ENTREPRENEURSHIP WORK-INTEGRATED LEARNING TOOLKIT

CEWIL CANADA

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This Toolkit was originally written in French and has been translated into English to the best of our ability. For original wording please see French document.

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WELCOME

Are you a post-secondary educator or educational advisor wondering how to prepare students for the realities of today's world? If so, you are in the right place. This practical introduction to Entrepreneurial Work-Integrated Learning (EWIL) will allow you to reflect on and experiment with new ways to engage students in learning hands-on transferable skills.

EWIL is brought to you by Accompagnateur entrepreneurial Desjardins (AED) at the Université de Sherbrooke (UdeS), a university incubator that helps students to develop their critical awareness alongside entrepreneurial ventures.[1] We are sharing this toolkit with you in collaboration with Co-operative Education and Work-Integrated Learning (CEWIL) Canada.[2]

This toolkit is a result of innovative training at the intersection of entrepreneurial education and work-integrated learning (WIL). It's not a manual: it's a guide and a thought process, designed to help you develop EWIL experiences tailored to your own context. Included are six key steps:

1. Reflect on the **purpose of EWIL** and **define it based on your context**.
2. **Identify** and **work together** with on-campus stakeholders interested in EWIL.
3. Identify your **target student entry profile** and your **desired exit profile**.
4. Use your skill development goals to define **learning objectives**.
5. Plan a **coaching roadmap**.
6. Choose your **monitoring and evaluation methods**.

Each of the six steps includes a statement of purpose, a set of questions for you to reflect on and takeaways from our own EWIL experience.

To design and implement training, you must reflect on your desired learning objectives and outcomes. Since these depend on both training contexts and stakeholders, we invite you to consider what EWIL could look like for your unique circumstances.

This toolkit shares our reflections, choices and actions throughout our EWIL experience. You will notice that our choices value collaboration, student contributions and the personal development of students beyond their projects. We hope that, by sharing our intentions as well as our practices, we can inspire your approach to developing EWIL experiences tailored to your context.

[1] In its fifth year of operation (2022), AED has supported more than 340 entrepreneurial projects and facilitated training workshops for more than 3,500 people. For more information, see http://impactaed.org/realisations/ [French only]

[2] For more information, see: https://www.cewilcanada.ca/cewil-en

IMPLEMENTATION GUIDE

STEP 1: REFLECT ON THE PURPOSE OF EWIL AND DEFINE IT BASED ON YOUR CONTEXT

Young people are increasingly advocating for a society that takes responsibility for current environmental and social issues.[3] Today's challenges are vast and include labour shortages, the transition to telework, robotics, and environmental, health and economic crises—and crises of meaning. These challenges influence the daily lives of young people; they are entering a radically changing labour market and often feel constrained by old career models.[4] Post-secondary institutions can help prepare them to overcome these obstacles.

To this end, CEWIL and the federal government have taken a key step in developing new forms of employability-based education and a framework for monitoring the quality and funding of student experiences. CEWIL's work-integrated learning (WIL) framework involves the formulation of learning objectives that support improved employability, empowerment and lifelong learning for students. It is within this context that entrepreneurship has been recognized as a form of WIL.

CEWIL THEREFORE DEFINES EWIL AS:

"Allows a student to leverage resources, space, mentorship and/or funding to engage in the early-stage development of business start-ups and/or to advance external ideas that address real-world needs for academic credit."[5]

[3] Han, H., & Ahn, S. W. (2020). Youth mobilization to stop global climate change: Narratives and impact. Sustainability, 12(10), 4127. https://doi.org/10.3390/su12104127

[4] Royal Bank of Canada (2018). Humans wanted: How Canadian youth can thrive in the age of disruption. Toronto, ON: Royal Bank of Canada. https://www.rbc.com/dms/enterprise/futurelaunch/humans-wanted-how-canadian-youth-can-thrive-in-the-age-of-disruption.html

[5] For CEWIL definitions regarding WIL, see https://www.cewilcanada.ca/CEWIL/CEWIL/About-Us/Work-Integrated-Learning.aspx?hkey=ed772be2-00d0-46cd-a5b8-873000a18b41

Since the definition of entrepreneurship is highly dependent on context, consider how your students will gain entrepreneurial experiences in your institution and region. Next, think about what WIL is for you and how it can enhance the student experience. Your EWIL experience must fit your institutional context while aligning with the entrepreneurial experience you wish to offer.

