
SME BUSINESS TRAINING AND COACHING LOOP

CAPACITY DEVELOPMENT

MANUAL



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1. THE SME BUSINESS TRAINING AND COACHING LOOP

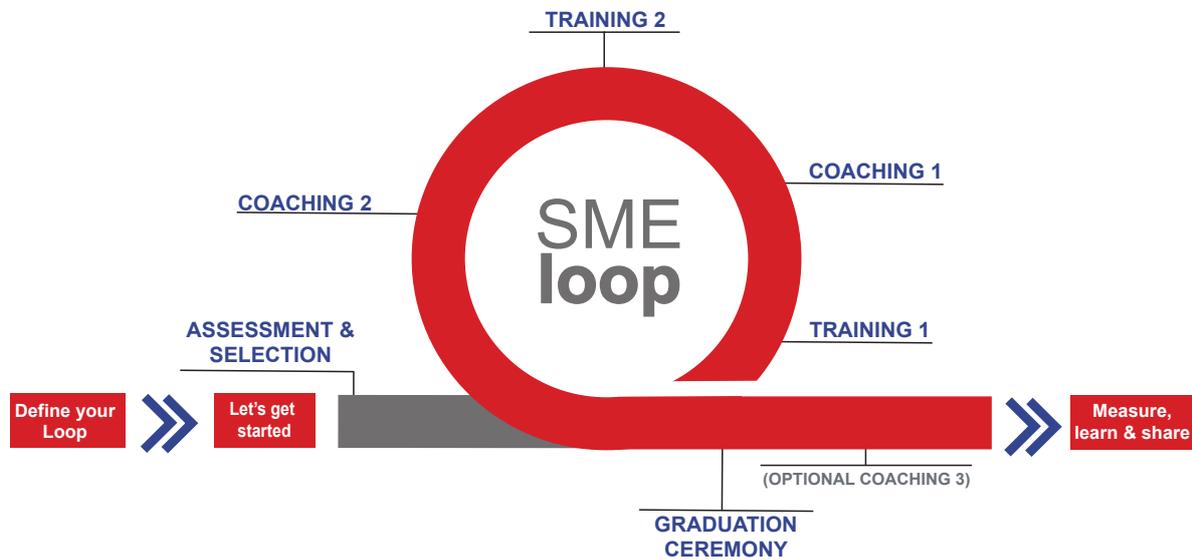


Figure 1: SME Loop Approach

The SME Business Training and Coaching Loop (SME Loop) is a business development tool - combining training and coaching interventions and suitable for formal and informal growth-oriented enterprises. The approach is designed for existing enterprises to identify business development strategies, to plan the strategy implementation and to improve the business performance. The SME Loop enables the entrepreneurs to identify their business strengths and weaknesses; to switch those strengths into business improvement strategies while treating the weaknesses; to make use of those identified business development opportunities; to overcome and handle the business threats (e.g. competition) and to become successful entrepreneur with enhanced entrepreneurial and managerial competencies.

Further, the SME Loop enables the SMEs supporters and promoters to link other available business development services to those enterprises and thus the creation of synergies. During the entire SME Loop cycle, the course facilitators (trained SME Loop Trainers and Coaches) guide the entrepreneurs to access business finance for business development. Generally, financial institutions tend not to lend small and medium enterprises loans because entrepreneurs often fail to justify their business finance requirements. The SME Loop enables the entrepreneurs to prepare a business improvement plan which is tested for viability at various stages, by more than one financial institution or bank. Due to the preparation of the plan, entrepreneurs are able to access an adequate type of business finance solution available in the market for successful business improvement. The SME Loop also helps the enterprises to identify the short, medium and long-term business finances and their requirements and to access the business finances only when it is necessary and demanded.

As the SME Loop course is about business management and development, it empowers entrepreneurs to make right decisions at right times for their business improvements. Various tools and techniques used during training and coaching sessions enable the entrepreneurs to improve and enhance their business managerial and entrepreneurial competencies.

1.1 History of the SME Loop

The SME Loop was developed in 2014 in Sierra Leone to address specifically:

- inadequate business knowledge and management skills
- lack of change and development bringing guidance and practical steps that could bring about change and development
- insufficient financial resources to grow businesses respectively

In 2015, the approach was transferred to Benin within the context of the Special Initiative *One World, No Hunger* and its programme “Green Innovation Centres for the Agriculture and Food Sector”. Here, the Loop is applied at a larger scale, aiming to reach 1,500 SMEs. Since the early success in implementation and promising results in Benin and Sierra Leone, the rollout of the SME Loop accelerated and the implementation succeeded in Burkina Faso, Ghana, Malawi, Mali, Nigeria and Togo.

A standardisation of the SME Loop training materials is essential to ensure the quality of SME Loop implementation. As the latter demands training and coaching expertise it is necessary to give supporting materials and guidance for developing the SME Loop facilitators the trainers and coaches.

In this manual, the number of tools and techniques are presented when an implementer or a Master Coach prepares for capacity development and the implementation of the training of trainers/coaches capacity development workshops. These serve as a guidance and are best utilised in combination with the SME Loop Standard Training Materials.

1.2 SME Loop Approach and Methodology

The core feature of SME Loop is the combination of training and coaching elements. This completely reinforces the business and entrepreneurial competencies and lead to business improvements in the end. Both training and coaching cooperate in a way that coaching reacts to training experiences and vice versa, so that knowledge and skills can be developed at a more general level during the trainings, and then taken up and applied to the entrepreneur’s specific context during the coaching sessions.

The training sessions use adult learning principles and experiential learning cycle approaches, while the coaching sessions follow appreciative and GROW models¹.

A successful implementation of SME Loop includes the following phases:

- Assessment & Selection
- Training 1 – Business Analysis
- Coaching 1- Strategy Formulation
- Training 2 – Business Improvement Planning
- Coaching 2 – Business Improvement and linkages development
- Graduation Ceremony – Credit Assessment and Graduation

The SME Loop is exclusively for existing entrepreneurs and enterprises. Participating in the SME Loop the entrepreneurs analyse their businesses and identify business improvement strategies. These strategies were systematically elaborated into a business improvement plan.

1 The GROW Model is a simple yet powerful framework for structuring coaching sessions within the SME Loop (see also p. 42)

1.3 The SME Loop Structure

The SME Loop provision includes two training sessions of three days each and ten coaching sessions, each coaching session lasting 1.5 – 2 hours, at least two sessions per month. Altogether, the SME Loop comprises two coaching phases, two training phases, the Graduation Ceremony and the additional/optional Coaching 3 for follow-up and year-end evaluation.

	Content/Topics	Duration	Required persons days
Training 1: Business Analysis	Internal and external business context analysis Personal Entrepreneurial Competencies analysis Business Operations Process Analysis using flow charts Financial analysis Competitor Analysis and Business Audit	3 days	2 trainers Each 4 days and including for preparations and reporting. <u>In total 8 days</u>
Intervention	Content	Duration	
Coaching 2: Strategy Formulation	4 individual one-one coaching sessions and identifying business improvement potential and formulating strategies based on the business analysis done in the training	2 months	Assumption: a coach can handle 4 coaching sessions per day. Requirement is (25 participants x 4 =) 100 sessions <u>Total of 25 persons day</u>
Intervention	Content	Duration	
Training 2: Business Improvement Planning	Verify and finalise the business improvement strategies and develop business improvement plans	3 days	2 trainers Each 4 days and including for preparations and reporting. <u>In total 8 days</u>
Intervention	Content	Duration	
Coaching 2: Improvement and linkages development	6 individual one-one coaching sessions for Financing and linkages development. During this phase coachees finalise their business improvement plans and get ready for business improvement plan presentation.	3 months	Assumption: a coach can handle 4 coaching sessions per day. Requirement is (25 participants x 6 =) 150 sessions <u>Total of 37.5 persons day</u>
Graduation Ceremony	Business improvement plan presentation and test the viability Course completion and certificates	1 day	2 days for each trainer and requires two trainers, in <u>total 4 days</u>
Coaching 3	3 optional coaching vouchers for follow-up coaching sessions Final evaluation Follow ups	Not specified	

Table 1: SME Loop Structure

Furthermore, the SME Loop implementation includes a monitoring and evaluation (M&E) mechanism, which relates to all phases and ends with a final assessment. This process varies from project to project and requires a detailed implementing strategy. This is not specified in this manual.

