

# Basic Entrepreneurial Skills Development (BESD) Programme

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*IMPLEMENTING AND MANAGING WORKPLACE  
EXPERIENCE (WPE) FOR EDP LEARNERS*

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## LIST OF ACRONYMS

BESD	:	Basic Entrepreneurial Skills Development
EDP	:	Entrepreneurial Development Practitioner
EE	:	Emerging Entrepreneur
PoE	:	Portfolio of Evidence
RB	:	Resource Book for standardised learning material
Seda	:	Small Enterprise Development Agency
TP	:	Training Provider
TP(EDP)	:	Training Provider training Entrepreneurial Development Practitioners
TP(EE)	:	Training Provider training Emerging Entrepreneurs
LW or WB	:	Learner Workbook
WPE	:	Workplace experience component of EDP training

## INTRODUCTION

This booklet describes key activities and practices for implementing, monitoring and managing the Workplace Experience (WPE) component of EDP training in terms of the BESD programme.

## RECRUITING EEs FOR WORKPLACE EXPERIENCE (WPE)

[Additional information on implementing the WPE component of EDP training is provided in the WPE Guide which is included in the folder for Module 06: Coaching Skills.]

The WPE EEs essentially volunteer to provide EDP Learners with opportunities to practice their coaching skills in real life conditions. At the same time the EEs should benefit from the coaching in the form of improved marketing practices in their businesses.

There are 3 main aspects to recruiting EEs for WPE:

- EDP Learners identify potential EEs and make the initial approach
- TP & Seda hold a group briefing session for potential EEs (and a second session for those who agree to be involved)
- Completing an agreement between EE, TP and EDP Learner.

## Identification of potential WPE EEs and initial approach

Each EDP Learner will need to recruit 3 EEs. The group as a whole should identify several additional 'potential' EEs in case there is a lack of take-up, or to replace any EEs who drop-out.

### The steps in the process are:

- TP informs EDP Learners early in the course about the WPE component and the need to recruit EEs (see slide 'Timeline for workplace experience').
- EDP Learners identify potential EEs, using their existing contacts as a starting point, e.g. family, friends, local EE businesses\* (see note below)
  - EEs who are family/ friends will be rotated to other EDP Learners - the value of WPE is greater if EDP Learners do not already have a personal relationship with the EE.
- EDP Learners approach the EEs directly
  - They should have available their IDs and letters from the TP and Seda to provide legitimacy, and
  - confirm that the EE business exists and obtain an impression of the scope of the business.

### Note:

\*The recruiting of WPE EEs should be kept low-key to avoid raising expectations and prevent confusion with the recruitment of EEs for the EE training course. For this reason it is preferable to approach potential WPE EEs directly, rather than by means of an advertising campaign.

### Criteria for WPE EEs:

The following criteria contribute to a more effective WPE experience for EDP Learners:

- The EE is situated within a manageable distance of the EDP's residence and TP's premises
  - this is to cut down on the cost and time spent on transport, and enable the TP to schedule visits to observe coaching interactions
- The EE has time for WPE and can commit to coaching appointments
- The EE meets with the EDP Learner as an individual
  - if the EE business is a partnership, then coaching would take place with 1 partner only; co-operatives are excluded\*\* (see note below)
- The EE is (at least) mother-tongue literate
- There is 'sufficient' business activity to provide a basis for coaching
  - for e.g., in a part-time catering business, there should at least be weekly activity
- There are suitable premises where the EE and EDP Learner can meet\*\* (see note below)

In order to continue on the EE phase of training, the EE should also meet the following criteria:

- At least 6 months in business (i.e. an income-generating activity)
- Be the owner of the business
- Be a RSA citizen with a 13-digit, bar-coded SA ID number
- Be willing to enter into a Coaching Agreement with the TP(EE)
- Understand that no financial assistance (e.g. learner allowance) will be given to EEs

The TP should monitor progress and take action timeously if any problems are indicated. If EDP Learners are unable to identify sufficient EEs, the Seda database and the TP's own contacts could also be used.