For the past two decades, entrepreneurial education has no longer considered research and practice as its sole purview.[6] While its initial goal was to create new businesses, entrepreneurial education now seeks to develop the imagination and potential of students to stimulate creativity, change and resilience.[7][8] By broadening the purpose of entrepreneurial education, it has become a driving force in the development of employability-related skills.[9] In our view, the contexts and learning objectives of EWIL need to be discussed holistically, considering stakeholders and going beyond the traditional economy-focused view of entrepreneurship education.

LET'S REFLECT ON YOUR APPROACH TO ENTREPRENEURSHIP

- What is your definition of entrepreneurship?
- What is your institution's definition of entrepreneurship?
- What kind of entrepreneurial training does your institution currently offer? Who offers this training?
- In your eyes, what are the key elements of WIL?
- What is your definition of WIL in an entrepreneurial context?
- What skills do you think students need to deal with current issues and prepare themselves for the labour market?
- What is your motivation for incorporating EWIL into your teaching practice?

To illustrate the value of this approach, we invited two people from the CEWIL community to speak about their position on entrepreneurship and WIL in an entrepreneurial context. For Alon Eisenstein,[10] professor

[6] Winkler, C., Winkel, D., Shields, J., Barber III, D., Levin, D., & J. Zane, L. (2021). Special Issue on Interdisciplinary and Experiential Entrepreneurship Education. Entrepreneurship Education and Pedagogy, 4(2) 96–99. https://doi.org/10.1177/2515127421992519

[7] Mwasalwiba, E. S. (2010). Entrepreneurship education: A review of its objectives, teaching methods, and impact indicators. Education + Training, 52(1), 20-47. https://doi.org/10.1108/00400911011017663

[8] Ratten, V., & Jones, P. (2021). Covid-19 and entrepreneurship education: Implications for advancing research and practice. The International Journal of Management Education, 19(1), 100432. https://doi.org/10.1016/j.ijme.2020.100432

[9] Bibeau, J., & Bédard, D. (2020). E² pedagogy: A call to re-center being at the heart of the learning experience [acte de colloque]. CEWIL/ECAIT Annual Conference, Saint John, New Brunswick. https://www.cewilcanada.ca/common/Uploaded%20files/ Public%20Resources/Bibeau%20B%C3%a9dard%20(CEWIL%20oct%202020).pdf

[10] Alon Eisenstein: https://engineering.ok.ubc.ca/about/contact/alon-eisenstein/

of education, technology entrepreneurship and professional development at the University of British Columbia's Okanagan campus, entrepreneurship is more than starting a business. An entrepreneur innovates: they "bring something bigger than themselves," regardless of whether they are creating a new business or working in an existing one. For Eisenstein, "people who innovate must consider the legacy of their work: entrepreneurs should create something that "triggers a change in mindset, thought or behaviour."

For Marc-André Daoust, associate director of co-op operations at the University of Ottawa, what's important about entrepreneurial WIL are the skills that students develop: "the ability to advance ideas within an organization, leadership, questioning things—these are all part of people's entry into the labour market." To that end, he told us that the creation of the Entrepreneurship Hub (eHub) is an example of an initiative that "prioritizes entrepreneurship development and project implementation." To students, the appeal of the eHub is clear: they can either start their own business or can develop entrepreneurial skills to enter the workforce."[11]

By accepting multiple definitions of entrepreneurship, EWIL makes it possible to create and experiment with new forms of learning that will give students the skills necessary for today's world—and tomorrow's.

> At the UdeS AED, we define entrepreneurship in a way that invites the greatest number of people to take action:
>
> It is the act of an individual who feels confident and motivated to take action and who works with others on an idea that is close to their heart. To engage in entrepreneurship is to give oneself space to be oneself, to live with one's passions and to exist fully while contributing to a better society.

