



Erasmus+

**TRAINING  
PROGRAM“INNOVATIVE  
ENTREPRENEURSHIP  
PROGRAM FOR  
VOCATIONAL STUDENTS”**



# TRAINING PROGRAM

## “INNOVATIVE ENTREPRENEURSHIP PROGRAM FOR VOCATIONAL STUDENTS”

### CONDITIONS FOR IMPLEMENTING THE TRAINING

The training is conducted by one coach in a group of maximum 15 people. During the workshop part, a second coach is recommended to support task implementation.

### THE SCOPE OF KNOWLEDGE AND SKILLS THE PARTICIPANT SHOULD HAVE BEFORE THE TRAINING

Prior to the training, the participant is not required to have detailed knowledge of the subjects covered during the training.

### METHODS AND FORMS OF EDUCATION

- Mini lectures
- Presentations delivered in the group
- Guided discussions
- Questionnaires examining personality profiles and negotiation styles
- Work in subgroups on a given topic and presentation of conclusions and findings
- Individual work on a given topic and presentation delivered in subgroups or the entire group
- Exercises carried out in subgroups, role play
- Group exercises
- Case study – a detailed description of an actual case that allows to draw conclusions about the causes and results of its course, also a broader discussion about the business model in question, the characteristics of the market
- Board games
- Games with a script, roles and props
- Group work in the form of Action Learning
- Short films to be analyzed and applied as part of group work
- Group work in the form of brainstorming
- Tasks for independent implementation between classes (meeting, obtaining information, using skills developed during classes)
- Students participating in classes simultaneously develop a business model of their future

### PROFILE OF THE PROFESSIONAL COACH

The coach conducting the training should have:

- **Practical competences related to life and professional experience.**

It is assumed that a ‘good’ coach should not only have the broadest possible professional experience spanning many years, but also be able to relate to their own actual successes and achievements.

This promotes authenticity, adds self-confidence and validates the coach’s actions.

As a separate skill, the ability to reflect on one’s own experiences as the necessary element of the coach’s skills is mentioned in this context.

In this case, any experience related to professional and business life are significant as well as personal development.



- **Social competences – relational skills.**

It is assumed that relations are the key element of the trainer, coach or mentor. Also in the case of trainings that influence the development of attitudes, change or the strengthening of beliefs supporting development in the business role, the ability to build relationships with trainees is decisive for the success of the activities, where the need to control / shape concerns not only the coach's own relations with participants but also the relations between the participants themselves.

- **Personal competences: personality, cognitive processes, temperament.**

This group of properties of the trainer should include self-acceptance, self-confidence, self-esteem, 'strength of character', stability (including psychological stability), the ability to accept criticism as well as cognitive processes (perception, thinking, inference).

- **Theoretical competences: basic knowledge.**

The coach requires proper general theoretical preparation in the basics of economics, entrepreneurship, building business plans and creating business models, business management systems and human resources.

Specialist skills include basic knowledge in the field of learning psychology, communication, cognitive processes, group mechanisms and processes, work with young adults and adults, training forms, and so on.

- **Field competence: areas of application.**

In this group of competences, you can find both knowledge and skills related to the implementation of development and coaching activities in a specific area of coaching.

In the case of workshops building and developing entrepreneurial and innovative attitudes, the sense of agency and, first and foremost, qualifications necessary to enable group and individual participation in these areas.

This may in particular concern issues related to the identification, awareness of the resources held by participants (personal, family, environment), as well as self-esteem, the style of human leadership, self-awareness of the dominant styles of behaviour.

- **Methodological competences: qualifications of the trainer and facilitator.**

In the latter group of competences one should mention, first of all, the ability to use workshop and facilitating techniques and tools, as well as knowledge and implementation of the development process of young adults and adults. This includes such coaching skills as: microteaching, training of self-perception and perception of others, social skills training, information transfer.



# TRAINING PROGRAM

## I. Economics and entrepreneurship

### DETAILED TRAINING OBJECTIVES

#### Acquiring, deepening and consolidating knowledge in the field of basic functioning of the market and economy

Knowledge and skills

- Awareness of the basic economics of households, enterprises and the market
- Awareness of key entrepreneurial competences
- Ability to create a personal budget, and a home and a small business budget

### CONTENT OF TRAINING

#### 1. Basic market rules

- Let's get to know each other and make an agreement
  - House of Miracles
  - Circle of rules
- Metaphor:
  - Running a business is like ...
  - Analysis and synthesis of metaphors
- Basic market rules
  - Game summary and separation of market rules

#### WORKSHOP PART

- Group work: House of Miracles
- Individual work: Metaphor
- Game within the group – Apple Market

