into personal strengths.

At the end we carry out the evaluation of the workshop which can be done in different ways (questionnaires, oral evaluation, Plus/Minus/Interesting technique etc.)

Trainers can also use the PPT presentation added to this document to implement the workshop. The slides can also be added, amended or deleted if necessary (depending on the content and the need to have more or less specific presentation).

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



1 Strengths-based coaching for building entrepreneurial skills

1.1 Introduction to coaching

Coaching is a way of interacting and 'being' with other people. It is a dynamic and interactive process that enables and enhances the performance of the other. It does this through a process involving questioning, listening and a range of other interpersonal communications. It is not about telling, advising or guiding the other person. It is a 'pull' process rather than a 'push' process. It enables people to discover appropriate solutions from within. This is achieved through a conversation. It allows the individual to see and explore new perspectives. It creates insight and self-awareness. It brings together thoughts and emotions and enables decisions and choices.

Gallwey (2000, p. 13) provides a strong clue to coaching when he writes from the coach's perspective:

I had to give the choices back to the student. Why? Because the learning takes place within the student. The student makes the choices that ultimately control whether learning takes place or doesn't. In the end, I realized that the student was responsible for the learning choices and I was responsible for the quality of the external learning environment.

The coach asks questions, focusing the coachee's attention. It is then remarkably to discover what lies within. There may be answers that have been there all the time, but have remained dormant for days, weeks, months, years – even decades. Such is the potential of coaching. This is why it is such an exciting form of learning and development.

In coaching you start wherever you are. A single question that encourages the other to think can be described as a coaching question.

And remember that coaching is coachee-led.

Coaching definitions:

Coaching is **unlocking a person's potential** to maximise their own performance. It is helping them to learn rather than teaching them.

John Whitmore (2001, p.8)

Coaching is the **art of facilitating** the performance, learning and development of another.

Myles Downey (2002, p.15)

Coaching can be defined as the **facilitation of mobility**. It is the art of creating an environment, through conversation and a way of being, that facilitates the process by which a person can move toward desired goals in a fulfilling manner.

Tim Gallwey (2000, p.176)

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



The aim is to help and **support people to manage their own learning** in order that they may maximise their potential, develop their skills, improve their performance and enable them to become the person they want to be.

Eric Parsloe and Monica Wray (2000, p.22)

Coaching is a process that enables people to find and act on the **solutions** that are most **congruent** and appropriate for them personally. This is achieved through a dialogue which assists coachees to **see new perspectives** and achieve greater clarity about their own thoughts, emotions and actions, and about the people and situations around them.

Carol Wilson (2007, p. 13)

The seven principles of coaching



Figure 1. The seven principles of coaching (Wilson, 2007)

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



1) **Awareness**

Awareness is the most common outcome that coaching delivers and many of the benefits that the coachee receives arise from this. Through coaching people do move forward, identify their goals and make changes. This is because everything the coach says and does is focused on raising the coachee's own awareness and self-knowledge.

2) **Responsibility**

The core principle of coaching is self-responsibility or taking ownership of our decisions; we learn better when we discover things for ourselves, rather than when others tell us. We like to create our own solutions rather than be told what to do.

Think of a child learning to walk; they take their first steps and fall over. Would you explain to the child why they fell over or tell them where to put their feet next time? The child already has all the knowledge they require; all they need now is support and encouragement.

3) **Self-belief**

Confidence that we can do something is a key factor in achieving it. People develop self-belief by being given the space to learn, both through making mistakes and achieving goals. Giving people praise when they deserve it builds their confidence and their belief that they can achieve more.

4) **Blame-free**

In a coaching culture, mistakes are viewed as learning experiences not reasons to look for someone to blame. Coachees are likely to learn as much from the actions they have not completed as those they have and the coach is there neither to form an opinion on what is right or wrong for the coachee.

5) **Solution focus**

When we dwell on a problem it gets bigger. When we focus on the solution the problem becomes manageable and we find more energy to deal with it.

6) **Challenge**

Most of us like to be challenged and stretched within a supportive environment. If we aim higher than is absolutely necessary it is easier to hit the mark we wanted to in the first place. A coach helps the coachee to step back and see the wood for the trees, encouraging the coachee to look for new perspectives.

7) **Action**

Coaching uncovers new perspectives and awareness. In this way, coachees gain new insight, which leads to more options, which in turn lead to a desire to take action and change.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Coaching questions

Table. Two different frameworks.