On average, a SME Loop provision requires a **minimum of 82.5 qualified trainers/coaches days** or persons days for a **group of 25 participants** over a minimum of **6 months** and ending after one year with year-end evaluation (optional).
Inputs in terms of days vary depending on the trainer's/coach's implementation capacity and strategy.

1.4 Golden Rules for the SME Loop Implementation

There are 7 golden rules for SME Loop implementation:

1) **SELECT RIGHT CANDIDATES**

The right candidates are growth-oriented entrepreneurs. Many entrepreneurs just aim to survive in the market and do not pursue any development strategies. As the SME Loop course is intensive and stretching out over 6 months it is recommended to select growth-oriented entrepreneurs. They will always have positive predictions and expectations on the following three aspects:

- sales or turnover of the business will increase in coming months and years
- additional employees should be hired in near future
- market for the product is growing and/or the business is planning to go for product/market development in near future

2) **IMPLEMENT A DETAILED BUSINESS ASSESSMENT**

Entrepreneurs always talk positive about their business. Hence, it is advisable to implement a business assessment which will serve as baseline for the evaluation on implementation and the progress of the enterprises. Further it is a validating process to select the right candidate and helps to set up right monitoring and evaluation mechanism.

3) **TRAIN OR ORIENT THE SME LOOP PROFESSIONALS**

The implementation of training and coaching sessions requires professional trainers and coaches. The methodologies used in their sessions require a professional approach. Trainer and coaches that are already available in the market should be provided an orientation course before hiring. It is essential that every trainer and coach develop an understanding of the course materials before starting with the implementation in order to achieve the desired kind of impact.

4) **DESIGN THE CURRICULUM WITH OPTIONS**

The SME Loop Standard Training Materials provide a range of tools to use. It is essential that the curriculum design offers flexibility and options. After selecting the entrepreneurs, design the curriculum with options.

5) **SET UP THE MONITORING AND EVALUATION MECHANISM**

All projects expect to meet their project specified indicators and thus the implementation of the SME Loop works towards the realisation of those indicators. An adequate monitoring and evaluation mechanism will increase the efficiency with respect to the assessment of the SME Loop implementation, results and follow-up.

6) **IMPLEMENT A PILOT SME LOOP COURSE COMBINING THE 'ON THE JOB COACHING'**

It is a good practice to start with a pilot course. Implementers can learn many things from the pilot course and modify the course and measures accordingly.

7) **REFRESH, NETWORK, AND EVALUATE FOR CONTINUOUS DEVELOPMENT**

Trainers and coaches start to implement the SME Loop course after their capacity building and pilot the course implementation. It is necessary that trainers meet regularly and share their experience. The implementer should provide a refresher training for them. Encourage trainer/coach forum, as these are the professions, which take longer time to improve and develop.

1.5 Minimum Standards for the SME Loop Implementation

The implementation of the SME Loop requires a set of minimum standards. For this purpose, it is advisable to consider the SME Loop Minimum Quality Standards as a guiding “checklist” in order ensure the quality with regard to the implementation.

2. ONBOARDING

The onboarding implies an orientation workshop for the partner organisations and the staff who are going to implement the SME Loop. This is necessary to understand the tasks ahead and to create a common understanding.

2.1 Preparing and Planning for Onboarding Workshops

Generally, onboarding workshops have a duration of two to three days. The potential or selected partner organisations such as financial institutions and other business development service providers should participate in this workshop. During this workshop, the participants experience the SME Loop methodologies, get to know the details of the SME Loop approach and can decide on their roles in the implementation. Some organisations may like to implement the loop cycle with the target group and the responsible project, while others would like to involve in business financing and other service provisions. It is recommended to have this kind of information workshop. Thus, each stakeholder can take decisions based on a complete understanding.

Sometimes, onboarding workshops are conducted after selecting the partners and informing about the SME Loop course. In this case it will be very much like a taster session. Here, the participants are experiencing a few sessions of training and coaching and in the end prepare an action plan to implement a series of SME Loop cycles. They will learn: how to select the enterprises, what kind of support they require from the project, which resources they are willing to share and so on. The project also informs the partners about the expected commitment and agreements for the SME Loop implementation including the time plan.

2.2 The Process of Planning for Onboarding

The preparing and planning for onboarding workshops is a process where the tasks can be classified into five major steps:



Figure 2: Onboarding Process

1. SET OBJECTIVES

As it was mentioned earlier, onboarding can have number of purposes. Starting from gathering all partners at once, informing about the implementation and inviting for partnerships, up to providing them an opportunity to share their concerns and planning the course implementation.

The onboarding can be an exercise to decide about the partners who are willing to cooperate with the project. Sometimes, talking about SME Loop course and its benefits to the SMEs and the economy does not result in a clear understanding and commitment from stakeholders. Everyone should be invited for the onboarding, to give them taster sessions on coaching and training, discuss the details of implementation requirements, invite them to decide about their participation and resource sharing and making an action plan way forward will be effective and solid.

Whatever the purpose we need to set objectives for the onboarding. An example onboarding purpose, objective and agenda is given below:

ONBOARDING WORKSHOP				
DURATION:	2 days		VENUE:	Vestry Hall, Lilongwe
DATE:	24/11/2018		FEE:	On invitation free
TO WHOM:	The staff of potential partners, project staff, stakeholders, project partners and staff of financial institutions.			
PURPOSE:	To share information about SME Loop implementation and invite for partners to implement.			
OBJECTIVES:	<p>At the end of the workshop we</p> <ul style="list-style-type: none"> will have identified minimum three partner organisations including public sector for implementation. will understand the business finance and micro finance sources available in the context and will inform about SME Loop courses. will share the advantages and benefits of SME Loop course to the entrepreneurs and business improvement via taster sessions. This will enable the stakeholders to support in selection of entrepreneurs. 			
AGENDA:				
DAY 1:	<ul style="list-style-type: none"> Registration of participants Guest Speaker (Give the name of the guest speaker) Introduction to participants and the workshop Expectation levelling and commitments for the two days Setting the house rules Ring Finance Exercise – taster session (Please refer the SME Loop Standard Training Materials) Wrap up 			
DAY 2:	<ul style="list-style-type: none"> Recap Day 1 Coaching taster session – the triangle coaching SME Loop implementation requirements (Resources, quality standards, monitoring and evaluation, training of trainers and coaches, etc.) Types of partnering possibilities and project contribution to the implementation Preparing way forward action plans Wind up with follow up notes 			

Table 2: Example Onboarding Purpose

2. LOGISTICS

While deciding on the purpose and setting the agenda you need to decide the venue for the onboarding workshop. The onboarding is normally facilitated by SME Loop trainers and coaches. The general information is delivered by project staff, the taster sessions are facilitated by SME Loop trainers/coaches or by a International Master Coach. Further, these sessions require stationery, training equipment and materials.

The team of facilitators will help to organise the logistics for the workshop.

3. IDENTIFY THE STAKEHOLDERS

While the team prepares the logistics, they can also identify a set of 25 relevant decision makers from selected stakeholders. During the workshop, relevant stakeholders can make informed decisions with respect to their commitments. The workshop ends with an action plan; therefore, it is always important that the relevant officers and staff participate in the workshop and express their motivations.

Prepare a list of invitees and send the invitation in advance. Later, closer to the date of onboarding workshop, a project staff can do the follow up on their attendance via phone, if necessary, another reminding letter can be sent.

4. CONDUCT ONBOARDING

Implement the onboarding and gather the final action plans and do the follow ups. Every decision made in the workshop has to be followed up in writing and discussions.

Prepare in advance leaflets, factsheets, advertisement, applications, dates for training of trainers/coaches' workshop, targets and project requirements to share them with the participants.

5. FOLLOW UP

This is the workshop done to identify the partners finally. During the workshop the identified and committed potential partners can be invited for a formal discussion for agreements.

3. CAPACITY DEVELOPMENT

The SME Loop trainers and coaches require a professional approach to the training and coaching session implementation. This implies that all SME Loop trainers and coaches learn and develop the SME Loop approach and the methodologies. The training sessions include adult learning principles, which are different to normal teaching and lecturing methodologies. All the sessions are set according to the adult learning principles and the experiential learning cycle is applied mainly by simulation and other exercises.