At the UdeS AED, our students sometimes pursue EWIL that looks like an internship or field experience. It may seem contradictory to send EWIL students to work for an employer, yet students can develop and mobilize their emerging entrepreneurial skills by spending time within a viable business. By doing project-based work that aligns with their passions and a market need, students can create value for their employer's clients or service users. This value can be economic, social, environmental, cultural or a combination of the four.[12]

Thus the learning objectives of EWIL can be achieved through:

- project work within existing organizations or enterprises;
- the takeover of existing organizations or businesses; and
- the creation of new organizations or businesses.

[11] See: https://www.uottawa.ca/current-students/career-experiential-learning/entrepreneurship-hub/programs

[12] On the pedagogy of value creation, see: http://vcplist.com/2018/10/19/this-is-value-creation-pedagogy/

For us, EWIL can be used to:

1. foster the skills necessary for creating a rewarding, agile and mobile work life while facing one's day-to-day;
2. develop a professional identity and confidence in one's power to act; and
3. recognize the learning experiences gained through entrepreneurial projects and how they apply to other contexts.

For students who end up not starting their own business, EWIL still has substantial value, as educational activities that focus on project implementation and skills development also have the potential to foster entrepreneurial skills sought by the labour market.

WHAT WE LEARNED FROM OUR EWIL EXPERIENCES:

- Having a clear definition of entrepreneurship makes it easier for students and collaborators to enrol in our training.
- Having our own unique definition has challenged all academic disciplines to explore entrepreneurship through projects that matter to them.
- By valuing employability-related learning outcomes and nurturing the desire to take over or take initiative in existing organizations or businesses, we have generated an increased interest in the entrepreneurial experience.
- A broader definition poses some challenges for people who may view "traditional" entrepreneurship as losing its meaning. However, this is an opportunity for reflection. It is important to engage with stakeholders in creative conversations about perceptions of entrepreneurship and to ensure that students are included.
- By anchoring our EWIL experience in WIL's general objectives (i.e., employability, empowerment, lifelong learning), we have come to value many students' entrepreneurial experiences in the workplace.

STEP 2: IDENTIFY AND WORK TOGETHER WITH ON-CAMPUS STAKEHOLDERS INTERESTED IN EWIL

EWIL must be collaborative to be sustainable. Working with other programs or services on campus allows for a rich creative process and mutual support, both in terms of ideas and means. A collaborative offer also promotes EWIL experiences and stakeholder buy-in.

In this regard, we invite you to identify teachers, educational advisors and professionals from entrepreneurial and WIL circles on your campus. They may already have experience with EWIL or may be considering incorporating a WIL component into entrepreneurship to optimize the student experience. These people often work in training support services, an internship office, an experiential learning office, a WIL office, an incubator, or an entrepreneurship centre. We invite you to do some research and talk to the people around you to discover who can support you in your thoughts and actions.

To support you in your efforts, we offer you (a) a set of questions that you could ask potential collaborators, and (b) a table presenting the potential interests of various stakeholders, which can provide some avenues for engaging them in the deployment of EWIL.

QUESTIONS FOR EXPLORING POTENTIAL COLLABORATIONS:

Getting to know each other

1. Can you tell me a little bit about what you do?
2. Have you ever been involved…
   - entrepreneurship training?
   - training that values work-integrated learning (WIL)?
   - training situations that involve student projects?
3. If so, what did these experiences look like? What did you learn? What were the learning objectives you set for your students? What skills did they develop?

Explore your interests and intentions:

4. What would be your interest and motivation in participating in an EWIL experience?
5. Would you be open to collaborating? What might that look like?
6. What common goal would motivate us to move forward in this process?
7. In your eyes, what role do students play in the process? What kind of input do they provide?

Explore the means

8. Do you have training experience in any of the following areas?
    a. market exploration or validation
    b. project management
    c. project communication
    d. the implementation of assessments that facilitate reflection on learning?

9. What resources, strengths and expertise could we pool together to support experience development?

10. Which roles and responsibilities would we each take on to pursue our common goal?

11. Who would have an interest in working with us?

We identified three main roles in our EWIL experience:

1. **Students.** Inspired by an entrepreneurial project, they seek to self-actualize through a learning experience that they can apply to real-world work scenarios.

