

THE TOY COACH'S MANUAL



Entrepreneurship-based Learning



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Foreword

We welcome you to get acquainted with the TOY Model from the viewpoint of a teacher who works as a team coach in entrepreneurship education settings.

This manual has been written for vocational-level teachers who want to use the TOY Model as a tool in entrepreneurship education. The focus of the manual is on how to use the model, and thus the contents are practical and down-to-earth. The manual is aimed at both beginning and experienced teachers as well as entrepreneurship educators.

As the TOY Model – and entrepreneurship education in general – is multifaceted, this manual can only provide the general guidelines and a handful of ideas on the critical question of “how to run a TOY process”. The contents have been written in co-operation with teachers who have run TOY processes. Naturally, TOY coaches and trainees are free to modify the model to fit their own everyday life. The TOY Model is flexible.

To support the implementation of the TOY Model, we have made additional materials:

- the TOY coach’s manual (the manual you are currently reading)
- TOY coaching day material packages
- the TOY learner’s training diary – space for reflection and summary of the core tools used in the TOY Model
- Introduction training for using the TOY Model – for teachers who will implement the TOY Model in their own schools

In addition to this manual, you should get acquainted with the above-mentioned material packages and acquire training in a program where you will get more deeper understanding of the TOY Model.

We sincerely hope that this manual inspires you to have great learning and coaching experiences in the field of entrepreneurship!

31st of January 2014, Ikaalinen, Finland

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1 What is TOY?

TOY is an acronym of the Finnish words **Työssäoppiminen yrittäjänä**, or Entrepreneurship-based Learning (EBL). Its main purpose is to offer learners the chance to develop both their professional and entrepreneurial skills during practical training periods.

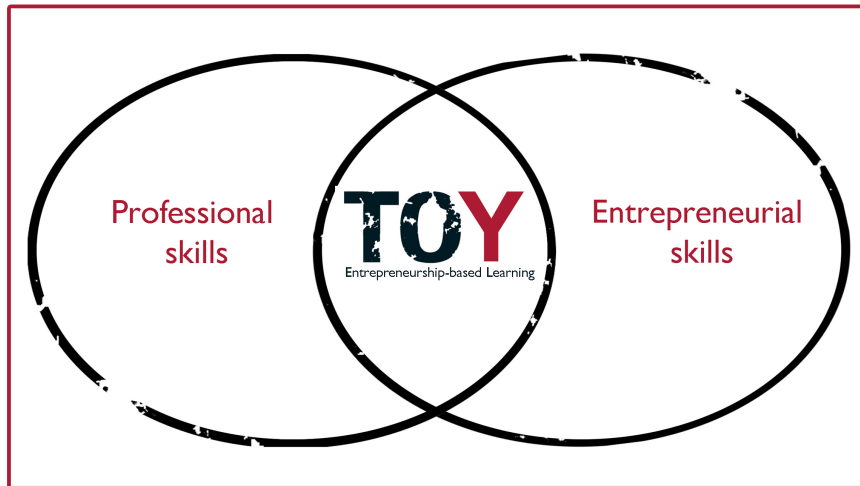


Image 1. Developing professional and entrepreneurial skills using TOY.

TOY is an alternative way for students to complete their practical training periods. As such, the model is different from the traditional way of doing these studies. In the traditional model, the learners go to develop their working skills in companies or other organizations, but in the TOY Model, they join a pedagogical co-operative and work in entrepreneurial roles rather than as employees.

The learning environments of the TOY Model are pedagogical co-operatives. Vocational skills and entrepreneurship are learned in practice by doing real-life customer assignments.

The model also includes a team coaching process where team-learning methods are used. This team coaching process consists of 7 to 10 days. These days give the whole process a “rhythm” that makes the practical training period run smoothly with a certain schedule. Team coaching days allow the learners to reflect their real-life experiences together as a team. Dialogue facilitated by the team coach during the team coaching days takes things learned in practice to a higher level.

The basic ingredients of a successful TOY –process are:

- TOY coaches
- Brave and inspired learners
- Real-life customers
- A pedagogical co-operative
- TOY team coaching sessions

Between the TOY coaching days, the learners do practical work in a pedagogical co-operative. This work is different for each learner and is determined by a personal plan coaching days in

practice immediately. In this way learning is effective and experimental as theory and practice alternate naturally. After practical experiments, the learners can go back to their own TOY team and share things learned as well as experiences of success and failure. In the TOY process, knowledge is not bits of separate information but a natural part of one's own work and professional development.

TOY is for learners who want to learn entrepreneurship in their own professional field in practice. It grows the learner's entrepreneurial attitude and provides solid experiences of entrepreneurship. Entrepreneurship can only be learned by doing and experimenting. The model is extremely beneficial for those learners who already have ideas and dreams of becoming entrepreneurs after their studies. TOY is for those who want to take responsibility, work and study in a self-managed way, learn in practice, and share experiences with others in a team.

During TOY, learners will be spurred to crystallize their business ideas. By working as entrepreneurs, learners get an idea of how small businesses are really run. This motivates learners to become entrepreneurs after their studies.

During TOY team coaching days, themes related to entrepreneurship are explored. The learner is familiarized with marketing, networking, customer relationship management, idea generation, commercialization of products and services, pricing, leadership, and self-management. TOY also allows learners to find customers, create new client relationships, and grow their own professional network. The threshold of becoming an entrepreneur after studies will be lowered when the TOY process has been completed, as the learner will have an understanding of entrepreneurship both in practice and theory.

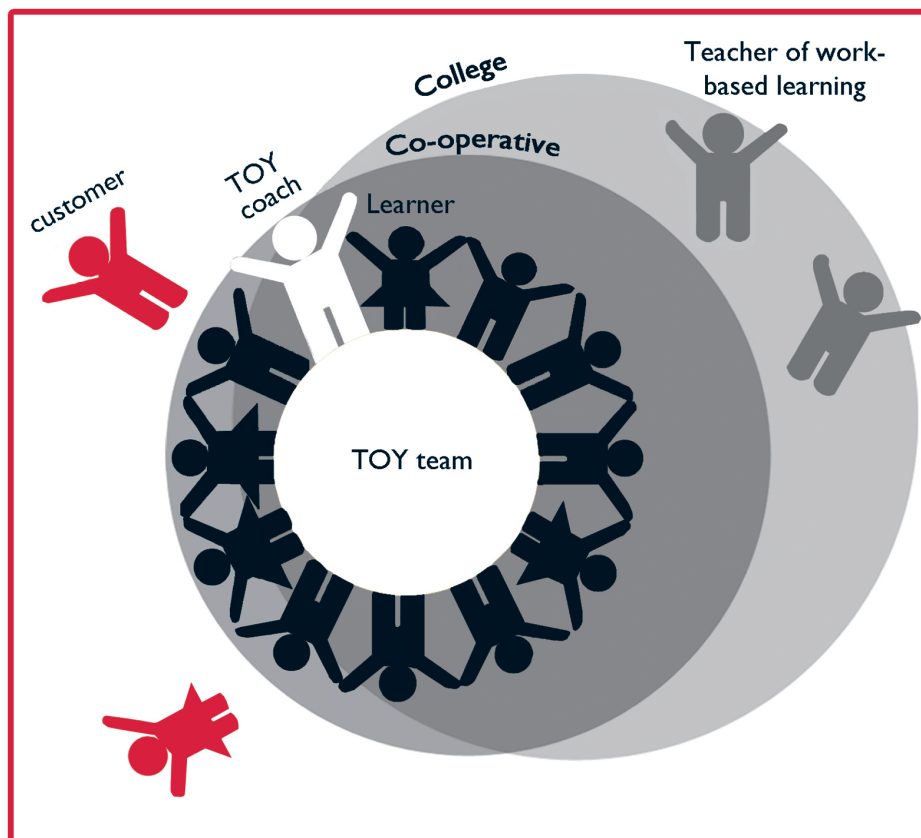


Image 2: TOY teams consist of learners who learn from each other as a team.

As a TOY coach, your task is to support and spar the team during the whole process. There is a direct connection between the customer and the learner: the best teacher is actually the customer!

The teacher in charge of work-based learning is responsible for making professional development possible for the learner. The co-operative is an Entrepreneurship-based learning environment that allows invoicing customers. The school itself is a wider context for learning.

1.1 Similarities and Differences Between the TOY-Model and Conventional Work-based Learning

Although the TOY Model is different from conventional work-based learning in terms of pedagogy and implementation, it does have similarities with it as well.

When the TOY Model is compared with conventional work-based learning, one can find the broad ideas of goal-oriented learning, building opportunities for employment after studies, and developing the vocational skills of each individual learner. The differences are in the methods of implementation.

In the TOY Model the work-based learning contract is made with a pedagogical co-operative, not with a traditional employer. The contract itself follows the same format as the traditional contract.

The study credits awarded for the study time during TOY are the same as in the conventional model. Work hours are calculated by summing up the work done within the co-operative (e.g., development and marketing) and work done for customers (e.g., doing an assignment ordered by a client).

The roles and responsibilities of all stakeholders are similar in TOY and in the conventional model. The TOY learner is guided both by a teacher responsible for work-based learning as well as by a teacher responsible for student counselling. The counsellor works in the role of a “team coach” in the TOY Model. Both models include formal competence demonstrations.

But what makes the TOY Model different from the conventional model? A lot of things. The table below summarizes the differences between the models.

Characteristic	Conventional work-based learning period or model	Toy period
Work tasks	Assigned to learners by employers and other stakeholders	Learners find the tasks themselves (under guidance)
Learning environment	A company or organization owned and run by someone other than the learner	Pedagogical co-operative (one's own company)
Potential for income	The work is typically done without salary or reimbursement	Learners can invoice customers using the co-operative
Feedback	Feedback from the employer	Feedback from different customers
Responsibility	Safety; low levels of actual responsibility for managing the process	Freedom and responsibility
Implementation	Within a tight context	Creative, learner-centred implementation with room for flexibility
Risks	Frustration, low level of learning	If something goes wrong, it can be a blow to the learner's self-confidence; problems with self-management; financial risks on very small scale
Guidance	Teacher	Coach (the same person also works as a "team coach" in team learning settings)
Targets of development	Vocational skills + generic working life competences	Vocational + entrepreneurship + community/teamwork skills

1.2 Entrepreneurship Education and a Brief History of the TOY Model

The Finnish National Board of Education's new policy defines entrepreneurship to be part of all vocational learning. It is one of the key competences of life-long learning. Work-based learning is also part of basic vocational qualifications and encompasses a minimum of 20 study weeks.

"Guidelines for entrepreneurship education" is a document published by The Finland's Ministry of Education and Culture. The prologue, written by Minister of Education Henna Virkkunen, says:

"Entrepreneurship education is a much broader concept than entrepreneurship as a practice of trade. As a concept, it also encompasses training for entrepreneurship. Its components are an active individual with initiative, an entrepreneurial learning environment, education and training, and active and enterprise-promoting policy in society. Entrepreneurship education generates entrepreneurship at all levels of society and strengthens and creates business.

Entrepreneurship education is part of lifelong learning; in it, entrepreneurial skills are developed and supplemented at different points in life. It is a question of life management, interaction, self-guided action, a capacity for innovation and an ability to encounter change. Education and training help entrepreneurship evolve into a mode of operation, in which attitude, will and a desire to take action combine with knowledge and advanced competence.

The first pilots of the TOY Model were run at the Ikaalinen College of Crafts and Design (IKATA). The idea of having special entrepreneurship education sprang from of the needs of the learners. The pedagogical co-operative Taidosto was established in 2004 to support this education. Its members asked the college to organize work-based learning periods so that they could complete their studies by working in the co-operative. That's why the college took steps to make this study method a reality.

At the first stages of TOY, the learners were coached and guided as individuals. As more and more students enrolled, the need for team learning became critical. The college started running team learning days to enhance learning. The methodology used during the days was taken from Tiimiakatemia*. After the first piloting steps, this way of running work-based learning periods was named TOY.

The official birth year of the TOY Model is 2008. That was when the model got a name and official format. First "official group" started at that time. A few years later (2010), the model was opened for use in the wider network of Finnish schools and colleges, to be developed and implemented in various ways.

The model has gone through long-term development work. The West Pirkanmaa Municipal Education and Training Consortium has been developing entrepreneurship education since 2002, within both the consortium and the whole nationwide network of vocational education organizations.

Notable development steps of the TOY Model have been:

- | | |
|-----------|---|
| 2004 | Getting introduced to Tiimiakatemia's entrepreneurship education methodology in the Team Mastery and Igniting Hearts programs by key activists from IKATA.

Establishing the Taidosto co-operative as a learning environment at IKATA to support the entrepreneurship education and activity within the college. |
| 2005 | Work-based learning periods for individual learners at IKATA through the Taidosto co-operative. |
| 2006–2007 | First team coaching experiments with students in several different projects. |
| 2007 | First formal model of TOY. |
| 2008 | An inspired teacher from IKATA starts her Tiimimestarit (Team Mastery) program where she learns team coaching skills and gets an idea of Tiimiakatemia's methods. The teacher starts the first official TOY course with the help of developers from IKATA. |
| 2009 | The TOY process is developed at IKATA. TOY is given a place in the yearly rhythm and calendar of the college. The way of doing studies in a co-operative is institutionalized and given formal approval as "one of the standard practices of running entrepreneurship education at the college." |
| 2010–2013 | Birth of the TOY network and giving the model to the wider network: <ul style="list-style-type: none">- TOY network with 12 education consortiums- Establishing several co-operatives that work in close relationships with colleges and function as learning environments- Training Finnish teachers to use TOY methods- Crystallizing shared values and operational boundaries for the TOY Model users- Creating a shared visual appearance for the TOY Model- Developing communications in the network to allow network members to exchange ideas, experiences and practices- Creating a shared format and content for running a TOY process- Developing special introduction training programs for teachers who wish to use the TOY Model in their working environment |
| 2011 | The TOY Model wins the "Best Entrepreneurship Method" at the national Taitaja competition of Finnish vocational schools. |
| 2013 | The TOY Model is used in approximately 20 colleges and schools. |
| 2014 | The TOY Model starts to spread outside Finnish borders; the first international steps. |

Tiimiakatemia is a special unit and study program. The first Tiimiakatemia was established in 1993 at JAMK University of Applied Sciences. Today (2014) there are several Tiimiakatemias and

Tiimiakatemia type units all around the world. At the heart of Tiimiakatemia are its innovative entrepreneurship education methods that emphasize teamwork, practicality, real-life projects and self-management. For more information, please see: www.partus.fi and www.tiimiakatemia.fi.

2 The Core Values of the TOY Model

The network members that use the TOY Model have co-operated to summarize the core values that reflect the philosophy of the model. These values help TOY coaches to make good decisions in their everyday work.

Learning Together

When using the TOY Model, we learn together and from each other. Team learning can be seen and felt most strongly during TOY coaching days and in projects that we do. We share knowledge. Asking questions is golden. Learning together is fun. The challenges that TOY teams face support team learning.

Freedom and Responsibility of One's Own Learning

All learners have the freedom to find their own customers, the freedom to learn things that they are personally interested in and the freedom to decide how to work. Everyone is responsible to their own customers and for their own learning. Together, freedom and responsibility form a joyful combination.

Learning by Doing

We learn best by doing. And, as a bonus, doing is interesting. In the TOY Model we learn in practice together with our customers and network by doing real-life assignments and projects for our customers. Learning by doing brings theory to life.

The Individual's Growth to Courage

Courage is a muscle that you need to train. The team gives individuals the confidence and courage to try out new things and excel. Positive deeds boost courage. We encourage everyone to experiment and allow people to make mistakes. Golden mistakes are shared and we learn from them. When a need arises, we can find support from our own team and coach.

The Fusion of Entrepreneurship and Vocational Expertise

In the TOY Model we do real-life projects for clients and develop both our vocational and entrepreneurial skills. This is special and unique!