Problem framework	Goal framework
What is the problem?	What is happening to you? What do you want different?
How long do you have this problem?	When have you solved something similar?
Whose fault is it?	What is behind this?
What did you do wrong?	What can you do differently? What changes are needed for this?
What went wrong? Where you did not succeed?	How will you know that you have reached your goal?
What should you do and you did not?	What sources do you have? What potential lies in you?
Why the problem is not yet solved?	What will help you begin? What would help move the things forward?
What needs to happen?	Imagine that you have reached the goal – how does it look like?
What should we do?	What will be your first step?

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Examples of coaching questions

What do you want to achieve?
What those situations / thoughts have in common?
What is stopping you?
What can you do differently?
What is a good side of the situation?
What is beyond this problem?
What will you gain out of this?
What is the impact of doing that?
What is this costing you?
What are you attached to?
What is beyond this problem?
What is ahead?
What are you building towards?
What has to happen for you to feel successful?
What's stopping you?
What would make the biggest difference here?
What are you going to do?
What do you like to do?
What is the impact of doing that?
What is the impact of not doing that?
What do you hope to accomplish by doing that?
What benefit/pay-off is there in the present situation?
What's the first step?
What's important about that?
What would it take to treat yourself like your best client?
How do you best re-energize?
What do you expect to have happen?
What's the ideal outcome?
What would it look like?
What's the right action?
What's working for you?
What would you do differently?
What decision would you make from a position of abundance?
What other choices do you have?
What do you really want?
What if there were no limits?
What are you getting out of this situation?
What is missing here?
What is it that you are denying yourself right now?
What question would you like me to ask you?

Comentado [J1]: This can be added as a separate item (e.g. as a worksheet with this questions) so that we don't occupy the users with several "boring" slides of the questions.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Is there anything that needs to be said that has not been said?
What are you not facing?
What are you not saying?
What else do you have to say about that?
What is that?
What comes first?
What consequences are you avoiding?
What is the value you received from this meeting/conversation?
What motivates you?
What does that remind you of?
What is behind that?
What part of what I said was useful? And how?
What is this person contributing to the quality of your life?
What do you need to put in place to accomplish this?
What is the simplest solution here?
What are you avoiding?
What is the worst that could happen?
What are you committed to?
If you knew, what would it be?
What's your heart telling you?
What are you willing to give up?
What does this feeling remind you of?
How do you feel about the fact that you did that?
What did you do differently that made this happen?
How does that impact how you feel about yourself?
How has this been a breakthrough for you?
What will you do differently now you know you have the power to do this?
Where else in your life could you be taking action rather than waiting for things to happen?
What has this taught you about yourself?
Is this something that you might be doing in other areas of your life? Where else?
What impact is this having on you?
What's on your shoulders?
Is this something you want to do something about?
How can you tackle it this week?
What else do you need to do so you can move forward on this?
Are you clear you will be able to do that this week? If not what are you willing to commit to?

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



GROW model

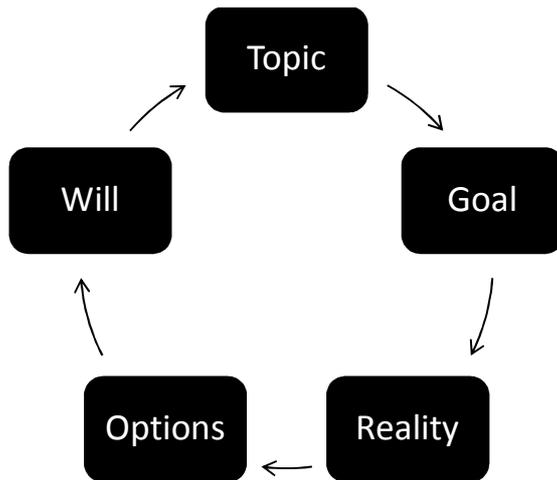


Figure. GROW model phases.

TOPIC what to discuss / talk about

GOAL setting for the session as well as short and long term

REALITY checking to explore the current situation

OPTIONS and alternative strategies or courses of action

WHAT is to be done, **WHEN**, by **WHOM** and the **WILL** to do it

Topic

It's worth spending a minute or two here to understand the issue that the coachee wants to discuss. This might sound obvious, but it's all too easily overlooked.

Actually, it's a vital part of the coaching session because the coachee is describing his/her situation. This is the time when the coach needs to pin his/her ears back, keep quiet and let the coachee describe what they want to achieve.

TIP

Once the coachee has described the topic, a really good approach the coach can take is to confirm his/her understanding of the topic using the coachee's own words.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Goal

What is the goal? What does the coachee want to achieve? If we don't know where we're going, how can we expect to know when we've got there? And how do we even know we've been travelling in the right direction?

