entreTime Learning Programme

Entrepreneurial Learning – Training Modules for Educators

September 2022

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A step-by-step handbook on how to create the entreTime Programme at your Higher Education Institute

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Tribute to Simone Baldassarri

We all know that behind innovative projects there are always outstanding personalities with a special entrepreneurial mindset. This is particularly true when we talk about social innovations that are intended to change society on the long run.

One of the great pioneers, promoters and initiators on the European level in the field of entrepreneurial learning was the late Simone Baldassarri who passed away much too early. As a true believer in European ideas, Simone recognised early on that the holistic, systemic promotion of young talents in the field of entrepreneurship is the key to developing Europe to an innovative, liveable and democratic region. Simone has initiated many projects at European educational institutions that support young talents and educators; a testimony to this is entreTime.

Beyond his professional engagement, Simone Baldassarri was an inspiring person and a role model for many of us. I will always remember that even when his role demanded solely objective observation in workshops and projects, his entrepreneurial passion traversed this role making him an active participant eager to share, inspire and learn from the others. He was able to motivate people to partake in innovative projects through profound conversations and at the same time was open to new perspectives for the future.

All of us lucky enough to have met Simone Baldassarri, will continue to take him as a role model who has created a new generation of entrepreneurial thinkers and educators through personal commitment and deep affection for people. With his authenticity and positive energy, he has redefined what it means to be an entrepreneurial change maker. We remain indebted to Simone.

Klaus Sailer
Strascheg Center for Entrepreneurship (SCE), Germany

This handbook results from a series of entreTime pilot programmes that were supported by the European Commission (EC) under contract EASME/COSME/2018/020, 'European Training Programme in Entrepreneurship for Educators'. The pilot programmes were conducted from September 2020 to December 2021.

The partners and experts of the consortium were:

- Strascheg Center for Entrepreneurship (SCE), Germany
- University of Aveiro (UA), Portugal
- Lulea University of Technology (LTU), Sweden
- Athens University of Economics and Business (AUEB), Greece
- Triple Helix Association (THA), Italy
- Tampere University of Applied Sciences (TAMK), Finland
- J. J. Strossmayer University in Osijek (EFOS), Faculty of Economics, Croatia
- Technopolis Group, Belgium
- Swansea University (SU), United Kingdom
- JA Bulgaria, Bulgaria
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LEGAL NOTICE

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1. EXECUTIVE SUMMARY

entreTime is a programme for educators in higher education institutions (HEI) in any discipline who have an interest in entrepreneurship as an opportunity to complement their own teaching, both in content and in form. The objective is primarily to strengthen the understanding of and address the need for entrepreneurship in higher education and to awaken the entrepreneurial mindset of educators by developing their competences based on the entrepreneurship competence framework (EntreComp). Overall, this programme and the worldwide dissemination of this programme aim to achieve the social goals of stabilising employability in a complex world and at the same time supporting a transformation process from traditional to entrepreneurial universities.

The programme itself consists of four phases: Ignition (introductory webinar), Inception (kick-off workshop), Evolution (blended learning phase with coaches' support) and Celebration (final workshop and beginning of entrepreneurial journey). An important aspect of the programme is the focus on educators who have not had previous experience in teaching entrepreneurship (all-discipline educators) as one of the main target groups. As participants in the programme, they will go through an entrepreneurial process by acquiring knowledge through an online course and experiencing experiential learning supported by coaching.

Through entreTime, the participants develop and strengthen their own entrepreneurial mindset while learning how to teach their courses through entrepreneurship and the co-creation of a novel format that advances their institutions' third mission by means of entrepreneurship. Key to this process is that the participants, in parallel to following the freely available self-paced entreTime massive open online course (MOOC), are guided by experienced entrepreneurship educators and receive entrepreneurial coaching to support co-creation via teamwork. Furthermore, beyond the duration of the self-paced MOOC and the entrepreneurial project, participants are invited to join the international entrepreneurship community, which will grow continuously through the dissemination of entreTime and the continuous maintenance of the resources available on www.entretime.eu.

This document is a key part of the entreTime Toolkit and serves the function of a handbook for higher education institutions that plan to create their own entreTime programme and benefit from the free MOOC and previously developed resources. The following pages describe all the necessary steps to plan, implement and evaluate an entreTime programme. We recommend that HEIs start the preparation three to six months in advance. The following step-by-step guide will lead you through all the main tasks that have to be considered when realizing the entire entreTime programme at your HEI and benefiting from the accompanying free MOOC, available at www.entretime.eu.

2. ABOUT THIS HANDBOOK

This handbook is an integral element of the entreTime Programme Toolkit, a step-by-step guidelines on how to initiate, organise and implement your own entreTime programme at your HEI. In this document, we have collected all the steps, documents and lessons we have gathered while piloting the format. This should help you get started.

Chapter 3 provides a general overview of the entreTime programme. It includes information about the target group, the programme objectives, the architecture and pedagogy and the concept that the programme structure is built on. Chapter 4 gives an overview of 'What you need' when organising your own entreTime programme at your higher education institute (HEI): it is about the people, scheduling, locations and tools to consider. Chapter 4 guides you step-by-step through the whole process of the programme. It starts with the preparation of the programme at your HEI, followed by the implementation of all four programme parts: Ignition, Inception, Evolution and Celebration, and finally talks about the follow-up and evaluation of the training effects.

3. ABOUT THE ENTRETIME PROGRAMME

entreTime builds upon the Entrepreneurship Competence Framework (EntreComp) to provide resources that allow the educator to build and maintain his or her competence in entrepreneurship education flexibly over a longer time horizon. It is known that it takes a minimum of eight weeks to become familiar with new approaches and to change habits and mindsets. Therefore, the programme provides the possibility of studying over a longer period of time. Additionally, the curriculum takes into account each educator's individual learning style and offers learning possibilities that consider individual learning preferences. The programme helps participants acquire entrepreneurial competences and an entrepreneurial mindset by him/herself while at the same time, they learn how to teach these competences. EntreComp can be used as a framework to systematically understand the nature of entrepreneurial competences at the individual level. On the organisational level, by means of entrepreneurship, the programme also aims to influence the development of HEIs by connecting EntreComp and HEInnovate[1], an important tool for fostering entrepreneurship activities in higher education. Hence, the curriculum of entreTime aligns with the EntreComp framework as well as with the HEInnovate tool to help both individuals and institutions become more entrepreneurial.

An understanding of the roles of educators and participants is of great importance, especially in a train-the-trainer programme. There is no clear teacher-student relationship; rather, both sides contribute their experience to the programme. The goal is to convey the content in such a way that, by including the experiences of the participants, an exchange takes place that is fruitful for all stakeholders. The educators become coaches who moderate and increasingly contribute entrepreneurship content, while the participants primarily contribute their technical knowledge. The contribution of both groups of stakeholders leads to a holistic approach.

3.1. TARGET GROUP

The entreTime programme has three main target-groups:

- The programme addresses both all-discipline educators and entrepreneurship educators. Synergies are created by addressing the experience and perspectives of both groups.

- Educators of different disciplines should recognise that entrepreneurship is an opportunity to complement their own teaching in such a way that students are educated more holistically and acquire important skills to be more successful both as employees and as start-up founders.

- The programme should help to develop interested universities into entrepreneurial institutions by highlighting the influence of the educators' mindset and the interplay of educators, programmes, governance or mission on the transformation process.

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[1] For more information see https://www.heinnovate.eu/en

3.2. OBJECTIVES

- First and foremost, the aims are to strengthen the understanding of and address the necessity for entrepreneurship in higher education and to awaken the entrepreneurial mindset of educators.

- The programme will show educators and lecturers how and with which topics entrepreneurship can be integrated into the classroom.

