

Regional Labour Office in Bialystok
Career Guidance and Information Center

Training program for jobseekers/future entrepreneurs

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| <p>Name and scope of the course</p> | <p><i>The way to success with Entrepreneurship coaching. A complex introduction to set up and running your business based on Finnish TOY-model method. Entrepreneurship-based Learning.</i></p> |
| <p>Duration and organization of classes</p> | <p><i>7 days (35h), workshop (teamwork, lectures, individual exercises, presentation, dialog, work in pairs, brainstorm, coaching, practical exercises)</i></p> |
| <p>Prerequisites</p> | <p><i>Adults (over 18 years old), jobseekers, graduates, or working professionals, planning to start their own business. Before they start the course they are required to attend an individual counselling session about their current situation, skills, competences, professional experience, expectations. Materials for individual coaching session with the participant:</i></p> <ol style="list-style-type: none"> <i>1. Entrepreneurial SWOT analysis</i> <i>2. Pyramid of my entrepreneurial competences</i> |
| <p>Course objectives</p> | <p><i>Knowledge</i> Participant will know:</p> <ul style="list-style-type: none"> <i>- how to attract a client</i> <i>- how to start and maintain business relationships</i> <i>- how to identify customer needs</i> <i>- how to commercialize the product</i> <i>- how to set and achieve goals in your business</i> <i>- practical leads of managing yourself</i> <i>- the importance of networking</i> <i>- how to define a key partners in business</i> <i>- how to present business offer</i> <p><i>Know-How and Skill</i> Participant will be able to:</p> <ul style="list-style-type: none"> <i>- run a simple commercialization of his/hers product</i> <i>- present an offer to a customer</i> <i>- manage him/herself</i> <i>- set up and achieve goals</i> <i>- maintain relationships with company key partners</i> <i>- build a network</i> <i>- chose and apply adequate marketing strategy</i> <i>- gain and maintain client relationships</i> |



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| | <ul style="list-style-type: none"> - identify client needs - prepare elevator speech - make a presentation about the product/service <p><i>Competence</i> <i>Participant will:</i></p> <ul style="list-style-type: none"> - develop an entrepreneurial attitude - network and maintain social contacts - be able to give a positive feedback - appreciate the importance of open attitude and dialog - be able to work effectively in a team - be able to learn from experiences gained in different contexts - appreciate the importance of cooperation | |
| Number of hours | 35 hours (7 days, each – 5 hours session) | |
| Teaching plan | | |
| Subject | Description of content | Duration |
| Day I OPENING SESSION | | |
| Introduction (Overview of the course, introduction of participants, setting of ground rules) | <ol style="list-style-type: none"> 1. Introduction – introduction of trainers, introduction of coaching method. 2. Recognizing frame of mind (mood): Exercise 1. (own) <i>How am I feeling today?</i>: every participant answer the question: How am I feeling today? 3. Presentation of goals, subjects and timeframe of each coaching session. | 20 min. |
| Basics of TOY-model | <ol style="list-style-type: none"> 1. Presentation of the basics of TOY-model. | 20 min. |
| Integration | <ol style="list-style-type: none"> 1. Exercise 1. <i>Totems</i> or <i>Common puzzle</i>: Participants in pairs draw each other's "totems" in free artistic form (materials for use: A3 paper, markers, crayons, fragments of magazines, scissors, glue). Then, there is an exhibition of totems and authors describe their companions by describing their work. 2. Exercise 2. <i>Birthgiving</i>: Participants are divided into four-person teams. The objective for each group is to prepare a performance, presenting a subject: "What does entrepreneurship mean?". Exercise helps to realise | 4 hours |



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| | <p>different views of entrepreneurship and find a common element.</p> <p>3. Exercise 3. Interview with coach: Coach sit in the middle of a circle, surrounded by participants. They ask him/her questions about the workshop, method, experience or even personal matters. The aim of the exercise is to integrate the group and build relationship and trust with the coaches.</p> <p>4. Exercise 4. (own) Dialog and discussion: brainstorm, similarities and differences between discussion and dialogue. In conclusion, trainers once again show that dialogue is the basis for the session, and also indicate the values resulting from the use of dialogue.</p> <p>5. Exercise 5. (own) My expectations: dialogue on participants expectations about the course.</p> <p>6. Contract: Discussion about rules of cooperation applicable to participants as well as trainers – brainstorming at the beginning, discussion and assessment after. In the end, under the agreement of all participants and trainers, the list of rules is written down on flipchart. Everybody approves the rules by signature. Rules should be visible during every session.</p> <p>7. Belbin Team Role Inventory: identification of team roles – this apply to the course, for more conscious teamwork, as well as running a business. In perspective of running own company it is useful to be aware about team roles and which are vacant in order to ensure the company function efficiently and effectively.</p> | |
| <p>Meeting summary</p> | <p>1. Session summary. Exercise 1. (own) Summary: participants answer the following questions: - How do you end today's session? - In what experience are you richer? - How did you benefit from today's meeting?</p> <p>2. Homework:</p> | <p>20 min.</p> |