When you're asking someone to describe the goal at the start of a coaching session, it's a good technique to break it down into two main areas:

- What do you want to achieve?
- What do you want to get out of the next 30 minutes? (Or however long the coaching session is set to last)

These two questions will, between them, give you, the coach, the context for the coaching. Now you know where the coachee wants to get to, you can go about asking the questions that will help him/her think about how they're going to get there.

TIP

Once the coachee has described the goal, a really good approach the coach can take is to confirm his/her understanding of the topic using the coachee's own words.

Reality

What's going on? What's happening now? What's the reality of the situation? If you have been able to identify one end of the journey (where you want to get to) then it makes sense to understand where your coachee is right now.

What is happening? What is the evidence for this? Everyone has their own reality, their view of a situation and your role as the coach is to encourage your coachee to describe this in their own words.

Once the coachee is able to describe the reality of his/her situation, then they can move forward to achieve their goal. The coaching process supports them to move closer to and to achieve their goal. To do that, it helps to have not just a clear goal, but a clear picture of where the coachee is right now.

TIP

When asking 'reality' questions, make sure you have 'bottomed out' the issue before moving on. Don't rush.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Options

This stage of the model looks at options – all the different things (and a few more besides) that your coachee could do. What could you do? What else could you do? In life we all have choices – don't let anyone tell you otherwise. We are all making choices every day of our lives. This stage of the coaching process is about encouraging your coachee to realise the fact that they do indeed have choices. Many people are just not aware of the choices that they have. A really important choice is to do something or to do nothing. It has been said that if you can imagine only one solution, you have a problem. Two solutions and you have a dilemma. Three solutions and you have a choice.

TIP

Remember this: there are very few things in life that we do not have choice over.

Will

This is the final stage of the T-GROW model – and often the most challenging to complete. This is the will – or commitment to action. The coach is seeking to move their coachee to action. What is the coachee going to do and by when? This completes the cycle.

It is recommended at this stage to confirm the 'will' with an action plan or series of actions. It is better still when these are written down by the coachee.

The coaching session can then be completed. Some time further on, at the next coaching session this action plan can be reviewed and updated.

TIP

Confirming and agreeing actions is crucial to help support progress. The coachee recording their commitment to actions is a powerful and positive way of reinforcing the 'action' message.



T-GROW questions

Topic

- What is it you would like to discuss?
- Tell me more about ... (your topic)

Goal

- What do you want?
- What do you want to achieve?
- What does a great result look like?
- Tell me your goal.
- If we are sitting together in a year's time, what will you have achieved?
- What would you like to have happen?
- How would you like it to be?
- In an ideal world, what sort of things would you like to see in place here?
- How would it look three months from now?
- Can you say what you want in one sentence?
- How would you like it to be in an ideal world?
- How do you feel when you say that goal out loud?
- How challenging is it?
- What is your insight about this?
- What do you want to get out of the next 20 minutes?
- What would you like from this session?
- What would you like to be different when you leave this session?
- What would you like to happen that is not happening now or what would you like not to happen that is happening now?
- What outcome would you like from this session/discussion?

Reality

- What is happening at the moment?
- When does this happen?
- How often does this happen? Be precise if possible.
- What effect does this have?
- Tell me about the situation.
- What are you doing to (change the situation)?
- What have you tried so far?
- What do (other people) think of this?
- Have you talked it through with anyone?
- What other factors are relevant?
- What is your perception of the situation?
- How are you feeling about this?

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



- How important is this to you?
- What impact is this having on you?
- What's on your shoulders?
- If an ideal situation is 10, what number are you at now?
- What number would you like to be at?
- Can you tell me what is happening for you at the moment in this area?
- How does this impact other areas of your life?
- What does that tell you about yourself?
- What do you know now that you did not know before?
- What is your insight about that?
- What are your three greatest insights about that?
- What can you do now that you could not do before?
- What have you learned about yourself during the coaching series?
- What were the major breakthroughs or turning points?
- What will you do differently now?
- What do you know now that you did not know before?

Options

- What could you do?
- What else could you do?
- What alternatives are there to the approach?
- What would you say if you were in my position?
- Think of someone whose advice and guidance you trust. What might he say?
- What are the consequences of this option? What are the plus sides? Minuses?
- What would the impact be on...?
- Tell me what possibilities for action you see. Do not worry about whether they are realistic at this stage.
- What approach/actions have you seen used, or used yourself, in similar circumstances?
- Who might be able to help?
- Which options do you like the most?
- What are the benefits and pitfalls of these options?
- Which options are of interest to you?
- Would you like to choose an option to act on?