2. **Teachers or coaches.** They ensure that students achieve their learning objectives and prompt students to reflect on how their newly developed skills can be applied to various work settings.

3. **Mentors or entrepreneurial advisors.** They provide expertise from the employment community by training and coaching the student in project development and personal growth.

The last two roles can be assumed by individuals you have identified in your exploration of potential collaborators. In our practice, mentors are the workplace experience component that we incorporate into our entrepreneurial training offering. For us, the concept of an EWIL mentor is understood broadly and therefore includes mentors, coaches, supervisors, consultants, subject matter experts, trainers, entrepreneurs-in-residence and others.

Mentors may be internal or external to your institution. It's a whole ecosystem of entrepreneurship support that can help you identify and approach potential collaborators. External stakeholders include business support organizations, regional organizations, financial organizations, incubators, accelerators, youth employment assistance centres and others. Your institution's internship services can help relay your needs to stakeholders and open doors for collaboration.

Mentors can contribute to EWIL in many ways. They often work together with teachers, who ensure that students develop transferable skills. Mentors can support students who are:

- **developing their entrepreneurial project.** These students are in the advanced stages of business model validation. At this point, students reflect on the meaning of the project, validate the market through field interviews and begin project planning. Their project already involves other stakeholders (team, clients, partners, suppliers, etc.). An experienced person (e.g., professional coach, entrepreneur) can offer the student mentorship. This mentor may or may not already be part of the project.
- **asked to develop a project proposed by an external group, such as a start-up or an existing business.** This project is similar to an internship and would enable the student to develop entrepreneurial skills by contributing to business development. Here, the mentor comes from the group initiating the project and could supervise the student's activities.
- **contributing to an entrepreneurial project that is supported by an incubator, accelerator or post-secondary entrepreneurship centre.** An entrepreneurship centre promotes access to mentors in the entrepreneurial ecosystem. The mentor may be part of the incubator or centre, or they may work with the incubator or centre as part of the training.

In short, it is up to you and your collaborators to explore ways of optimizing the student experience in the context of your training. However, to sustain actions and ensure that they will endure beyond the tenure of the teachers, you must develop a common vision. Below, we share a reflection on potential stakeholder interests with respect to EWIL. These can be used to initiate conversations and set goals for joint collaborations.

Potential stakeholder interests in EWIL	
Students	• Building motivation and commitment through actions such as project implementation • Building trust and empowerment • Development of transferable entrepreneurial skills in various professional settings • Labour market readiness
Teachers	• Creativity in educational innovation • Impact on student development • Support for real entrepreneurial projects
Institutions and institutional services	• Quality and relevance of training • Support for student perseverance and success • Outreach through practice-based training • Recruitment of new students • Support for educational innovation
Entrepreneurial ecosystem (incubators, entrepreneurship centres, coaches, etc.)	• Recruitment of trainees, mentees, interns, etc. • Promotion of their service offering • Access to potential collaborators • Funding for their activities • Access to the knowledge of educational institutions
Governments and the labour market	• Preparation of young people for a changing world of work • Mobilization of a citizenry that is resilient to current and future social challenges • Promotion of their job training programs

WHAT WE LEARNED FROM OUR EWIL EXPERIENCES:

- Partnering with stakeholders with multidisciplinary expertise helped us to ensure that our EWIL experiences were relevant to students and promoted successfully.
- Each EWIL stakeholder has distinct interests, motivations, constraints and contexts. A transparent discussion of these factors helps to identify common objectives and avoid potential misunderstandings.
- It is important to develop a common vision of the objectives of the EWIL experience.
- It is important to explicitly name and value people's contributions to shared goals and achievements. (Together, we go further!)
- To achieve a common vision, you must listen actively to other peoples' realities and approach them with openness and curiosity.
- Collecting data on the student experience is crucial.
- It's optimal to formalize decisions between stakeholders (e.g., preferred educational approach, people engagement, accessible resources, etc.) by creating agreements.
- By discussing the educational approach with those involved in the training, you can avoid "lecturing" and ensure better support.
- Our engagement, participation and development efforts within the entrepreneurship support ecosystem have enabled us to call on targeted mentors and collaborators for training.