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| | <p>a) Write down your aims, things you want to achieve by starting your own company.</p> <p>b) Answer the questions about your dream company exercise <i>My dream company</i>.</p> | |
| <p>Day II</p> <p>GOALS AND MANAGEMENT</p> | | |
| Introduction | <p>1. Presentation of the aim of the session.</p> <p>2. Recognizing the frame of mind of participants before the session: Exercise 1. (own) <i>How today am I feeling?</i>: Recognizing the well-being and expectations of participants in the session using the "Dixit" cards. Cards should be spread on the floor before the start of the session. At the beginning of the session, participants are asked to choose a card that corresponds to their current emotions. Then everyone explain their choice.</p> <p>3. Recognizing participants' expectations about the session: Exercise 2. (own) <i>My expectations</i>: participants speak about their expectations of the course and topic of the session using Dixit– Participants choose a card that show their expectations for the session and then explain their choice for the rest of group. Note: Participants are asked to choose two cards at the same time – one card which corresponds with their well-being and second card which explains their expectations, and then they talk about this with the rest of group.</p> | 30 min. |
| SMART principle, (the GROW model – optional) | <p>1. Exercise 1. (own) <i>Anticipation or action? – that is the question</i>: work in teams: participants in teams talk about advantages and disadvantages of the action (2 teams) and waiting for the opportunity (2 teams) their ideas are recorded on flipcharts and then presented to the other participants.</p> <p>2. Dialogue on setting goals, their importance in our lives, the challenges facing participants.</p> <p>3. Dialogue on the goals worked out by the participants individually at home: a) What was the challenge?</p> | 4 hours |



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| | <p>b) What is the purpose of this goal?</p> <p>Cartesian questions:</p> <ul style="list-style-type: none"> a) What would happen if you did make that change? b) What would happen if you didn't make that change? c) What wouldn't happen if you did make that change? d) What wouldn't happen if you didn't make that change? <p>4. Overview of the SMART Principles: presenting the assumptions of the principles, work together on the goal with SMART Principles: Exercise 2. (own) Our business: Participants for the purpose of this exercise think of the company they would have been establishing as a group e.g. grocery store. Their task is to come up with the business goals of that company. Coaches take care and pay attention to correct goals setting.</p> <p>5. Exercise 3. (own) How much my goals are SMART?: participants receive a table with the SMART rule set out, they have to enter their goals and to assess whether they are set in accordance with SMART, otherwise they defined the objectives according to the principle of SMART.</p> <p>6. Interchangeably Exercise 4. (own) The play in SMART: <u>Version 1</u>: Participants get a quiz that determines whether their goals are SMART, if not, then they need to rewrite/redefine the goal according to the SMART principles. <u>Version 2</u>: Participants are divided into teams (3-4 people), each team is supposed to check that the goals of all its members are in line with the SMART principles. The descriptions of the individual features of the SMART principle are placed in different places in space. Coaches give teams an envelope with information where the feature is, if the goals of all team members are consistent with the previous SMART feature. The purpose of the exercise is to familiarize participants with the SMART principles and to correctly define its objectives according to this</p> | |
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| | <p>principle. Attention: about 2 hours should be spent on this exercise.</p> <p>7. Exercise 5. (own) <i>Expedition into the mountains:</i> Instruction: Draw the mountain in the notebook (on the entire sheet of paper, don't save the place), at its foot draw yourself with the rucksack, whereas put your purpose on the peak. Think about it above luggage you have which - write out a list of it, also point what you need, in order to reach the peak and to achieve one's goal. At first write a list of things you already have: knowledge, abilities, network of contacts, competences, skills. Next, check this list and choose things which you need to achieve the goal – write everything in the rucksack. After that think about what else you do you need (knowledge, abilities, persons) – write down your thoughts. Next talk with the person which is sitting next your right side, and give some thought together to what you wrote on the list: what important you have noticed, what stage are you at.</p> <p>8. Model GROW - assumptions (optional).</p> <p>9. <i>Parable about stones, pebbles and of sand</i> (optional): participants in groups receive walnuts, pea, the poppy and the jar. Such arranging elements is setting every group, in order to all fit in the jar. Observation is important, how every group is performing the task and what kind of technique is adopting. While suming up the task one should pay attention to the order of putting elements up to the jarful (biggest at the beginning) and to relate it to the order of the performance of tasks and the achievement of the goals (start with the most important goal).</p> <p>10. Managing yourself.</p> <p>11. Exercise 6. <i>My learning contract:</i> participants in their notebooks answer the following questions: 1. Where was I? (past) 2. Where am I now? (present moment)</p> | |
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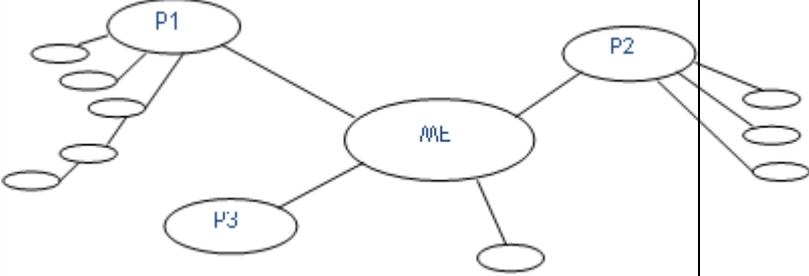