Will

- What will you do?
- What will you have done by (date)?
- What is your first step?
- What is your next step?
- When will you take these steps?
- What might get in the way?

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



- What support do you need? From me? From others? Who?
- How and when will you enlist that support?
- What commitment on a scale of 1-10 do you have to taking these agreed actions?
- What prevents this from being a 10?
- What would raise this closer to 10?
- Is there anything else you want to talk about now or are we finished?
- Let's write this down...

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



2.2 Awareness of strengths

Despite life's struggles, all persons possess strengths that can be identified and used to improve self-regulation and enhance success. In addition, client motivation is increased by a consistent emphasis on strengths. Character strengths (e.g., kindness, teamwork, zest) are distinguished from talents and abilities. Athletic prowess, photographic memory, perfect pitch, manual dexterity, and physical agility are examples of talents and abilities. Strengths have moral features, whereas talents and abilities do not.

Exercise:

Invite your client to identify two occasions when they have been at their best (when they felt at their best or performed at their best). The occasions can be of any duration from a few minutes to a year.

(It is important that being 'at your best' is meaningful to your client, not an attempt to impress or conform to what others think)

1. Get him or her to talk about the experience, re-living it as vividly as possible as they go.
2. Note down every example of a possible strength they display as they talk.
3. After they have talked about the events, invite them to consider the list you have noted down and to hone it into four or five areas of strength which characterize them at their best.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Figure: List of strengths

<p><u>Wisdom and Knowledge</u> Curiosity (interest) Love of learning Judgement (critical thinking, open-mindedness) Creativity (originality, ingenuity) Perspective (wisdom)</p>	<p><u>Courage</u> Bravery (valour) Perseverance (persistence) Honesty (integrity, authenticity) Zest (vitality, enthusiasm, energy)</p>
<p><u>Humanity</u> Love Kindness (generosity, compassion) Social intelligence (emotional intelligence)</p>	<p><u>Transcendence</u> Appreciation of Beauty & Excellence (awe, wonder) Gratitude Hope (optimism, future-mindedness) Humour (playfulness) Spirituality (purpose, faith)</p>
<p><u>Justice</u> Teamwork (citizenship, loyalty, social responsibility) Leadership Fairness</p>	<p><u>Temperance</u> Forgiveness Humility & Modesty Prudence (caution) Self-regulation (self-control)</p>

Exercise:

Ask your client to complete the questionnaire about their personal strengths on www.viacharacter.org

Then review the strengths together with client using the following questions:

- How do you use your top five strengths in your life?
- In what ways your top five strengths might move you closer to your goals?
- In what ways can your top five strengths help you to overcome potential obstacles?
- Are there strengths that are currently being underused (used not often enough)? Would your client like to use these strengths more?
- Are there strengths that are currently being overused (used too often)? Would your client like to use these strengths less?

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Resources

Chakraborty, S., Yehoue, E. B., & Thomp, J. (2015). *Prosperity of Nations: Does culture matter for entrepreneurship?* Prevezeto 13. 12 2016 iz The World Bank: <https://www.weforum.org/agenda/2015/06/does-culture-matter-for-entrepreneurship/>

Downey, M. (2003). *Effective coaching: Lessons from the Coach's Coach*. London: Texere.

Nelson, K. (2010). *Your total coach: 50 ideas for inspiring personal and professional growth*. Oxford: Infinite Ideas Ltd.

Nikolova, E., & Simroth, D. (2013). Does cultural diversity help or hinder entrepreneurs? Evidence from eastern Europe and central Asia (Working Paper No. 158).

Parsloe, E., & Leedham, M. (2009). *Coaching and mentoring: practical conversations to improve learning* (2nd ed. / Eric Parsloe, Melville Leedham. ed.). London: Kogan Page.

Valtonen, H. (2007). Does Culture Matter? Entrepreneurial Attitudes in the Autobiographies of Twentieth-Century Business Leaders in Finland and the United States. *Business and Economic History On-line*, 5.

Whitmore, J. (2009). *Coaching for performance*. London: Nicholas Brealey Publishing.

Wilson, C. (2007). *Best practice in performance coaching: A Handbook for Leaders, Coaches, HR Professionals and Organizations*. London: Kogan Page.

Zhao, X., Rauch, A., & Frese, M. (2012). Cross-country Differences in Entrepreneurial Activity: The Role of National Cultural Practice and Economic Wealth. *Frontiers of Business Research in China*, 6(4).

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.