STEP 3: IDENTIFY THE TARGET STUDENT ENTRY PROFILE AND DESIRED EXIT PROFILE

Based on your collaboration agreements and your answers about your desired EWIL experience, it is time to imagine what your EWIL training will look like.

For us, everything starts with our ideal student experience. To develop an idea of what that might look like, the first question to ask is: Who are the students that I'll be working with? This involves creating a student archetype to better understand their identity, daily reality, pace of study, lifestyle, expectations and ambitions.

To do this, we suggest identifying the target student entry profile and the desired exit profile at the end of your EWIL experience. The following questions can help you to facilitate this process

Targeted student entry profile

- What is their average age?
- What does their daily life look like?
- Where do they come from (type of neighbourhood, standard of living, communities with which they interact, places they frequent, etc.)?
- In what program or discipline are they majoring? What are their educational experiences to date?
- In what context did they register in your course (e.g., required or optional, intrinsic or extrinsic motivation)?
- What are their expectations and goals for this training (e.g., advancing their project, being able to make a living from their project, networking)?
- What is the composition of the group that will receive the training (number of people, individual or team projects, disciplinary profile[s], etc.)?
- What kind of projects are they working on?
- What is the level of progress of the supported projects (ideation, market validation, planning, funding, etc.)?

Desired exit profile

- What EWIL learning objectives have you identified?
- How can you align your learning objectives with your students' expectations?
- What should students learn in terms of professional growth? What skills could they mobilize in project implementation?
- What should students learn in terms of personal growth? What skills could they mobilize as an individual?
- What do you expect in terms of project advancement steps?

By reflecting on your target student entry profile and desired exit profile, you can identify support and success indicators that align with your students' needs, expectations and learning conditions. It also helps to identify learning objectives that are specific to your institutional or Faculty context and students.

WHAT WE LEARNED FROM OUR EWIL EXPERIENCES

- It was critical for us to validate the entry profile with the students involved and have early discussions about their expectations so that we could better support their needs.
- We measured our progress on success indicators that we co-constructed with our students. These indicators were based on their intentions and the specifics of each student's project.[13] This approach supported their commitment to their projects while considering issues of equity, diversity and inclusion, and adjusting to the reality of each student. This student-based approach has helped to invite more students to experience EWIL.
- Defining the target entry profile and the desired exit profile highlights learnings, attitudes and skills of which we would not have initially thought.

[13] Bibeau, J., & Meilleur, R. (2022). Pédagogie de l'accompagnement entrepreneurial (2): vers une performance bienveillante et négociée. Entreprendre Innover, 52(1), 66-76. https://doi.org/10.3917/entin.052.0066

STEP 4: USE YOUR SKILL DEVELOPMENT GOALS TO DEFINE LEARNING OBJECTIVES

While, in Step 1, you already reflected on the general WIL learning objectives, in this step, you'll refine your draft learning objectives to align with the entry and exit profiles you just identified. These revised, specific learning objectives must take into account:

- the target student entry profile and desired exit profile;
- the WIL framework, which requires clear outcomes in employability skills, empowerment and lifelong learning; and
- the success indicators identified by collaborators and stakeholders.

WHAT WE LEARNED FROM OUR EWIL EXPERIENCES

- The transferable nature of entrepreneurial skills allows us to support a variety of projects and solicit collaborators from various disciplines, which has been particularly rewarding for us and our students.
- The entrepreneurial approach is not linear; it changes depending on the specifics of the project. Therefore, in the context of training, there can be tension between the learning objectives defined in the course plan and the learnings really developed as part of the coaching.
- It is important to discuss the learning objectives and the actual learning outcomes with students. Doing so helps us to recognize and value students' developing skillsets and self-confidence. It also enhanced our pedagogy.
- Students demonstrate a bias towards specific skillsets based on their discipline. Having conversations about learning in the broadest sense can broaden their horizons in personal and professional growth.

If your institution has, Career Advisors or Career Counsellors these colleagues can help you to define specific learning objectives by considering their transferability across various work contexts. Existing pedagogical frameworks, including recent research-based ones,[14 15] can also help to identify possible learning objectives. One recent pedagogical framework, based on a systemic review of the research literature, articulates entrepreneurial skills along three axes[16]:

1. Field-related skills (e.g., identifying opportunities, planning a budget, creating a business model, organizing processes, delegating),
2. Personal skills (e.g., ethics, empathy, initiative, vision, creativity, risk-taking, problem-solving, learning to learn), and
3. Interpersonal skills (e.g., communication, leadership, networking, collaboration, customer relations management).