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| | <p>3. Where do I go? (future, goals)</p> <p>4. What will I do to get there? (how to reach the goal)</p> <p>5. How will I know that I have achieved a goal? (measure)</p> <p>Or (interchangeably)</p> <p>1. What do I want?</p> <p>2. Where do I want to go?</p> <p>3. Where do I want to be?</p> <p>In summary, coaches draw participants' attention to the fact that they are responsible for the learning process and their activity in this process.</p> | |
| Suming up the session | <p>1. Session summary</p> <p>Exercise 1 . (own) Summary: participants answer questions:</p> <ul style="list-style-type: none"> - How do you end today's session? -In what experience are you richer? - How did you benefit from today's meeting? <p>2. Homework:</p> <p>a) Think and write down potential customers and key partners for your business idea. Think about what your customer will be doing, what interests he has, what his usual day looks like, his insights record in the survey My perfect client.</p> <p>b) Also consider from who you can find support, who can help you, e.g. friends, family, specialists/professionals?</p> | 30 min. |
| <p>Day III</p> <p>CLIENT AND NETWORKING</p> | | |
| Introduction | <p>1. Presentation of the aim of the session.</p> <p>2. Recognizing frame of mind:</p> <p>Exercise 1. Faces (from: Vocational guidance method: Educational Method): participants choose one mimic expression, which best describe their mood.</p> <p>3. Exercise 2. (own) Expectations: participants talk about their expectations of the session.</p> | 30 min. |
| Client | <p>1. Dialog on homework exercise sheet: My perfect client. Participants present their work and answer questions:</p> <ul style="list-style-type: none"> - What was the challenge? - How does your client look like? | 3 godz. |



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| | <p>- How did you benefit after doing this exercise?</p> <p>2. Exercise 2. (own) <i>Empatic guy</i>: The participants are divided into 3-4 teams, where they work on the client personal profile based on the case study: women coming back to work after maternity leave. What does she think, feel, hear, speak, do? Where does she go? What is her attitude? Groups present their team work effects. The aim of this exercise is to take client perspective into consideration and develop the ability to identify client's needs. It is essential, because next session are based on the concept of client needs (commercialization, types of marketing, adequate communication).</p> <p>Exercise 2: <i>Customer value</i>: Participants work in the same teams using materials developed during previous assignment. They fill up Customer value - based on the same case study: woman coming back to work after maternity leave. Groups present their team work effects. The main objective of this exercise is to draw participants attention on tasks, roles played by client and how product/service corresponds to client's needs, how can it be an added value. It is also a useful tool to consider any other additional services we are able to provide to the client.</p> <p>4. Circles – Start with WHY?: explanation of the concept of HOW? <-> WHAT?<-> WHY? and the proper order of asking that questions in the process of seeking and reaching customers.</p> <p>Optional: Participants can watch afterwards Simon Sinek TED video “Start with why...”: https://www.youtube.com/watch?v=u4ZoJKF_VuA&feature=youtu.be</p> | |
| <p>Networking</p> | <p>1. Participants dialog about networking: - Pros and cons of networking - Usefulness of networks - What kind of network succeeds? - What kinds of networks does an entrepreneur from my business/branch need?</p> | <p>1 godz.</p> |