3 The Actors of the TOY Model

3.1 Learners

Learners develop their skills in the pedagogical co-operative during the TOY-process. They find customers and do assignments and projects for them. The scale of these activities depends on the needs, skill level and ambitions of each individual. The teachers of the school and the team's TOY coach help them as mentors and advisors. And, of course, teammates act as peer learners. Learners have much more responsibility of carrying out the assignments and learning new things in the TOY process than in conventional work-based learning periods. The philosophy is straightforward: you learn to take responsibility by taking it.

The learners handle the customer relationships from start to finish. They do the marketing and sales. They make contracts and agreements with the customers on the assignments and projects. They handle pricing, invoicing and after-sales without direct interference from teachers or TOY coaches.

All of the learners are employed by their pedagogical co-operative. This arrangement helps to keep tax payment and finances in order.

Real-life entrepreneurship allows the learners to understand the financial value of their work as well as the expenses. Even small-scale assignments where money is involved give the learners an understanding of real-life finances, taxes and budgets.

In the TOY Model, learners have active roles. Team learning is most successful when the learners find courage to do a project together as a group. Team activity also forces everyone to develop their communication and collaboration skills in a way that is far more advanced than traditional group work done in classroom. By taking new challenges, each learner develops his or her courage to take even bigger projects. In the biggest projects, the learners have the chance to develop their leadership and management skills as project leaders.

The role of learners is to learn. They must have the possibility to go outside their comfort zone in a suitable way and speed. Leaving the comfort zone is emotional, and thus the support of the team is needed. Teamwork allows the individuals to explore new areas of life in a controlled manner.

3.2 TOY Teams

TOY teams are learning communities where the team members learn together. The team members may come from one or several professional fields.

The first task of a newly established team is to create a shared goal. The team members will typically work in several projects with different customers and collaboration partners. During their daily work and TOY coaching days, the team members share their experiences of the projects and their interaction with the customers. As such, the team is a home base for the learners, where each individual can be part of a community and have the support of peers. The shared goal of the team acts as a "lighthouse" that guides everyday work, motivates each team member to work, and connects the experiences, shared learning and projects together.

TOY teams can be split into smaller project teams that operate in several interesting projects. Generally these smaller project teams include members from the same team, but it is possible to have project teams where there are team members from several teams or even from outside the whole TOY processes of the school (e.g., independent entrepreneurs). Learning by doing happens in these smaller project teams, and the whole team acts as a platform for sharing ideas and experiences. It is important to have all of the project teams in interaction with each other to maximize learning for everyone.

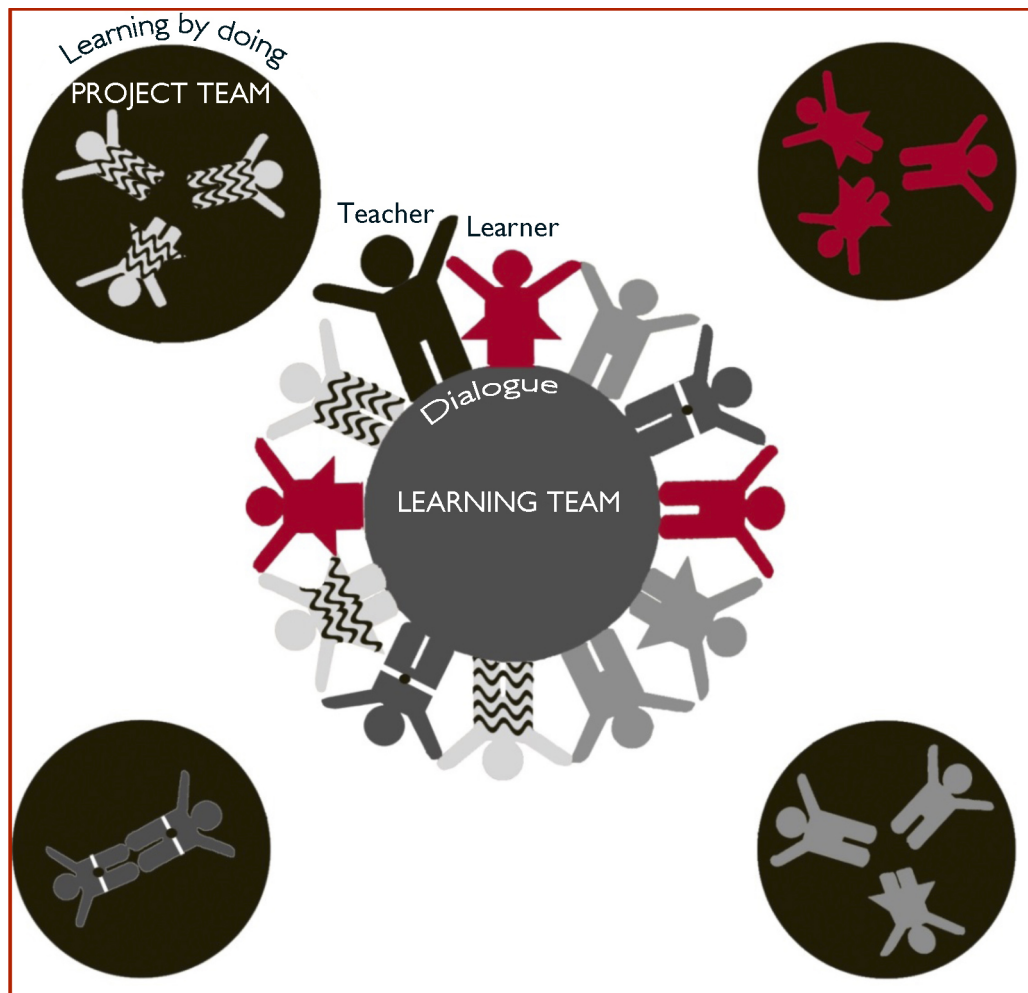


Image 3: In the TOY Model, the learning team is split into smaller project teams.

Every team member has unique strengths and talents. The idea of the team is to put these strengths into use and for the benefit of the whole team. Understanding this increases mutual respect between the team members and creates an atmosphere where people are truly interested in each other.

Diversity is strength in a team and should be used constructively. Soft skills and know-how such as communication skills, emotional intelligence, and understanding diversity are sometimes even more important learning goals than the actual professional skills. That is why it is important for learners to get to practice these skills.

3.3 TOY Coaches

Each TOY team has its own coach (or two coaches who work as a pair) for the whole TOY process. Coaches are teachers with vocational know-how in their field as well as in team learning, teamwork and entrepreneurship. Coaches have a holistic view of entrepreneurship-based learning and understand the purpose of the whole process.

TOY coaches use their personality as their main professional “tool”. There are no magic formulas or standardised roles for coaches. The only way to learn to be a coach is to practice coaching (although some training and peer learning do speed up the learning curve). Coaching requires emotional intelligence and sensitivity to learning.

TOY coaches spar the learners through the TOY process. Sometimes they also have an instructive role when a learner needs help in completing assignments for the customers.

The main arenas of TOY coaches are the TOY coaching days. They do not give lectures, although they do provide theoretical frameworks and knowledge to the learners. During the days, TOY coaches challenge and inspire the learners by providing them new perspectives and encouraging them to reach their learning goals and dreams. Coaches do not give direct answers but stimulate the learners’ thinking with questions. They push the learners to seek knowledge and practical solutions in a gentle way.

One important task of TOY coaches is to support the development of the learners’ team skills and help them create contacts with the world outside the team and the school. Coaches must treat each learner in a unique way and take into account that each individual has his or her own way of learning.

3.4 Teachers of Work-based Learning

Teachers of work-based learning (WBL teachers) are responsible for instructing and guiding learning related to vocational expertise (e.g., woodworking or art). They have exactly the same responsibilities in this role as they would have during a conventional work-based learning period. These responsibilities include making work-based learning contracts and being in contact with learners on a regular basis. They also assess the learners’ skill demonstrations. WBL teachers work in tandem with TOY coaches.

3.5 Customers

Each learner must have at least one real-life customer relationship that they handle themselves from start to finish. Real customer relationships and real invoiced customers are the TOY learners’ best teachers. The link between customers and learners is direct, and TOY coaches or teachers do not act as middlemen in the relationship.

Without customers, entrepreneurship is fake or simulated – customers make it real. The learners’ contact networks and active marketing are the most important ways of finding customers. Work-based learning and inquiries to the school also bring customers. They benefit the learners, their teams, and the whole school as they connect the school to the economic life.

All customer assignments are “profitable”, but the type of “profit” varies. For example, sometimes it is extremely beneficial for a learner to do an assignment for a notable customer, even if the possibilities to earn money immediately are low. References are useful, and customers may bring in more customers from their network.

From the viewpoint of learning, the best assignments are challenging projects demanding customers. And as a side bonus, the most challenging work assignments are those that bring in the most money.

Sometimes a customer may be one of the assessors of a learner’s skill demonstration. Experience has proven that customers give learners the best and most honest feedback.

3.6 Pedagogical Co-operatives as Environments for Learning Entrepreneurship

In the TOY Model, pedagogical co-operatives are established in connection with a college or school. But despite the strong link to the educational institution they are, in all senses, real companies that operate as other companies do. The owners and workers of these companies are the TOY learners who wish to use the co-operative as a vehicle for working in their vocational field.

The rhythm of learning is defined by real-life work projects. Working as a co-operative member trains the learners in the rules, regulations and practices of working life. From the viewpoint of TOY coaches and teachers, the co-operatives are learning environments and tools that are learner-centred and allow the implementation unique learning paths for the learners.

The co-operative is a type of business that is well suited for the purposes of entrepreneurship education, and it emphasizes teamwork and team learning. This particular company type is flexible and creates community spirit. It also makes it possible to do assignments for companies without burdensome bureaucracy.

In Finland the form of employment changes as the number of co-operative members grows. Co-operative members are entrepreneurs when there are six (6) or fewer members in the company. When the number of members increases to seven (7) or more, all of the members become employees. However, this does not affect the fact that the members function in an entrepreneurial way no matter how many of them there are. They can, of course, complete their work-based learning study period by using other company types as well (e.g., limited companies).

In a co-operative, learners are responsible for their work, and this emphasizes a true entrepreneurial attitude. The ability to make decisions and the professional pride of learners grow through responsibility and through belonging to a company as active members. Although some learners are not particularly excited about entrepreneurship when they start their TOY process, they may become entrepreneurs at later stages as they, in fact, are entrepreneurs in a co-operative company!

Other forms of entrepreneurship education may precede membership in a co-operative. For example, if the learner has previously been studying entrepreneurship in a simulated

company, the co-operative is naturally a good “next step” in the life-long journey of entrepreneurship.

3.7 Schools

The role of the organizing schools is the same as in conventional work-based learning activities. The schools provide the context for studying and act as “formal parties” that grant qualifications and degrees to the learners for completed study programs.

The learners are students in their schools for the whole TOY process and will be under the school’s rules, regulations and rights just like all other students in conventional study programs or modules.

4 Vocational Skill Demonstrations in the TOY Model

In Finland the TOY process is used to complete elective or mandatory parts of a vocational degree. Entrepreneurship is included as a study subject in vocational studies. This allows individualized degrees for each learner.

Vocational skill demonstrations are given for all vocational subject areas. A demonstration may also be given for optional studies if they are vocational in content.

In the TOY Model, both vocational (e.g. woodworking or art) and entrepreneurial skills are assessed during each skill demonstration. Entrepreneurship is included in the objectives of basic studies, the requirements of vocational degrees, and their evaluation criteria. This means that entrepreneurship is not a separate skill that is evaluated but an integral part of vocational competence that is assessed together with vocational study subjects and basic study subjects.

Vocational skill demonstrations measure practical know-how and wide-ranging activity in real-life work environments. In the skill demonstration, the skills in the central and most important subject areas are assessed. In the TOY Model, the skill demonstrations are part of the assessment process of the learner’s competence. The specific skills to be evaluated are defined in each education provider’s degree assessment plan, divided by subject area.

The assessment of work-based learning periods varies according to the subject areas the learner is completing. The actual assessment methods vary. In the TOY Model, the conventional way of measuring the amount of knowledge is not a focus of assessment. Instead, the assessment focuses on the learning process itself and on the skills learned during the process. The learners’ own reflections on things learned are also taken into account during assessment.

The vocational skill demonstrations are done at the end stages of the TOY process, usually during the last TOY coaching day. The atmosphere of this day should be fun and encouraging. Everyone can show their competence to others and give feedback to others.

Learners can demonstrate their vocational competence by illustrating what they have done in practice and what they have achieved during the TOY process. Business ideas created during the process also serve as excellent evidence of their entrepreneurial competence. **The central questions of the skill demonstration can be, for example:**

- How have you grown and developed as an entrepreneur?
- What kind of business ideas do you have?
- What are your talents and strengths? What can you and your products and services be known for?
- What projects have you done during the TOY process? How much money have you earned by doing them? What kind of feedback have you received from your customers?
- How did your entrepreneurial thinking develop during the TOY process?

The assessment of results gained during the TOY process is done both by the TOY coach and by the learner's peers. The participation of the learner's customers is also very desirable.

5 Coaching in TOY

"The main task of a coach is not to solve problems, make conclusions, generate ideas, or be a wise guy. His main task is to understand."

- Myles Downey: Effective Coaching

Coaching is guiding and supporting both individuals and whole teams. TOY coaching is about making observations on how learners learn and directing their thinking to themes that are relevant to entrepreneurship. The purpose of coaching is not to directly give the learners lots of information or knowledge, but to help them construct their own ideas on what entrepreneurship is and what it means to them.

Learning environments have changed as learning methods in colleges have changed. In today's colleges, learning alone is not "pop". New methods emphasize teamwork and team learning. Traditional classrooms with desks are not enough – new learning environments contain workshops, teamwork areas, virtual worlds and learning environments outside the college.

One of the main tasks of a TOY coach is to create a proper, learner-centred learning environment for the learners. This includes bringing the learners together for the TOY coaching days where the learners interact and learn from each other. The coach facilitates these meetings, or guides the discussion, to enhance learning. For example, if the task at hand is to learn marketing, the coach can provide the learners with some ideas on marketing and

then facilitate team meeting discussions so that the learners themselves construct their ideas on how to do marketing in their pedagogical co-operative.

Coaching is like wind-surfing on a stormy sea. The coach must be sensitive to the movements of the waves and adapt to them. The ideas, opinions and emotional outbursts of the learners shape the learning process all the time. The coach must identify what is important from the sea of discussions and help the learners learn from them.

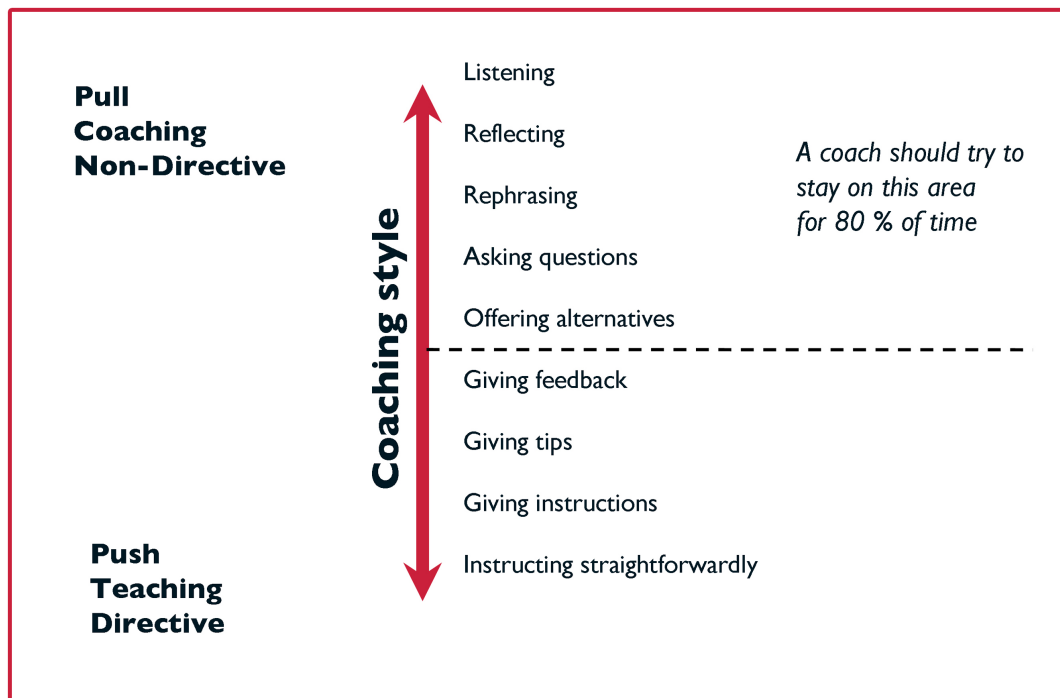


Image 4: Coaching styles vary according to the situation at hand ("Remind yourself of the differences between coaching and teaching").