SME Loop Coaching is also practiced with number of fine technique and it differs from preaching and advising. Generally, the coaching sessions are designed to follow the GROW model and appreciative coaching styles.

The training and coaching competencies and their levels may vary from person to person. It is advisable, even if trainers and coaches are readily available, to train and coach them with a capacity development workshop. At least these readily available trainers and coaches need to go through an orientation program, where they get opportunities to learn and enhance the SME Loop modules.

3.1 SME Loop - Capacity Development Approach

It is recommended to have a variety of approach for the capacity development. Generally, a capacity development activity is provided with a workshop. For SME Loop implementation, a workshop alone with respect to a capacity development approach will not be effective.

The SME Loop capacity development requires in addition to the classroom learning on the job coaching and guidance for the implementation. The on the job coaching has to be conducted for training and coaching session. Further, the fresh trainers and coaches are given a piloting experience by coaching them on the job for each phase. Therefore, we can say a typical SME Loop capacity development will have three approaches:

1. **Classroom learning – workshop**
2. **Piloting experience**
3. **On the job coaching for training and coaching session implementation**

Thus, to enhance the learning experience and improve the effectiveness it is suggested to go for two parts. In this way, the SME Loop Standard Training Materials can be introduced to the trainers and coaches as follows:

- i. **Capacity Development Part 1: Training 1 & Coaching 1**
- ii. **Capacity Development Part 2: Training 2 & Coaching 2**

Content	Approach	Duration
Training 1 Business Analysis	Part 1: Capacity Development Classroom based training skills development Classroom based coaching skills development 'On the job coaching' for training and coaching implementation Pilot SME Loop course with entrepreneurs	7- 10 days Where classroom based can be 5-7 days
Coaching 1 Strategy Formulation		
Training 2 Business Improvement Planning	Part 1: Capacity Development Classroom based training skills development Classroom based coaching skills development 'On the job coaching' for training and coaching implementation Pilot course with entrepreneurs	7- 10 days Where classroom based can be 5-7 days
Coaching 2 Financing and linkages development		
Refresher Training	After implementing for 1-2 years	2-3 days
Networking and forums (WhatsApp, Facebook, etc.)	Monthly or quarterly	0.5 – 1 day

Table 3: Proposed structure of the Capacity Development Program

Conducting refresher workshops and maintaining trainer forums and networking are very helpful to maintain the quality of SME Loop implementation. In this way, any changes in the curriculum or implementation can be formerly informed to the trainers and coaches with little efforts and short time. Sometimes implementations may bring in new learnings and techniques. These are shared among trainers and coaches during these forums and networking. For example, a WhatsApp trainer network will provide any trainer to verify his doubts and confusion on a session. Another may ask for supports by texting.

3.2 SME Loop Trainers and Coaches

The quality of trainers and coaches is pivotal for the quality of SME Loop provision. Basic business management knowledge, trainer and coach competencies as well as past experience in delivering business management and entrepreneurship are necessary for SME Loop trainer and coaches to qualify for the SME Loop implementation. In this section we give a set of knowledge and skills to consider during the selection process for capacity development. The following knowledge, competencies and skills are expected from a SME Loop Trainer/Coach. The level and degree may vary. Many of these qualities are covered during capacity development program. However, some of them are essential for recruiting the potential SME Loop trainers and coaches: mainly the basic business management knowledge, training and coaching experience, presentation and listening skills.

A good SME Loop Trainer/Coach will have the following:

KNOWLEDGE

- General business management
- Entrepreneurship development
- Adult learning principles
- Marketing management
- Financial management
- Operations management

COMPETENCIES

- Training delivery
- Coaching delivery
- Visual Aid preparations
- Probing

SKILLS

- Listening
- Summarising and briefing
- Presentation
- Facilitation
- Reporting and documentation
- Computer skills

EXPERIENCE

- Training delivery
- Coaching delivery
- Business operation
- Working with entrepreneurs and enterprises

While selecting potential trainers and coaches for capacity development, we can take this set of knowledge and skills into consideration. On that basis we can design the application and the interview criteria.

Sample Interview Score Sheet

	Description	Score
Academic qualification	Degree in business management	
	Degree in other subjects	
	Tertiary education	
	Other qualifications in business management	
Work Experience	Training for small business management	
	Coaching - small business management	
	Entrepreneurship development training	
	Workshop facilitation	
Soft Skills	Listening skills	
	Presentation skills	
	Summarizing and briefing	
	Visual aids preparation	
	Asking questions or probing skills	
Attitudes	Accepting differences	
	Punctuality	
	Team spirit	
	Any other	

Table 4: Sample Interview Score Sheet

It is possible that a training needs assessment for trainers and coaches, which can be done prior to capacity development.

3.3 Course Schedule

These are sample course schedules for the capacity development programs.

SAMPLE 1:

PART 1: SME LOOP	
Course	SME Loop Training of Trainers and Coaches Workshop
Dates	
Subject	SME Loop Training 1 and Coaching 1
Venue	
Objectives	<ul style="list-style-type: none"> To develop and enhance training competencies (the adult and experiential learning principles) necessary for Training 1 To develop and enhance coaching competencies (GROW) necessary for Coaching 1 To introduce and familiarise the SME Loop Business Training and Coaching Loop Materials for Training 1 and Coaching 1 To prepare and implement piloting Training 1 Business Analysis To prepare coaches for Coaching 1 - Strategy Formulation for the three pilot programs
Resp. Trainer	

Day Time	Block	Content or Activity	Facilitator
Day 1	A 8.30 – 10.30	Registration and Opening Ceremony 08.30 Participants registration and trainer evaluation 09.00 Opening Ceremony 10.00 Energizer for introduction and nametags 10.30 Tea break	
	B 10.45 – 12.45	Unfreezing, Introduction, expectation levelling and learning contracts 10.45 Expectation levelling 11.00 SME Loop introduction (Testing) and learning contract 12.00 House rules, administrative matters, course schedule, couple of the day, diary, awards announcements, business plan submission Monday 26 Morning before 8am, penalty for late comers, etc. 12.45 Lunch break	
	C 13.45 – 15.30	13.45 Energizer 14.00 My Life in Brief (The Art Gallery) 14.45 Business Analysis Introduction SWOT: PECs and Management Competencies, and Context Analysis 15.30 Tea Break	
	D 15.45 – 16.00	15.45 PECs Self-Assessment 16.20 Daily evaluation, Diary and Mini market announcement 16.30 Couple of the Day (COD) briefing and supports Circle of Trainers (COT) meeting – reviewing the daily evaluation session conducts and Day 2 planning	

Day 2	A	08.30 Daily recurring activities (Energizer, news and evaluation summary) 08.45 The Market Exercise 09.45 - 10.45 Introduction to marketing management & marketing mix/Strategy	
	B	10.45 Business Analysis: Marketing Management 11.15 Production Exercise: Bag Making Round 1 Introduction to Process Flow Chart 12.45 Lunch break	
	C	13.45 Energizer 14.00 Production Exercise – Bag making Round 2	
	D	15.30 Production exercise processing 16.00 Business Analysis: Operations Management & production process Flow chart preparations 16.45 Daily evaluation and diary 17.00 Trainers circle meeting	
Day 3	A	08.30 Daily recurring activities (Energizer, news and evaluation summary) 08.45 Taxation Lecturette practicum 09.45 Financial Analysis using the production/bag making exercise results	
	B	Business Analysis – SWOT Exercise Operations Management Financial-ratio Analysis Production Process Flow Chart	
	C	13.45 Energizer 14.00 Introduction to Adults Learning Principles Do's & Don'ts – Group work	
	D	15.30 Introduction to coaching methodology: GROW Role-play on coaching 16.20 Daily evaluation and diary 17.00 Circle of trainers meeting	
Day 4	A	08.30 Daily recurring activities (Energizer, news and evaluation summary) 08.45 Successful Entrepreneur visit and group work on PECs & contextual analysis	
	B	10.45 Coaching exercises in pairs – Triangle approach Group work – Coaching Do's and Don'ts	
	C	13.45 Energizer 14.00 Business Analysis – individual coaching_	
	D	Coaching Practicum continued 16.20 Daily evaluation and diary 17.00 Circle of trainers meeting	