- Participants should recognise entrepreneurship as a holistic and transdisciplinary approach that includes personal development as well as the creation of innovative projects and start-ups.

- The programme shall empower individuals with a sense of social and societal responsibility (the integral value of entrepreneurship).

- Entrepreneurship should be recognised as part of the ecosystem/culture/society and therefore requires a systemic view.

- The programme should help foster employability by educating more students in the field of entrepreneurship.

3.3. ARCHITECTURE AND PEDAGOGY

- The learning and coaching approaches are decentralised, modular and flexible 1) blended or 2) fully online learning and coaching approach with a progressive degree of specialisation, as well as appropriate course material;

- Participants are provided with a mainly experiential learning journey over an extended period of time (minimum two months).

- State-of-the-art pedagogies are used; teaching formats and materials cater to the different learning objectives (taking into account the sub-areas of entrepreneurship education (about, for, in and through) where the emphasis is on learning through entrepreneurship;

- Different learning paths are allowed, considering individuality (where different personalities and learning styles are taken into consideration).

- EntreComp entrepreneurial competences are enhanced broadly so that participants can develop an entrepreneurial mindset and be better at spotting opportunities and acting on them in both business and non-business contexts.

- Different entrepreneurial roads and possibilities are empathised that may be different when regarding individual perspective, for example some personalities are more inclined towards teams, some have high growth orientation and are risk-takers, while some others prefer to work in a small company.

- State-of-the-art knowledge, skills and competences are conveyed in different thematic fields as well as through practical experience.

- An active and growing network of teachers, learners, universities and quadruple helix partners is developed.

- A distinct European model of entrepreneurship is fostered by emphasising social impact and responsible business practices as well as encouraging actions transcending national borders.

3.4. THE CONCEPT OF THE TRAIN-THE-TRAINER PROGRAMME ENTRETIME

As we have shown above, the entreTime programme aims to provide a holistic insight into the various aspects of entrepreneurship. At the same time, it should shape the mindsets of educators. Therefore, a modular programme was developed that combines different elements and pedagogies. It also provides the opportunity to adapt habits and mindsets during a time period of two to three months. Such a time-flexible programme also increases the acceptance of educators and trainers, as they do not need to allocate a whole week in a row for participation. They shall attend an introductory workshop to kickstart the teamwork and meet in a time- and location-flexible manner to collaborate on an entrepreneurial project supported by a coach and to discuss and reflect upon the content of the modules in the accompanying online course.

Furthermore, the entreTime format enables the training and further development of educators as entrepreneurial coaches in a parallel advanced programme.

Figure 1 shows the general structure of entreTime. The overall concept consists of a decentralised, modular programme, which includes face-to-face workshops, webinars and a massive open online course (MOOC). It also includes a practical, entrepreneurial project that has to be executed in a team.
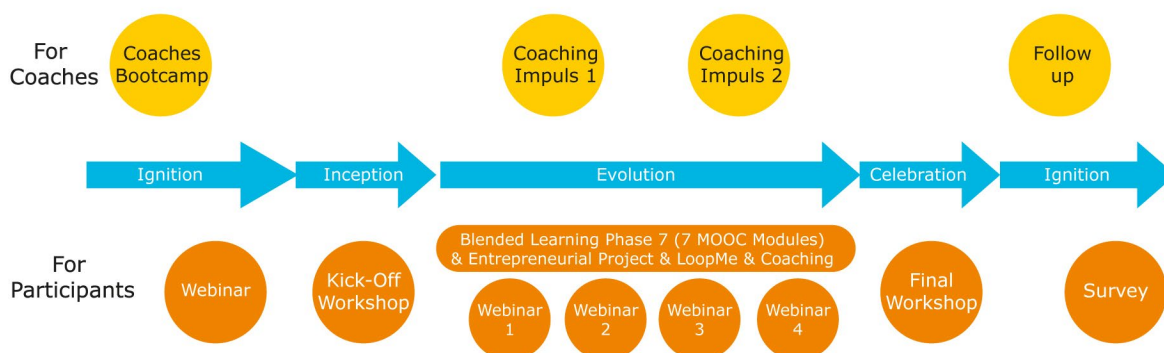
Figure 1: *Concept of the train-the-trainer programme entreTime*

3.5. HOW ENTRETIME ADDRESSES THE ENTRECOMP FRAMEWORK

The entreTime programme addresses the training of entrepreneurial competences as they are described in the EntreComp framework (Figure 2). The framework was developed by the Joint Research Centre (JRC) of the European Commission on behalf of the Directorate General for Employment, Social Affairs and Inclusion to provide a common understanding of entrepreneurship competence. EntreComp[2] is composed of 3 competence areas (Ideas and Opportunities, Resources and Into Action) and a set of 15 competences, learning outcomes and proficiency levels.
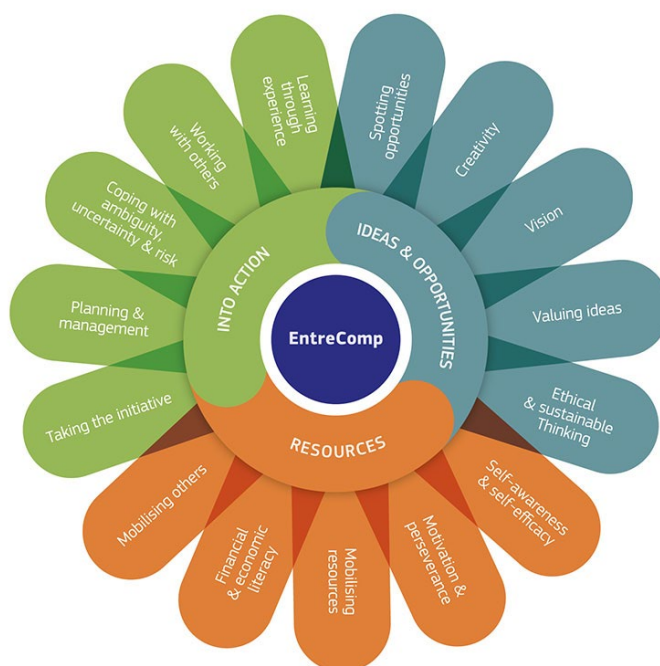
Figure 2: *The EntreComp framework*

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[2] For more information see https://entrecomp.com/library/

The following table lists the different competencies present in the EntreComp framework and shows how these are covered within the components of the entreTime programme.

Table 1: *How entreTime addresses EntreComp Competences*

EntreComp Dimension	How it is addressed in the entreTime programme			
	entreTime MOOC	**Workshops/ webinars**	**Project work**	**LoopMe**
Ideas and Opportunities				
Spotting Opportunities	A central element in Module 3 'Creativity and Opportunity Spotting' and also addressed in Module 5 'Intrapreneur-ship, Co-Creation and Business Modelling' and Module 6 'Responsibility and Sustainability'	A central component covered in many sessions and central for both business and non-business activities	Gets participants started and helps them in continuously developing the project	LoopMe tag, micro-challenges and bi-weekly reflections
Creativity	A central element in Module 3 'Creativity and Opportunity Spotting' and also addressed in Module 7 'Communication, Coaching, Storytelling'	A central component covered in various sessions, central to both business and non-business activities	Making a project novel and potentially creating more value	LoopMe tag, micro-challenges
Vision	Addressed contextually in several modules	Part of several contributions in workshops/ webinars	Important to create engagement	LoopMe tag
Valuing Ideas	Addressed contextually in several modules	Practical work as a part of workshops, which are devoted to valuing project ideas	Setting appropriate goals. Constant re-evaluation during the project	Partly focused on in bi-weekly reflections
Ethical & Sustainable Thinking	Addressed in Module 6 'Responsibility and Sustainability'	Important aspect, a focus in specific sessions and always part of our communication	Central in all projects	LoopMe tag, part of individual reflection
Resources				
Motivation & Perseverance	Addressed in Module 2 'Entrepreneurial Mindset,	Mentioned in various sessions	Important ingredient of successful projects	LoopMe tag, bi-weekly reflections