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| | <p>- How do I find the right people to my network? - What are my goals and how do they relate to the network?</p> <p>2. Exercise 1 (own) My Network Map: participants draw a network:</p>  <p>Instruction: <i>In your notebook in the middle of plain sheet of paper draw a circle and put your name in it. Then draw smaller circles orbiting yours, where you can put in information about people who can or will be your partners while starting and running your business. Draw a connection if people from your network know each other. Maybe there is a valuable contact in your partners network? Are there any partners, who are needed and you haven't met them yet?</i></p> <p>3. Exercise 2. (own) Rules on Networking: Participants are given sheets with general statements about networking. Their task is to fill in the table under each statement.</p> | |
| Meeting summary | <p>1. Session summary: Exercise 1 . (own) Summary: participants answer questions: - How do you end today's session? - In what experience are you richer? - How did you benefit from today's meeting?</p> <p>2. Homework. Prepare the Customer value for your perfect client. Think about the product/service you are able to provide to your customer according to your Customer value sheet. What else are you able to provide to your customer?</p> | 30 min. |
| DAY IV | | |



| COMMERCIALIZATION, PRODUCTS, SERVICES | | |
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| Introduction | <p>1. Presentation of the aim of the session.</p> <p>2. Recognizing frame of mind. Exercise 1. (own) <i>Today I feel like ...</i>: participants use metaphor to describe their mood.</p> <p>3. Exercise 2. (own) <i>Expectations</i>: participants talk about their expectations of the session.</p> | 30 min. |
| Product/Service | <p>1. Dialog on homework – presenting <i>Customer value</i> and answer questions:</p> <ul style="list-style-type: none"> - What was the challenge? - How did you deal with this task? - What is the most important? - Was there something that went not like you've expected? | 1 godz. |
| Commercialization of product/service | <p>1. Presentation on commercialization of products/services -> modified Hit Service</p> <ol style="list-style-type: none"> 1. Choose your customer. 2. Give a promise to your customer. 3. Differentiate yourself from your competitors. 4. Tell the benefits. 5. Create a story for your product (advert for example): <p>Mr Wind: https://vimeo.com/125060790</p> <p>Johnnie Walker: https://www.youtube.com/watch?v=YeMbMvmENds</p> <p>https://vimeo.com/113756330</p> <p>English for beginners: https://www.youtube.com/watch?v=tU5Rnd-HM6A</p> <p>Allegro commercial: http://www.glamour.pl/wideo/allegro-znowu-to-zrobilo-kolejna-swietna-reklama-ktora-wzrusza-dolez</p> <p>2. 4P -> 7P (developed for service sector). Presentation on Mc Carthy's theory 4P and 7P:</p> <ul style="list-style-type: none"> - Product - Price - Place - Promotion | 2 hour 30 min. |



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| | <ul style="list-style-type: none"> - People - Process - Physical Environment. <p>3. Core Product, Additional Services and Image.</p> <p>4. Exercise 1. Commercialization of product/service:</p> <p>Participants are divided into groups (could be the same groups as before). They proceed with commercialization of product (it could be pen, or product/service worked out on previous session – depends on trainers), according to presented procedure. Each “Hit Service” point is written on separate sheet of paper. Participants discuss each point of procedure and write down indicators on each point (for example product price, how will the product be wrapped up, what marketing materials will be used). When the group work is done, all materials are placed on board next to each other (horizontally points by order, vertically each point of every group). This way all participants are able to share and compare their ideas. In the end group leaders present what has been developed.</p> | |
| Challenges (optional) | 1. Dialog on challenges they face running their own business. (This point should be considered only if the group is slightly anxious or the subject hasn't been mentioned before). | 30 min. |
| Meeting summary | <p>1. Session summary.</p> <p>Exercise 1 . (own) Summary:</p> <p>participants answer questions:</p> <ul style="list-style-type: none"> - How do you end today's session? - In what experience are you richer? - How did you benefit from today's meeting? <p>2. Homework</p> <ul style="list-style-type: none"> a) commercialize one of your product/service b) consider ways to reach potential customers c) gather information about marketing and ways to advertise your business. | 30 min. |
| DAY V | | |
| MARKETING | | |
| Introduction | <p>1. Presentation of the aim of the session.</p> <p>2. Recognizing frame of mind:</p> <p>Exercise 1. (own) Play in emotions:</p> <p>each participant chooses a card that reflects his</p> | 30 min. |