Day 5	A	08.30 Daily recurring activities (Energizer, news and evaluation summary) 08.45 Introduction to Coaching 1- Strategy Formulation Tea Break	
	B	10.45 Coaching Practicums 12.00 Allocation of Sessions for piloting program for Training 1	
	C	13.45 Energizer 14.00 Allocation of Sessions for piloting program for Training 1 For 3 classes continued..... Logistics and administrative details Documents to bring back Appointed local Master coaches (Tymon, Christina and Leonard) Appointed Admin for each class from participants 15.00 Pilot Training 1 Session –practicum coaching and preparations (and Business Analysis Coaching)	
	D	15.45 Pilot Training 1 Session –practicum coaching and preparations ... continued (and Business Analysis Coaching) 16.20 Daily evaluation and diary 17.00 Circle of trainers meeting	
Day 6	A	08.30 Daily recurring activities (Energizer, news and evaluation summary) 08.45 Pilot Training 1 Session –practicum coaching and preparations ...continued Logistics allocations Transport allocations – vehicles to three locations Accommodation and living allowances 10.30 Tea break	
	B	10.45 - 12.45 Pilot Training 1 Session –practicum coaching and preparations ...continued 12.45 lunch break	
	C and D	13.45 Energizer 14.00 Daily evaluation and diary 14.15 Left for the field (pilot training venues)	

‘ON THE JOB COACHING’			
Day 7	A, B, C & D	SME Loop Training 1 Implementation and on the job coaching DAY1	
Day 8	A, B, C & D	SME Loop Training 1 Implementation and on the job coaching DAY2	
Day 9	A, B, C & D	SME Loop Training 1 Implementation and on the job coaching DAY 3	
WORKSHOP			
Day 10	A	08.30 Daily recurring activities (Energizer, news and evaluation summary) 09.00 Feedback on Training 1: First and second level processing (feedback) 10.00 Revised Training 1 Schedule finalizing and additional hints for better implementation Tea Break	
	B	10.45 Briefing the KFW/AFC Matching Grant Fund 11.15 Coaching 1 preparations and coaching schedule review & allocations 11.45 Final evaluation and diary 12.00 Closing and Certificate awarding Best practicum and Best Energizer Awards On boarding 2 dates announcement Lunch and wind up the on boarding workshop	
	C+D	Follow ups	

Table 5: Training of Trainers and coaches (Part 1) – Course Schedule

SAMPLE 2:

PART 1: SME LOOP	
Course	SME Loop Training of Trainers and Coaches Workshop
Dates	
Subject	SME Loop Training 2 and Coaching 2
Venue	
Objectives	<ul style="list-style-type: none"> • To gather feedback on implementation of Training 1 & Coaching 1) and orient the reporting process (with M&E Forms) • To introduce & familiarise the Training and Coaching materials for Training 2 & Coaching 2 • To enhance training competencies (the adult and experiential learning principles) and coaching competencies for SME Loop implementation • To prepare and to implement pilot trainings during Training 2 and Coaching 2 • To provide on the job coaching for training and coaching sessions implemented by SME Loop Trainers and Coaches
Resp. Trainer	

Day Time	Block	Content or Activity	Facilitator
Day 1	A 8.30 – 10.30	Registration and Opening Ceremony 08.00 - 08.30 Participants registration 08.30 Opening Ceremony 08.40 Energizer Broken Square 09.00 Unfreezing, Introduction, expectation levelling and learning contracts 10.45 Expectation levelling 11.00 SME Loop Phase 3&4 introduction and learning contract 12.00 House rules, administrative matters, course schedule, couple of the day, diary, awards announcements (energizer and best Training/Coaching), business improvement plan submission ondaydate of month, Morning before (time) am, penalty for late comers, etc. 10.30 Tea break	
	B 10.45 – 12.45	Feedback on Training and Coaching Achievements and Challenges 12.45 Lunch break	
	C 13.45 – 15.30	13.45 Energizer 14.00 Observations and lessons learnt from ON THE JOB COACHING for TRAINING & COACHING 15.00 ON THE JOB COACHING – 11-13/DEC by Verni 15.15 Tea Break	

	D 15.45 – 16.00	15.30 Introducing the Reporting Format and Reporting 16.20 Daily evaluation and Diary and 16.30 Couple of the Day (COD) briefing and supports Circle of Trainers (COT) meeting – reviewing the daily evaluation session conducts and Day 2 planning	
Day 2	A	08.30 Daily recurring activities (news and evaluation summary) ENERGIZER 08.45 INTRODUCTION TO TRAINING 2 09.15 - 10.30 Market Alternatives	
	B	10.45 Market Alternatives continue 11.30 Business Model Canvas 12.30 Lunch break	
	C	13.30 Energizer 14.00 BMC continued	
	D	15.30 Introduction to Business Improvement Plan 16.20 Daily evaluation and diary 17.00 Circle of trainers meeting	
Day 3	A	08.30 Daily recurring activities (News and evaluation summary) Energizer 08.45 Marketing Strategy	
	B	10.30 Operations Strategy Operation Process Flow Chart	
	C	13.45 Energizer 14.00 Ring Finance Exercise	
	D	15.30 Ring Finance Exercise -continued 16.20 Daily evaluation and diary 17.00 Circle of trainers meeting	
Day 4	A	08.30 Daily recurring activities (News and evaluation summary) Energizer 08.45 Ring Finance Exercise - Continued	
	B	10.45 Ring Finance Exercise - Continued	
	C	13.45 Energizer 14.00 Financial Planning_	
	D	15.30 Preparing for Coaching 2 16.20 Daily evaluation and diary 17.00 Circle of trainers meeting	
Day 5	A	08.30 Daily recurring activities (Energizer, news and evaluation summary) 08.45 Feedback on Training 2 09.30 Coaching Materials Orientation Tea Break	
	B	10.45 Coaching Practicums 12.30 Lunch Break	
	C	13.30 Energizer 14.00 Session Allocation for Training 2 14.30 Coaching Practicum	

	D	15.30 Group Coaching Do's & Don'ts 16.00 Training 2 – Dos and Don'ts 16.20 Daily evaluation and diary 17.00 Circle of trainers meeting	
Day 6 Dec 10	A	08.30 Daily recurring activities (Energizer , news and evaluation summary) 08.45 Session for Training 2 Coaching Logistics and administrative details Documents to bring back Appointed local Master coaches Pilot Training 2 Session –practicum coaching and preparations ...continued Appointed Admin for each class from participants Logistics allocations Transport allocations – vehicles to three locations Accommodation and living allowances 10.30 Tea break	
	B	10.45 – 12.45 Pilot Training 2 Session –practicum coaching and preparations ...continued 12.45 Lunch break	
	C and D	13.30 Energizer 13.45 Daily evaluation and diary 14.00 Travelling to Field	
'ON THE JOB COACHING'			
Day 7	A	SME Loop Training 2 Implementation and on the job coaching DAY 1	
Day 8	A	SME Loop Training 2 Implementation and on the job coaching DAY2	
Day 9		SME Loop Training 2 Implementation and on the job coaching DAY 3	
WORKSHOP			
Day 10	A	08.30 Daily recurring activities (Energizer, news and evaluation summary) 09.00 Feedback on Training 2: First and second level processing (feedback) 10.00 Revised Training 2 Schedule finalizing and additional hints for better implementation Tea Break	
	B	10.45 Implementation planning 11.00 On the job Coaching, Reporting and M&E 12.00 Deliver Certificates and awards Lunch and wind up the workshop	

Table 6: Training of Trainers and coaches (Part 2) – Course Schedule

3.4 Training Equipment And Stationery Requirement

Requested by:

Date:

Material	Color/ Size	Number
60 cm X 10 cm Cards 	Beige	100
	Yellow	100
	Green	100
	Light Blue	100
	White	100
	Pink	100
20 cm X 10 cm Cards 	Beige	300
	Yellow	300
	Green	300
	Light Blue	300
	White	300
	Pink	300
Post it notes 	Beige	1
	Yellow	1
	Green	1
	Light Blue	
	White	
	Pink	1
Glue Sticks		6
Blue Tack		3
Masking Tape (1")		6
Masking Tape (1/2")		2
Pens		Number of participants
Stapler / Staples		1
Scissors	Important	6
Blades/Knives	Important	6
Bullock Clips		4
Pushpins		100
Rubber Bands		1 pkt
Gum bottles		2
Note Pads	Ensure that hotel/venue people provide some note pads and writing pens or pencils	Number of participants