EntreComp Dimension	How it is addressed in the entreTime programme			
	Personality and Competences'	13		
Self-Awareness and Self-Efficacy	Addressed in Module 2 'Entrepreneurial Mindset, Personality and Competences'	Practical aspects of workshop	Important aspects to address for project work	Bi-weekly reflections, micro-challenges
Financial and Economic Literacy	Addressed contextually in Module 5 'Intrapreneurship, Co-Creation, Business Modelling'	A peripheral issue	Addressed in project work	Not focused on
Mobilising Others	Addressed contextually in several modules	A central theme in workshops and webinars	An important part of project work	LoopMe tag, in bi-weekly reflections
Mobilising Resources	Addressed contextually in several modules	Part of workshop and webinars	An important part of project work	LoopMe tag, in bi-weekly reflections
Into Action				
Learning through Experience	Addressed in Module 1 'Pedagogy and Self-reflection'	Central theme and overall pedagogy for the workshops and webinars	The essence of project work and also coaching	LoopMe tag, micro-challenges and bi-weekly reflections
Working with others	Addressed contextually in several modules	Central practical component in workshop and webinars	Central for pushing a project forward	LoopMe tag, bi-weekly reflection
Planning and Management	Addressed contextually in several modules	Practical sessions focusing on this in workshops	Central aspect of project work	LoopMe tag, micro-challenges bi-weekly reflections
Taking the Initiative	Addressed contextually in several modules	A central theme that is part of all practical sessions	Central aspect to drive project work forward	LoopMe tag, micro-challenges bi-weekly reflections
Coping with Ambiguity, Uncertainty and Risk	Addressed in Module 2 'Entrepreneurial Mindset, Personality and Competences', addressed contextually in several modules	A central theme that is part of all practical sessions	Something inherent in project work from start to finish; coaches play a key role	LoopMe tag, micro-challenges and bi-weekly reflections

Beyond the EntreComp competences, the following elements were considered when the content and pedagogy of entreTime were developed.

Entrepreneurial mindset development beyond EntreComp

- Exploration of different learning styles and ways of providing feedback
- Relevance of different modalities of support, training, facilitation, coaching, mentoring and cognitive techniques
- Structure and use of language in facilitation as well as in opportunity recognition, negotiation, networking and team building
- Self-leadership and personal growth

Creativity and opportunity recognition beyond EntreComp

- Divergent and convergent thinking
- Creating safe contexts for divergent thinking, including managing and utilising dominant individuals and risk-averse thinkers
- Proven techniques for group and team creativity
- Dynamic business modelling

Systemic thinking and impact

- Influence of external parameters on the innovation process
- Entrepreneurial ecosystems
- Holistic business models, addressing societal needs
- Societal impact and the Sustainable Development Goals
- Strategic models to support growth and manage failure
- Cause and effect and impact measurements

Pedagogy

- Different approaches within the field of entrepreneurship
- Education in different faculties and interdisciplinary courses
- Blended-learning approaches and e-learning
- Inclusion of external stakeholders
- Coaching and mentoring
- Experiential and peer-to-peer learning
- Self-reflection

3.6. FLEXIBILITY IN VIRTUAL & FACE-TO-FACE IMPLEMENTATION

The COVID pandemic has especially encouraged adapting the curriculum so that it can be carried out completely virtually without any face-to-face workshops. Even though it is advantageous for the formation of a community to hold classroom events, an online version also has advantages. For example, it is much easier to offer the course internationally, thereby strengthening and accelerating the development of an international community. In addition, online seminars require less effort to conduct. This means that it is easier to conduct several workshops in a shorter time and thus reach a larger number of participants much faster.

The idea of the curriculum is to have parts of the programme conducted in face-to-face workshops. However, these workshops are adaptable in such a flexible way that the programme can be carried out in its entirety without any face-to-face events.

3.7. INTERNATIONAL TEAMS WORK TOGETHER IN A COMMON LANGUAGE: ENGLISH

The option to implement a virtual-only entreTime programme enables collaboration among educators across borders. This is a unique opportunity for HEIs to collaborate with international strategic partners. This programme can foster the internationalisation and development of

intercultural competences and a willingness to collaborate with international partners. For this reason, we strongly recommend that English be adopted as a common language when implementing entreTime. All videos for the online course are recorded in English by native and non-native speakers, and to improve comprehensibility, all videos have subtitles in English that can be turned on and off via the www.entretime.eu website.

4. WHAT YOU NEED

4.1. PEOPLE

4.1.1. Organisers

Find a team of people who will be the organisers of the programme at your HEI. They will be the central point of contact for your HEI administration, your participants, your coaches and the administrators of the entreTime Toolbox. You need at least one person, but a core team of two or three people is recommended. That way, one person can manage all the administrative tasks in the background (e.g. a person from your human resources department responsible for staff life-long learning); the other person(s) can focus more on moderating the action learning programme (we recommend an experienced entrepreneurship educator to lead this activity).

4.1.2. Partners

When implementing the programme in partnership with other HEIs, you benefit from synergies at the meso level through access to a larger pool of potential experts who could be invited to provide impulses during workshops and webinars. Alternatively, you can also ask the entreTime Consortium to send or recommend experts.

You will also need people to help you with the organisation and implementation of the programme, for example, when you have face-to-face workshops at your chosen location. You need to reserve and prepare the location and manage the catering. When you have virtual meetings, you need a co-host in case of any technical emergencies and to divide the tasks of preparing breakout rooms or monitoring chats.

Be sure to acquire your project partners with sufficient time in advance and onboard them to the concept and objectives of the entreTime programme.

A central sheet with all contact data from everyone involved or a collaboration tool with a communication function is recommended so that the information flow within the team is smooth and transparent. Please take the General Data Protection Regulation into consideration when collecting, storing and sharing this data.

4.1.3. Participants

The core target group can be educators from fields that are not typically associated with the field of entrepreneurship. Marketing of the programme should commence 3-6 months prior to the Ignition Phase to acquire a minimum number of interested individuals.

We recommend having at least 10-12 participants to run the programme. However, you can theoretically invite many more people. To manage the group and ensure effective networking among participants, a maximum of 48 participants in each programme is recommended.

Please ensure that the participants are aware of the estimated workload in the programme. It is an intensive learning period with high rewards in networking, self-findings, inspiration, tool skills and the potential to realise an innovative world-changing entrepreneurial project. But that means that with all the webinars and workshops, the online course modules, project work in teams and self-reflections, it is at least an 80-hour investment for each participant. This workload can be spread over a period of 2-3 months, and the asynchronous work (i.e. self-paced online course) can be flexibly organised on individual calendars.

It can be problematic if participants drop out of the programme and leave their team because the workload does not match their expectations, so choose your participants wisely to get the best outcome. Also, be aware that about 15% of your initial participants will drop out during the Ignition and Inception phases (see Figure 1). Therefore, it makes sense to allow a higher

registration number to have a reserve list if you want to make sure that at least a certain number of participants will run through the whole programme.