As a TOY coach, you do not need to be an expert in every area of entrepreneurship. The expertise you need is more in the coaching process and guiding it so that the learners can reach their goals both individually and collectively. If you are a beginning coach with some teaching experience, you can acquire coaching skills and experience by reading lots of books on coaching and by experimenting with different kinds of approaches in your everyday work. As a coach, you are also an example for the learners, so acquire training with the same methods as the learners on a regular basis.

The whole learning process is more important than the individual results or performances that happen during it. TOY coaching days don't have to be perfect because the big picture, not an individual coaching session, matters more. The main question that you should ask yourself is, "Where does this coaching event lead to?"

In TOY the idea is to develop the learners' work-life skills. In addition, coaches must help the learners to develop life-long learning skills. These are, for example, learning skills, innovativeness, skills to combine talents into "talent bundles", self-reflection skills, the ability to give and receive feedback, and team learning skills. Coaching is much more than going through a certain study subject – it also includes setting goals and inspiring the learners. The TOY coaching process gives structure to the work-based learning period. The structure consists of TOY coaching days and study assignments that are done between these days.

Coaching does not happen solely during the TOY coaching days but also during everyday interaction with the learners. Other teachers may also be involved in the coaching process as instructors, teachers, mentors or coaches. Everyday coaching includes encouraging, sparring and mentoring learners as needed, in a flexible, non-formal way. TOY coaches also make sure that their TOY team has a shared goal that challenges everyone to work and study harder in a motivating way.

You can also challenge the learning process if it gets too repetitious and monotonous. Your long-term task is to develop the learning processes and culture in your school. The processes can be given more colours by benchmarking companies, having special study and work assignments, and introducing new ways of working in teams, groups and projects. On the level of individual learners, you must challenge their thinking and ways of working.

As a TOY coach, you must, in fact, be one step ahead of your team and teams (should you be coaching multiple teams simultaneously). Experienced coaches have seen teams develop and have intuitive knowledge about team development. They can handle problems and challenges better since they have faced them before. Experience will give you confidence to learn from your own mistakes as well as from those of others.

Coaches should strive to enhance the performance of the team and its individual members. However, you must always remember that learning is as important as performance. Without performance, there can be no learning, but performance without learning is meaningless in a coaching process.

A common pitfall both for beginning and experienced coaches is to stop thinking and letting their guard down on their behaviour. This is called “switching to an instructing role”. This behaviour typically happens in the TOY process when the team gets into trouble and the coach has the “right answers” that he or she blurts out to the team. This causes a situation where the learners themselves do not learn to solve problems, and they become dependent on the coach. Thus you should try to keep your mouth shut and let the team members face their problems without instructing them in the wrong way.

Experienced coaches (as well as experienced teachers) have advanced knowledge and practical know-how of pedagogy and learning. They are more aware of the goals, methods and decisions they make during the learning process. This know-how is founded on a tested and personal framework of concepts, theories and practices that have been developed by thinking, doing, reflecting and reading.

When one observes daily coaching activity from outside, it may seem like aimless activity. On the contrary, it is goal-oriented activity, but the goal is holistic and the whole process aims at “something big”, not at achieving small parts or minor victories. “Make sure that your team reaches its goal” is a good guideline for any coach. All coaching days, practical work and assignments must in some way be connected to the team’s goal. A shared goal that everyone knows guides the learning, although amidst the everyday hassle it may seem that each and every action is not “sensible”.

Because coaching is multifaceted activity, it is impossible to give strict guidelines on how to do it. However, there are principles that help beginning coaches understand their work better. The founder of Tiimiakatemia, Mr. Johannes Partanen, has presented the following principles as good philosophical and practical starting points for a beginning coach:

1. Strive to achieve results (action creates learning opportunities)
2. See the big picture
3. Find the strengths of individuals and focus on them
4. Build trust
5. Think positively (but not naïvely)

5.1 The Roles of a TOY Coach

As a TOY coach, you have many roles in the TOY process. As the learning process goes forward and special things happen, you must have a keen understanding of your role in that particular situation and phase of the process. These roles include:

- 1. Motivator.** You must understand what motivates each individual. By understanding the individual's motives, you can direct the learner's attention to them and help them learn in their personal and unique way.
- 2. Cheerleader.** Teamwork is emotional. Sometimes you must be the cheerleader who celebrates victories and shows the team what it has achieved. Although this may sound a bit too sweet, you must help the team to realize its dreams by "rallying the troops".
- 3. Enforcer of rules.** You must make sure that the learning environment is safe and that everyone gets their say. Your task is to guard the atmosphere of mutual respect. Dominating personalities must not get into the way of others.
- 4. Focuser.** You must observe the discussions and actions of team members and try to find the most important points. Bring these important things to everyone's knowledge. As a focuser, you prevent the team's dialogue from escalating into a cacophony.
- 5. Challenger.** You must challenge the learners. Sharp questions are your main coaching tools. You must also have the courage to crush mental models that prevent the team from learning or achieving its goals.
- 6. Architect.** You construct a learning environment for the learners. You create the rhythm for the learning process.
- 7. Stimulator.** Although you are not to run slideshow marathons, your tasks include providing the learners with ideas and stimuli. They can be models and theories that provide frameworks that help the learners understand what they are doing or what they should do. Your working style as a stimulator is very similar to a traditional, interactive teacher.
- 8. Facilitator.** You must help the learners review their thinking and reflect on their learning. The main question is, "How did we learn this?"
- 9. Trust builder.** You must help build trust in the team and create an open atmosphere. Humour and positive thinking are the keys. In addition, good, old-fashioned caring and giving team members time work wonders.

5.2 What a Coach Does Not Do

“Sometimes understanding something is not done by understanding what it is but by realizing what it is not.”

Coaches are not psychotherapists. As a coach, you must face your trainees’ emotions, both good and bad, but you are never a therapist. Coaching individuals or teams is not therapy but helping learners to develop their professional skills.

Coaches are not problem solvers. As a coach, you should not try to solve problems that the learners can solve themselves. Coaches can sometimes work as consultants and provide the learners with “hard knowledge” or suggestions on how to proceed, if really necessary. However, overdoing instruction is bad coaching.

Coaches are not any learner’s best friend or members of a learner’s team. Although coaching is done in a very equalitarian and non-authoritative way, you are not a member of the teams you coach. The learning process belongs to the learners, and you should not be too deeply immersed in it. A little (but not too much) emotional distance from the learners is critical for success.

Coaches do not provide the team with tasks or assignments that it does not need. All coaching activities and assignments must be directly related to the learning process. Use existing work and challenges – do not create them artificially.

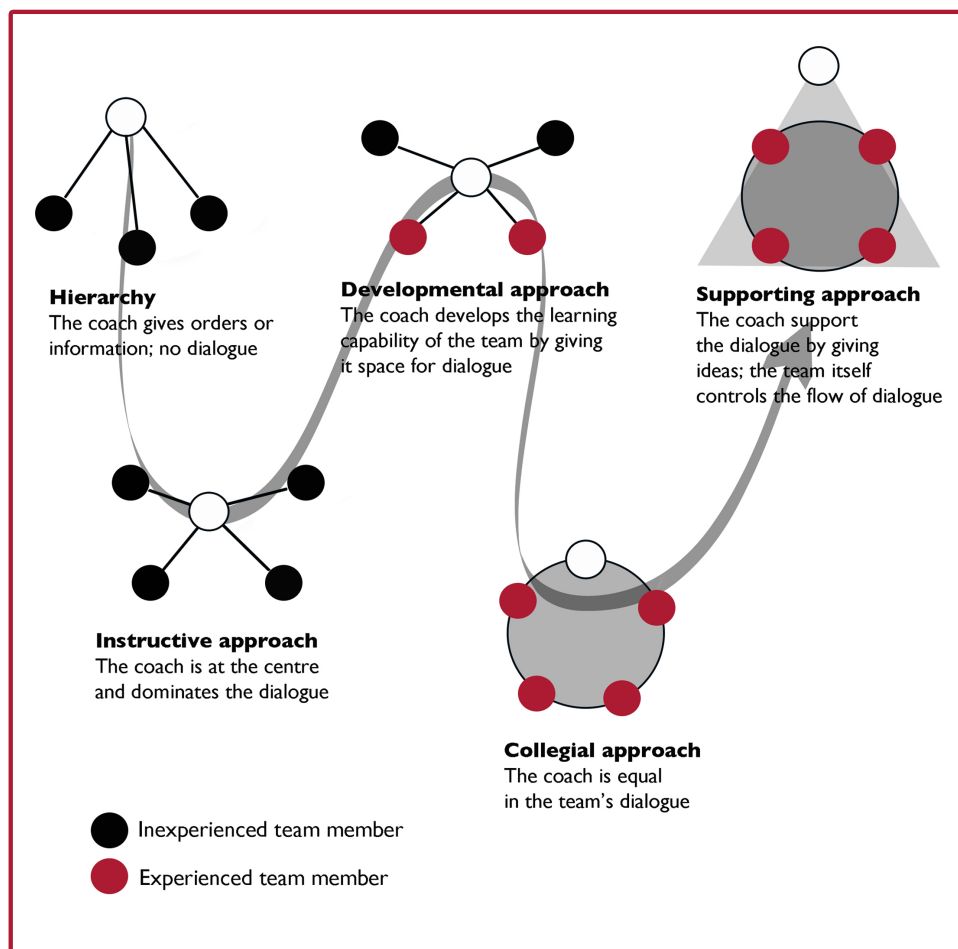


Image 5: Coaching styles change as teams develop.

5.3 Developing Coaching Expertise

At the time of writing this manual (2014), the following tools and training programs are available for teachers in Finland for developing their personal TOY coaching expertise:

1. Introduction to the TOY coaching program

This is a program that introduces team learning and the basic tools of the TOY Model. It is suitable for teachers who wish to implement the TOY Model in their college or school. (At the time of writing this manual, the program is available only in Finnish, although in special cases it can be run in English as well.). More information in Finnish: www.toyverkosto.fi.

2. Team Mastery

Team Mastery is a long-term (1.5 years) coaching program for teachers who wish to have personal experience, knowledge and skills in team coaching, team learning pedagogy and tools. The program is a platform for long-term professional development. In it teachers, consultants and managers from different countries get together and learn from each other. More information in English: <http://www.partus.fi/en/programs/team-mastery>.

3. Book of Books

Because TOY emphasizes reading, you should read a lot. The inventor of Tiimiakatemia's methods, Johannes Partanen, reads approximately 200 new management and education books each year. The Book of Books includes hundreds of books selected by Mr. Partanen that are suitable for both for coaches and learners. More information in English: <http://en.tiimiakatemiastore.mycashflow.fi>.

Please note that as the TOY Model spreads both in Finland and abroad, new tools and programs will appear. The www.toyverkosto.fi website offers up-to-date information on these and is planned to be translated into English in the near future.

6 Team Learning in the TOY Process

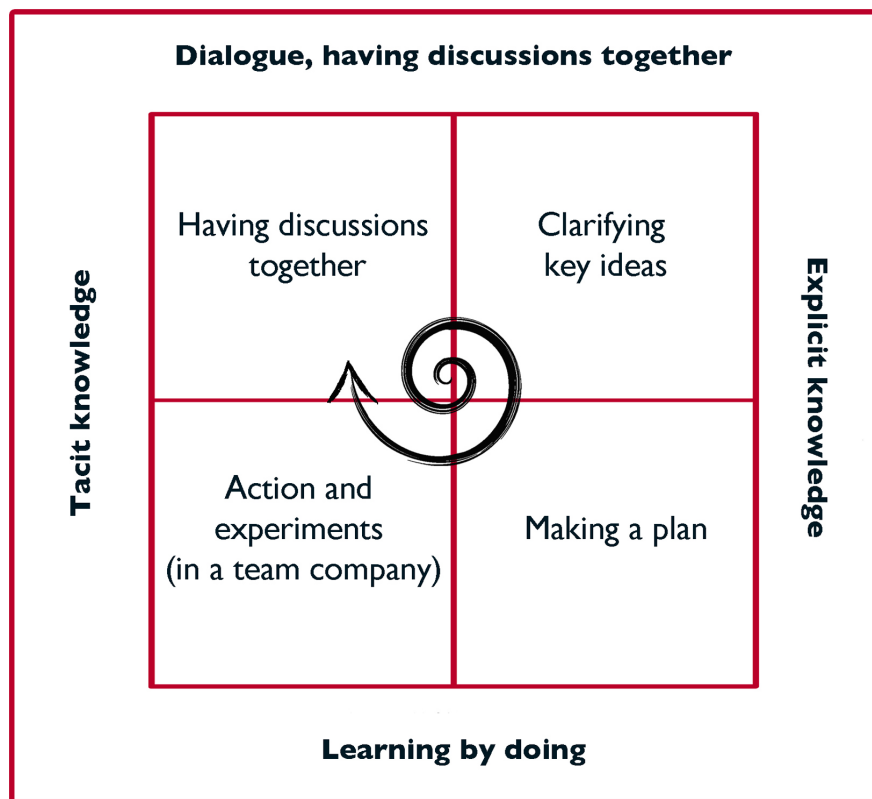


Image 6: Nonaka & Takeuchi's knowledge-creation model is central in the team learning context.

At the core of the team learning philosophy, there are a team and a shared challenge or a goal that the team strives to achieve collectively. During the TOY coaching process, learners “put themselves on the line”. By doing this, they learn entrepreneurship and their area of vocational skills. Nothing significant can be created without commitment. Mutual commitment to a shared goal makes it possible for individuals to overcome even the hardest of obstacles.

TOY coaching days are moments where actions are transformed into understanding by using the whole team as a tool. “Empty time” and a relaxed atmosphere are important, as the transformation process needs an open and conducive culture. Coaching days are not “packaged intensive training periods,” although there may be intensive moments. Team learning is social interaction and mutual support, not lecturing or detailed, pre-determined plans.

TOY coaching days emphasize reflection for both individuals and the team collectively. Reflection is a tool for thinking. All thinking and talk is not reflection, as real reflection is evaluating and processing one's (and the team's) experiences, knowledge, emotions, achievements, victories, failures, beliefs and values. By reflecting the team stops to think and becomes more aware of its collective thinking and things each individual has learned.

The following questions (according to Myles Downey) should be the focus of team learners during the TOY coaching sessions:

1. Creating a shared goal or vision (what)
2. Creating rules of conduct or “ground rules” (how)
3. Sharing awareness of personal goals with others to create a collective understanding of each other’s motives and goals (who, where)
4. Having the courage to give and receive feedback (who)
5. Making the internal and external obstacles of a team visible to the whole team (who, what, how)

6.1 Teampreneurship Is Learned in a Team

1. The journey of becoming an entrepreneur starts from an individual’s dreams and motives. After that you must do “something”. By doing “something,” you can start developing your identity as an entrepreneur. The actual business idea and business plans are created later on. This is the opposite of conventional entrepreneurship education, where you start from economics, planning and business law.
2. The content of TOY coaching days is created by the learners. The coach simply provides ideas, facilitation and a framework for this. The contents grow in an organic way in the “present” moment and are not predetermined in mechanical fashion. Coaches will, of course, create a certain theme (e.g., marketing or management) that will define loose boundaries for the learners.
3. Learners must seek and find personal perspectives and solutions to open questions. One could say that this exploratory thinking is about finding solutions to problems that have no answers; they are the “wicked questions of entrepreneurship.” Learning entrepreneurship is not one hundred percent rational activity where questions have straightforward answers. Sometimes the learners do not even know the question that has to be answered!
4. The basic assumption in the TOY Model is the idea that every learner already has experiences and beliefs about business, teams, management, money and all other things connected to entrepreneurship. The learner is not a *tabula rasa* – blank slate – that has to be filled with information. Coaching aims to use the experiences and beliefs to support learning new things.
5. In the team learning context, the themes to be studied are not strictly divided according to traditional study subject boundaries. Study subjects have been replaced with “perspective lenses” and holistic learning. Learners make syntheses and combinations from different bits of knowledge and experiences, thus creating their own unique “study subjects.”
6. Acquired knowledge should be used, not just stored. Before learners try to acquire knowledge, they should know what they are going to use the knowledge for (e.g., the development of their own co-operative or a project). Learning is enhanced with interaction and sharing experiences.