Puncher		1
Meter Rulers		4
Kraft Papers		50
Flip Chart rolls		6
Pencils		12
Brochures	Project information	SME Loop
A4 White Paper		100 (we need for the simulation)
Certificates	Print, signed by officer and ready to deliver	Number of participants
Address & Name List	For ToTC participants and SMEs (pilot)	Incl. for pilot workshops
Signature sheet	For ToTC participants and SMEs (pilot)	Incl. for pilot workshops
Envelops	A4	6
Tooth Picks	For games	
Dots	5 colors	some
Paper Clips		1pkt
Rope	150 feet	1
Dockets (with document)	For Part 2: We gave them last time and please remind them to bring in the invitation letter for both TCs and SMEs Trainer Guidance, Coaching Guidance, Trainee Handbook, Memory Stick and Homework - SWOT + Strategy	
Name Cards		Number of Ps +Facilitators
Permanent Markers	Black	10
	Blue	10
	Red	10
	Green	10
Texta Markers	Black	5
	Blue	5
	Red	5
	Green	5
Power extensions		1
Forms		
Final Evaluation (Please recommend a format)		Number of Ps
Daily Evaluation (Please recommend one format)	Number of participants x 10 days (Half sheet)	35x10/2
Manuals (Please specify the manual)	SME Loop Coaching Guide and SME Loop Trainee Manual	Number of Participants
Business assessment and monitoring and evaluation	Forms	number of participants

Equipments		
Laptop computers		1
Printer		1
Multi media Projector		1
Pin boards		6
Flip chart boards		2
Banner (Please describe)	Project	1

Table 7: List of Stationery for SME Loop Capacity development workshop

3.5 Additional Materials

A number of materials and handouts useful for the capacity development are available: The SME Loop Standard Training Materials² and the SME Loop Minimum Quality Standards³ are necessary in order to understand the SME Loop capacity development and SME Loop implementation. In addition to these manuals, the SME Loop Handbook⁴ and the SME Loop Coaching Guide⁵ are also important to refer.

3.5.1 Andragogy: Principles of Adult Learning

Andragogy, defined by Malcolm Knowles (1972, 1975, 1978) refers to a theory of adult learning that details some of the ways in which adults learn differently than children. For example, adults tend to be more self-directed, internally motivated, and ready to learn. Unlike children in school, most adults have control over whether they show up for training and whether they stay or walk out.

Andragogy relies on the use of cognitive theories, which deal with the acquisition of knowledge and are more humanistic in nature than stimulus-response theories, which rely on behaviour modification and conditioning to achieve results. Pavlov, the well-known researcher, who conditioned his dog to salivate at the ringing of a bell, employed a stimulus-response theory. In contrast, cognitive theories generally rely on the individual to learn through self-motivation.

The foremost of Knowles' discoveries was that andragogy is different from pedagogy (children's learning). In particular, adults are aware of their abilities and their experiences and they require more involvement in the learning process. Other characteristics of andragogy include the following (Goad, 1982; Hanson, 1981):

- Learning is **a process**—as opposed to a series of finite, unrelated steps—that lasts throughout the entire life span of most people.
- For optimum transfer of learning, the learner must be **actively involved** in the learning experience, not a passive recipient of information.
- Each learner must be **responsible** for his or her own learning,
- The learning process has an effective **(emotional)** as well as an intellectual component.
- **Adults learn by doing**; they want to be involved. Regardless of the benefits of coaching, one should never merely demonstrate how to do something if an adult learner actually can perform the task, even if it takes longer that way.

2 Verni Vijayarajah (2019): SME Loop Standard Training Materials, published by GIZ GmbH, Bonn.

3 Christoph Reichert (2019): SME Loop Minimum Quality Standards (MQS), Bonn.

4 Ralf Barthelmes et al. (2019): SME Loop Handbook, published by GIZ GmbH, Bonn.

5 Ralf Arning (2016): SME Loop Coaching Guide, published by GIZ GmbH, Bonn.

- Problems and examples must be **realistic and relevant** to the learners.
- Adults relate their learning to what they **already know**. It is wise to learn something about the backgrounds of the learners and to provide examples that they can understand in their own frames of reference.
- **An informal environment** works best. Trying to intimidate adults causes resentment and tension, and these inhibit learning.
- **Variety stimulates**. It is a good idea to try to appeal to all five of the learners' senses, particularly to those aspects identified by neurolinguistic programming: the visual, the kinesthetic, and the auditory. A change of pace and a variety of learning techniques help to mitigate boredom and fatigue.
- Learning flourishes in **a win-win, nonjudgmental environment**. The norms of the training setting are violated by tests and grading procedures. Checking learning objectives is far more effective.
- The training **facilitator is a change agent**. The trainer's role is to present information or skills or to create an environment in which exploration can take place. The **participants'** role is to take what is offered and apply it in a way that is relevant and best for them. **The trainer's responsibility is to facilitate. The participants' responsibility is to learn.**

3.5.2 Experiential Learning: Andragogy Applied

Traditional childhood learning, especially in public education, is oriented toward the teacher imparting knowledge to the students. Adult learning is a process of one person (the trainer) providing the opportunity for another person (the learner) to acquire knowledge, skills, and/or awareness. Adults are more accustomed to exercising choice; they demand more choice in the matter of what they will believe, adopt, and apply. For these reasons, experiential learning has many advantages over the traditional classroom approach, the primary one being that it is more effective. In fact, many educators now believe that experiential learning works better with children as well.

Because Human Resource Development (HRD) professionals work exclusively with adults, most have a background in adult education, industrial/organisational psychology, or some other branch of the behavioural sciences. Clearly, adults' learning processes are different enough from children's learning processes that HRD professionals must understand the principles of andragogy in order to make adults' learning experiences profitable and meaningful. We can illustrate the experiential learning cycle as follows:

EXPERIENTIAL LEARNING CYCLE

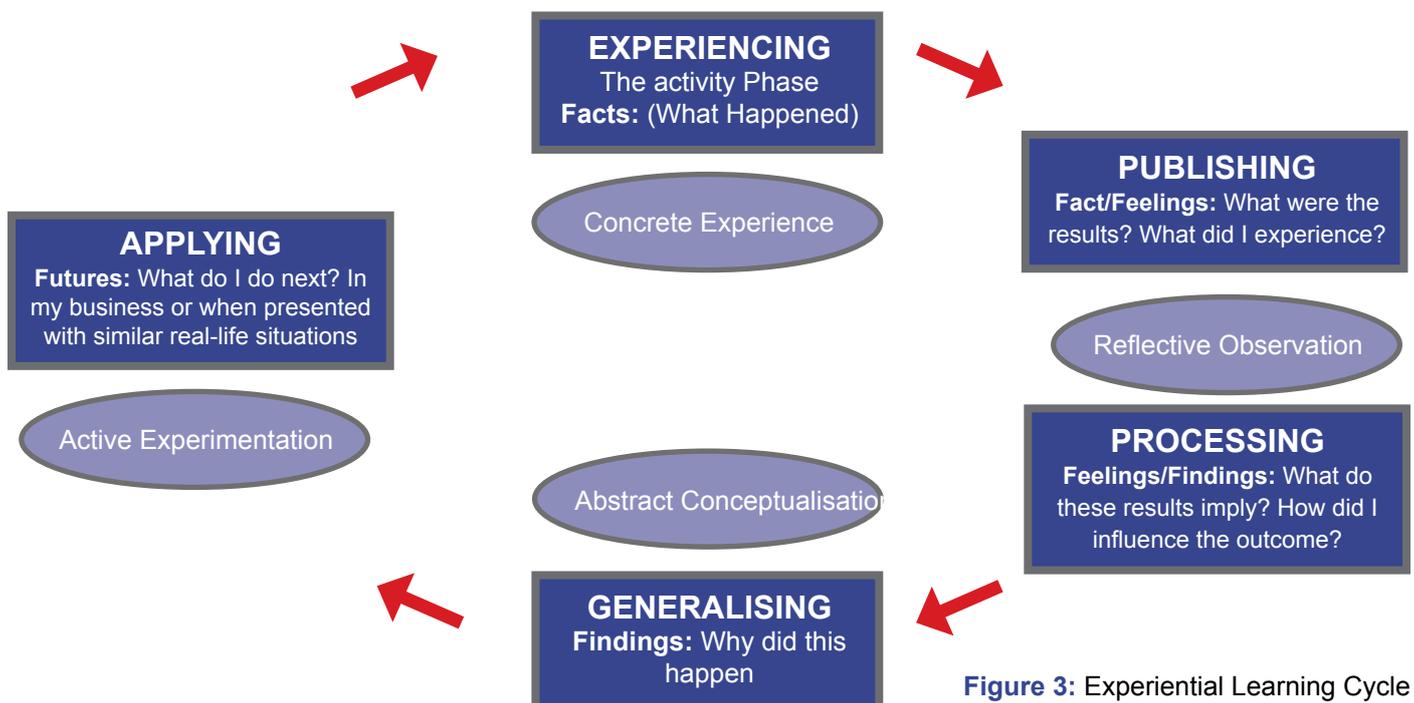


Figure 3: Experiential Learning Cycle

Every exercise in the SME Loop Standard Training Materials⁶ are structured based on the above principle in mind by using the experiential learning cycle. This involves a continuous four-stage approach in learning, sometimes within an exercise or a combination of exercises.