4.1.4. Coaches

For the Evolution phase—where the participants are group in teams of 5-6 people to work on an entrepreneurial project—each group will work with an entrepreneurial coach. The entrepreneurial coaches are individuals who wish to train their skills and competences in entrepreneurship and in coaching entrepreneurs as part of the Advanced entreTime Programme for Coaches. You will need one coach for each of your teams, meaning that for 10 participants forming two groups of 5 people, you would need to acquire 2 entrepreneurial coaches. If you have 48 participants, they can be divided into groups of 5 or 6 people, and you would need at least 8 entrepreneurial coaches. As the role of an entreTime coach requires some time investment (approximately 40 hours over the whole programme), we also included a development programme for coaches in the entreTime curriculum: They receive intensive onboarding and mentoring and the opportunity to peer-exchange and reflect on their experiences and learning. The idea is to motivate them and honour their investment in self-development through entrepreneurial coaching.

4.2. SCHEDULING

After building your core team, discuss and decide on the scheduling for the programme. Depending on who as an HEI and who as participants are invited to take part, you have to keep in mind international time differences, vacation and holiday times and other programmes that are eventually running at your HEI (and partner HEIs), and these should not overlap or conflict with each other.

You need to schedule the following events:

(1)   Ignition: Bootcamp for coaches (4 h)

(2)   Ignition: Webinar (2 h)

(3)   Inception: Kick-off workshop (2 days, including an evening event)

(4)   Evolution: Four webinars (1.5 h each)

(5)   Evolution: Two entrepreneurial coaching impulses/mentoring (each 1,5h)

(6)   Celebration: Final workshop (1/2 day)

(7)   Evaluation: Coaches' follow-up reflection (1.5 h)

When the events are scheduled, make sure to invite all of the organisers and partners (and, after registration, also the participants and coaches) to the scheduled events. The best way to accomplish this is via calendar invite from one of the organisers. That way, everybody immediately has the events in their calendar with the dates blocked off for the entreTime programme. Due to data privacy issues, make sure that you do not show the names and e-mail addresses of the other participants, partners or coaches in the calendar invites. You can also use this calendar invite to communicate the necessary information about how to enter the event, such as a link to the virtual conference, or for last-minute changes concerning the location or the schedule.

4.3. LOCATION

For face-to-face events, you need to book locations and catering (see Figure 2). For all other events, you need to reserve a virtual conference channel. It is possible to run the whole programme completely virtually, but if possible, the coaches bootcamp, the kick-off workshop and the final workshop should be personal face-to-face events at your HEI or any other location.

Programme part	Virtual Event	Face-to-Face Event
Coaches bootcamp	XX	X
Kick-off workshop	XX	X
Webinar (periodical meetings)	X	
entreTime MOOC	X	
Impulse Coaching (periodical meetings)	X	
Celebration	XX	X
Coaches' follow-up reflection	XX	X

Figure 2: *Events in the entreTime programme and recommended format*

(X = Recommended; XX = Recommended when implementing entreTime internationally)

4.4. TOOLS

4.4.1. The entreTime Learning Management System (https://www.entretime.eu/)

The learning management system hosts the accompanying online course, which includes the materials, general documents and this handbook for setting up an individualised train-the-trainer programme. This is a MOOC with seven modules that participants complete on a self-paced basis during the blended-learning phase of the programme. It also contains a resource area with curated material and downloadable information about good and proven practices in entrepreneurship education (pedagogies, teaching material, learning outcome assessment tools).

In addition to providing the MOOC modules, the platform serves as an open community. Participants and coaches can upload their profiles and communicate with each other. Beyond the timeframe of the entreTime Programme, the community serves as a hub where all participants and alumni, experts, trainers, facilitators and coaches are invited to share knowledge and experiences in co-creating and in all activities of education and start-up support.

4.4.2. LoopMe

One of the most important elements of the entreTime concept and the 'Teaching through Entrepreneurship' approach is the reflection process and the opportunity for participants to think critically about their experiences. The entreTime programme develops personal competences and attitudes through constant reflection. At the same time, a close connection between the coaches and participants is established through constant feedback.

LoopMe (www.LoopMe.io) is a social media learning platform developed especially for action-based education. Its use of emojis and tags helps keep track of learning at the same time as it helps establish trusting teacher/student and coach/coachee relationships. LoopMe is for personal, one-to-one communication and feedback. It is a reflection tool that is used to accompany the participants and coaches during the journey in the Evolution phase. The participants share reflections on certain tasks and the coaches can respond. For coaches, this is an exciting journey, so creating a coaches' group on LoopMe is recommended for coaches to reflect on coaching topics, challenges and questions during the entrepreneurial journeys of their teams.

Using LoopMe improves the entreTime Programme in three ways. First, it enables a functional format for regular reflection from the participants. LoopMe is designed to enable easy reporting of reflections by being available on all platforms (app, Padlet and the web). It has an intuitive interface and combines text, tags and emojis to allow participants to express more with less effort. Second, it helps track (and enable) learning in real time. Third, it facilitates continual assessment of the different elements of the programme by asking participants to make an assessment after the workshop and the webinars. LoopMe allows this without too much effort and with a combination of text, tags and emojis.

4.4.3. Video Conferencing Tool

Most of the programme should be virtual-only. For the live synchronous meetings (i.e. webinars), you need to decide on a video conferencing tool such as Zoom, Teams or Wonder.me. In the case of a virtual implementation, be aware of the following:

Be prepared for technical difficulties. If you plan to have content shared by the participants, take into account that they might not be able to share their slides due to technical difficulties. In this case, ask them to upload or send the content in advance so that someone else can share it.

Also, if you are the host of the meeting, you could experience an unstable internet connection or even a lost connection without notice. For this reason, we recommend always announcing at least one co-host for every online meeting.

Naming Policy: We recommend inviting all the participants in the video call to share a common naming policy. This makes it easier to network and to gain an overview of who is in the call room. You can then more easily structure people into breakout rooms (if necessary), check attendance, etc. We recommend that everybody in online meetings change their displayed name to 'I_name' if they are an instructor, 'P_name' if they are a participant, 'C_name' if they are a coach or 'W_name' if they are just watching. After teambuilding in the kick-off workshop, the participants are asked to display their team number in front of their name (see Figure 3). For subsequent webinars, grouping the breakout rooms for coaching sessions is then easily possible.

Figure 3: Naming policy example

If you want to work collaboratively with the participants during a virtual event, you need to prepare any of the available digital collaboration platforms (e.g. Miro, Mural, Conceptboard or Padlet). These platforms give you the possibility to have a common digital space where everyone can enter and work together in posting information, collecting material or structuring ideas together. In the pilot workshops, they were used for interactive work, but this was decided by the trainers and moderators of the sessions. Also, be aware that not all participants can easily access such platforms, some because they do not know how to enter or use the tools, and others because they are following the online meeting from their phone or tablet and therefore the handling of the collaboration platforms is different or not possible. We recommend that you always have a fallback option in mind if some people cannot take part as they should.

4.4.4. entreTime Project Website

If you would like more information about the entreTime concept, you can find all the official information about the original project that developed and piloted entreTime and view upcoming international editions to be organised by the experts who developed entreTime at https://entretime.sce.de/.