Many of these skills are valued in the current labour market and can be useful for training in a range of disciplines. The development of personal and interpersonal skills, however, requires support that goes beyond traditional learning methods. In our practice, therefore, in addition to more traditional entrepreneurial content, we have added opportunities for students to practice applying these personal and interpersonal skills. We developed a coaching roadmap to identify how these practical skills enrich the learning experience.

[14] Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). EntreComp: The entrepreneurship competence framework. Luxembourg: Publication Office of the European Union, 10, 593884. https://publications.jrc.ec.europa.eu/repository/handle/JRC101581

[15] Kozlinska, I., Rebmann, A., & Mets, T. (2020). Entrepreneurial competencies and employment status of business graduates: the role of experiential entrepreneurship pedagogy. Journal of Small Business & Entrepreneurship, 1-38. https://doi.org/10.1080/08276331.2020.1821159

[16] Tittel, A., & Terzidis, O. (2020). Entrepreneurial competences revised: developing a consolidated and categorized list of entrepreneurial competences. Entrepreneurship Education, 3(1), 1-35. DOI:10.1007/s41959-019-00021-4

STEP 5: PLAN A COACHING ROADMAP

The coaching roadmap is a path that guides students from your target entry profile to your desired exit profile. This roadmap includes educational content and continuous support for your students' current or future projects. Reflecting on your roadmap will enable you to:

1. imagine student (and group) experiences throughout the coaching process, and
2. choose work-related deliverables, design a content distribution schedule and select reflective questions and prompts for action, all in a sequence conducive to contextualized learning.

You should perform this reflection with your fellow EWIL collaborators.

Questions to help you develop your coaching roadmap:

In terms of experience and content…

- In relation to the learning objectives, what actions must students take to develop their projects outside the classroom (e.g., market validation interviews, project management, teamwork)?
- When is it appropriate to set aside time for students to discuss progress, challenges and learnings as part of their projects?
- In connection with the learning objectives, what specific content should be included to support the development of student learning and projects (e.g., market exploration, project management, project communication)?
- What educational approaches and activities should be used to facilitate learning and exchanges?
- When is it appropriate to set aside time for students to discuss their progress and future directions?
- When is it appropriate for students to consider how their learning can be applied to their job search or future employability contexts?

In terms of deliverables…

- What are the deliverables that students envision for their project? What deliverables do you believe will help them achieve their objectives?
- Is it possible to use these deliverables to monitor project progress

  E.g.: "milestone such as the development of an action plan, the start of market research, the development of a customer profile, or iteration on a minimally viable product
- At what point would constructive feedback on those deliverables be most useful for the future of the project?
- Which deliverables can also provide students with a moment of reflection?
- What quality indicators can you use to collect feedback for each deliverable?

In terms of people helping with coaching…

- When will on-campus and external collaborators join you in supporting the development of student learning and projects?
- Will they provide additional support or specific educational content?

In terms of the quality of the learning experience and space for the unexpected…

- Does the imagined sequence of learning and working fit with the frequency and duration of meetings with students?
- With the student's current level of commitment, do you think that the imagined amount of work and the number of deliverables is realistic?
- Does your imagined roadmap consider factors external to coaching, such as personal and project-related challenges, which can influence the learning context?

We facilitate moments of reflection to highlight and list learnings from the entrepreneurial process. We find that students reflect most deeply when they do so with their peers. To facilitate deep reflection, before moments of exchange, we ask for individual or team reflections in text, audio or video formats. These are useful at three points in time:

1. at the beginning of the coaching process (e.g., reflection on the meaning of the entrepreneurial project, formulation of personal, academic and professional learning objectives, and project success indicators),
2. throughout the coaching process (e.g., reflection on learning as it occurs, and on work–life balance[17]), and
3. at the end of the coaching process (e.g., learning review, progression from beginning to end of training, reflection on transferability of learning from or to other contexts).