#### Notes:

\*\* Co-operatives are excluded for TP contractual (funding) as well as practical reasons.

\*\*\* in EDP working conditions EE premises could be very rudimentary (e.g., a roadside stall), but during training it is advisable to recruit EEs whose premises are a little more established, i.e. with place for both EE and EDP Learner to sit, and not too noisy/ with not too many distractions.

#### **Group briefing session for potential EEs**

The TP (with Seda support) then holds an initial group briefing session for potential EEs. EDP Learners use TP and Seda letters of invitation to invite EEs.

The purpose of the information session is to:

- Provide legitimacy and assurance about the programme and its aims
- 'Sell' the intervention\*\*\*\* (see note below)
  - without raising unrealistic expectations - keep the focus on the benefits the EE will gain from coaching
- Highlight that EDP Learners are in the learning phase - request EEs to support EDP training
- WPE training will focus on Marketing, Sales and Customer Care
- There is a curriculum which EDP Learners must follow
- WPE provides an immediate learning opportunity for EEs
- Explain benefits to EEs:
  - EEs gain knowledge and skills during WPE for improving their business practices
  - In the longer term, EEs who assist with WPE will be included in the selection pool for the EE training course (to follow)
- Clarify responsibilities and expectations of role-players (EEs, EDP Learners, TP, Seda)

- For e.g. EDP and TP confidentiality, EE availability for coaching, TP observation visits to observe coaching, Seda support and monitoring role
- Clarify that EEs do not receive any type of monetary compensation for providing WPE opportunities to EDP Learners
- Clarify that EEs will be requested to enter into a WPE Agreement with the TP(EDP), and EDP Learner.

Note:

\*\*\*\* EEs may have doubts and suspicions - for e.g., related to SARS, municipal bye-laws, scams, being asked for money, bringing an inexperienced learner into their business, fears that their ideas may be 'stolen', etc.

**Expectations of EEs include:**

- Being available for an initial 'relationship building' session
- Being available for 12 coaching sessions during 6 WPE blocks:
  - i.e. 2 sessions of approximately 1 - 2 hours each during a 3 - 4 day period
  - actual times to be negotiated between EE and EDP learner
  - sessions should not be held on consecutive days with the same EE
- Implementing actions and practices arising from coaching insights (if applicable)
- Accepting that the TP will attend some sessions in order to support, monitor and assess the EDP Learner (& Seda will monitor as well)
- Signing of attendance register at each session

**Expectations and responsibilities of EDP Learners include:**

- Confidentiality, good communication, effective time management, transparency, effective preparation, feedback, record keeping

**Expectations and responsibilities of TPs include:**

- Managing and monitoring the WPE process
- Mentoring and supporting EDP Learners to apply the coaching methodology effectively
- Observing and assessing EDP Learners' coaching skills

**Second briefing session for selected EEs and signing of WPE agreement**

Those EEs who are selected and who agree to provide WPE should be brought together once more to attend a second meeting with the TP and EDP Learners, to clarify all expectations.

The WPE agreements between the EE, TP and EDP Learner (see below) would also be signed at this meeting.

The agreements provide a basis for effective interaction by guaranteeing confidentiality and clarifying the expectations and commitment of the various parties.

### Note:

The WPE agreement should not specify very strict conditions for EEs as they are volunteers.

## **STRUCTURE AND MANAGEMENT OF WPE**

The workplace experience component enables EDP Learners to obtain experience of their future job role, i.e. training/ coaching of EEs.

WPE takes place over 6 'blocks' of 6 - 7 days. The content deals mainly with 'Marketing, sales and customer care'.

The following provide information on/ support for implementing WPE:

- The Resource Book for the Coaching Module provides a step-by-step guide to the coaching process
- WPE guidelines contain an outline of the process and suggested content for WPE coaching sessions
- Coaching session form (a one-page summary of planning and results of a coaching session)
- Template for scheduling EDP sessions
- Attendance register
- Self-evaluation form (basic questions to encourage reflection)

The BESD Technical Advisors (TAs) and Seda Training Specialists (TSs) are able to advise, assist and provide support as required.