5. STEP-BY-STEP GUIDANCE

5.1. OVERVIEW OF PHASES

At the top level, we can talk about three phases of programme organisation (Figure 4). The first is the preparation phase. Three to six months of planning and preparation prior to the starting point of the programme itself are recommended to create your own entreTime programme at your HEI. In this phase, you will set up your team, determine the schedule, start the marketing, organise the locations, manage the programme content and tools, manage the participant registration and find coaches and onboard them in their role so that you have everything in place when the programme starts.
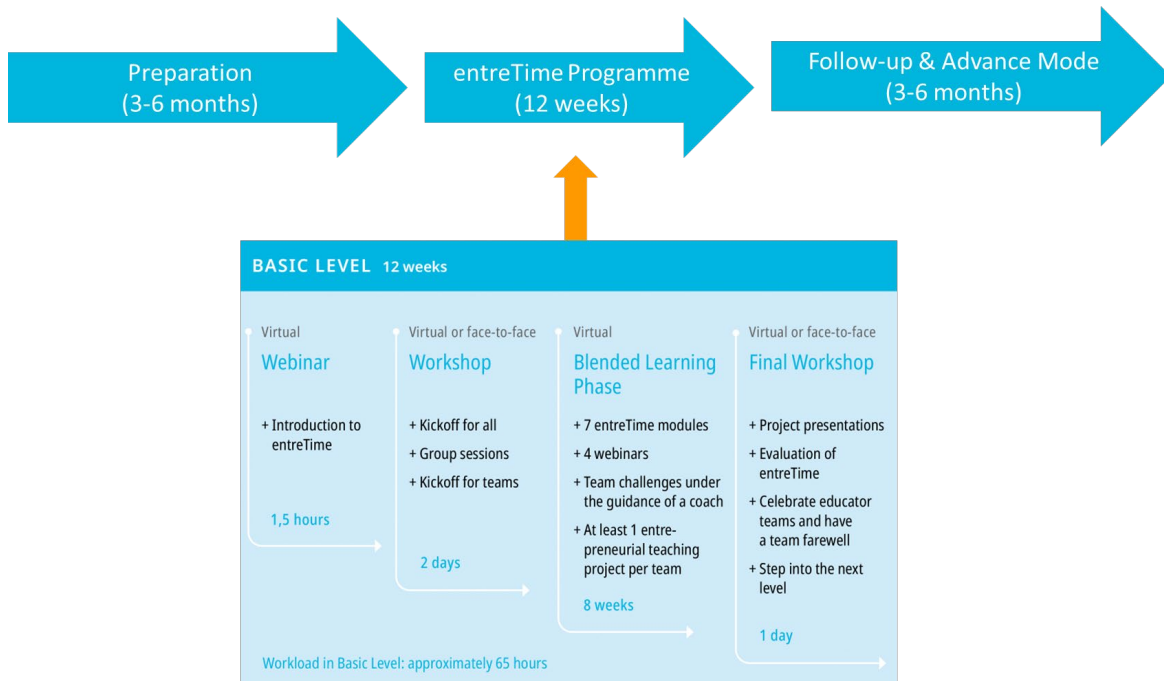
Figure 4: *Summary of the three phases of organising your own entreTime programme at your HEI (suggested schedule)*

The second phase is the entreTime programme itself: The programme itself is two to three months long. It is structured in four main parts: Ignition (webinar), Inception (workshop), Evolution (blended learning phase) and Celebration (final workshop). In Ignition and Inception, the participants are introduced to entreTime and start on their entrepreneurial journey. During these days, participants are exposed to both entrepreneurial content and entrepreneurial processes, preparing them for the rest of the programme. They also start their project work by forming groups and finding a preliminary purpose for their project.

In the Evolution phase, the participants work independently for about eight weeks—individually and in project groups supported by a coach—with content and assignments available in the online course and on an entrepreneurial group project. Altogether, seven modules are offered in the online course, with the following content:

- Module 1: Pedagogy, Self-Reflection
- Module 2: Entrepreneurial Mindset, Personality, Competences
- Module 3: Innovation, Creativity, Opportunity Spotting
- Module 4: Systemic Thinking, Ecosystems, Networks
- Module 5: Intrapreneurship, Co-Creation, Business Modelling
- Module 6: Responsibility, Sustainability
- Module 7: Communication, Coaching, Storytelling

During these weeks, there are four webinars to discuss the online course content. Participants also perform weekly micro-challenges and bi-weekly reflections using the tool LoopMe. This helps participants see their experiential learning journey and allows them to track aspects of their development of entrepreneurial competences.

The coaches are offered two impulse coaching sessions to develop their entrepreneurial coaching skills. They should also see this programme as a form of personal and skill development while coaching entrepreneurial teams.

Finally, the celebration part is a one-day workshop that concludes the basic programme. During this day, the teams present their entrepreneurial projects and participants get feedback, a certificate of completion and an invitation to become formal members of the entreTime community. At this point, they will also be introduced to the advanced modules that are offered.

After the official programme ends, there is a third phase called 'Follow-up & Advanced Mode'. After the celebration event, the coaches meet for a reflection session to discuss the effects of the programme. During that process, lessons for the future of the programme and best practices for the entrepreneurial coaching practice are gathered. The participants will be invited to participate in the international entreTime community and continue working on their entrepreneurial projects together. At this stage, you should also use the evaluation survey template to assess the results of your entreTime programme.

5.2. PREPARATION

The following preparation timeline is a suggestion based on our experiences with the pilots. You should evaluate the schedules and adapt them to your specific situation. We recommend starting with the preparation approximately six months prior to the official programme start.

5.2.1. Review the programme materials (Month 0)

Start with downloading and reviewing the provided material (executive summary, toolkit and online course). At this point, you can contact the entreTime experts if you would like to engage them in your programme. Alternatively, you can assess the cost-benefit of sending your participants to attend one of the international entreTime programme editions offered by the original experts who developed this programme. This information is available at www.entretime.sce.de.

5.2.2. Build your team (Month 1)

After deciding to implement your own entreTime programme, the next step is to build your team and engage partner HEIs. Choose the partners with whom you would like to organise the entreTime programme. Sometimes they are in different countries or at different institutions. Decide together who will be named the official host and who will be the central point of contact for the participants during the programme. Determine who will contribute to the team and how. Set yourself up as a project team, decide on your communication tools, meeting times and central sharing point for material. We recommend organising a 'partner kick-off call' to get a common start. You can use the following 'Build your team' structure for the meeting results (Figure 5).

entreTime: Build your team					
PARTNERS					
	Name	**Institution**	**Contact Details**	**Role**	**Expectation**
example:	Max Mustermann	SCE Munich	max@sce.de	Host & communication lead for the Coaches Group	Wants to invite 20 all-discipline educators to entreTime and can support with trainiers and moderators in the topics of storytelling and entrepreneurial coaching
COMMUNICATION TOOLS					
How will you communicate: Which tools? (e.g. Slack, Email, WhatsApp etc.), Which times (regular meetings?), Which place will be stored the common documents and knowledge?					

Figure 5: Build your team template

There are different tasks and responsibilities to consider for the implementation of your entreTime programme at your HEI. The following roles/responsibilities can be handled by only one or two people. However, if you can split the work or if different institutions are involved that want to provide support for any part, you can use the following list to share the responsibilities:

- Participant management (acquisition, registration, consent forms, communication, information, community management)
- Entrepreneurial coaches management (acquisition, registration, consent forms, communication, information, community management)
- Programme concept, content and training materials
- Trainers and moderators (acquisition, consent forms, preparation material,)
- Event management (locations, catering, helping hands, etc.)
- Legal management (consent forms, data privacy issues in digital meetings, visualisation copyrights in presentations, recording of speeches/presentations, content, material for social media usage, etc.)