It is up to you to determine the best moments for reflection. The ideal timing can depend on the content taught, skill development goals, the context of the learning experience and the students themselves.

[17] In our experience, education on a routine for looking at one's own psychological health in the development of students in project contexts is key for their well-being and the development of healthy and sustainable entrepreneurial practices.

WHAT WE LEARNED FROM OUR EWIL EXPERIENCES

- When planning the coaching process, contextual factors that could influence the student experience include:
    - an in-person, virtual or hybrid context;
    - the composition of the class group;
    - the workload of students outside their entrepreneurial venture and EWIL experience (e.g., internships, midterms, exams); and,
    - the social and societal contexts that could have an impact on learning arrangements.
- We found it helpful share the coaching process with external stakeholders. Even if an external coach only meets with a student once, their outsider's input can beneficially inform the student's learning.
- Even with our experience in planning coaching roadmaps, we still underestimated the amount of time needed for students to exchange reflections with their peers. However, these moments of peer reflection are often the most rewarding.
- Both individual and group reflections revealed exciting developments in students' self-confidence and their evolving personal and professional identities.
- We create iterations of the coaching pathway to remain agile and maintain a balance between achieving learning objectives and sharing rich learning experiences.

STEP 6: CHOOSE YOUR MONITORING AND EVALUATION METHODS

Monitoring and evaluation methods are a means of measuring student progress and the achievement of learning objectives. They also create alignment between learning objectives, educational content and choice of educational approach.

As part of their EWIL experience, we required our students to create a number of project-related deliverables. We discussed with them how we would be monitoring and evaluating their progress towards their deliverables; by discussing these methods with your students, you can:

1. identify measurable skills and knowledge within project deliverables and, when appropriate, turn them into academic deliverables;
2. imagine the complementary academic deliverables needed to assess the achievement of all learning objectives; and
3. identify evaluation criteria to assess skill development in each deliverable.

Part of this monitoring is continuous, as it occurs during students' meetings with their mentor or in coaching sessions. We designed formative assessments that facilitated continuous feedback, to help students move forward with their deliverables.

Some questions that can help you to develop your monitoring and evaluation methods in EWIL:

- What project activities involve entrepreneurial skills (e.g., conducting market validation interviews, planning, negotiating, budgeting, working as a team)? Which of these activities are most relevant to the evaluation of the learning objectives?
- How can you transform these activities into academic deliverables with measurable indicators of skill development? What concrete observations can assessors make about these deliverables?
- What are the appropriate indicators for providing feedback?
- How can you clearly communicate the assessment criteria to your students?
- When grading the deliverables, how should you weight your criteria to best represent your learning priorities?

The educational alignment process is iterative. Defining the evaluation criteria often leads to revisiting the learning objectives, which leads to a review of the course content, a review of the evaluations, and so on, until all the elements of the EWIL experience are aligned.

Bibeau and Meilleur (2022)[18] have documented an EWIL case study deployed as part of a three-credit course at UdeS AED. Their case study provides an interesting example of educational alignment between the learning objectives and the evaluation methods. It also provides ideas on how to monitor and evaluate parts of the entrepreneurial experience. The following tables and figure present the case study's learning objectives, the coaching process and evaluation procedures.

Table 1. Educational Objectives

General Objectives	Specific Objectives
1. Entrepreneurial thinking	a. Questioning the purpose, desired impact and measurements of your project's success b. Developing the entrepreneurial spirit and language
2. Market validation	a. Exploring and validating assumptions about one's business model b. Preparing and conducting interviews with stakeholders or potential customers c. Identifying the main components of the business model using a business model canvas (BMC) and demonstrating its interrelationships
3. Project management	a. Applying the work breakdown structure (WBS) logic by planning the activities, key resources and costs of your project
4. Communication and reflexivity	a. Effectively communicating the meaning of one's actions and attracting interest in one's project b. Welcoming criticism and contributing constructively to group learning c. Developing resilience and self-awareness as well as listening and observation skills

(Bibeau, 2022)