STAGES		DESCRIPTION
1	Experiencing	Do it, concrete experience
2	Data Processing	What happened, what were the results
3	Conceptualization	What do these results imply, how did I influence the outcome, why did this happen
4	Application in real life	Now what will I do differently in my business or when presented with similar real-life situations

Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting. David A. Kolb helped to develop the modern theory of experiential learning, drawing heavily on the work of others. Kolb's four-stage Experiential Learning Model can be summarized as follows⁷:

Concrete Experience	An activity that creates an experience. E.g. A game, role play, case study, a presentation, have a difficult conversation. (One of the most valuable aspects of this model is the way in which it allows us to turn every experience into a learning opportunity.)
Reflective Observation	Look back on your experience and assess the results. Determine what happened, what went well and what didn't.
Abstract Conceptualization	Make sense of your experience. Seek to understand why things turned out as they did. Draw some conclusions and make some hypotheses.
Active Experimentation	Put those hypotheses to the test. Don't simply re-act. Instead, have a conscious plan to do things differently to be more effective. And begin the cycle again.

Kolb's four-stage Experiential Learning Model has further been developed into a five stage Experiential Learning Cycle which is usually used in adult training. The Five-Stage Experiential Learning cycle is summarized as follows:

6 Verni Vijayarajah (2019): SME Loop Standard Training Materials, published by GIZ GmbH, Bonn.

7 [Sims \(1983\): Kolb's Experiential Learning Theory: A Framework for Assessing Person-Job Interaction.](#)

Experiencing / Activity Phase	<p>This can be a structured activity, current event, or an unexpected discussion. The experience is the thing that happens.</p>	<p>A structured activity that has been pre-planned for your session such as:</p> <ul style="list-style-type: none"> ✓ A game that you play with your participants. ✓ A video that you watch with your participants. ✓ A performance or role play by your participants. ✓ A book, article or case study that your participants have all read. ✓ An event that occurred just before your session: perhaps an argument broke out between participants in the hallway, or maybe your participants had to battle treacherous weather to arrive at your session.
Publishing	<p>The outcome of the activity or event is discussed reflecting on experiences of individuals or small groups</p>	<p>Questions that can be used include:</p> <ul style="list-style-type: none"> ✓ What was that experience like for you? ✓ Was that easy or difficult? Why? ✓ What did you notice about...? ✓ What did you see or hear that was interesting? ✓ What stood out for you? ✓ What was going on for you when... happened? ✓ What words would you use to describe your reaction to...? ✓ Was that what you expected? Why or why not? ✓ Did anything surprise you? ✓ Did you discover anything new during that experience? ✓ How is your mood/energy different now than before we started?
Processing	<p>Here we reflect on the observations and try to make sense of what happened.</p>	<p>Questions that can be used include:</p> <ul style="list-style-type: none"> ✓ What did you think about that? ✓ How was that significant? ✓ How was that good / bad? ✓ What struck you about that? ✓ How might it have been different? ✓ What was going on there? ✓ What does that tell you about yourself/your group? ✓ What similarities / differences came up in your group? ✓ How has the group changed since before this experience? ✓ Did anything surprise you about someone in the group? What? ✓ What did you learn about someone during that experience? ✓ How did your group work together to achieve...? ✓ How did your group establish roles in order to be successful in...? ✓ How did your group decide on {a course of action}? ✓ What did you notice about the group? ✓ If challenges or disagreements arose, how did you work through them? ✓ What leadership qualities did you see someone exemplify? ✓ How did you effectively communicate with the group?

<p>Generalization</p>	<p>Here knowledge gained about themselves or their group is used to create general life principles that can be used in the future</p>	<p>Questions that can be used include:</p> <ul style="list-style-type: none"> ✓ What might we draw or pull from that? ✓ Why do you think that happened? ✓ Why do you think we did this activity? What was the point? ✓ What did you learn/relearn? ✓ Where else in your life do you have to ... (ex: work cooperatively as a group in order to achieve a common goal)? ✓ Have you had a similar experience like this somewhere else in your life? What happened? ✓ Do you think it's true that in general it's important to _____ (ex: listen first before making a decision)? Why or why not? ✓ Why is it important to think about ... (ex: how each of us play an important role on a team)? ✓ Is there anywhere else in your life where _____ could be effective (ex: taking a risk)? How? ✓ How is this experience like _____ (ex: your job)? ✓ In this game we _____ (ex: had to let ourselves look a little bit silly in order to be successful). Can you think of any other time or place in your life where that could also be true?
<p>Applying</p>	<p>Here plans are made on how to use the new knowledge gained in work, business or real-life situations</p>	<p>Questions that can be used include:</p> <ul style="list-style-type: none"> ✓ What would you like to do with that knowledge? ✓ What can you do to make sure this never happens to you? ✓ Knowing what you know now, what would you do differently the next time? ✓ Is there anything you might do differently as a result of what you discovered today? What? Where will you try that? ✓ How can you take what you learned today and apply it back at ... (ex: your job, your class, with your friends)? ✓ Is there someplace in your life that would benefit from you _____ (ex: taking a risk/sharing your ideas/trying something new)? How? ✓ What's one thing you can do today, based on what just happened here? ✓ Where else in your life can you practice _____ (ex: effective communication)? When will you try that this week? What will you do? ✓ So, the next time you're in a situation where _____ (ex: you are faced with a task that you don't know how to solve), how can you handle it, based on what happened here today?

3.5.3 Coaching Methodology

Coaching is a process in which the coach supports the coachee. In this process the coach strengthens the coachee by using suitable questions, techniques and instruments as well as reflecting observation to reinforce the coachees' capacities for (widely) self-reliant problem-solving, enterprise and personality development. The needs, priorities and capacities of the coachee determine content and methodology of coaching. In a coaching relationship, the coach and the coachee are equal partners. It is based on the idea that the coachee has all required resources, skills, and experiences to improve their situation and to fix a problem themselves.

A coach is a facilitator who helps the coachee to critically reflect upon actions and decisions taken or behaviors demonstrated. He/she guides the coachee to set goals and attain them. As a coach you take the role of a "mirror" or sounding board for your coachee. The coaches themselves are responsible for the results of the coaching process and the attainment of their goal(s).

When problems arise, a coach does not automatically jump in and solve them. Instead, the coach challenges coachees to resolve situations. The coach provides support, challenge, feedback and guidance – but rarely answers.

3.5.3.1 Coaching Models

There are various coaching models. For the purpose of the SME Loop, two models stand out:

- (1) the Appreciative Inquiry
- (2) the GROW Model.

(1) THE APPRECIATIVE INQUIRY

Appreciative Inquiry is a change management approach that focuses on identifying what is working well, analysing why it is working well and then doing more of it. The basic tenet of Appreciative Inquiry is that an organisation will grow in whichever direction that people in the organisation focus their attention. If all the attention is focused on problems, then identifying problems and dealing with them is what the organisation will do best. If all the attention is focused on strengths, however, then identifying strengths and building on those strengths is what the organisation will do best.

The process of Appreciative Inquiry requires a particular way of asking guided questions that encourage positive thinking and employee-to-employee interaction. The questions focus on five key areas: definition, discovery, dream, design and delivery.