7. Business and product ideas are mainly linked to each learner's personality and vocational context. One learner's idea may be totally useless to another learner, since each idea is interconnected with something else. Ideas are not separate or universal but linked to persons and operating environments. Because ideas are like that, the learners should be given a lot of space to generate ideas – idea bashing and uniformity damage the team learning process and creation of entrepreneurship.
8. The team learning process is collective. Individuals cannot easily jump in and out of the process because all process events are linked to each other. This feature is both the strength and weakness of the team learning process, as being present at the team coaching days is mandatory. When a group has positive discipline, it has great potential for enthusiasm. Learning in a team provides strong individual choice-making possibilities when the collectiveness is done right and not as uniform "group thinking."
9. Learners are their own teachers. The team learning process allows learners to develop their "meta learning" skills (learning to learn –skills). When they have learned them, they can be their own teachers, regardless of whether they work in a team or alone, as entrepreneurs or employees.
10. Team learning requires great emphasis on the physical learning environment. Sterile learning environments cannot be used, as the learners must "own the space" and the space must reflect the thinking of its users.

7 Pedagogical Co-Operatives in Practice

A co-operative that has been established in conjunction with a college is an ideal learning environment for learners in the TOY process. In the best possible case, the college and the co-operative collaborate seamlessly, and both have their roles clearly defined. A co-operative is fully a part of the college's operations when the studies that can be completed there are in the college's formal curriculum.

Coaching-style teachers of learners in a co-operative are flexible about the needs of the learners and working life. In this way, school structures are reformed to better meet the needs of learners, working life, and customers.

Co-operatives offer learners an excellent chance to do projects and customer assignments in their own time as well as during the TOY process. In the best case, learners can make extra money alongside their studies by doing projects in their own field, and they no longer need to take on part-time jobs working for someone else. Learners in co-operatives can employ themselves by doing customer projects. They can also work summers for other entrepreneurs through the co-operative. The other entrepreneur can buy the learner's services instead of hiring them, which may lower the threshold to acquire help for the summer or other holidays.

7.1 Establishing Co-operatives

Even 1-2 members or an individual organization can start a co-operative. Financial risk is smaller in co-operatives than in partnerships or proprietorships because liability is limited to the invested capital. Even in the worst case, co-operative members can only lose the price of the participation share.

You don't normally need large sums of capital to start a co-operative: the participation share defined by the members is enough. The joining fees and participation shares of pedagogical co-operatives that operate in connection with schools have most often been around €30-50. This sum gives the member one share in the co-operative. If the member resigns, he or she gets the participation share back. No other fixed costs are usually in use.

Incorporators (founding members) of co-operatives must be over 18 years of age, but younger people can join later. If the co-operative's own rules allow it, organizations such as schools or companies can also be members. However, organizational members have the same number of votes as private individuals, even if they own more than one share.

When you start a co-operative, it is important to write the rules carefully together with all the incorporators. Every member must commit to these rules. You can find more practical information about starting a co-operative, joining a co-operative, co-operative rules etc. at www.osuustoimintakeskus.net.

7.2 Ownership and Practices of Co-operatives

The co-operative is a flexible form of enterprise, which is based on the members' freedom of contract. Every member owns a share of the company but is not personally responsible financially. The purpose of a co-operative is to support its members' financial management and practice of business. Co-operative members are employed by the co-operative just like any other employer, with the exception that they own a share in the company. When there are enough members in a co-operative (at least 7), they are not considered legally as entrepreneurs, but as employees. Due to this employee status, co-operative members are eligible for unemployment benefits for times during which they cannot acquire income from the co-operative and are no longer registered as full-time students.

Co-operatives make it possible to take on work alongside studies, and this reduces underground economy. The principle is that each member of a pedagogical co-operative is responsible for his or her activities and work just like an entrepreneur. Members acquire their own customers and the material they need for their work. They price their work and invoice their customers themselves. They are also free to choose their workspace. They have to do everything themselves, but not alone. They are supported by the co-operative's management, other members, and the community.

While they work, members are covered by the co-operative's statutory insurance. Every member must take care of work safety. Out of the money invoiced from customers, the co-operative pays the obligatory payments for the employer and employee, social security and unemployment insurance fees, pension insurances, and the member's personal taxes. The co-operative also takes care of value-added tax payments on a monthly basis. It is common practice that pedagogical co-operatives provide their members with the necessary document templates and pays the workers just like any other company.

7.3 Working in a Co-operative

Co-operatives are based on voluntary and transparent membership. They can accept new members who are willing to follow the rules and to offer their own expertise to the co-operative. **All co-operative members “work for themselves,” aiming to achieve both their own and their team’s objectives. Maximizing profits is not a priority.** Members who acquire customers also get compensation for their work according to their agreement with the customer.

Pedagogical co-operatives are responsible for their members’ book-keeping. Members deliver receipts of their expenses, such as purchases and work-related travels, to the financial manager as agreed. Co-operative members are paid a salary based on what they have invoiced from their customers. In addition to the salary, members are reimbursed for their expenses if they produce receipts and have included them in the invoice.

The whole sum invoiced from the customer does not get paid to the member’s own bank account. In addition to the expenses mentioned above, retirement insurance, social security fees, and statutory employer’s payments are made from that money. Co-operatives also pay value-added tax and the member’s personal taxes according to their tax percentage.

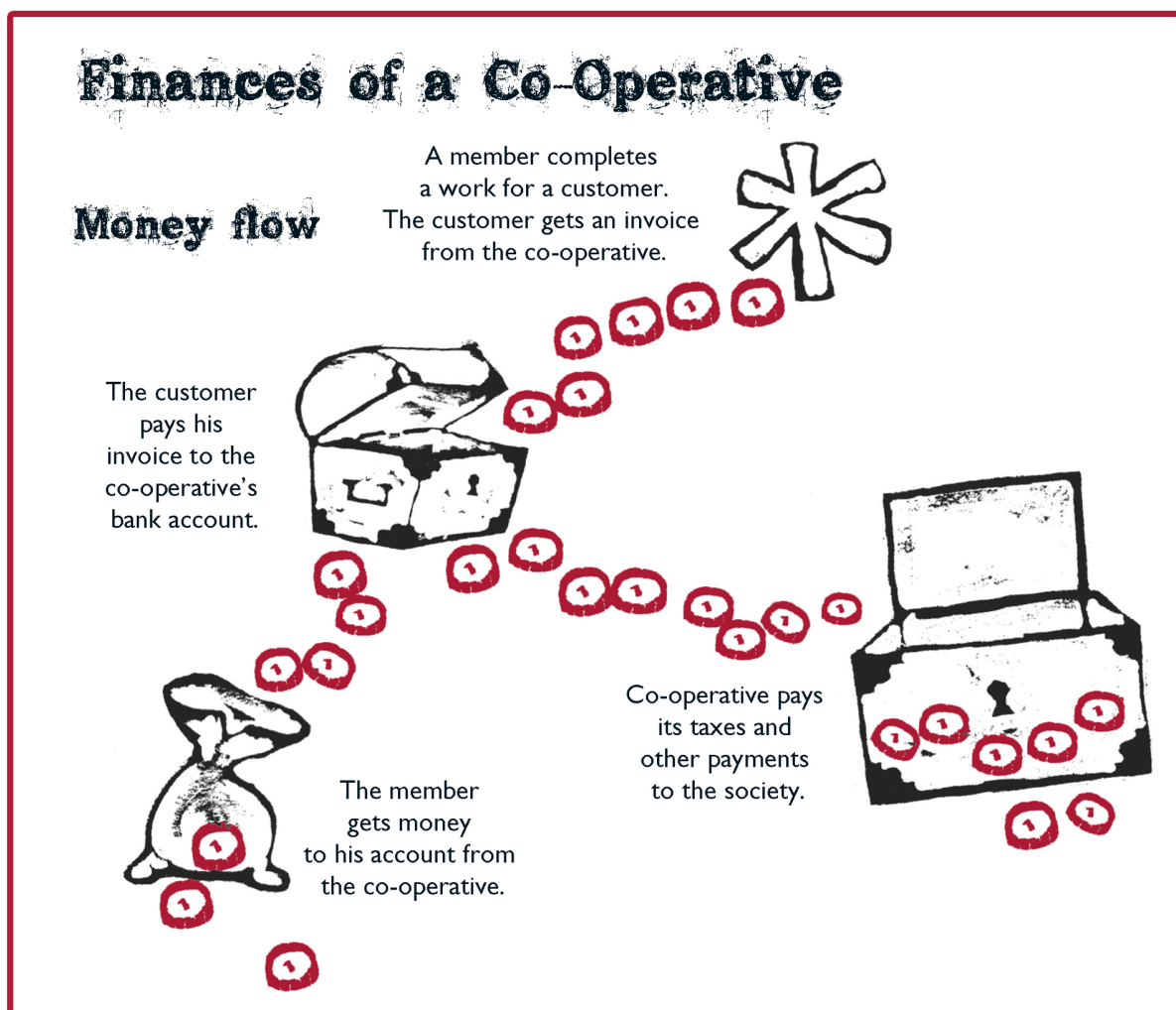


Image 7: The flow of money from the customer to the co-operative member.

7.4 The Co-operative's Commission

Members pay a commission for all of their invoiced work to the co-operative. Usually the commission is paid from the invoice sum minus tax and expenses. The worker's salary is what remains when the commission and the statutory payments have been made.

The commissions are used for things like book-keeping, communication, marketing, co-operative meetings, or even training for the members. If any profit remains after all these expenses, it is generally used to develop the co-operative, which benefits every member. Profits may also be distributed to members as interest on the co-operative capital or as a supplementary salary. In co-operatives, all expenses are centralized and shared, which saves time, trouble and money.

7.5 The General Meeting

The general meeting has the highest power of decision in the co-operative. Every member has the right to participate in the general meeting and speak there. The general meeting decides on the co-operative's important resources. It chooses its board of directors, approves the financial statement, and decides on payments and how to use the profits.

One ordinary general meeting must be held each year. Extraordinary (additional) general meetings may be held whenever the board of directors sees it to be necessary. If at least one tenth of the members propose an extraordinary general meeting, it must be held. In co-operatives, each member has one vote. Decisions are made democratically.

7.6 The Board of Directors

Co-operatives have inspired learners to test their wings in the board room. The board of directors is chosen in the general meeting. The board is responsible for the co-operative's shared operations and activities and serves as a forerunner and inspirer. It meets regularly, represents the co-operative, presents/proposes issues to the general meeting, and answers any questions the members may have. Work on the board is fun and challenging.

Board members get to influence and develop the co-operative's operations. It is a vantage point into the business world. Board members may get to implement the co-operative's communication or marketing. It teaches members to understand financial management, financial statements and audits. Board members are also responsible for employment contracts, taxation and insurance issues. The board of directors should have experienced members who are able to guide the new members.

7.7 The Rules of the Co-operative

All co-operatives must have registered rules. They are often written based on the Co-operatives Act. Among other things, the rules describe applying for membership, grounds for expulsion, participation shares and joining fees. They also define the company's field of business. If the rules need to be changed, it must be decided in the general meeting.

7.8 Applying for Membership in a Pedagogical Co-operative

It is most important that learners applying for membership in a pedagogical co-operative have an enterprising and responsible attitude toward work, co-operation skills and eagerness to learn. Normally membership is applied for with a free-form, signed application with a CV attached. Pedagogical co-operatives may also have other practices such as their own application forms, interviews or other unique methods. In general, joining a co-operative has been made as easy as possible and the threshold is low. The board of directors discusses membership applications in its meetings and informs the applicants of their acceptance (or rejection).

7.9 Learning in a Pedagogical Co-operative

The largest fears and doubts when thinking of establishing a pedagogical co-operative are usually about money flow, book-keeping and corporate law. But when you start, find the answers to your questions and things will begin to get clear, your understanding will grow, and your fears will fade away.

In pedagogical co-operatives, peer learning takes place naturally as the more experienced members act as mentors and evaluators for new members. Co-operatives form a natural network of workers and experts, which expands when new members join. The network also reaches outside the membership to customers and partners.

The purpose of pedagogical co-operatives is to generate entrepreneurship, community spirit and courage, and to develop learning methods and ways to pursue dreams. Learning and making a living go hand in hand. **When you dare to start working, your courage grows and you acquire wisdom.** Co-operatives offer their members an environment to plan, implement, and take responsibility for their learning and to work for themselves.

7.10 Teampreneurship in Co-operatives

In TOY groups, learners start to develop shared projects that generate Teampreneurship. For many learners, co-operatives are the first experience of entrepreneurship. They are communities where members do the work they are skilled at and they like. By learning together, you can create yourself a job and do it without much risk. In Teampreneurship, the joy of work meets creativity and daily practices.

You can't learn entrepreneurship or leadership in completely risk-free environments. Some "true entrepreneurs" can leave school as soon as possible and choose the University of Life. **Entrepreneurship demands the imagination of an artist more than the calculative mind of a technocrat.**

Teampreneurship in a co-operative is a combination of freedom, responsibility, and shared activity. Teampreneurs are never alone. They live according to their inner beliefs, and this is simultaneously their strength and their weakness.

8 Planning the TOY Process

There can be learners from one or more lines of business in a TOY team. If the members are from only one field, it may be easier for them to set a shared performance challenge, to co-operate on projects, and to work together daily. In this way, team learning is natural and effective. On the other hand, if there are learners from different fields, they receive lots of different perspectives, which are valuable for expanding their understanding. Competition does not spring up so easily, and at the same time, new ideas can be more creative. Both alternatives have their pros and cons.

Next we describe the different stages that launching a TOY process at a school requires. The example case has been described by TOY Coach Terhi Leppä from the Ikaalinen College of Crafts and Design.

Stage 1: Planning the TOY Roadmap

As a TOY coach, decide who and what fields of business the TOY Model is targeted for at your school. Find out when the learners have work-based learning and how much. What parts of their qualifications will they complete in the TOY Model? Is there a shared part that all learners complete, such as Entrepreneurship and Networking (10 credits)? How do you position the coaching days in the rhythm of the work-based learning period? During what time period will the coaching take place? How will you make sure that the learners will be able to participate in the coaching days?

Stage 2: Marketing the TOY Model to Learners and Teachers

Organize an info session, for example, three months before the work-based learning period. The session is meant for both learners and teachers. Present the TOY Model: What does it mean? Who is it aimed at? Who is it suitable for? How does it work in practice? Describe the roles and tasks of the different actors. Make sure the learners know what they need to do to participate in the TOY coaching and when they must act at the latest. Ask for marketing tips from TOY coaches who have already marketed and implemented TOY coaching at their schools.

Stage 3: Implementation

TOY can be implemented in many different ways and rhythms. The following images are examples of the annual TOY schedule and coaching rhythm at IKATA.