5.2.3. Decide on the programme format and dates (Month 1)

As soon as you have your core team of partners together, you need to decide on the main implementation principles of the programme: Which parts of the programme should be offered as online meetings and which should be in a face-to-face setting? Which parts should be aligned according to time and location with other partners? We suggest a simple structure for your programme format and dates (Figure 6).

entreTime: Programme format and dates								
No.	Event name	Duration	Week of programme	Target group	Location (recommended as online meeting = om; recommended as face2face meeing = f2f)	Date & Time (aligned?)	Host / Moderator	Trainer / Presenters	Material / Tools
Ignition (Week 1 & 2)								
1	Ignition: Bootcamp for Coaches	4h	1	Coaches	f2f				
2	Ignition: Webinar for Participants	2h	2	Participants	om				
Inception (Week 3 & 4)								
3	Kickoff-Workshop Day 1	7h (incl. breaks)	3	Participants (Coaches non-compulsory)	f2f				
4	Dinner-Event	1,5h ?	3	Coaches & Participants	f2f				
5	Kickoff-Workshop Day 2	7h (incl. breaks)	3	Coaches &Participants	f2f				
Evolution (Week 5-10)								
6	Webinar 1 + Entrepreneurial Coaching	1,5h	5	Coaches &Participants	om				
7	Webinar 2 + Entrepreneurial Coaching	1,5h	7	Coaches &Participants	om				
8	Webinar 3 + Entrepreneurial Coaching	1,5h	9	Coaches &Participants	om				
9	Webinar 4 + Entrepreneurial Coaching	1,5h	11	Coaches &Participants	om				
10	Entrepreneurial Coaching Impulse 1	1,5h	6-8	Coaches	om				
11	Entrepreneurial Coaching Impulse 1	1,5h	8-10	Coaches	om				
Celebration (Week 12)								
12	Final Workshop	7h (incl. breaks)	12	Coaches &Participants	f2f				
13	Evening Event (?)	1,5h ?	12	Coaches &Participants	f2f				
14	Evaluation: Entrepreneurial Coaches Reflection	1,5	13	Coaches	om				

Figure 6: *Programme format and dates*

It is most important to set the dates for the programme events. International time differences, vacation and holiday times and other programmes that will take place at your HEI should not overlap or conflict with each other, especially if you opt to run the programme with international partner HEIs.

You have to make sure that your participants and trainers/moderators will be able to join your programme. Consider the event agendas and align the dates with your trainers and moderators. Also, in the case of local events, check whether your preferred locations are available and book

them when you determine the schedule. We also recommend reserving an online meeting space for digital events.

Once the events are scheduled, make sure to invite all of the organisers and partners (and, after registration, the participants and coaches) to the scheduled events. The best way to accomplish this is via calendar invite from one of the organisers. That way, everybody immediately has the events in their calendar with time blocked off for the entreTime programme. If an event has to be moved or updated with more information, you can make a calendar update that is sent centrally to all participants, coaches and trainers.

5.2.4. Define target group and communication channels (Month 2)

The entreTime programme should target educators from all disciplines, so you may opt to also include some entrepreneurship educators, who would serve as coaches. The advantage is that this creates synergies by utilising the experience of both groups, fostering the learning outcomes. Moreover, the following aspects must be taken into consideration:

- The programme, when run virtually, enables the inclusion of participants from different countries and international backgrounds. We strongly recommend that you consider implementing the programme in an international setting to promote diversity, foster participants' intercultural competences and foster the co-creation of novel entrepreneurial projects. Just keep time-zone differences in mind.

- Educators of different disciplines should recognise that entrepreneurship is an opportunity to complement their own teaching in such a way that students are educated more holistically and acquire important skills to make them more successful both as employees and as start-up founders.

- The programme should help develop interested universities as entrepreneurial institutions by highlighting the influence of the educators' mindset and the interplay of educators, programmes, governance or mission on the transformation process.

- It is important to define all-discipline educators as the main target group in order to achieve the social goals of the entreTime programme, namely to stabilise employability in a complex world and at the same time to support the transformation process from traditional to entrepreneurial universities.

Therefore, you should define the type of participants you want to invite, first by determining how many participants you would like and second by considering where you will find the preferred participants: in which communities or institutions are they? What are the criteria for the selection process if you get too many registrations?

5.2.5. Advanced entreTime Programme for Entrepreneurial Coaches (Month 3)

How many coaches do you need? As soon as you decide on the number of participants to invite, you should acquire your entrepreneurial coaches. Keep in mind that you need one coach for each participant team of five or six people.

When should you approach them? Coaches also have a big time investment in their coaching roles and take part in the mentoring and impulses sessions in the entreTime advanced programme. They need to take part in the bootcamp for coaches, the kick-off workshop, the four webinars and the final workshop, as well as the impulse coaching and final reflection. Together with the coaching time and feedback on LoopMe, we estimate a workload of approximately 40 hours, mostly spread over the two months of the blended learning phase (Evolution, see Figure 1). Therefore, when acquiring coaches, keep in mind that they need some lead time to free up the requested time in their calendars.

What is their role? Participants will form small groups to work on entrepreneurial projects, making the blended-learning phase an active learning experience. This experience is guided by coaches, who should already be familiar with entrepreneurial processes and want to acquire more experience and insights to improve their skills and competence as entrepreneurial coaches. The coaches support newly formed teams throughout their entrepreneurial projects— supporting the set-up of an entrepreneurial project and helping teams overcome entrepreneurial challenges. They also attend parts of the programme, including the workshop, the webinars during the blended-learning phase and the final workshop.

Who should you look for? You need coaches who already have (basic) expertise, passion and engagement within the entrepreneurship topic, for example, start-up founders, professionals and early-career educators in the entrepreneurship field. They should already have initial experience in coaching entrepreneurial teams and entrepreneurial projects, but they will also receive training in coaching methodology and tools. In the long term, the idea is to recruit entrepreneurial coaches from our entreTime community: all-discipline educators and former participants of the entreTime programme who might be interested in continuing their learning journey by being coaches and advancing their skills and competence.

5.2.6. Acquire your trainers (Month 3)

Go through the whole curriculum and prepare every event. You might need to adjust the agenda content or schedule. Make sure your team has at least one experienced entrepreneurship educator who can lead the curriculum implementation. Further trainers and guest speakers can be invited to provide fresh insights and personalise your edition of entreTime. Remember to look for synergies at the meso level by, for example, engaging actors from your local entrepreneurial ecosystem.

The selection of educators and coaches is key to the programme. It is important that the exchange with the participants is a non-hierarchical conversation 'at eye level' and, therefore, they have to be prepared for their role. This requires a dedicated preparation programme for the coaches.

5.2.7. Announce the programme (Month 3)

When recruiting participants, the objective is to attract HEI educators in any discipline who are curious about entrepreneurship and how it can influence their teaching. Direct prior experience with entrepreneurship can vary from zero to some. Regardless, an interest in experiencing and learning more about entrepreneurship is what makes them decide to participate. If you believe an applicant might already be too experienced in entrepreneurship, you could invite this person to take part in the Advanced entreTime programme for coaches to engage with your edition as a coach for a team of educators navigating the entrepreneurial project.

For your programme communications, you can use existing entreTime marketing materials in the form of the content available at www.entretime.eu and www.entretime.sce.de, including testimonial videos from former participants and an entreTime teaser video. You can use these as a starting point for your communication activities. Be aware that you also need to create a flyer or webpage for your specific programme to include information about schedules, locations, contacts, etc.

Also, please make sure to have good expectations management. The programme is highly flexible and adaptable to asynchronous learning situations, but the participants need to allocate sufficient flexible time to fulfil all programme requirements in addition to participating in programme events. The experience of being overloaded with tasks and feeling insecure during the next steps is, to some extent, simply part of the entrepreneurial journey, but this should not lead to a programme abort. Therefore, make sure the participants get the information they need to allocate sufficient time so they are not completely surprised by the expected workload of up to 100 hours for highly engaged teams working hard on their entrepreneurial projects. Remember to inform participants of the event schedule as soon as it is set so they can block their calendars as soon as possible.

How you define the communication material is also dependent on the communication channels you want to use to reach your target group. Think about your own network, existing newsletters or communities where you can post the news to inform potential participants about the programme.