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| | <p>emotions today.</p> <p>3. Recognizing participants' expectations about the session: Exercise 2. (own) <i>My expectations</i>: participants express their expectations regarding the course and subject of the session.</p> | |
| Commercialization | <p>1. Talking about the commercialization of your own product/services - what has been worked out - What was a challenge? - Talk about challenges.</p> <p>2. Presentations of commercialization: Participants present commercialization of their products / services to the rest of the group, then listeners are asked to provide feedback. It is also a good opportunity to conduct a focus study of products / services.</p> | 2 hours |
| Marketing | <p>1. Exercise 1.(own) <i>Marketing vs. sales</i>: participants in the teams prepare: a) similarities between marketing and sales (2 teams) b) differences between marketing and sales (2 teams) Teams record their responses on flipcharts and then present the results to their colleagues.</p> <p>2. Talk about possible ways to attract the customer and offer a product/service. Channels of attracting the client - brainstorming.</p> <p>3. Tools and marketing methods - talk with participants on the possibility of using different marketing tools, methods and marketing techniques.</p> <p>4. Exercise 2. <i>How can I make my product easy to buy?</i>: participants in groups are writing 20 ways of streamlining the sale of their service/products. Next, every group is presenting their effects.</p> | 1 hour 30 min. |
| Elevator speech | <p>1. Elevator speech: presentation of the definition of elevator speech, guidelines for the preparation of elevator speech. Presentation - model elevator speech: https://www.youtube.com/watch?v=fnrfdjHD5E</p> | 30 min. |



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| | https://www.youtube.com/watch?v=XSsIdppjLNc http://onawbiznesie.pl/jak-to-zrobic-w-30-sekund-w-windzie/ | |
| Suming up the session | <p>1. Session summary. Exercise 1 . (own) Summary: participants answer questions: - How do you end today's session? - In what experience are you richer? - How did you benefit from today's meeting?</p> <p>2. Homework: a) Exercise 2. (own) My elevator speech: <i>Prepare elevator speech.</i> b) prepare Short Marketing Plan: Participants are given instructions how to prepare the task. Each point of the task should be clarified by the trainer. It's advisable to illustrate each point by giving example (example: Short marketing plan – for trainer).</p> | 30 min. |
| DAY VI | | |
| OFFERING AND SETTING CUSTOMER | | |
| Introduction | <p>* session with the participation of the invited guest (e.g. entrepreneur, marketing specialist, etc.), the guest is granting the feedback on presented grain elevator speeches given by participants.</p> <p>1. Presentation of the aim of the session.</p> <p>2. Recognizing the frame of mind of participants before the session: Exercise 1. (own) Emotional rebus: each participant with the rebus is showing the group her/his current emotion, the rest of the group is solving rebuses, after guessing the answer the participant is explaining, what exactly is hidden behind emotion which has been presented.</p> <p>3. Recognizing participants' expectations about the session: Exercise 2 (own) My expectations: participants express their expectations of the session.</p> | 30 min. |
| Elevator speech | 1. Participants are talking about their preparations for elevator speech: | 3 hours |



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| | <p>- How did you prepare for elevator speech? - What was a challenge?</p> <p>2. Exercise. (own) My elevator speech: Participants in turn present their elevator speech, then respond to questions from the Motorola model, then provide feedback as they deliver their elevator speech reciprocally, receive feedback from the guest invited to the session. Motorola Model: <ol style="list-style-type: none"> 1. What went well? 2. What went poorly? 3. What did you learn? 4. What will we do better next time? </p> | |
| Short Marketing Plan | 1. Participants present their Short Marketing Plans , listeners are given feedback, asked about ideas. | |
| Brand of the company | <p>1. Brand of the company - talk with the participants what the brand is, whether it is needed, what to do to make the brand recognizable and attractive to customers. Brand as a marketing tool.</p> <p>2. Brand like ball to play or cube – drawing attention to the relevance of all components of the brand.</p> <p>3. Exercise (own) 1. Brand like cube: Participants are divided into groups and receive paper cube elements Their task is to build a strong paper cube which doesn't fall apart. After that, participants write on the cube's surface the individual elements of the brand. (Cube as a metaphor of the brand)</p> | 1 hour |
| Suming up the session | <p>1. Session Summary Exercise 1. (own) Summary: Participants answer questions: -How do you end today's session? - In what experience are you richer? - How did you benefit from today's meeting?</p> <p>2. Homework: a) Find 5 people and talk to them. Present them your product/service Ask them if they need such an offer, whether they see the need to open this type of business in their environment, how they evaluate the products / services offered by the competition, how do they judge the way they handle the</p> | 30 min. |