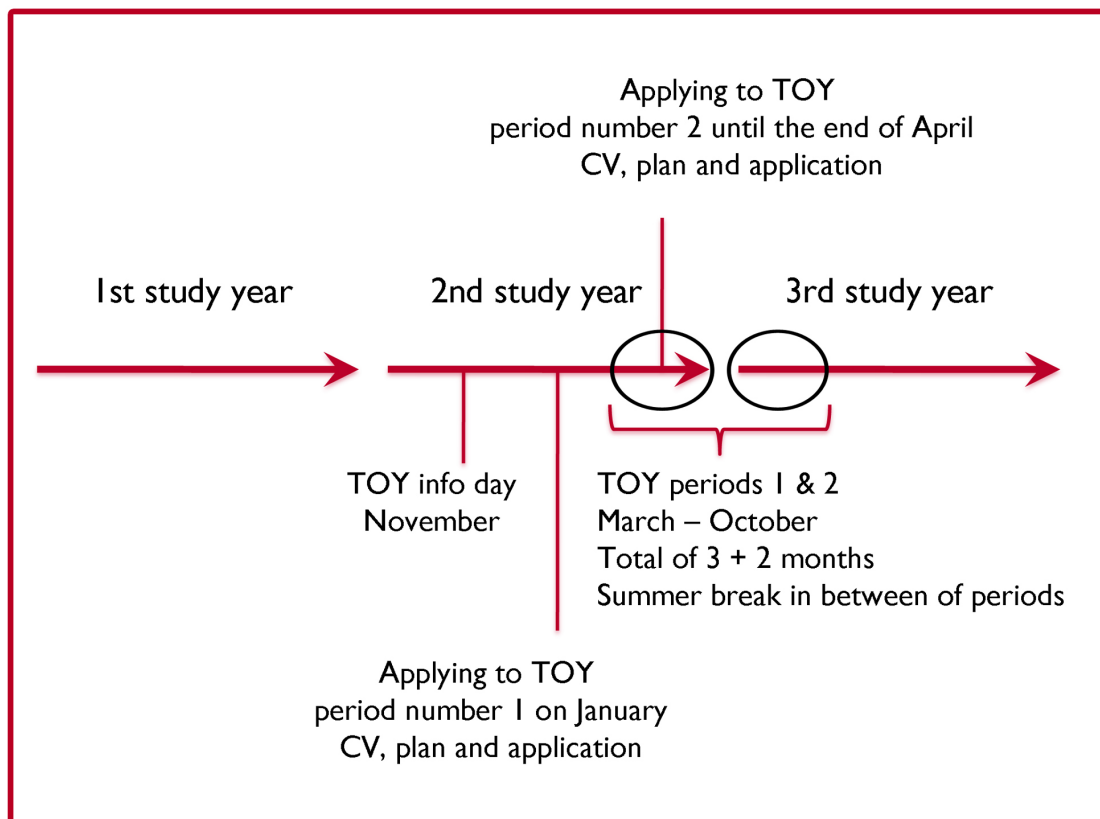


Image 8: The annual TOY schedule at IKATA.

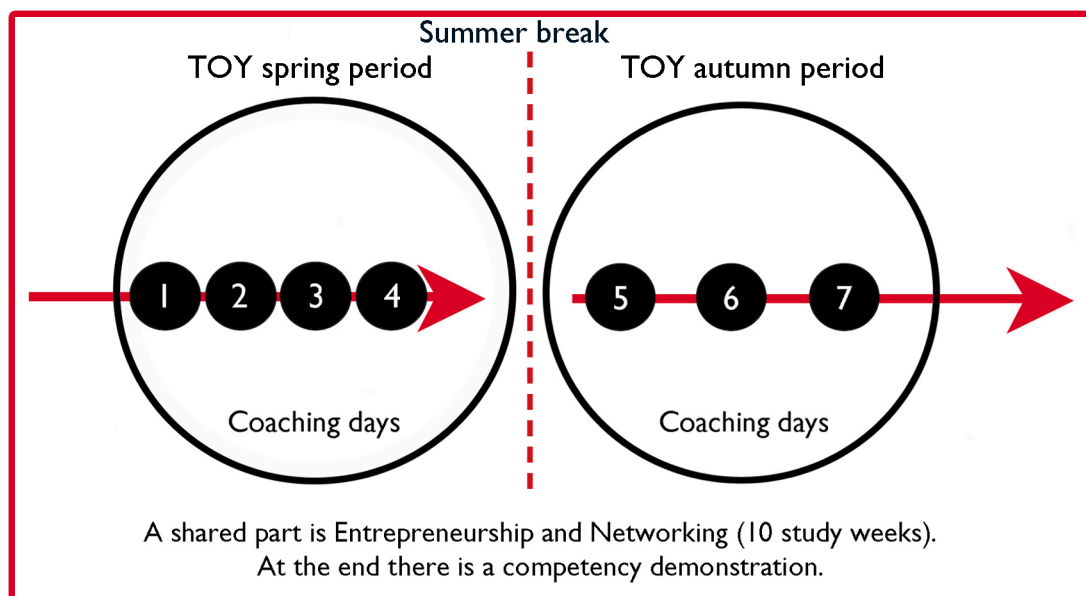


Image 9: The rhythm of the TOY coaching process.

9 TOY Coaching Days

The TOY Model was planned to be carried out during a minimum-length (20 study credits) work-based learning period. The process contains at least seven coaching days. The number of days should not be reduced because the process is short. If necessary, the number of days can be increased, and you can use more days for the themes you feel are most important. You can also use additional days for special themes such as social media, financial management, or pricing products and services, according to the learners' wishes.

TOY coaching days proceed in different ways, and there are plenty of different coaching methods such as the Dialogue Circle with the whole group, small group tasks, posters, Summing It All Up Workshops or Idea Generators, individual tasks, dialogue walks... There are thousands of methods, and you can seek suitable methods from different sources or even invent your own. Choose your own style!

TOY coaching groups vary in size. More dialogue and perspectives are created, naturally, in bigger groups. You may not always get into very personal issues in discussions or training sessions, but a lot of content springs from dialogue, and at its best, the group will carry its own weight.

In smaller groups, the coach's role is more important, and the coach needs to bring in different viewpoints if the dialogue starts to go round and round in circles. On the other hand, a smaller group makes it possible to dig into each group member's own challenges as they develop their business. You could say that both are better, but the coach has very different roles in different-sized TOY teams.

It is better to choose less than more subjects for TOY coaching days; in-depth focus on a few things is better than scratching the surface of many. Cut the challenge into smaller objectives and tackle one part at a time. Set clear objectives and make sure the learners understand them fully.

9.1 The Significance of the Physical Learning Environment in TOY Coaching Days

Physical learning environments are extremely important for TOY coaching days. If possible, they should be held somewhere other than the normal classroom or other familiar rooms of the school. Changing the environment creates new ideas, a more relaxed atmosphere, and inspiration. Among others, cottages or affordable camping centres are good environments. However, using outside facilities may not always be possible. In such a case, use the school's own facilities creatively. Training sessions can be carried out in the yard, library, cafeteria or any other nice place.

Above all, the environment must inspire dialogue. This can be achieved by placing comfortable armchairs in a circle without desks or tables. **The Dialogue Circle makes it possible to have eye contact between each member and, at the same time, it shuts out the rest of the world.** The circle forms a "dialogue container" where everyone is equal.

9.2 TOY Is a Process – Consider Tasks between Coaching Days

Because there are not many coaching days, what happens between them is vital for the process. That is when the TOY team members do practical work in the co-operative. They do customer assignments, marketing, customer acquisition and tasks given by the coach, which develop them as entrepreneurs and prepare them for the next coaching day.

Learners often concentrate on jobs in their own field of business, and tasks concerning entrepreneurship may feel inessential or unnecessary. But they are extremely important for the process. The coach can give these tasks to individuals, small groups, or the whole team. Examples of pleasant and sometimes slightly challenging tasks are reading self-chosen literature, visiting an entrepreneur in your own field, attending a fair or seminar, or participating in an event at your school or in the network.

9.3 The Reading Program in the TOY Model

Know-how and business development are supported with a reading program. Reading is extremely important because it boosts the team's shared thinking. However, reading may be challenging for many learners. As a coach, you should encourage and spar reading. Bring books about the theme at hand to the coaching days.

You can leaf through, speed read, taste, and enjoy books. No exams are taken about the books, and there is no need to write essays about them. But everyone is free to write down any insights they gain from the books they read in their training diary. Learners can use their training diaries to gather ideas that are significant and useful in their own life.

9.4 Contents of TOY coaching days

There is a material package for each TOY coaching day. These packages are examples of what kind of themes you can introduce to the learners during each day. By skimming through the materials, you can take ideas from them and implement coaching days that suit your coaching style and the needs of the learners.

Experiences of running TOY coaching days show that whole days dedicated to coaching are much more effective than shorter meetings. A minimum time span of each "day" is four (4) hours, although it is recommended that each day should last seven to eight (7-8) hours.

The themes of TOY coaching days are:

1. Team learning and setting goals
2. Customer perspective and networking
3. Commercialization of products and services
4. Self-management and Friend Leadership
5. Creativity and marketing
6. Offerings and finding clients
7. Defining a business idea and personal growth as an entrepreneur

9.4.1 Day 1: Team Learning and Setting Goals

The first TOY coaching day orients the learners for the whole process and introduces them to each other. As the TOY Model emphasizes learning together and working in a team, the purpose of the first day is to sow the seeds of team spirit and introduce the learners to how the TOY Model works. The day also includes exploring the learners' expectations and learning goals.

The contents are, in general, the following themes:

1. Check-in round
2. Key players and roles in the TOY Model
3. The principles and values of TOY
4. Team learning
5. Learning styles
6. Expectations from the TOY process
7. Shared challenge and goals
8. Team development curves
9. Working in a team
10. What is entrepreneurship?
11. Learning tools
12. Check-out round – What did we learn and what will we do next?

Carrying Out the Day

During the day the learners will get a feel for the new type of learning. They will also get to know you as their TOY coach for the first time. Thus it is important for you to introduce yourself to the learners by telling about your background, role and expectations from the process. By doing so, you set yourself as an example for the learners in the introduction phase. Emphasize the fact that you are not a conventional teacher, but a guide and a facilitator who will work with the learners through the whole process.

The best way to start the day is to arrange chairs into a “dialogue circle” and start a free-flowing, relaxed discussion by having an “introduction round” (check-in round). After the round, you can introduce the TOY model to the learners and tell them about your role in the process. After this, you can proceed by dividing the learners into small groups and instructing them to have more discussions on their goals and expectations.

One important purpose for the day from the viewpoint of coaching is to map out the learners' expectations from the TOY process. You must build a “big picture” of the process by using the ideas gained from this mapping. The mapping also helps you understand the learners' level of knowledge and understanding of entrepreneurship. Expectations can be made explicit by using a flip board that everyone can see.

After mapping out expectations, you should move the discussions toward teams and group work: “What is teamwork, and how can it benefit us?” This discussion can also be run in smaller groups, so the learners get to know each other better, and everyone can have their own say. You can provide background information about teamwork by having a short info lecture on teamwork or by sharing your own experiences of teamwork and team learning.

The day's themes can be made more colourful by injecting ideas about learning styles if you feel that they would help the learners understand the central idea of TOY: we learn by doing, but each of us has a different preference for learning.

In the ending stages of the day, you should introduce a few of the learning tools that will be used in the TOY process. A traditional lecture works the best because the learners do not have a way of "constructing" or "figuring out" the tools themselves.

At the end of the day, give the group learning assignments for the upcoming weeks and have a check-out round that summarizes the day's central ideas. You must make sure that all the learners have their say at the check-out round and that everyone feels that they have been listened to. This creates foundations for the upcoming process. First impressions count a lot.

Tips for the Day

1. As a coach, strive to create an "atmosphere of possibilities." The learners should get an impression from the very first steps that the TOY process allows them to experiment and do a variety of things that they would not be able to do in conventional school settings.
2. Hold on to the "50/50 rule." You should talk no more than 50 % of the time. Let the learners talk. By doing so, you will change the mind-set of those who are accustomed to having the teacher give lectures. Should the discussions drift away from the day's topics, don't worry – it is more important for the learners to talk than to get through all the study themes.
3. Make sure that all of the learners understand what their next task is after the day. The assignments you give them are of critical importance. You can, of course, strengthen these ideas by having non-formal "corridor discussions" with individual learners after the day.
4. If you are insecure about your knowledge of the themes of the day, do not emphasize it too much. Give the learners the impression that they are in good hands and that everything will go well despite the fact that TOY is an open process. If you have doubts about your competence in running the TOY process, discuss it with your colleagues and try to figure out with them how you can improve your know-how in the themes. Keep in mind: you learn TOY by doing TOY.
5. Introduce the idea of entrepreneurship by launching discussions about values and creativity. Try to keep the discussions away from macro-economic issues and themes that are not directly related to the lives of the learners. Focus on the "implement your ideas" philosophy, not on "get employed as an entrepreneur." In this way, you will create a broader idea of entrepreneurship and the possibilities it provides.
6. Use the results of the expectation mapping as your planning tool for the upcoming days. Document the results of the mapping well. Draft a general idea of the composition of the team and figure out what themes and activities would enhance the learning of this particular team.

Books and Resources

A book or a resource marked with an asterisk () is highly recommended for learners.*

Bach: Jonathan Livingston Seagull.

Joy. Freedom. Self-actualization. Choosing your own path. A great book for understanding the idea of entrepreneurship from a philosophical viewpoint. Classic.

Cunningham, Dawes & Bennet: The Handbook of Work-Based Learning.

A handbook that gives you a huge amount of learning tools that you can use in the TOY process (and in other coaching and teaching contexts).

Dryden & Vos: The Learning Revolution.

Revolutionary ideas on learning. An inspiring book that encourages you to look at learning from different perspectives. *

Isaacs: Dialogue – The Art of Thinking Together.

Dialogue in team learning. Mandatory reading for all TOY coaches! *

Johnson: Who moved My Cheese?

A story about mice and change. *

Katzenbach & Smith: The Wisdom of Teams.

The team's development curve. The ideas presented in the book are fully applicable to TOY processes as well as to pedagogical co-operatives. A classic book on teams.

Prashnig: The Power of Diversity.

Learning styles and how to use them in coaching processes.

Rogers: Adults Learning.

An excellent book on how adults learn. The TOY process uses "adults learning pedagogy".

www.belbin.com A team role framework developed by Meredith Belbin (United Kingdom). The website provides great ideas about the team roles. *

9.4.2 Day 2: Customer perspective and networking

The second TOY day focuses on seeing things from the perspective of a customer and creating contacts with them. In the TOY Model, the learners strive to get customers and customer assignments. The second day provides the learners with ideas of how to do this.

The contents are, in general, the following themes:

1. Check-in round – what have I achieved and learned since we last met?
2. Systematic customer retention
3. Customer-centred thinking
4. The ladders of customer relationship development
5. Customer service
6. Working together with customers
7. Networks
8. Joint event (project idea)
9. Check-out round – What did we learn? What will we do next?

Carrying Out the Day

The check-in round is an excellent opportunity to find out what the learners have achieved since last time you met. As a coach, you should encourage the learners to talk about concrete achievements, no matter how small they are. This encouragement strengthens a culture where people will see their actions as important and where one individual's actions help others to do the same (i.e., the ideas to do things and experiment do not come from a teacher but from peers).

Reviewing the assignments that the learners got on the previous coaching day is a good idea. For example, if the assignment included drafting a learning contract, this is the time to quickly check them out collectively.

Although the second day includes a lot of information and new knowledge, the most important task of the day is to boost the learners' courage and self-confidence. They must have the impression and feeling that they have what it takes to acquire their own customer assignments and projects. The day is a platform where the learners strengthen their "willpower to meet real customers." As a coach, you can emphasize this fact at the start of the day to make sure that everyone understands this.

As a theme, "customer relationship management" is easiest to introduce through the "Ladder of Customer Relationships." It is a soft way of introducing learners to sales work. The ladder is actually a form of the "sales pipeline" used by salesmen all over the world. By having it in the form of ladder, it does not look or sound too "business-like," and it provides more inspiring ideas about customer service and long-term customer-relationship thinking than the mechanical sales pipe. The ladder should be used as a generic framework in the small group discussions held during the day.