#### 2. Economics and entrepreneurship

- Basic economic concepts
  - Summary of the video and isolation of economic concepts
  - Definitions of basic economic concepts
- The characteristics of an entrepreneurial person
  - Video – Entrepreneurship
  - Summary and separation of key competences and entrepreneurs
- Company development stages
  - Small company – everyone can do anything
  - Division of work
  - Investments in means of production
  - Optimization of means of production
  - Unforeseen events

#### WORKSHOP PART

- Team game – Book factories in five scenes
- Work in subgroups
  - The characteristics of an entrepreneurial person
  - Criteria Poker



### 3. Budget

- Home budget
  - Revenue – Income
  - Expenses – Costs
  - Savings
- The company's budget
  - Game summary
  - Separating the components of the company's budget
  - Business strategies – how to increase profit?

#### WORKSHOP PART

- Exercise: Budget
  - Home budget
  - Company budget
- Game in subgroups – Toy factories
  - Prototype
  - The cost estimate of the product
  - Orders from customers
  - Profit or loss

### 4. Task to be implemented between classes

- Summary of classes
  - Quiz – basic economic concepts
- A task to be completed before the next class
  - In 3-5 person groups: the budget of the housing community or the place where you live
  - Individual – home budget: in annual terms and in the selected month, components and values of revenues and expenses. Calculating the difference between revenues and expenses

## II. Personality and pillars of the entrepreneur's authority

### DETAILED TRAINING OBJECTIVES

**To acquire, deepen and consolidate knowledge about personality differences and the impact on the preferred style of business leadership and how to build authority.**

Knowledge  
and skills

- Self-awareness in the range of preferred behavioural styles (personality style)
- Awareness of personality differences in assessment and decision-making, communication, and information processing
- Preferences in building authority in business and in relationships with other people

### CONTENT OF TRAINING

#### 1. Self-awareness and perception

- Self-awareness of yourself
- Identification of your own behaviour style
  - Questionnaire (Insights Discovery, Extendend DISC, Types of personality)
  - Behaviour Cards



- Differences in approach, perception and assessment of the situation, and the choice of preferred solutions

#### WORKSHOP PART

- Exercise – matching behaviour (Behaviour Cards)
- Exercise – What to do with Santa?

## 2. Jung's dimensions

- Car Jung's Preference Pairs
  - Introversion – Extraversion
  - Intellect – Emotions
  - Intuition – Perception
- My behaviour style
  - Individual results – the key to the questionnaire
  - Discussion
- Characteristics of individual behaviour styles
  - Strong and potentially weak sides
  - What motivates?
  - What demotivates?
  - Who do I like to cooperate with?

#### WORKSHOP PART

- Preference lines – group exercise

## 3. Behaviour styles

- Personality preferences in the context of
  - motivation
  - implementation and cooperation
  - communication
  - decision making

#### WORKSHOP PART

- Work in subgroups and presentation for the entire of motivation and communication preferences of individual behaviour styles
- Project in sub-groups – Playground  
Matching the offer to a group of clients / decision-makers with an opposing behaviour style

## 4. Pillars of authority

- Pillars of authority
  - A person who is an authority for me, for which I value them, I trust them, I want to follow them
  - Pillars of authority
- Statement for investors, business partners:
  - Using the perspective of the four pillars of authority, I present myself and my business
  - A business vision
  - Own competences and those of the team
  - Motivators, the way to motivate and inspire investors and business partners
  - The values I'm guided by



- Leader cohesion

#### WORKSHOP PART

- Exercise – individual presentation – Statement of the leader

### 5. Task to be implemented between classes

- Summary of classes
  - Each participant individually determines what element of the course they will develop and in which situations
- Get feedback from friends and acquaintances in the areas of:
  - making decisions (intellect and feelings)
  - extravert and introvert behaviours
  - perceiving the environment – intuition and perception

## III. Business model and business plan

### DETAILED TRAINING OBJECTIVES

**Acquiring, deepening and consolidating knowledge and skills in the development of a business model and business plan of your own company.**

Knowledge  
and skills

- Awareness of the business plan structure
- Awareness of the structure of the business model
- Ability to develop a business model and business plan for your own company
- Ability to creatively develop product and service ideas of your own business

### CONTENT OF TRAINING

#### 1. Idea for your own business

- Ideas for your own business
  - List of participants' ideas
  - Presentation of ideas
- Business creativity – improvements and new ideas
  - Improving by brainstorming
  - Improving by reverse brainstorming

#### WORKSHOP PART

- Exercise – Improving the world
  - Work in subgroups
    - Generating improvements and new ideas – brainstorming
    - Generating improvements – working with questions
    - Presentation of the proposal
- Work in subgroups – improving participants' ideas for their own business
  - Brainstorming
  - Reverse brainstorming



## 2. Business model and business plan

- Businessplan
  - The goal of creating a business plan
  - Business plan structure
  - Financial plan
  - Examples of business plans
- CANVAS business model
  - CANVAS business model structure
  - Examples of business models of existing companies

### WORKSHOP PART

- Exercise in subgroups: Creative entrepreneur's advocate, or how to sell concrete earrings
- Exercise: Who has more success? Anna or Juan?