### **How WPE is structured**

(See Slide 7 'EDP learning map showing WPE blocks' & Slide 12 'Timeline for workplace experience')

The workplace experience component of the EDP training course is structured as follows:

#### 2 days for initial meetings with EEs

WPE begins with 2 days during which EDP Learners initiate relationships with the 3 EEs and collect basic information on the business and the EEs' existing knowledge and skills with regard to marketing, sales and customer care.

#### Six WPE blocks

Each WPE block includes 6 coaching sessions = 2 per EE. Appointments should be scheduled so that the EDP Learner does not see the same EE on consecutive days - there should be a day between appointments, to enable the EEs to do any follow-up on the coaching

sessions, and so as not to impose too much on the EEs' time. The 6 blocks of WPE are described below.

WPE Blocks 1 - 4 (6 days each):

- Days 1 & 2 = Preparation for coaching (EDP group & facilitator)
  - Select coaching topic as per WPE guidelines [each 'coaching topic' is developed in two parts, to suit the two sessions per WPE block - preparation should cover both parts of the topic]
  - Plan, prepare, develop/ customise resources for use with EE
- Days 3 & 5 = Coaching days in field (EDP Learners individually, facilitator monitoring)
  - EDP Learner coaches 2 EEs each day
  - 1-2 hours daily contact time per EE
  - further preparation for next coaching session
  - admin, record keeping, reflection, etc
  - transport to and from EEs
  - any remaining time should be used for EDP Learners' own assignments
- Days 4 & 6 = Half day in field coaching + half day debriefing & follow-up at TP
  - EDP Learner coaches 1 EE each half day (as above)
  - Remaining half day - debriefing & follow-up (EDP group & facilitator)
    - reflection, feedback, sharing experiences, resolving issues, identifying improvements, etc
    - structured to help EDP Learners identify and deal with problems/ identify and build on good practice

WPE Blocks 5 and 6 (7 days each):

- Structured as for Blocks 1 - 4 but more flexible regarding time, in order to allow time for TP to assess EDP Learners' coaching skills
  - any remaining time should be used for EDP Learners' own assignments

For monitoring purposes, both EE and EDP Learner are required to sign an attendance register at each coaching session (template supplied).

### How WPE is monitored and managed

TPs should be closely involved in integrating and managing the various WPE elements.

At TP premises:

- Guide and structure EDP Learner activities:
  - First 2 days of each WPE block = preparation (using WPE guide)
  - 2 half days of each WPE block (midway and last day) = debriefing

### Site visits:

- TP mentor makes 1 site visit per WPE block to observe each EDP Learner engaged in coaching EE
- Purpose of visits:
  - Blocks 1 - 4 = monitoring & support for EDP Learners; identify & resolve issues
  - Blocks 5 and 6 = assess EDP Learners for coaching module
- TP generates a schedule for monitoring WPE
- EE must be informed of the need for & purpose of TP visits during EE selection
- Benefits of TP site visits:
  - Enhances insight, adds value to support of EDP Learners and dealing with issues
  - Makes evaluating EDP Learner performance more direct and functional
  - Provides learning and management benefits of direct feedback

### **TP schedule for WPE**

TPs are required to draw up a schedule for their visits to EEs during WPE, showing how they plan to mentor the EDP Learners and manage their activities during WPE, and when the assessment of the EDPs' coaching skills will be done.

Documents which harmonise with the schedule must be signed by the TP and EE, verifying each visit.

It is important for TPs to recognise the significance of WPE, and to commit sufficient time to preparing for, implementing and managing WPE.

### **WPE closure report**

TPs are required to compile a closure report at the end of WPE. This should include a description of challenges experienced, lessons learned and recommendations.