After discussions on the Ladder of Customer Relationships, you can change the course of dialogue to the challenge of finding customers and customer assignments. There are no easy answers to this challenge! Actually, finding solutions to this challenge is at the core of entrepreneurship. It is for sure that the learners are not the first or the last people who are thinking about this theme! The challenge can be approached with open dialogue or by using small groups that focus on specific issues concerning the problem. Great guiding questions are:

- Who is the customer?
- In what kinds of environments can you find customers?
- What kinds of problems do the customers have, and how could we solve them with our products or services?

These questions hit the core of marketing and provide a constructive way of approaching the main themes of marketing schoolbooks. For example, "Who is the customer?" is a question that is actually about "market segmentation" or "choosing a target group." Through questions, the learners will be introduced to critical themes of marketing even they might not have a clue about the academic terminology of marketing (you can, of course, provide them with the specific marketing terms and theories if you wish)!

Networking is a theme that provides an easy approach to customer retention and sales work. In the TOY Training Diary, there is a tool called "Network Finder." It is a great tool that can be used to understand your own personal network. Also, the more experienced members of the

pedagogical co-operative can be invited to join the day for a moment. This provides the learners with an idea of the fact that they already have a small network through the co-operative company.

As sales work is an extremely emotional and challenging topic to approach directly, it is recommended that the coach helps the learners to take an indirect route. This can be done with a “Shared Event” idea, where the learners get the task of planning and organizing a small-scale event. This idea increases group cohesion and gives the learners a concrete thing to think about. This idea means that the learners will have to find some customers in practice.

At the end of the day, make sure that the learners have some sort of idea about how to meet real-life customers and how to expand their personal network.

Finally, at the end of the day, your task is to give the learners assignments for the upcoming weeks as well as get summaries of the day’s outcomes by using the check-out round.

Tips for the Day

1. Encourage the learners to find customers and other contacts by any means necessary. Courage is the key. In official school language, this is called “creating professional connections” but you should avoid formal language. Just emphasize the need for the learners to meet people.
2. Tell stories about customer assignments that went well.
3. Invite outsiders to the coaching day. These people should have done sales work or been customers. Outsiders should be in the role of a mentor, not as a lecturer.
4. Even if the word “selling” makes you allergic, face it boldly. Dialogue on the ethics and style of sales work is extremely important. Try to destroy your own and the learners’ prejudices concerning this “ugly word”.
5. When you give the learners assignments to be done within a few weeks, include at least one assignment where learners are forced to meet a person they don’t know beforehand. Those learners who have never done customer service or sales work need an experience of human contact in a business setting. The motto is: “Meet someone, anyone you don’t know!”
6. As the coaching session is one day long, do not expect the learners to make massive plans on the “Shared Event” (should you choose to use it). The day only starts the brainstorming and planning process of the event. The event planning must continue after the coaching day.

Books and Resources

A book or a resource marked with an asterisk () is highly recommended for learners.*

Godin: Tribes – We Need You to Lead Us.

A book about customer tribes. An interesting book for salesmen, marketers and network builders.

Grönroos, Christian: Service Management and Marketing - Customer Management in Service Competition.

A comprehensive book about marketing services.

Gummesson: Many-to-Many Marketing.

This book opens new perspectives on marketing. The focus is on networks and social interaction. For more experienced marketers.

Kotler, Kartajaya & Setiawan: Marketing 3.0 – From Products to Customers to the Human Spirit.

Values and brand at the core of marketing activity.

Quinn: Crowning the Customer.

Have fun and differentiate. Make your customers come back again and again. This book introduces beginners to the world of customer service. Classic. *

Raphel & Raphel: Up the Loyalty Ladder - Turning Sometime Customers Into Full-Time

Advocates of Your Business. This book includes the “Ladder of Customer Relationships,” which the authors have named the “Loyalty Ladder.” Classic. *

Sewell & Brown: Customers for Life - How To Turn That One-Time Buyer Into a Lifetime

Customer. A great book for beginners, written by a car salesman from the United States. Classic. *

Tracy: Advanced Selling Strategies - The Proven System of Sales Ideas, Methods, and

Techniques Used by Top Salespeople. A book about selling. Suitable for beginners and experienced salesmen. Some people love it and some don't (most do). The book is suitable for learners as it is not too complicated but straightforward and simple. *

9.4.3 Day 3: Commercialization of products and services

The third TOY coaching day is about commercialization (i.e., developing a product or service to such a condition that the customer can buy it and the provider can produce it). The purpose of the day is to do commercializing so that the learners can gain an elementary understanding of how it is done in business settings.

The contents are, in general, the following themes:

1. Check-in round – what have I achieved and learned since we last met?
2. Core product, additional services and external image (framework)
3. Commercialization practice task
4. Selling competence (i.e., selling expert services)
5. Check-out round – what did we learn and what will we do next?

Carrying Out the Day

Start the day by having a check-in round where the team will exchange news and ideas on things that they have learned. At the same time, you can review the assignments you gave the learners at the end of the previous coaching day. Focus on the actual experiences the learners

got when they met potential customers. Reserve a lot of time for the check-in round to make sure that the learners hear every story.

Commercialization is a central part of business life. In entrepreneurship education it is critical because entrepreneurs need something to sell in order to keep their businesses running. Micro and small businesses need something to sell – great sales expertise alone will not bring success. The “something to sell” can be a concrete product, an abstract service, or a combination of the two.

The umbrella idea of the day is to learn together that commercialization is not just getting results or “providing good service” as such. Commercialization is about making a product or service to a development level where it can be produced efficiently and a customer can buy it with ease. Emphasize this fact through the whole day.

After the check-in round, present to the learners some kind of framework that helps them understand what commercialization is. The basic framework of “core product, additional services and external image” is a simple way of doing this (you can use other frameworks as well, but this framework is the simplest of them all).

At the core of the day is a *commercialization practice task*. It is a learning activity covering all the phases of commercialization. It is done in “fast forward,” and it is not the “real thing”, but it does give the learners a general idea of the vast scope of tasks needed to make an idea into a product or service.

The practice task should be about any of the product or service ideas that the individual learners have. In this way, the task is more down-to-earth and serves a real-life purpose. If the learners do not have any detailed ideas or product prototypes already, just use any “good idea” as a starting point.

The actual implementation of the commercialization practice task varies according to the learners’ ideas. The simplest way of doing it is to divide the learners into small groups that have their own development processes. All of the phases of the practice task are done in a “rapid assault” style, so you should prepare them to act quick and intuitively. The idea is to practice product development in a small-scale and fun, positively furious way.

The outcomes of the practice task are documented to a flap board, illustrating the phases of the development process. At the end you should have critical discussions about how realistic the outcomes are and how people could implement them in real life.

An optimal outcome for the day would be a situation where the learners have one or more ideas that they could develop further, sell and produce by using their pedagogical co-operative. But, as it is, in many cases this optimal outcome cannot be reached as there is only one day for the whole development work. Don’t worry. The idea is to practice, not to have perfect outcomes.

If the learners’ vocational study programs require it, you can also spice up the day by introducing some basic ideas about the marketing of expert services to the learners.

At the end of the day, give the learners assignments for the upcoming weeks and run a check-out round.

Tips for the Day

1. The day is packed with action. As a coach, your task is to keep up the speed. Don't let it slow down at any phase.
2. If the outcomes of the day (i.e., the ideas or prototypes) are totally unrealistic or utterly unworkable, try to have a dialogue where the learners say it, not you. Even if you see immediately that the outcomes are poor, do not take the role of a consultant or expert because you will steal the learners' opportunity to learn. If you have to give critique, do it in a soft and nice way. The purpose of the day is to give a positive and inspiring experience of product development to the learners, not to create perfect world-class products.
3. The target of the development can be a physical product or an abstract service. The product can also be a solution or a method that has a description, price and means of implementation. Let the learners combine things freely.
4. If you think that the commercialization practice task described here is too demanding for the learners, change the order of the TOY coaching days. You can save this day for later stages.
5. Product development and commercialization is not rocket science but efficient and creative work. Most of the time it is just simple work, putting things in order. There are millions of different ways of doing it and the model presented here is just one of them.

Books and Resources

A book or a resource marked with an asterisk () is highly recommended for learners.*

Pine II & Gilmore: The Experience Economy - Work Is Theatre & Every Business a Stage.

An excellent book on how products and services should have an "experience component."

This book will help the learners to put the experience element into their services. Classic. *

Schrage: Serious Play - How the World's Best Companies Simulate to Innovate.

How prototypes are used in brainstorming. For more experienced entrepreneurs.

Sutton: Weird Ideas that Work. A generic book on ideas. Stirs thinking. *

Wright: 100 Great Innovation Ideas. Idea book for those who need ideas. *

9.4.4 Day 4: Self-Management and Friend Leadership

The fourth day of the TOY coaching process is about management, particularly from the perspectives of self- and peer management ("Friend Leadership") in a pedagogical co-operative. The purpose of the day is to briefly introduce leadership (leading people), management (organizing things and processes), goal setting and motivating others by relating them to the current reality of the learners.

The contents are, in general, the following themes:

1. Check-in round – what have I learned and achieved since we last met?
2. Goals
3. Self-awareness and self-management
4. Visions and major goals
5. Friend Leadership (leading and managing peers)
6. Time management and prioritizing tasks
7. Well-being and controlling stress
8. Motivation and motivating others
9. Check-out round – what did we learn and what will we do next?

Carrying Out the Day

Leadership and management are almost mystical concepts. Everyone has beliefs about them and we all have both positive and negative experiences of being lead.

The most common belief is that leadership is a task that is given to few chosen ones and normally these “chosen ones” are chosen by external parties. It may be so, but in project and small-business settings, this way of seeing and doing management may not be appropriate. In today’s (and tomorrow’s) world, leadership is a more complex issue. Power is typically decentralized, especially in co-operative companies. Those who might not think that they are leaders may suddenly find themselves in a situation where their personal leadership is needed.

During the fourth day of the TOY process, one-eyed beliefs about management are crushed and a modern, community-based and inspirational leadership style is examined. This is done by introducing the “Friend Leadership” philosophy, which is suitable for team-based working environments.

Start the day by having a check-in round where you guide the learners to talk about how they perceive management and leadership. Try using the previous day’s experiences of how the management of the commercialization practice task went.

There are many ways to run the day. If the learners already have experience on being managed or being managers, you can start directly from the theme of goal setting. If the whole concept of leadership is new to the learners, it is better to choose the theme of self-awareness and ideas that are directly related to the learners’ self-images.

Setting goals is one important part of leadership. Approach the theme from the viewpoints of both individual and collective goals (the team’s goals). Keep things practical and simple, but give some room for dreaming as well. Optimism is fantastic in a goal-setting session, as it is easier to downgrade grand goals than to upgrade too easy goals.

One of the most useful frameworks that the learners can use in goal setting is the SMART model (see the box below). The concept of “vision” should be introduced when the learners start setting collective goals for their whole team.

The SMART model defines good goals as:

S = *Specific* (i.e., clarity). M = *Measurable*.

A = *Attainable* (ambition is ok but overambition is not).

R = *Relevant* (three to five goals is fine).

T = *Timely* (i.e., there is a schedule for reaching the goal or goals).

Learners can set goals by having small group discussions or simply by having dialogue facilitated by a TOY coach. Some of the goals should be linked to the business they do to give the learners experience in setting small business goals (i.e., financial goals).

The theme of self-awareness is linked to personal leadership skills, and it is a great way of approaching leadership softly. Self-awareness reveals and clarifies the strengths and weaknesses of each individual as well as personal beliefs that each individual has about them. The Johari window is an excellent framework for self-exploration.

Keep in mind that you must not focus too much on weaknesses. All of us have weak points and no-one can be good in everything. Focus on strengths. Avoid any deep, analytical psychological approach to self-awareness because the TOY process is not psychotherapy but practical training. Keep self-exploration fun, humorous and positive.

The theme of Friend Leadership is the biggest part of the day. Friend Leadership is a youthful and community-based leadership philosophy. Its purpose is to give the learners ideas to develop their own leadership philosophy and style. Friend Leadership was created by young leaders (young adults; from age 18 to 25). Thus it is not a theory or wishful thinking but a philosophy that has been tested by young entrepreneurs in their daily work.

Introduce the learners to Friend Leadership by using different kinds of subthemes or principles linked to leadership. Encourage the learners to invent more leadership principles or to create a profile for a “good leader”. Emphasize the fact that leadership cannot be wholly about in-born characteristics or personality since it must be accessible by most people in today’s working life. Good old “discuss this in a group, give a presentation about your findings, and summarize all the findings in the end” –type of workshops work fine for this purpose.

Use all possible ways to link Friend Leadership to the everyday reality of the learners: what are those everyday situations where they need to be leaders? Even the smallest events and situations should be brought into discussions, as it is more important to have a real-life idea of leadership than mere theoretical analysis.

Time management, motivation and well-being are spices that you can use as secondary themes during the day. Mix them up as a cocktail and stir them in with Friend Leadership.

Summarize all the ideas and thoughts into an “Our List of Leadership Principles.” Use a flip board. Use these principles in the future and remind the learners of them during the TOY process.

Finish the day by giving the learners assignments for the upcoming weeks and have a check-out round.

Tips for the Day

1. Self-awareness cannot be learned in courses or by reading books. Courses and books are there only to help the learner. The actual development of self-awareness is done in everyday life. In the TOY process, learners gain better self-understanding by working as a part of a team and belonging to a pedagogical co-operative. To understand yourself, you need to be in social interaction with others.
2. If you have to choose realistic or over-the-top goals, choose the latter. You can downgrade to ambitious goals later on.
3. The best tool for time management is the good old weekly calendar where you write down the most important things first and then fill up the rest of the time with not-so-important stuff.
4. The theme of well-being can include ideas about prioritizing, doing physical exercise to stay healthy, relaxing and stress management. Be wary of dialogue and discussions slipping in to focusing on people's faults or on pressurizing people to "feel good" or "stay healthy." Be humorous.
5. If leadership is a bit of an unknown field to you, read a few optimistic leadership books before running the day. There are plenty of serious books and research papers on management but you should intentionally choose easier and positive books to get inspired.
6. To coach TOY learners in leadership, you don't have to have extensive experience in being a manager. Life experience and a positive outlook on teamwork are enough. Your perception of leadership is not important because the day is about the learners' leadership skills, not yours.

Books and Resources

A book or a resource marked with an asterisk () is highly recommended for learners.*

Covey: The 7 Habits of Highly Effective People.

Seven disciplines for personal growth and change. One of the best self-management books ever written in the United States. Especially the tips on how to manage your time are useful and practical. *

Goleman: Emotional Intelligence.

Understanding yourself and others. This book helps the reader to understand the human side of management. *

Kouzes & Posner: The Leadership Challenge.

This book provides foundations for Friend Leadership. It gives the reader an inspiring outlook on leadership. Mandatory reading both for TOY coaches and learners! *

Nair: A Higher Standard of Leadership - Lessons from the Life of Gandhi.

Mahatma Gandhi's ideas about leadership and life. Philosophical. Classic and an all-time favourite. *

9.4.5 Day 5: Creativity and marketing

The fifth TOY coaching day delves in to the world of creative marketing. The theme has been intentionally limited to the practical marketing of a small business, not to the major marketing campaigns or brand building strategies of big companies. The purpose of the day is to encourage the learners to invent simple and practical marketing solutions that they can test in real life in the context of their pedagogical co-operative.

The contents are, in general, the following themes:

1. Check-in round – what have I learned and achieved since we last met?
2. What is marketing and creativity?
3. Creative marketing solutions for small businesses
4. Check-out round – what did we learn and what will we do next?

Carrying Out the Day

Start the day, as usual, with a check-in round where you try to understand the perceptions and beliefs the learners have about marketing and creativity. Map out their level of knowledge in gentle way by posing questions that help you and them to create “knowledge foundations” for the day. Also remember to ask what has happened and what each individual has achieved since the last day you met.

There are countless theories and viewpoints on marketing. Going through all of them would be too laborious and pointless because giving loads of information to beginning entrepreneurs does not make them successful in real life. Thus the tone of the day is practical, and you should provide the learners with only a few frameworks that help them to get a grasp of marketing and then let them invent their own ideas that they can apply into practice.