If you see the programme communication as a funnel, all the information should lead to a specific landing page where potential participants get all the information they need to decide whether to register. Make sure to announce a deadline for registration that gives interested HEI educators time to evaluate possible participation and also gives you sufficient time to manage consent forms and participant invitations before the programme starts. At least three weeks between the registration deadline and programme start are recommended.

5.2.8. Manage registrations (Month 4)

When people start to register with the registration form, send them an automated response to inform them that their registration has been received. At that point, you should have decided if you want to accept the participants immediately (first come, first serve) or if you want to collect a group of interested people and then choose which participants best fit your desired profile. However, inform the registered people about what to expect in the next steps.

As soon as you decide on your participants, you can send them a welcome e-mail.

5.2.9. Prepare the implementation (Month 5)

The closer you come to the official start of the programme, the more urgent it gets to collect consent forms from everybody (participants, coaches, trainers, partners). A few days before the start, you should send the coaches and participants a 'one-week-to-go' e-mail.

At this point, you should check your locations and finalise any remaining decisions before the start of the programme. Also confirm your trainers and moderators. All the legal issues should be clear: a consent form for content sharing, taking photographs/screenshots, recording speeches/presentations for use in further pilots/programmes, copyrights of visualisations in presentations, etc.

5.3. IGNITION

The programme starts separately for coaches and participants. Both get a first understanding and overview of the programme and what is expected of them over the following two to three months.

5.3.1. Advanced entreTime programme: Bootcamp for coaches (Week 1)

Each team and each individual participant is accompanied in the project work by a coach who acts both as an advisor for the project and as a coach for the individual participants. The institution conducting an entreTime course is responsible for providing a coach for each team. In order to transmit the philosophy, guidelines and objectives of the entreTime programme, it is important that the coaches know the basics, the context, the competences to be transmitted and the tools to be used. This event is the first of four, planned as part of the Advanced entreTime Programme for Coaches. This programme consists of a half-day bootcamp for coaches, two impulse coaching/mentoring sessions and a debriefing reflection at the end of the programme. In the bootcamp for coaches, the concept, the philosophy and the didactic approach, as well as the important contents such as EntreComp competencies and the importance of entrepreneurial universities, are introduced. At the same time, the basic pillars of coaching and facilitation for the programme will be defined, and the peculiarities of coaching educators will be discussed. The coaches will also be familiarised with the tools (e.g. Miro, LoopMe) and the online course.

In order to include the coaches in the entreTime community, coaches should also enrol in the online course community available at www.entretime.eu. This will enable an exchange of experiences among the coaches. At the same time, this will allow coaches to participate actively in the community.

For the coaches, it is important for them to establish an account so they can log in to gain an overview of the curriculum, the challenges, their role and the tools used. It is also recommended that a LoopMe group be implemented for the coaches. In this way, they can be invited to reflect on the process of the entrepreneurial journey from a coaching perspective. In addition, a good exchange among the coaches can be useful for them to learn from each other and provide the best support to the teams.

5.3.2. Participant Webinar (Week 2)

The programme starts for the participants with a short webinar where they will learn about the basic concepts of entrepreneurship and gain inspirational insight into the whole programme. The main idea is to inspire the participants and make them feel like they made the right choice to join the programme, aligning their expectations and securing their commitment. This is also an opportunity for them to meet the other participants and share some experiences. They will get 'taste bites' of input on areas that will later be central parts of the programme. Participants will also get an overview of the entire programme and how it will empower them as educators. At

the end, they will be asked to enrol in the online course and complete Module 1 before the kick-off workshop, completing the first assignment in order to prepare themselves for the kick-off workshop, which will be the starting point of their experiential entrepreneurial journey.

Recommendations for this webinar and all further online meetings: It proves to be fruitful to meet with the moderators and trainers 30 minutes before the start of the event. This provides time to check all the necessary organisational and technical issues: Who is checking attendance? Who has an eye on the waiting room, and who is admitting participants to the meeting? Who is checking the chat window and reactions/signs from the participants? Who is preparing the breakout sessions? Can everybody share their screen? Who is collecting information for a social media posting? etc.

Relevant information to give to the participants: if you want to introduce a naming policy, tell them how it works; if you are recording the sessions, you must inform the participants and give them the option of turning off their camera. If you have other digital meeting netiquette about how to participate in discussions or raise hands, inform the participants at the beginning. Additionally, make sure to write the tasks in the chat before you send participants into breakout room sessions.

5.4. INCEPTION—KICK-OFF WORKSHOP

The bootcamp for the coaches and the basic webinar for the participants are followed by an introductory two-day kick-off workshop in which both participants and coaches come together for the first time.

The kick-off workshop should be experiential. Participants will be guided to act entrepreneurially, and before the workshop is over, they will form teams and come up with an entrepreneurial project idea linked to entrepreneurship education at their HEI. As previously mentioned, it is important that the participants experience the entrepreneurial process for themselves, especially in a train-the-trainer programme, just as they, in turn, should design their programmes and curricula so that their students will have this experience. Thus, the kick-off is partly learning about entrepreneurship but mainly learning *through* entrepreneurship. The input on the aspects of entrepreneurship should ideally inspire fruitful project ideas and trigger curiosity that can later be satisfied to some degree through the content and resources available online and through the actual project work with coach support. It is thus important that, at the end of the workshop, the participants are motivated to take the next step and have the proper knowledge to actually be able to do so.

Participants and coaches will learn about teaching through entrepreneurship on the first day, with the aim of introducing entrepreneurship as a way of teaching in order to stimulate the entrepreneurial behaviours and skills of students. Different pedagogical approaches that emphasise coaching as a modern way of teaching are also introduced. On the second day, participants will experience team-building processes, dynamic innovation processes and acting in an uncertain environment. The evening in between is planned as an inspirational networking event to help participants form teams to ignite new educational entrepreneurial project ideas.
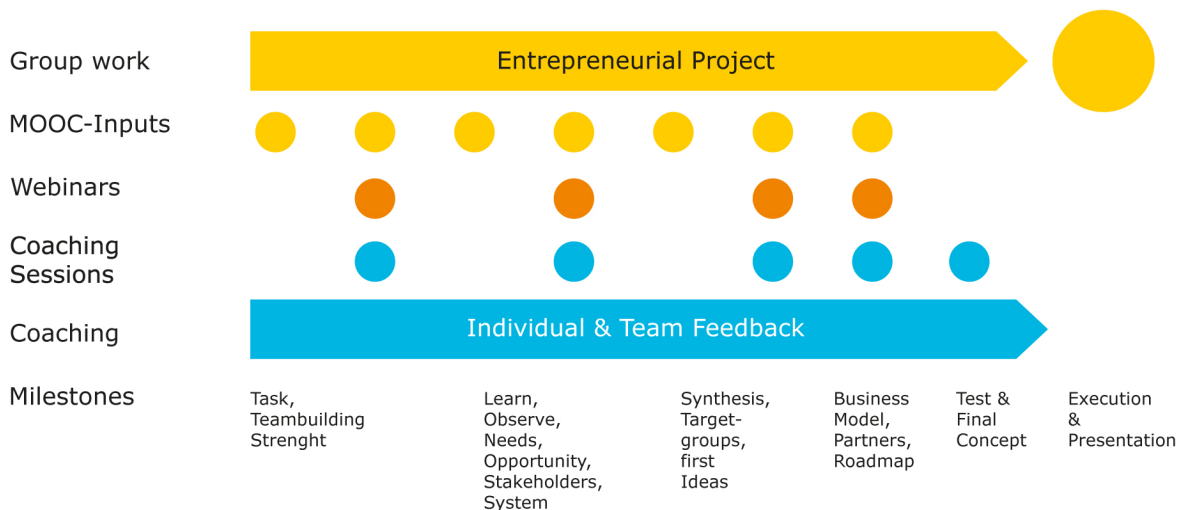
5.5. EVOLUTION

The kick-off workshop is followed by an asynchronous online learning period with a duration of 8–10 weeks, depending on how you schedule the webinars. This period consists of three main elements:

(1)   Covering all seven modules of the online course to discuss and reflect upon them in the webinars

(2)   Completing the micro-challenges (assignments) presented at the end of each module of the online course by submitting their individual answers to the assigned coach via LoopMe

(3)   Participating in a practical experience in the form of an entrepreneurial, interdisciplinary (international) team-based project.