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| | <p>competition, what do they lack in the competition. Important: Record what the respondents say, give them a survey.</p> <p>b) Go back to the goals you identified during Session II and ask if they sound right now.</p> | |
| <p>DAY VII</p> <p>SUMMARY</p> | | |
| Introduction | <p>1. Presentation of the aim of the session.</p> <p>2. Recognizing the frame of mind of participants before the session: Exercise 1. (own) <i>Emotional potatoes</i>: participants are standing in a circle. The coach is throwing a ball (metaphor of hot potato) to one participant. The participant who catch the ball is saying what kind of feelings describe his frame of mind. The ball is being thrown to the moment, until everyone answer a question.</p> <p>3. Recognizing participants' expectations about the session Exercise 2. (own) <i>My expectations</i>: participants express expectations about the topic of the session.</p> <p>4. Exercise3. <i>Two truths, one false</i>: participants talk about three facts from their life (e.g. what they can and can not; what they like and what not) - two true and one fictitious, then present this information in a group forum. The task of the group is to guess which of the facts aren't true.</p> | 30 min. |
| Revision of goals | <p>1. Talk about the experiences of the participants from contacts with potential customers: - What went well? - What was the challenge? - What is it worth to work on?</p> <p>2. Questions to answer when deciding to set up your own business - a conversation with participants on the questions they should ask themselves before starting their own business.</p> <p>3. Analysis of the effects of <i>My learning contract</i> participants are coming back to session 2 and on the forum of the group are giving their opinion about their contracts, whether want to change</p> | 2 hours |



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| | <p>something, or will leave them without changes.</p> <p>4. Revision of goals - based on the SMART principle, or fixing new objectives.</p> <p>5. Another analysis of the business idea.</p> | |
| Evaluation | <p>1. Motorola Model - participants on the forum are answering the following questions:</p> <ol style="list-style-type: none"> 1. What went well? 2. What went poorly? 3. What did we learn? 4. What will we do better next time? <p>2. Asking questions from the Question bank – if needed</p> <p>3. Filling in evaluation questionnaire forms.</p> | 2 hours |
| Suming up the session | <p>1. Session Summary</p> <p>Exercise 1 (own) Summary: Participants answer questions:</p> <ul style="list-style-type: none"> - How do you end today's session? - In what experience are you richer? - How did you benefit from today's meeting? <p>2. Suming up the process of the business coaching.</p> <p>3. Handing out certificates.</p> | 30 min. |
| List of measures and didactic materials | <p><i>Flipchart, markers, PowerPoint presentation, information materials for participants, educational movies, instruction movies, exercises, notebooks, newspapers (colourful), sticky notes (colourful), small ball, cards „Dixit”, cards „Emotion game”, crayons, paper elements of cubes, envelopes, sheets of paper A4.</i></p> | |
| List of literature | <p><u>Literature:</u></p> <p>Britton J. J., <i>Skuteczny coaching grupowy</i>, Wyd. Co&Me Publishing 2016.</p> <p><i>Business Coaching Jako Dźwignia Rozwoju Przedsiębiorczości</i>, pod red. Czarkowskiej D. L., Poltext 2015.</p> <p>Daniłowska A., Miedzik M., Pichla J., Wolińska I., <i>Modele aktywizacji osób bezrobotnych. Informator multimedialny</i>, Poznań 2015.</p> <p>Daniłowska A., Miedzik M., Pichla J., Wolińska I., <i>Podręcznik. Modele aktywizacji osób bezrobotnych</i>, Poznań 2015.</p> <p>Gellert M., Nowak K., <i>ZESPÓŁ Jak z nim pracować? Jak go budować? Jak go szkolić?</i>, GWP Gdańskie Wydawnictwo Psychologiczne 2008.</p> | |



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Elevator speech



ENTRE Toy



Erasmus+

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