During the day, marketing is combined with the theme of creativity. The marketing solutions of micro and small businesses spring from creativity as these companies do not have big marketing budgets or separate marketing departments. Creative solutions are made in small companies with a shoestring budget and, in the best case, for free!

An opening question that introduces the learners to the day’s theme is simple: “How do I make a product or service easy to buy for the customer?” This question is inherently customer-centred and makes learners think of practical solutions. Everyone can join the conversation, even those who have no marketing or sales experience at all.

You can, if you wish, take the bull by the horns and focus the learners’ attention directly to marketing activity rather than marketing theories or frameworks. Should you choose this practical approach, organize the learners straight into brainstorming groups that have the task of inventing as many marketing ideas as possible to market the learner’s and their pedagogical co-operative’s products and services. Emphasize the quantity of ideas, not their quality, at the first stages. When you have enough ideas, choose a few of them to be developed further. Strive to have some sort of plans for their implementation at the end of the day.

Should you choose a more conventional approach, you can lay foundations for the brainstorming session by introducing a few marketing frameworks. Guerrilla marketing (by Levinson) is one fantastic philosophy to be introduced to the learners as it provides a huge amount of ideas to small business owners. Everyday ideas are always better examples the major advertising campaigns of large companies.

If the brainstorming session generates lots of good ideas, but the learners feel that they do not have enough courage to implement them, try to encourage them to ask the more experienced members of their pedagogical co-operative for help.

Use the contents of the TOY material packages flexibly, even in a slightly “chaotic” manner. Combine marketing and creativity; do not handle them as separate fields.

Finish the day by giving the learners assignments for the upcoming weeks and run a check-out round. Make sure that the learners have an idea of how to apply even a few marketing ideas into practice in the near future.

Tips for the Day

1. Practical experiences of implementing marketing ideas, no matter how small (e.g., let's make an ad poster and stick it on a wall), create foundations for developing your marketing experiences both in theory and practice.
2. Read a practical book on marketing (e.g., Levinson's Guerrilla Marketing). Pick an idea or two from the book to introduce to the learners. Or you can simply take a few examples of marketing from real life. Simple ideas work best.
3. You can find lots of information on running a brainstorming session by just searching the Internet with the keyword “brainstorming”. The main point is not to follow the rules of any brainstorming method strictly but to provide the learners with an experience of brainstorming and to get a few marketing ideas.
4. The day is not about educating the learners to be marketing professionals. It is about creating a positive impression of marketing and giving everyone a feeling that they can market their products, services and skills even if they are small business owners with a limited budget. This idea is especially important to learners in vocational fields that focus heavily on vocational competence but not in marketing this competence to the outside world.

Books and Resources

A book or a resource marked with an asterisk () is highly recommended for learners.*

Levinson: Guerilla Marketing - Easy and Inexpensive Strategies for Making Big Profits from Your Small Business. Marketing on a shoestring budget. Classic.*

De Bono: Six Thinking Hats.

A brainstorming method developed by De Bono. Six thinking hats force you to think differently. "Doing the hat thing" is an excellent way of doing brainstorming. *

Gladwell: Tipping Point. A book on viral marketing. Recommended for beginners. *

Godin: All Marketers Are Liars. Marketing is about spreading new ideas and stories.

Kotler: Marketing Insights from A to Z - 80 Concepts Every Manager Needs to Know.

Snappy and useful ideas about marketing. *

Michalko: Thinkertoys - A Handbook of Creative-Thinking Techniques.

A book that includes a huge number of brainstorming techniques.*

Ries, Al & Trout, Jack: Positioning - The Battle for Your Mind.

A classic book on "positioning" and differentiation.

Silverman: The Secrets of Word-of-Mouth Marketing - How to Trigger Exponential Sales Through Runaway Word of Mouth.

How great ideas and your marketing message spread through interaction and how can you make it happen. *

9.4.6 Day 6: Offerings and finding customers

The sixth day deepens and combines the themes of previous TOY coaching days. The purpose of the day is to review things learned and focus on themes that are relevant to the learners at this stage of the TOY process.

The contents are, in general, the following themes:

1. Check-in round – what have I learned and achieved since the last time we met?
2. Customer-centric thinking
3. Who is our customer? Where is our customer?
4. Developing products and services further
5. Check-out round – what did we learn and what will we do next?

Carrying Out the Day

Use the check-in round to review what kinds of marketing actions the learners have done. It is important to talk about outcomes, both successes and failures, as real-life results are the key to motivating the team.

During the TOY process, the learners have been introduced to central themes of entrepreneurship. They have also done minor (or major, in some cases) business and entrepreneurial experiments in practice. They might have some ideas of products or customer relationships that they want to develop. The day is a platform for further development of any ideas they may have.

As a coach, try to uncover any and all of the learners' contacts with the business world and customers. These contacts can be used to create a dialogue about deepening human relationships and to emphasize the importance of networking. You can use the previously introduced "Ladder of Customer Relationships" as a framework to give the dialogue a boost.

The sixth day is much more open and flexible than the previous TOY coaching days. Give the learners a lot of room to have discussions and dialogue on any problem they are facing or any theme that might interest them. If the learners have difficulty finding a coherent theme for dialogue, you can guide the collective thinking to the following themes (these are just examples):

- How could we further develop our customer relationships? (Networking)
- How could we further develop our product ideas? (Product development)
- How is our team doing, and how could we be an even better team? (Internal development, human relationships)
- What kinds of books have we read? In what situations did we learn most efficiently? (Ways of learning)

Use any of the learners' topical problems or development targets as "cases" that the learners can work on and learn from.

Reserve an hour or two toward the end of the day for orienting the learners for the next day's task, the "Final Presentation – My business idea and entrepreneurship philosophy." Encourage the learners to think about how they will do this task and how they will present it to others. Give the more advanced learners business planning ideas and the beginner-level learners some philosophical thoughts about planning the future and reviewing what they have learned.

Use the check-out round as a "summarizing activity" where each learner in turn shares how they are going to do the Final Presentation.

Tips for the Day

1. Keep your options and the game open. Let thinking flow. The day deepens the themes of previous days, so keep everything flexible. At the first stages of the TOY process, the coach has a more instructive and dominative role, but at this stage you should stay in the background and test how the learners operate without a lot of your interference. In a sense, the day is "unplanned". You can tell this openly to the learners so they get the idea of "self-managed learning".
2. If the learners have not gained enough customer contacts or product ideas that they can have dialogue about, use the day to summarize things learned during the TOY process. Use the main themes of the previous days as your guidelines.
3. If the learners have created a lot of ideas, products and contacts during the TOY process, you can give them more advanced ideas connected to entrepreneurship or team learning. For example, a short discussion on branding a product might be interesting.

Books and Resources

The books recommended here are suitable for more advanced learners. As a TOY coach, you should try to recommend some of these books to your learners to challenge their thinking. As there are no traditional exams in the TOY process, the learners can try out more challenging books without “exam anxiety.”

Johansson: The Medici Effect - Breakthrough Insights at the Intersection of Ideas, Concepts & Cultures.

The best innovations are born at the intersection of cultures and industries.

Kunde: Corporate Religion. A book about brands and brand loyalty.

Nordström & Ridderstråhle: Funky Business - Talent Makes Capital Dance.

Like the title says, this book is funky. A book on innovations and business life.

Peters & Austin: A Passion for Excellence - The Leadership Difference.

An all-time classic from the United States. This stands the test of time. The book is about leadership, hard work and making ideas happen. Highly recommended for both TOY coaches and learners.

Trout: Differentiate or Die - Survival in Our Era of Killer Competition.

A marketing book – you have to differentiate to succeed!

Wenger & McDermott & Snyder: Cultivating Communities of Practise - A Guide to Managing Knowledge.

One of the best books on networking and community building. This book is recommended for those who wish to develop their pedagogical co-operatives in the long run.

9.4.7 Day 7: Defining your own business idea and personal growth as an entrepreneur

The last day of the TOY coaching process focuses on future plans as well as having a Final Presentation that crystallizes the central ideas each learner has acquired from the process. The purpose of the day is to encourage the learners to continue their personal development as entrepreneurs and continue developing the ideas they created during the process.

In the Finnish educational context, the last day of the TOY process includes a vocational skill demonstration, which is part of the work-based learning period. In the demonstration, learners present their competence by demonstrating their personal entrepreneurial identity (e.g., entrepreneurship philosophy) and know-how development.

The contents are, in general, the following themes:

1. Check-in round – what have I learned and achieved since the last time we met?
2. My entrepreneurship philosophy
3. My business idea(s)
4. Planning the future
5. Summary and feedback for the whole TOY process
6. Check-out round – what did we learn and what will we do next?
7. Ending ceremonies and celebrations

Carrying Out the Day

All in all, TOY is a short learning process. It includes seven contact days and the actual work-based learning period activities. Thus it is only a miniature process that introduces the learners to the world of entrepreneurship. Deeper and more advanced development as an entrepreneur happens after the process – TOY only helps the learners take their very first steps.

The TOY model focuses on the thinking, dreams and actions of the learner. Conventional business planning is left aside because you need foundations for entrepreneurial thinking and work before you can make actual, realistic plans for being an entrepreneur and running a company.

The last day of the TOY process can be run in different ways depending on how many steps the learners have taken during the process.

If the learners have just taken a few steps on the path to entrepreneurship, the day should be organized around the crystallization of the learners' entrepreneurship identities. Your role as the TOY coach is to help the learners find "golden nuggets" from their experiences that are linked to entrepreneurship. For example, dialogue on things that motivate each learner to be entrepreneurs is a good way to start the day. It should be kept free flowing in order to allow the learners to talk about their near future intentions concerning entrepreneurship.

If the learners have taken several steps during their entrepreneurship development path, the day should focus more on actual business planning. Because one day is a short time, the planning should be kept simple. Workshops are an excellent way to handle the learners' ideas. Key questions are (for example):

- What are the actual commercial prospects of the business idea?
- What is the core benefit of the business idea?
- Is the idea so good that one could make a living out of it?
- Is it possible to implement the idea within the existing pedagogical co-operative or should the learner establish a new company for it?
- Where can we get more information on how to make the business idea a reality? Who can help us?

One great way of running the day is to focus on the philosophy of entrepreneurship by having the Final Presentations. The learners can present their own philosophical points, and by combining the different lists, a shared idea on entrepreneurship can be created. All ideas gained during the previous TOY coaching days are welcome. Having a series of short lectures run by the learners themselves works very well in making this happen, although if the learning group is large, you should make sure that everyone has time to give their presentation. Encourage the learners to give interactive presentations.

If you have a vocational skill demonstration run during the day, reserve plenty of time for them. Run them as "Extended Final Presentations." Keep the atmosphere relaxed and avoid giving the learners the impression that they are being tested. Provide the learners beforehand with good instructions on how to do the demonstration. The whole learning group participates in the demonstrations (i.e., the demonstrations are not done to a small group of

auditors). They can be also run as group demonstrations. Customers can be invited to join the day as well.

As the day is the final day of the TOY coaching process, your task is to provide feedback to the team as whole.

And remember, when the whole process is over, it is time to celebrate!

Tips for the Day

1. When having dialogue about entrepreneurial identity or entrepreneurship philosophy, keep the dialogue philosophical. The idea is to capture grand ideas connected to entrepreneurship as this forms a foundation for how the learners feel and perceive entrepreneurship after the TOY process.
2. In each TOY coaching process day, your task as the coach is to move one step away from the “centre of activity” and let the learners run the show. During the final day, check if you have succeeded in this.
3. During the day, both coach and learners practice giving and receiving feedback. Prepare to give feedback to everyone. Reserve time for it. Give the learners space to give feedback to each other.
4. Ask the learners to invite their customers to the day if the learners are having their vocational skill demonstrations at that time. Customers are usually very interested in hearing how the assignments they have given to the learners are evaluated. Give the customer a possibility to have a say as well.
5. When instructing the learners for their vocational skill demonstrations before the day, keep the instructions simple and instructive, but not too much. Many learners can find creative solutions for running the demonstrations if you give them the chance – you might be positively surprised!
6. Encourage the learners to win over any anxiety they might have before the presentations. The day is an excellent opportunity to practice their presentation skills in a safe and encouraging environment.
7. If you opt to have the vocational skill demonstrations to be done in groups, make sure that everyone participates in the demonstrations. Do not allow anyone to be a “freeloader”.
8. Continue the day with celebrations. Invent some sort of “graduation rituals” that will bond the learners together. Have fun!

Books and Resources

Adams: The Hitchhiker's Guide to the Galaxy.

A fantastic adventure beyond our known universe. Non-fiction books should be part of everyone's reading program. This book sets your brain to an inter-galactic wavelength. Classic.

Bichhard & Cooper: Positively Responsible - How Business Can Save the Planet.

A book on sustainability and ethics.

Branson: Business Stripped Bare - Adventures of a Global Entrepreneur.

The interesting adventures of a multi-millionaire and one of the world's most successful entrepreneurs.

Chouinard: Let My People Go Surfing - The Education of a Reluctant Businessman.

Entrepreneurship has many sides. This book presents the inspiring, caring side of it.

Kotter: Matsushita Leadership.

An excellent biography of the Japanese industrialist by Kotter. If you want to read one seriously good biography of a successful businessman, read this one. Classic.

Roddick: Body and Soul.

Revolutionary story of The Body Shop. Classic.

Thomas: Walt Disney - An American Original.

A biography about the man who made dreams true to millions of people. Classic.

10 Tools to Support Learning Entrepreneurship

Tools that support team-learning pedagogy and target-oriented individual learning are used as a framework in the TOY process. They help learners to plan their own know-how development, to build a red line for all their activities, to reflect on things learned in practice, and to write them down and to compile a portfolio.

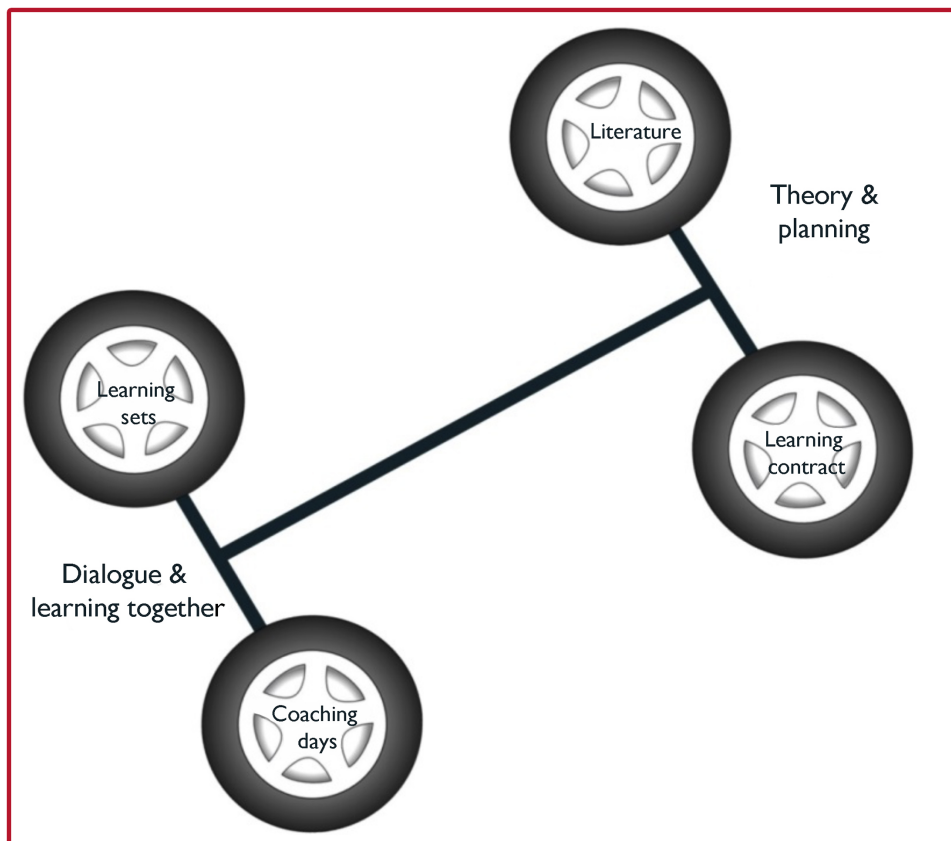


Image 10: The four-wheel-drive of learning

10.1 Dialogue – the Art of Thinking Together

The starting points of TOY coaching days are the learners themselves, not the coach or a visiting expert. Coaches should avoid classroom-style teaching where a teacher or expert talks at the front of the class, and everyone listens passively. Talking with people about genuine, real-life problems and solving them together are much better tools for learning.