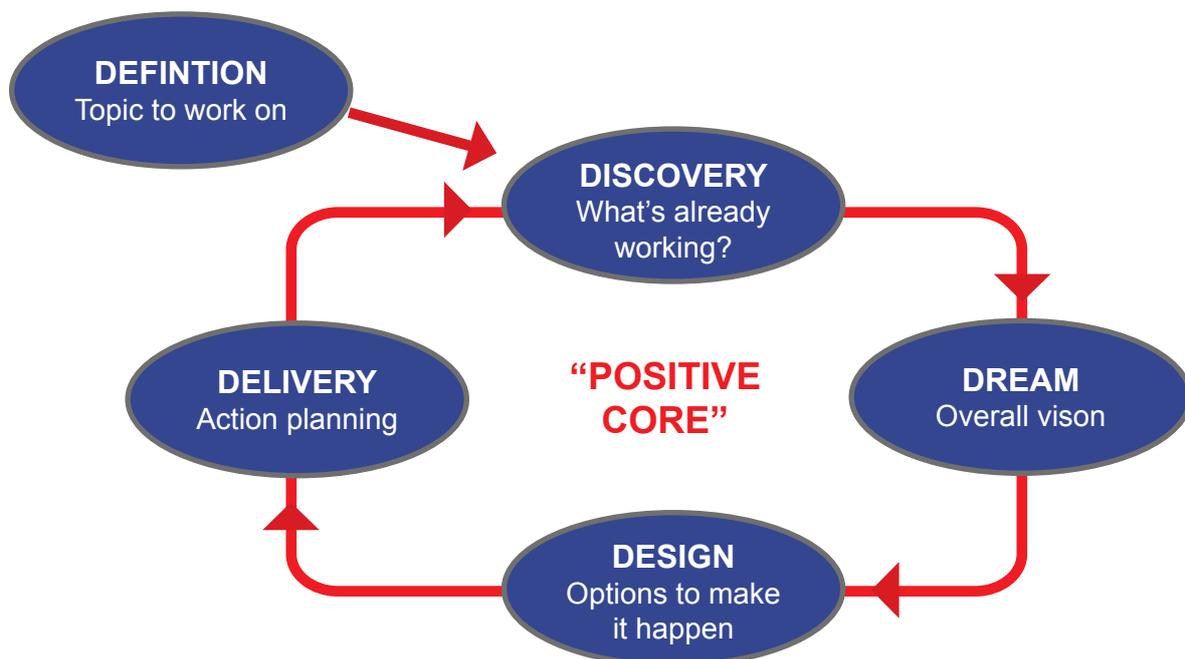


Figure 4: The process of appreciative inquiry

- **DEFINITION:** When individuals, teams, or organisations want to make changes, usually a ‘fix it’ model is employed. People will often collect data, identify obstacles, make diagnoses or we can choose to seek out what is already good and right about the individual, team, or organisation. This is the Appreciative Inquiry approach. It follows the question: *“What can we do to minimise client anger and complaints?”*. In an Appreciative Inquiry process, we would ask, *“When have customers been most pleased with our service and what can we learn and apply from those moments of success?”*

It is important to define the overall focus of the inquiry (what the entity wants more of). Due to our traditional, deficit-based problem-solving mind sets, it is sometimes easier for us to first identify an important gap, issue, or problem (what we want **less** of) instead of reframing it into what we want **more** of.

- **DISCOVERY:** In Appreciative Inquiry we use interviews as the way to evoke stories that illuminate an individual, team, or organisation’s strengths. When are we functioning at our best? What characteristics are present? Positive stories – unlike data, graphs, lists, etc. – stir imaginations and generate excitement about the individual, team, or organisation and what it is capable of accomplishing in the future. This way we build on what is already working.

When developing positive questions that explore the topic, it is important to be mindful of the language used. The language of these questions will determine the direction the inquiry will take (negative or positive), and the results of the inquiry (negative or positive). Just asking the questions begins to bring about a change in any human system, so be careful what you ask for.

The goal in this stage is not to choose the best stories, or even those that represent the norm, rather the purpose is to find what elements are common to the moments of greatest success and fulfilment. In this stage ask yourself, “what are the most promising and inspiring components of a desired future?” Just imagine if all those exceptional moments became the norm in the future! **Life Giving Forces** are elements or experiences within the organisation’s past and/or present that represent the organisation’s strengths when it is operating at its very best. A life-giving force could be a single moment in time, such as a particular customer transaction, or it could be large in scope. It can be any aspect that contributes to the organisation’s highest points and most values experiences or characteristics.

- **DREAM:** Continuing with the energy in stage three, this step asks individuals to create a future in which the high points identified in the stores are the everyday reality. The individual, team, or organisation will literally design the structure – whether it is resources, business processes, policies, whatever – for achieving this desired future. “(...) the ability to express a vision in metaphors (...) is an essential quality of leadership”. Visioning or dreaming process consists of a visual image and word image **also** called a **Provocative Proposition** (sometimes referred to as a Possibility Statement, Shared Vision, or Dream Statement). A provocative proposition bridges the best of ‘what is’ with your/their own speculation or intuition of ‘what might be’. It is provocative to the extent that it stretches the realm of the status quo, challenges common assumptions or routines, and helps suggest real possibilities that represent desired possibilities for the individual, group, or organisation.
- **DESIGN:** This step puts the flesh on the skeleton that is coming to life. Individuals, team and/or organisational members innovate and improvise ways to create the preferred future by continuously improvising and building Appreciative Inquiry competencies into the culture. With a common dream in place, team members are asked to develop concrete proposals for the new organisational state.
- **DELIVERY:** This involves taking action that will help bring the design to fruition. Leadership’s role is to monitor and support those innovations that should be nurtured and create events and processes to energise emergent and self-organising change. It also includes noticing and celebrating successes that are moving the system toward the preferred future the organisation or group co-created. For some organisations, this might mean a new way of communicating with customers (internal or external) or perhaps develop a new management-training program – the possibilities are endless.⁸

8 See for this section - Verni Vijayarajah (2017): SME Start-up Manual, GIZ SEDIN

(2) THE GROW MODEL

The GROW Model is a simple yet powerful framework for structuring coaching sessions within the SME Loop. In this framework, the coach is not an expert in the coachee's situation. In fact, coach act as a facilitator who helps select the best options but not offering advice nor direction. When coaching their SME Loop members, they let the members draw the conclusions for themselves. Not the other way around. The model has four stages:

- **G is for GOAL:** What do the coachee want to achieve? Can the goal be crafted as a SMART one? The GROW process helps to ensure this. Goal questions:
 - What are you aiming for in the long/medium/short term?
 - When would you like to have reached this?
 - What would you like to achieve by the end of this session?
 - How will you know when you have achieved this?
 - What will it look/feel/sound like?

- **R is for REALITY:** What is the TRUTH about the current situation? The current situation is fully explored and described. Facts are established. Coachees can describe but not evaluate. The coach can ask challenging or searching questions and to probe beneath the surface. Questions are prefaced by 'what', 'where', 'when', 'who' and 'how' which help the coachee to think creatively and draw out the facts. Reality questions:
 - What is happening at the moment around (this issue)?
 - What have you done so far towards this (goal)?
 - What is your main concern around this goal/issue?
 - What resources do you have to help you with this?
 - What might be holding you back?

- **O is for OPTIONS:** What CHOICES do you have to change your reality and reach your goal? What options are there? Generating options is a creative process that is stimulated by the coach asking the right kinds of open questions, by inviting the coachee to suspend all judgement and self-criticism, by maintaining interest and by challenging them just when they think they cannot come up with another idea. Often the best ideas come towards the end. Options questions:
 - Option for stepping forward towards the goal?
 - What are all the different ways you could approach this?
 - What else could you do?
 - What if you knew you couldn't fail?
 - If you could think of three more things, what would they be?

Evaluating each option narrows down the choice to which one or ones feel right and achievable for the client, this leads into the final stage:

- **W is for WILL YOU DO?:** Which option do you really enjoy doing? Which one are you willing to do, regardless of how much work it takes? Which one will you actually do because it will take you closer to your goal? This is where COMMITMENT comes in. This is the step just before ACTION or implementation. The next steps are agreed with a timetable and a commitment from the coachee. Will questions:
 - Which options feels best/seems best/looks best/sounds best?
 - Which would take you nearest to your longer-term goal?
 - Which would give you the most satisfaction?
 - When will you do this?
 - Tell me what actions you will take and when to carry this out?