## 3. Your business according to the CANVAS model

- Map of the model according to CANVAS – work on individual areas supported by examples
  - Values proposition
  - Relations with clients
  - Client segmentation
  - Distribution channels
  - Key partners
  - Key actions, activities
  - Key resources
  - Cost structure
  - Revenue structure
- Business model and business plan
  - Complementing the model with key information required in the business plan

### WORKSHOP PART

- Exercise: Development of a business model for your own planned company
- Exercise: Development of the basic assumptions for the business plan for your own company

## 4. Task to be implemented between classes

- Summary of classes
  - Each participant individually indicates key concepts
- In groups, preparation of supplements, gathering missing information for your map of business model according to CANVAS and elements of the business plan

# IV. Creativity and innovation in business

## DETAILED TRAINING OBJECTIVES

**To acquire, deepen and consolidate knowledge about innovation and creativity as a key element of gaining competitive advantage of using it in practice, and awakening the innovation and creativity of training participants and them seeing their own potential**

Knowledge  
and skills

- Awareness of own predispositions regarding creativity
- Awareness of the use of various types of creativity in business





- Flexibility in thinking
- Awareness of tools supporting creativity in individual and group work
- Increasing your courage and openness to create and implement new, even small solutions and changes

## CONTENT OF TRAINING

### 1. Creativity and innovation

- Innovation and creativity
  - Definitions and differences
  - Metaphor: Creativity is like...
  - Metaphor: Innovation is like...
- Creative abilities in creativity
- Innovation and creativity in business
- Individual and collective creativity
- Creativity barriers

#### WORKSHOP PART

- Ideas that stir my enthusiasm
- What do you need to ...?
- The 20 ideas method
- 5 creative barriers

### 2. Creative processes

- Types of creative processes
  - Exploratory creativity
  - Combinational creativity
  - Transformational creativity
- Creative abilities in creativity
  - Fluidity
  - Flexibility
  - Originality

#### WORKSHOP PART

- Exploratory exercise
  - Little Red Riding Hood
  - What would happen if ...?
  - Questions about the invention
- Combination exercise
  - A favourite subject at school
- Transformational exercise
  - Fortunately and unfortunately
- Reverse brainstorming – improving
- Carousel of thoughts
- One plus one equals one

### 3. Creative thinking techniques



- Improving creativity in developing your own business
- Tools used in business and teamwork
  - De Bono hats
  - Ishikawa diagram
  - Brainstorming
  - Walt Disney team work
- Creative thinking techniques
  - Superposition
  - Forced match
- Stages of creative thinking

#### WORKSHOP PART

- Exercise over a real challenge for a participant or group using de Bono hats.
- Working on the problem using the Ishikawa diagram
- Techniques and tools to develop creativity
  - Cafe improvement
  - Hot potato
  - Less wishful thinking

#### 4. Entrepreneur – leader of the innovative process

- Attitude of the leader of the innovation process
  - Creative questions leading to creative thinking:
    - innovative questions,
    - development questions,
    - questions facilitating the transfer of knowledge and skills,
    - evaluation questions,
    - questions optimizing answers
  - Group work using Action Learning questions
    - Action Learning process
    - Key rules
- Roles in the Action Learning section

#### WORKSHOP PART

- Action Learning sessions on an actual topic, issue, problem, challenge of a participant or team working on a business issue.

#### 5. Task to be implemented between classes

- Summary of classes
  - Each participant individually determines what element of the creativity and innovation classes they will develop and in what situations
- A task assigned to an individual or a team working on a common concept of the future business, to carry out a chosen creative technique of working on, for instance:
  - a new product or product development
  - access to a selected group of clients
  - getting the required resources



## V. Negotiations in business

### DETAILED TRAINING OBJECTIVES

To acquire, deepen and consolidate knowledge about negotiations in business, and improve ways of using it in practice

Knowledge  
and skills

- Ability to listen actively
- Ability to argue effectively
- Ability to set boundaries
- Assertive response to the behaviour of the other party
- Self-awareness of your style of negotiating
- Knowledge and ability to use the negotiation process
- Knowledge and ability to use negotiation techniques