Team learning is based on dialogue, the over 5000-year-old method used by Socrates. Dialogue means diverse discussion, exchanging and challenging existing thoughts. In the dialogue circle, learners share their experiences and ideas. TOY coaches are equal participants, guiding the discussion in the circle. In a dialogue circle, there are no desks hindering visibility and the sharing of ideas, behind which it would be easy to hide. It is important that everyone sees each other clearly and can talk with each other freely.

When learners sit in the circle without their desks, equipped with a notebook and pen, the group quickly begins to generate meaningful dialogue in which everyone participates. The will to participate in the discussion comes from understanding that everything is important and that the learner can also serve in the role of an expert.

This discussion style has its own rules, which generate the most diverse opinions possible. However, dialogue is not about rigidly following rules. It is more like nicely flowing discussion.

In dialogue we must make room for issues that have not been programmed or planned beforehand. Dialogue works best when no clear agenda or lesson outline has been made for the situation. This applies especially when the group is only beginning its interaction, when the members are freer to talk without adopted roles. It may seem chaotic while the group is still practising this style of free interaction, but it actually deepens and sharpens the discussion. You cannot say whatever you want whenever you want in dialogue. Thinking may flow in all kinds of directions, but the discussion is never careless or inconsiderate.

The best way to accomplish dialogue is by following a few basic principles. In good dialogue, these principles always happen whether we know of their existence or not. While the group is still only learning dialogue, it is good to remind yourself of the principles every now and then and ask, “Am I following the principles of dialogue?”

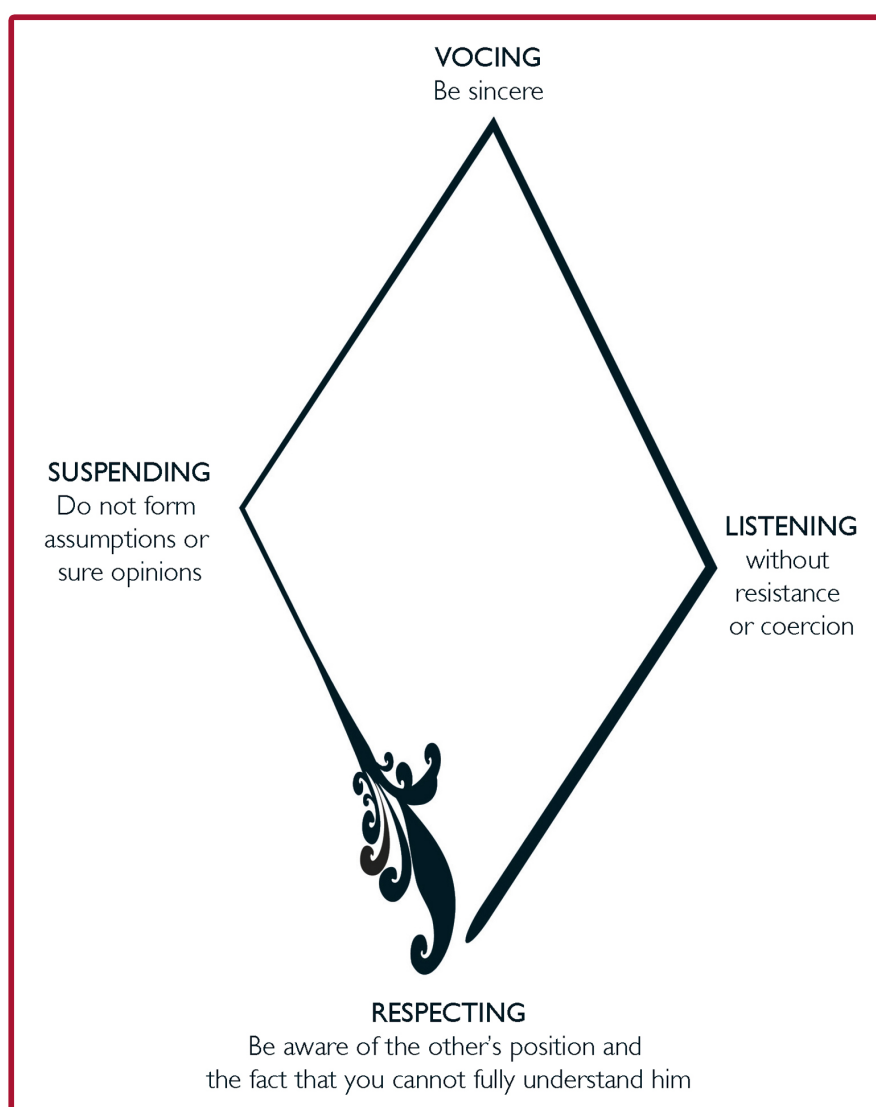


Image 11: The principles of dialogue.

The basic principles of dialogue briefly

Direct speech (Voicing)

Present your case genuinely, through your own personality. Don't play a role or try to manipulate others to believe your thing is "the truth." In dialogue, you create shared ideas and learn together. It is not a debate or a place to show off the excellence of your knowledge.

Listening

Listen authentically and patiently. Do not interrupt. Try to genuinely understand what the other person has to say. An open mind is vital.

Respect

Respect the opinions of others, even if they are contrary to your own. The starting point is that it is impossible to fully step into each other's shoes – we can never perfectly understand the other person's background or starting points. We are equal, but we should not pretend that we are the same. Be polite and considerate toward the others' emotions.

Wait (suspending)

Listen to others and do not jump to conclusions. Do not think about what you want to say next, but concentrate on what the others are saying. Expect to acquire new ideas from what they say.

For more about dialogue read, for example, William Isaacs' "Dialogue and the Art of Thinking Together."

The purpose of TOY coaching days is for learners to talk about what they feel is important concerning the theme at hand. The idea is not to talk about something generally, but to discuss timely, real-life issues and ideas. In this way, learning is genuine and puts things directly into practice. It is not "learning in store" or mere interesting general conversation. The continuing goal is to develop the learners' entrepreneurship.

TOY coaches have noticed how learners get interested and activated when they answer each other's questions in dialogue. Learners are naturally enthusiastic about sharing their experiences and helping each other.

Almost all of us have practised dialogue around a camp fire or at a coffee table. Dialogue is a normal, natural way to bring out and refine your ideas. Dialogue also requires time and space. Practice has shown that it is the most effective way to learn.

The Coach as a Leader of Dialogue

Your task as a coach is to guide the discussion, monitor the spirit of the dialogue, make sure everyone follows the rules, introduce new stimuli (e.g., new theories), or to offer your own opinion. Now and then, you can also give a short lecture or presentation of the topic at hand. Your duty is to add ingredients to the dialogue, not to "tell the learners how the world works." Small-group work is often used in coaching days. In a small group, every participant has more time to present their own opinions and to learn from others.

10.2 The Learning Contract – A Personal Know-how Development Plan

A learning contract is a development plan for your know-how. Every TOY learner writes one. It is used to direct learning into subjects the learner feels are important. It is a free-form written document. When you write a learning contract, the goal is to create a plan that you feel ownership of. And the things written must be such that you are able to carry them out in practice. There is thus always a strong target-oriented viewpoint in the learning contract.

The following supporting questions can be used to give the learning contract structure and to make it easier to write:

1. **History: Where have I been?** What schools have I completed? What work have I done? What are my hobbies? What have I learned from all these experiences?
2. **Present day: Where am I now?** What kind of person am I today? What are my strengths and weaknesses? What is important in my life? What are my values? What kind of know-how have I acquired?
3. **The Future: Where do I want to go?** What do I want to accomplish and learn? Which strengths do I need to develop? What weaknesses should I pay attention to? What are my short-term and long-term goals?
4. **The Path: How will I get there?** What must I do to achieve my goals? What do I need to learn? Who do I need around me to achieve my goals?
5. **Indicators: How will I know when I have arrived?** How do I show that I have achieved my goals? How do I measure my accomplishments?

A suitable time-span for the learner's first learning contract and the first major objectives is six to twelve months. This depends on the learner's needs and personal interests. A learning contract can also be written for the duration of the TOY process.

Your task as a TOY coach is to guide your learners as they write their learning contracts. In practice, the learning contract is continuously updated, but at first it can be updated once every 1-3 months, and after that according to need. The purpose is that it corresponds to the learner's objectives at the time of writing. A learning contract is not a perfectly binding plan, but a tool that strengthens and structures the learning and work, which is updated according to the situation.

A learning contract can also be used as a tool for group learning: By telling others about their objectives and their learning contract, learners can receive support from other group members.

10.3 Literature

Read more about team learning, Teampreneurship, and coaching in the following books:

Leinonen, Partanen & Palviainen: Team Academy – A True Story of a Community That Learns by Doing. PS-Kustannus, 2002

Tuuri: Let's HOPE – Toward a learning revolution in entrepreneurship.

Partanen: The Team Coach's Best Tools. Partus, 2013.

Lehtonen: Tiimiakatemia – How to Grow into a Teampreneur.
JAMK University of Applied Sciences, 2013.

In section 9, TOY Coaching Days, you can find literature recommendations about the themes of the TOY coaching days to support your coaching. Suitable books for both coaches and learners are listed after the description of each coaching day.

For more literature recommendations, see the *Team Academy Book of Books*, a collection of books reviewed by Johannes Partanen.

10.4 Learning Sets to Support TOY Coaching

Learning sets are small groups with the objective of helping their members to learn from each other. In TOY coaching, learning sets are used to accelerate learning when the whole group does not meet often and the time between coaching days is long. Learning sets can meet 1-4 times between coaching days, according to their own needs. In this way, learning sets help maintain “learning tension” and facilitate more in-depth and personal discussions between members. For example, learning sets can be used to develop each participant's business through discussions or as reading clubs. They are not teams, business negotiations, panel discussions, or training conferences – nor are they therapy or support groups.

Basic principles for successful learning sets

There are no precise guidelines for learning set activities. Each learning set operates in its own way. Most often the practices and style of the learning set are shaped by its members' personalities and needs. There are, however, some basic principles that are worth following to achieve good learning results and to make learning interesting:

1. The topics of discussion in the learning set meetings **are born from the learners' needs, or the coach can give the learning set tasks to do in between coaching days.** In their turn, all members speak for themselves and about "their own things." The purpose is to learn real-life issues, not to discuss or show off knowledge about abstract general concepts that do not really touch the members and which the members cannot directly influence.
2. Learners can **practise dialogue in learning set meetings** with a smaller group, not trying to beat each other in debate – it is not a debate or a venue to prove one's wisdom. Arguing must be avoided because most often it does not enrich thinking, but on the contrary, stifles it.
3. The ideas of others are respected and everyone is heard. Everyone has their turn to speak, so there is **no need to compete for the floor.**
4. However, learners have the right and responsibility to **hold on to their beliefs and opinions:** they should not try to adapt to "group harmony." Neither do participants need to try to please the others or earn their approval by acting something they are not or by distorting facts.
5. In learning set meetings, learners should have **space for their personal ideas and thinking.** Thus they do not have to continually wonder what to say next. That is why it is good to reserve more than two hours at a time for learning set meetings.
6. Participants help each other by **asking questions.** They are not asked merely of curiosity or politeness. Their purpose is to help everyone learn better. Naturally, no one is obliged to answer every question.
7. The learners' **emotions are taken into consideration,** and discussions are **confidential.**
8. Participants must accept the fact that learning is always their own responsibility. It is also everyone's responsibility to help others learn.

For more information about the idea of learning sets, you can read **Ian Cunningham's *The Wisdom of Strategic Learning – The Self Managed Learning Solution (2nd edition)*** Gower, 1999. In this book, Cunningham uses the concept "learning set." The book offers good ideas and practices to activate a learning set and to maximize learning.

10.5 The TOY Training Diary

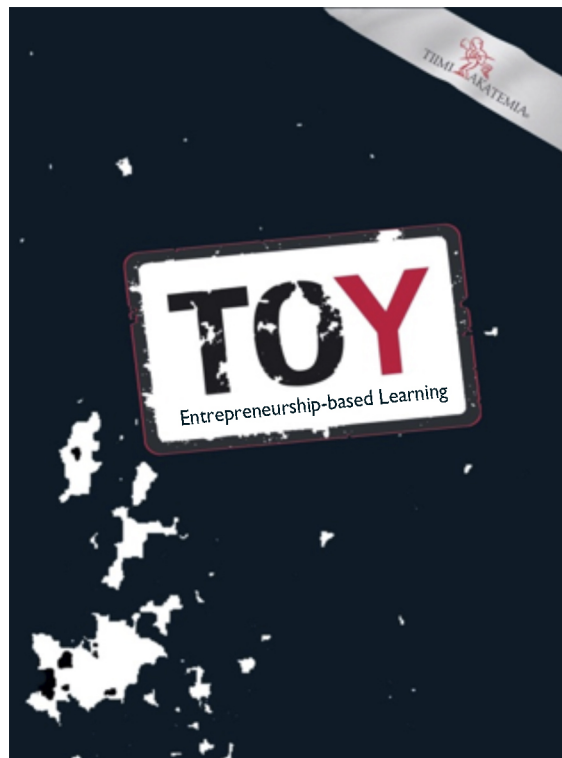


Image 12: The TOY Training Diary

The TOY Training Diary is a hard-cover notebook for learners to write down their ideas and observations. The opening pages contain tools used in the TOY coaching as well as tips about the themes of the different coaching days. The tools and core materials of the themes are in this way constantly at the disposal of learners in the printed section of the training diary. The rest of the pages are empty, and learners can write down their ideas, insights, observations, and experiences from all their learning situations. It is the learner's personal learning diary, which they are free to use any way they wish as long as it fulfils its purpose. It is not evaluated in any way. If learners wish, they can add it to their portfolio.

Practical experience from coaching entrepreneurship has shown that training/learning diaries help learners to structure their thinking. As a coach, it is very useful to use a coaching diary and keep it with you in case you get new ideas or thoughts. Experiences of using diaries have been excellent. Ideas recorded in a learning diary are more likely to be put into practice than ideas simply talked about.

Despite all of today's fancy computerized note-keeping tools and apps, the traditional pen and paper technique works best for most learners. That is why the TOY Learning Diary is a hard-cover, paper note book.

Learners can write down, for example:

1. The theoretic ideas they learn during TOY coaching days
2. What they learn through the practical work in TOY coaching days
3. What they learn from other lectures and seminars
4. All the ideas and insights they get along their learning path

10.6 The Pre-Motorola and Motorola Reports

The purpose of both Motorola tools is to simplify planning and reporting, and to make them as practical as possible and fast to implement. That is why they contain the most essential, focused questions. Both tools can be used for personal projects and tasks, or together with a project group, work team, or even a customer.

The questions of the Pre-Motorola:

1. What are the objectives of this project and why?
 - Financial
 - Learning
 - Usefulness
2. What are the customer benefits of this project?
(our role, the customer's role, joint production)
3. What theoretical knowledge will we apply in this project?
4. What know-how does the project require?
5. How will this project take us toward our goal / vision?

The questions of the Motorola report:

1. What went well?
2. What went wrong?
3. What did I/we learn?
4. What will I/we put into practice?

The Pre-Motorola and the Motorola report are tools developed by Johannes Partanen. They belong to Tiimiakatemia's methods and practices.

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www.osuustoimintakeskus.net

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Afterword

We hope the TOY Coach's Manual will bring you joy and help you on your path into the world of coaching. We wish you courage, happiness, and good luck!

The Authors