Finally, on a scale of 1-10, how committed are you to achieving this goal? Anything less than 8/10, then you need to go back to the G questions to get them to re-define it so they are 9 or 10/10!

Obviously, the coachee's needs, priorities and capacities determine content and how to shape the coaching process.⁹

9 See for this section - Verni Vijayarajah (2017): SME Start-up Manual, GIZ SEDIN



3.5.4 Coaching Session Report

COACHING SESSION REPORT

Coach:		Coachee:	
Date:	Location:	Duration of session:	

Initial objectives for coaching:

Session objectives:

Issues / topics / subjects discussed; applied tools:

Conclusions, Resolutions

Agreed actions

3.5.5 Daily Evaluation

SME LOOP TRAINING OF TRAINERS AND COACHES WORKSHOP

DAILY EVALUATION

Please tick ✓ appropriately. If you are unhappy, please provide necessary remarks.

	Criteria	Happy 	Undecided 	Unhappy 	Remarks
1	Session learning objectives and relevance				
2	Training and coaching methodology				
3	Session contents and handouts				
4	Learning from co-participants				
5	Contribution to my learning as a SME Loop participant/trainer/coach				
6	My confidence				
7	Logistics				

Other comments:



3.5.6 SME Loop Capacity Development Learning Diary

The objective of the diary is to make you reflect on the day's activities you experienced and, on the feedback, received from co-participant(s) or trainer(s). 10 minutes of silent reflection about what happened during the respective day will help you enrich your learning and provide feedback to us.

Today, the most important (impressive) activity(ies) for me was/were:

I learned that

I received a very important feedback from:

<write name of person(s)>

regarding:



I intend to take the following action(s) about the feedback received:

What I did not like today was...:

Why:

Other comments about today's training:

Name _____

Date _____



3.5.7 SME Loop - SLE and Lecturette Assessment Criteria

Name of SLE /Lecturette:

Facilitators (Trainer/Coach) Names: (LEAD)

(Co).....

		Rating (1-5)					Remarks/Feedback
		1	2	3	4	5	
1. Preparations							
	Instructions/ Structuring						
	Visual aids						
	Organising for the exercise						
2. Implementation							
	Introduction and backward linking						
	Creating the learning climate						
	Time management						
	Handling the group						
	Handling the situation						
3. Processing the exercise							
	Data publishing						
	Data Analysing						
	Summarising and conceptualising						
	Linking to the learning objective(s)						
	Forward linking						

Master Coach:

Date:

3.5.8 Adult Learning Principles - Power Point Presentation

PLEASE FIND THE PRESENTATION [HERE](#)



3.5.9 Checklist - Coaching Skills

1. Prepare and get ready for the coaching session
<ul style="list-style-type: none">• Be on time• Get to know the coachee and his business• Inform and confirm the coachee of the session• Set the timeframe and agree on the possible session goal(s)• Ensure all the documents are ready for the coaching. E.g: session schedule, manual, previous works, M&E Form, etc.• Link to the previous session and the forthcoming sessions
2. Active listening
<ul style="list-style-type: none">• Give full attention• Let the other do the work of reflecting and thinking• Start from the coachee (Knowledge and expectation)• Show non-verbally that you are listening• Paraphrase without judging• Summarize• Put yourself in the shoes of the other
3. Ask questions
<ul style="list-style-type: none">• Ask open questions• Avoid asking 'why questions'• Ask what the other exactly did, wants, finds difficult• Ask for desired outcomes• Ask for consequences
4. Structure the conversation
<ul style="list-style-type: none">• Determine and monitor the objective, agenda, timing• Agree on the working approach• Adjust when needed• Paraphrase and summarize
5. Care for the atmosphere
<ul style="list-style-type: none">• Observe feelings• Appreciate feelings• Be calm• Take the other serious in his/her feelings• Offer support

	Stage 1: Promotion & Selection	Stage 2: Organizing and Implementation	Stage 3: M & E	Stage 4 Budget
Elements	<ul style="list-style-type: none"> ✓ Main target group ✓ Area coverage ✓ Promotion media and Communication strategy ✓ Applications distributions and collections ✓ Opening and closing dates for applications ✓ SME Start-up Loop implementation tentative dates/period ✓ SME Start-up Loop course description / Posters ✓ Initial screening Criteria ✓ Second tier selection Criteria ✓ Participants contributions and commitments 	<ul style="list-style-type: none"> ✓ Posters ✓ Coaching location and venue ✓ SME Start-up Loop Trainers and coaches' availability, responsibility & Commitment ✓ SME Start-up Loop Training of trainers and coaches, if necessary. ✓ SME Start-up Loop Training and coaching finalised days and dates, etc. ✓ Training venue and access for participants ✓ Trainers and coaches ✓ Handbooks ✓ Training and coaching materials ✓ Stationery 	<ul style="list-style-type: none"> ✓ Monitoring & Evaluation Forms (5 x number of participants) ✓ Deadlines /dates for submitting forms ✓ Understanding of the forms mainly by trainers and coaches ✓ Filing forms ✓ Data entry ✓ Responsible person 	<ul style="list-style-type: none"> ✓ Promotional materials and media expenses ✓ Applications and processing ✓ Human resources: SME Loop trainers and coaches ✓ Handbooks ✓ Venue for training and coaching ✓ Training & coaching materials ✓ Transports for trainers and coaches ✓ Participants contribution ✓ Accommodation, if any ✓ Any other costs

3.5.11 Budgeting for the SME Loop Implementation

Phase	Duration (weeks/ days)	Start and End Date (DD/MM/ YY)	Resource Persons Required (Person Days)	Human Resource Cost	Training Material Cost	Training Venue (with facilities and energy)	Stationery	Transport	Administration cost	Other contingencies	Total Cost
SME Selection	1 -2 months										
Training 1: Business Analysis	3 days										
Coaching 1: Strategy Formulation	4										
Training 2: Business Improvement Planning	3 days										
Coaching 2: Business Improvement and Linkages Development	6										
Graduation Ceremony	1 day										
Final Evaluation	Year end										

3.5.12 Coaching Do's and Dont's

DO'S

Coachee find solutions to problems

Ask relevant questions

Ask for reasons behind the behaviour

Simple words

Greet and create a positive learning climate

Start from their situation

Accommodative

Summarize options

Establish gaps (Knowledge)

Encourage and follow up on chosen option

Gender-sensitive

Environment-conscious

More listening

Be punctual

Keep up the time

Plan ahead, make an appointment and schedule the sessions

Build rapport and relationship

Be positive and reinforce

Practical

Benchmark

DONT'S

Advise and suggest

Leading questions

'Why' questions

Use jargons/complex terminologies

Sensitive questions

Lecture and provide solutions

Criticism

Impose solutions

Preach and teach

Giving prescriptions

Blanket approach

Harmful to environment

Condemn and judgemental

Be late and irregular attendance

Too quick to wind up or too late to conclude

Blaming and be late

Engage with their family affairs

Unethical

Too Formal

Compare

3.5.13 Coaching Evaluation Form

Please take your time, read through the list and evaluate your coach on the coaching sessions. You can mark happy, undecided or unhappy with a tick (✓)

	Happy 	Undecided 	Unhappy 	Remarks
1. Preparations				
• Punctuality				
• Agreed session goals				
• Preparations: (documents are ready for the coaching. e.g: manual print out, schedule, previous coaching summary, M&E Form, etc.)				
• Link to the previous session and the forthcoming sessions				
2. Listening				
• Attention				
• Summarize				
• Overall listening				
3. Questioning				
• Ask open questions				
• Helpful questions				
• Provoked thinking				
4. Quality of the coaching conversation				
5. Concerns and understanding				
Any Other				

Please circle or tick appropriately. Where, 0; no score and 5; high score

1. How do you rate the coaching sessions? (Circle the appropriate rating.)

0 1 2 3 4 5

2. Were the sessions useful? (Circle the appropriate rating.)

0 1 2 3 4 5

What are the Outcomes of coaching? Tick the appropriate ones.

Further business analysis and understanding ()

I. Major problems in business identified ()

II. Business development opportunities identified ()

III. Business development strategy(s) identified ()

IV. Business strategies have been formulated ()



3.5.14 Partner Reporting Template

PLEASE FIND THE TEMPLATE [HERE](#)

4. REFERENCES

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