[18] Bibeau, J., & Meilleur, R. (2022a). Sens et Dialogue: forces motrices d'un modèle pédagogique innovant. Entreprendre Innover, 52(1), 16-27. https://doi.org/10.3917/entin.052.0016
Bibeau, J., & Meilleur, R. (2022b). Pédagogie de l'accompagnement entrepreneurial (1): mise en mouvement des parties prenantes à la relation. Entreprendre Innover, 52(1), 55-65. https://doi.org/10.3917/entin.052.0055
Bibeau, J., & Meilleur, R. (2022c). Pédagogie de l'accompagnement entrepreneurial (2): vers une performance bienveillante et négociée. Entreprendre Innover, 52(1), 66-76. https://doi.org/10.3917/entin.052.0066

MEANING **DIALOGUE** **BEING**

	S1 Meaning (*Why*) Education	S2 Business Model	S3 Interview Review	S4 Distinctive Proposal	S5 Challenges & Self-Reflection
Topic of Discussion	• Meaning of project for oneself and society • Shared responsibility for the learning space	• Business model thinking • Value proposal • Client segment • Assumption validation	• Review of field validation efforts • Practices to improve • Impact of interviews on oneself and the project meaning	• Review of field validation efforts • Distinctive elements of value proposal • Client archetype	• Challenges faced • Practices to improve • Learning trajectory to date • High-performing teams
Tools & Deliverables	Golden Circle Model	Business Model Canvas (BMC)	Mock Interviews	Mapping of project environment	Presentation and delivery of BMC (version 1)

	S6 Storytelling & Project Management	S7 Project Breakdown	S8 Feasibility & Viability	S9 Storytelling for the Project	S10 Self-Reflection & Transferability
Topic of Discussion	• Humanizing the purpose of the project • Foundation of all project management	• Breaking down a project familiar to everyone • Key activities, resources, and partners	• Sharing the PBS • Success indicators • Cost structure • Start-up costs & project costs	• Public presentation of the project • Spontaneous feedback	• Looking at oneself and changes in meaning • Projecting into other contexts
Tools & Deliverables	Storytelling Written self-reflection on what has been learned	Work Breakdown Structure (WBS)	Cash budget WBS, summary of actions taken and action plan	Video, audio, role play, theatre Presentation and delivery of BMC (version 2)	Self-reflection in the form of video production (after the session)

(Bibeau, 2022)

Table 2. Deliverables

Deliverables	Objectives Assessed	Delivery
Presentation of the first version of one's business model (BMC) to the group	1ab, 2abc, 4abc	Session 5
Written self-reflection on what has been learned and group discussion	1ab, 4abc	Session 6
Work breakdown structure (WBS), summary of the actions taken and plan for future actions	3a, 4abc	Session 8
Presentation (storytelling) of one's updated business model to the group	1ab, 2abc, 3a, 4abc	Session 9
Self-reflection video on what has been learned	1ab, 4abc	After Session 10

(Bibeau, 2022)

WHAT WE LEARNED FROM OUR EWIL EXPERIENCES

- There is substantial room for innovation in the development of entrepreneurial project deliverables. Students generally enjoy developing these deliverables because of their practicality.
- Where possible, your required deliverables should follow and support each project stage (e.g., making a first budget at the planning stage). That said, there may be gaps between your deadlines and actual project progress. When possible, these gaps should be discussed with students as they occur so that deadlines or deliverables can be adjusted as required.
- For deliverables that include student reflections, having precise questions in the instructions was helpful in guiding students towards a deep reflective process.
- A beneficial strategy for assessing subjective learning has been to work as an educational team. This allows for the development of a common vision and mutual confidence in the team's ability to assess students' learnings.

YOUR TURN

In summary, the purpose of this package is to provide you with insights into what EWIL can look for you, your stakeholders and your learning environment. EWIL develops skills that go beyond entrepreneurship, including initiative, adaptability, leadership, resilience, innovation and collaboration. These are all entrepreneurial skills that prepare students not only to enter the labour market, but also to confront current and future societal challenges.

EWIL is a valuable educational experience for students, institutions, employers and the community. Beyond challenging others to create entrepreneurial projects, EWIL empowers students through a reflective approach that you can support. It is up to you to take on this adventure, to surround yourself with the right people, to meet with students and help them get started on their entrepreneurial journey.