### CONTENT OF TRAINING

#### 1. Negotiations as an element of concluding contracts

- What are negotiations?
  - Metaphor on the subject: “Negotiations are like ...”
  - Situations in which the entrepreneur negotiates ...
  - Negotiations – definition
  - The goal of negotiations in business and personal life
  - Competences that an entrepreneur should have regarding negotiations
- Negotiation process
  - Criterion for entry into the negotiation process
  - Stages of the negotiation process
- Types of negotiations
  - Win – win
  - Lose – Lose
  - Win – lose, lose – win
  - Cooperative
- Video Negotiations

#### WORKSHOP PART

- Work in subgroups over the case study “Shark Island”.  
Task: specifying what their agreement should look like  
Presentation and discussion on the forum
- Play in 4 groups “Blue – green” in 8 scenes  
Discussing the negotiation process and the manner of building an agreement.  
Reference to the types of negotiations

#### 2. Styles of negotiation and communication in negotiations

- Negotiation styles
  - Individual filling in of the Thomas Kilmann test
  - Discussion of individual styles
  - Discussion in subgroups about your own negotiation profiles
- Negotiation styles
  - Soft type



- Hard type
- Factual style
- Communication as persuasion
  - Persuasive situation
  - Hidden persuasion
- Non-verbal communication
  - Non-verbal communication channels
  - Reading of non-verbal signals
- Empathic message

#### WORKSHOP PART

- Work in pairs – 10 closed questions  
Discussion in group – conclusions from the exercise
- Exercise YOU Message – ME Message
- Exercise: What does body language express?
- Exercise: The story of your best adventure

### 3. The key elements of the negotiation process

- Negotiation levels
  - Social
  - Psychological
  - Content-wise
- Positions and intentions
  - Differences between positions, needs and intentions
  - Revealing the intentions of the other negotiating party
  - Revealing your intentions in negotiations
- Arguments and concessions
  - Rational and emotional arguments
  - Aim and strategy to concede
  - Argumentation
  - Paraphrasing and providing arguments contrary to those of the other negotiating party
  - Open position – goal, meaning and technique
- Assertiveness
  - Definition of assertiveness
  - Assertive and non-assertive positions
  - Assertive answers
- BATNA
  - What does BATNA mean?
  - The meaning of BATNA in negotiations

#### WORKSHOP PART

- Exercise in pairs – assertive reactions and responses
- Exercise in pairs – convince me
- Case study – Selling a car. Negotiations in 4-person groups

### 4. Strategies and techniques of negotiations

- Position and problem negotiations
  - Position negotiation characteristics
  - Problem negotiation characteristics
- Manipulation



- What is manipulation?
- Types of manipulation
- Coping with manipulation
- Negotiation techniques
  - Types of techniques
  - Coping with negotiation techniques

#### WORKSHOP PART

- Group exercise: Reaching consensus
- Case study: Wine barrels

#### 5. Task to be implemented between classes

- Summary of classes
  - Each participant individually identifies which element of negotiation classes they will develop and in which situations
- Individual arrangements for conducting actual negotiations
  - Identifying the subject and actors of the negotiations
  - Selection of the observer
- How to set up a business and what requirements must be met by an entrepreneur?
  - making a search online – talking with other entrepreneurs

## VI. Starting and running a company

### DETAILED TRAINING OBJECTIVES

#### Acquiring, deepening and consolidating knowledge about the formal side of running a business

#### Knowledge and skills

- Basic knowledge about legal requirements for starting and running a business
- Basic knowledge about fiscal and tax requirements for starting and running a business
- Basic knowledge about fiscal and tax requirements for starting and running a business
- Understanding and distinguishing the company's revenue, income and accounting fluidity

### CONTENT OF TRAINING

#### 1. Starting and running a business

- Stages of starting a business
  - [Video. Business activity](#)
  - Summary of homework regarding the steps and requirements related to starting a business
  - Review of portals of institutions responsible for registration and supervision of companies
- Legal forms of companies
- Formal requirements in running a business

#### 2. Profit and accounting liquidity

- The reasons for the collapse of companies
- Profit, assets vs. cash in hand and on bank account
- Factors affecting the accounting liquidity of the companies



- Commercial loans: receivables and liabilities
- Supplies of goods and raw materials
- Buying equipment
- Remuneration
- Investments
- Payments for loan installments
- Taxes
- Sources of financing the functioning and development of companies

#### WORKSHOP PART

- Playing in groups: Beer Company.
  - Participants in small groups with specific assets make investment and trading decisions.
  - Transactions are concluded simultaneously.
  - 8 transactions are scheduled
  - The obtained profit and the amount of financial resources are assessed

### 3.

- Presentation by individual participants of specific business models
  - CANVAS map
  - SWOT analysis
  - Analysis of competition
  - Perspectives of market development
  - Income statement (revenues / expenses plan)