Hence, this is a blended learning programme with asynchronous work covering the modules of the online course and synchronous work on the webinars. These webinars are divided into two

parts. First, a moderator promotes discussion and reflection on the lessons the participants had in the online course modules, and second, there is teamwork time supported by the assigned coach. We recommend covering two modules of the online course in each webinar. The last webinar should cover only module 7 and allow extra time for the teams to prepare their pitches for the Celebration phase.

During the Evolution phase, the coaches participating in the Advanced entreTime Programme for Coaches should have two impulse coaching/mentoring sessions for addressing their learning journey as entrepreneurial coaches.

Figure 7: *Elements and milestones of the entrepreneurial project during the Evolution phase*

During the project work, participants should experience the entrepreneurial process from start to finish by working with the project team on an entrepreneurial project linked to entrepreneurial education. During the process, the team should be as autonomous as possible, but they will always have a coach to approach if they are stuck or feeling lost. The coach should also challenge the team not to take the easiest way but to find a way that leads to high potential impact and learning. During the four webinars, there will be a coaching session in which each project group meets their coach and discusses their project. Apart from these scheduled reflections and coaching sessions, the team and coach can also have mutually agreed-upon ad hoc sessions. The goal is that all individuals experience the project as an entrepreneurial journey where they gain concrete knowledge and improve their entrepreneurial competences.

Within the project work, the participants in teams of five to six people develop an entrepreneurial project in the field of entrepreneurship and advance it to the point where they can implement it as a prototype.

The participants have the following task:

(1)   Identify a real problem

(a)   Discuss and share problems, challenges and difficulties you see in the higher education sector, at your HEI, in your ecosystem/region or in your discipline

(b)   Agree among team members on a problem you all find relevant

(c)   Organise a research process to understand the problem

(2)   Apply the newly acquired entrepreneurial knowledge to propose a solution

(a)   After understanding the problem, brainstorm possible ways to tackle it

(b)   Select one idea to develop a concept that is desirable, viable, feasible and sustainable

For the implementation of the project, only a few milestones are defined in order to allow participants as much freedom as possible while still achieving a result within the given project duration. The focus is on reflecting upon experiences during the project, although the implementation of these projects beyond the timeframe of train-the-trainer is a desired outcome of the entreTime programme.

5.5.1. Working with MOOC modules and webinars

Alongside the project work, each individual has full access to the material in the seven MOOC modules. The suggested flow is one module per week. Since the four webinars cover modules 1+2, modules 3+4, modules 5+6 and module 7, respectively, it makes sense to take them in this order. However, if the participants have a strong interest in later modules or just want to browse all the modules as a first step, all modules will be open from the start.

The modules are designed to mainly be an individual self-paced learning journey, but the content can and should, of course, be discussed with others taking part in the programme and outside the programme. At the webinars, the participants should come prepared by having worked with the modules focused on at each webinar. A moderator should promote a discussion and learning reflection on the content of each module. After covering the modules and attending the four webinars, the participants should feel more knowledgeable and more motivated to apply their learning in their own educational situation.

The MOOC modules are defined so that as many fundamentals as possible are taught without overwhelming the participants with too much input. Participants have one week to complete each module. The seven modules cover the following topics:

- Module 1: Pedagogy, Self-Reflection
- Module 2: Entrepreneurial Mindset, Personality, Competences
- Module 3: Innovation, Creativity, Opportunity Spotting
- Module 4: Systemic Thinking, Ecosystems, Networks
- Module 5: Intrapreneurship, Co-Creation, Business Modelling
- Module 6: Responsibility, Sustainability
- Module 7: Communication, Coaching, Storytelling

Each module is structured according to a defined scheme. For each module, input is provided on WHY that topic is important, WHAT the important aspects to know are, and HOW to teach them in a seminar. An introductory video is provided for each of these perspectives in each module. These are then supplemented with further input from students and experts. There are also quizzes and exercises to check knowledge levels.

The participants are also given a micro-challenge in each module, which helps them deal with the topic of entrepreneurship from a different perspective. These micro-challenges are designed to get participants out of their comfort zone and to show that it is all about trying new things. Their answers to these challenges are delivered to their assigned coach via LoopMe.

5.5.2. Advanced entreTime Programme for Coaches—Impulse Coaching

The topics you offer in these impulse coaching sessions can be from any focus of an entrepreneurial coaching programme. For example, you can introduce general coaching basics, such as the attitudes of a coach, the coaching process and asking questions by inviting external experts and guest speakers. Nevertheless, these two impulse coaching sessions are planned to enable coaches to exchange experiences and reflect on their learning journey as practicing coaches. They are about creating a peer network of coaches and providing them with a space to receive mentoring from an experienced entrepreneurship educator. Generally, coaches address certain challenges in the entrepreneurial teams, such as team building, finding a network of supporters, conflict resolution, coping with insecurity and risk, decision making and motivation. Additionally, different perspectives on coaching could be of interest, such as agile coaching methods, systemic coaching, life coaching, transition coaching, business coaching, etc.

5.6.   CELEBRATION

In the final workshop, the teams will present their project ideas and receive formative feedback from other participants and experts invited to this session. The final workshop is also about tying all loose ends together and making sure participants can see all they have learned during the process and feel proud of what they have accomplished. For some participants, it is the end of the entreTime Programme, and for others, it is a transition to the Advanced entreTime Programme for Coaches as a next step. All participants become alumni of entreTime and part of the entreTime community of entrepreneurship educators all over Europe and beyond.

A certificate template is available for you to offer to both participants and coaches, acknowledging that they have completed the entreTime programme. We also recommend that you acquire sponsoring to award a prize for the members of the team that develops the best project. The winner can be selected by crowd voting, an expert jury or a combination of both. Furthermore, it is important that motivated teams that wish to implement their project are connected with existing support, such as an incubation programme or start-up coaching.

5.7.   FOLLOW-UP & EVALUATION

After the programme ends, the coaches are invited for a follow-up session to reflect on their learning journey and provide feedback in order to collect lessons from the process and insights for future editions. We also recommend a follow-up evaluation with the participants to measure the training effects. We recommend the use of the following:

- LoopMe[3]   → Used for feedback, behavioural change
- Self-Assessment (EPIC)   → Provides a quantitative assessment of competences
- Peer Reflection   → Enabled through coaching

Among these tools, we highlight the relevance of the self-assessment tool EPIC (The Entrepreneurial Potential and Innovation Competences), which was designed to help educators measure the effectiveness of their entrepreneurship courses based on the skills and competence development of participants. Educators can choose from among a set of predefined assessment templates in order to best fit the assessment for their course. These templates include up to five thematic areas that can be assessed: (1) entrepreneurial competences, (2) entrepreneurial intentions and attitudes, (3) enterprising behaviours, (4) entrepreneurial strategies and (5) educational effects. The EPIC tool is confidential and freely available on https://www.heinnovate.eu/en/epic/dashboard.

Moreover, we recommend that you follow up with participants after 12 months to assess outcomes and identify potential impacts of the entreTime programme.

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[3] For more information, see https://www.loopme.io/solutions/action-based-education-draft/