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**B-LEARNING
TRAINING COURSE
ON SPB, MPB
AND PROJECT
DEVELOPMENT**



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AND PROJECT DEVELOPMENT**

AUTHORS

- Agnieszka Tercz,
- Monika Steskova,
- Tomasz Molęda

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Introduction and Focus

The aim of B-learning training on School participatory budget (SPB), Municipality participatory budget (MPB) and project development is to provide pilot courses of higher education and further training in project development of students/active citizens project ideas by using school/municipality participatory budget scheme and non-formal learning tools.

Within this training manual we are coping with new challenges that arise from COVID-19 situation, where schools and municipalities started to use new online education/communication tools. The expertise for designing this course of higher education stems from the project partners' long experience in project development and project management, and where related literature, media and re- sources have been carefully reviewed.

Civic participation is participation in decision-making and governing. We distinguish 4 levels of civic participation:

- informing,
- collecting information,
- consulting,
- co-decision.

Co-decision is the highest level of participation. Co-decision making is a situation in which the inhabitants make decisions which are then carried out by the rulers. An example is municipality participatory budgets.

A municipality participatory budget (MPB) is a process by which the residents they decide on the division of a part of the city or commune budget. In application, they report their needs and ideas their satisfaction. Then the vote takes place. Budget participation in each city is governed by separate rules.¹

The concept of the civic budget serves, on the one hand, to activate residents in public life and to increase social interest in the functioning of local government, and on the other hand, it fosters greater openness of local government bodies to the needs of a given community and promotes greater accuracy of investment decisions made. The civic budget has a very important social function: it increases the sense of identification of residents with a given community and increases trust in selected representative bodies.²

The main purpose of using a participatory budget is to include its inhabitants in the management processes of a city, commune or region and to include an element of deliberation in them - i.e. discussions in a wide group of community members who act as "experts on their own behalf", articulate their needs and start a conversation on community priorities from the perspective of its common good. However, this openness to residents is not an end in itself: it is supposed to lead to effective spending of joint funds from the local budget and building bonds in the local community.

A wisely conceived and conducted process of participatory budgeting has a chance to become a tool thanks to which the inhabitants will be able to feel real co-responsibility for their local communities, and with its help to "train" in cooperation for their benefit (by preparing projects, discussing them and finally - by mobilizing for responsible selection of projects for implementation).

Participatory budgeting can be an excellent tool for education in the field of self-governance - it encourages residents to look at the mechanisms of constructing and spending local budgets, forces them to make decisions about expenditure priorities, but also to reflect on a broader vision of the development of a given town. All this is reflected in the way the budget is constructed.³

The situation may be similar in schools. You can translate the principles of a municipality participatory budget to the school level. On similar principles, the school community may decide on a part of the funds at the school budget.

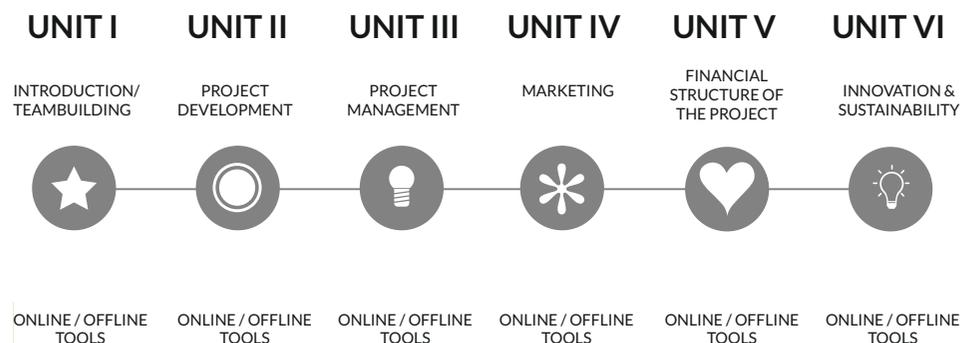
At the same time, young people learn to plan their own initiatives, manage tasks, divide responsibilities in a group, responsibility, cooperation, commitment, acquire great experience and gain new competences. Similarly, in a school participatory budget, it begins with the allocation of some money for this purpose, submitting ideas for implementation in the form of applications, then the promotion of planned departments takes place, and as a result of voting, the best and most interesting ideas are selected and then implemented. Thanks to this, young people can go through the entire design process from idea to implementation, having experience along the way with many requirements and procedures that need to be complied with and see how much is happening during the entire design process.

1. <https://poledialogu.org.pl/wp-content/uploads/2016/05/1-najwazniejsze-wiadomosci-o-BP.pdf>
2. <https://www.senat.gov.pl/gfx/senat/pl/senatopracowania/187/plik/ot-682.pdf>
3. <https://partycypacjaobywatelska.pl/wp-content/uploads/2014/06/broszura-budzety-partycypacyjne.pdf>

Didactical Framework

The contents the course is divided in six modules with 270 minutes classroom teaching each (255 minutes for teaching and learning plus 15 minutes for evaluation questions about these pilot modules). Content and order of the modules are shown on the following diagram:

DIDACTICAL FRAMEWORK AND COURSE UNITS





UNIT 1

Teambuilding blocks

Team-building is a form of activity that serves and integrates the group, but is also a tool for working on this group. The basic idea is to work in teams against the backdrop of a larger team, often with a shared summary that helps to reflect the roles of individuals in the group. Team-building is a very attractive part of the training, it is an element of the diagnosis of training needs or an extension of the training already carried out, where participants have the opportunity to test the acquired skills in practice.

Good team integration is very important for them to work more effectively and efficiently. Understanding the goal of the team's work, following the values of the organization, clear communication of information between team members, appropriate adaptation in the business environment in which the team operates - in each of these aspects, it is good team integration that increases employee productivity and minimizes the risk of rotation. Team integration is also defined as deepening the relationship between employees, creating an atmosphere of trust and willingness to cooperate and provide mutual help in more difficult situations.⁴

You don't need a lot of experience to prepare integration exercises. It might just be preparing a meeting and introducing a more informal atmosphere.

In larger organizations, such tasks are usually handled by people with experience in human resource management. However, team-building does not always have to be about organizing meetings. For this purpose, for example, various types of games and activities that require cooperation and interaction can be used. An interesting solution is also the creation of posters with motivational slogans promoting cooperation.⁵

Examples of games that can be used in this section:

1. Raft

The aim of this exercise is to activate the participants, strengthen cooperation and bonds in the group.

To perform the exercise, you need a blanket, which we put on the ground - it is our raft. All participants stand on the blanket - the size of the blanket should be given to a given group, so that everyone can fit on it, at the same time so that they do not have too much space to move around. The tighter

the participants stand, the more difficult the task. You can also create two groups on two separate blankets / towels and conduct a competition between the groups.

People standing on the raft have to turn the blanket over. Attention! You cannot use your hands or let someone fall off the raft and come off the blanket.

2. Animals

You will need cards with the names of animals - two cards for each name and an even number of participants. Each participant gets a piece of paper, and then, as a sign, everyone announces the animal they have drawn. The task of the participants is to find their "twin".

3. Deaf phone

The participants stand in a row one after the other. The first participant receives a piece of paper with a guess word. He/she has to present them only through a sequence of movements / gestures to the next person. The others do not see her/him, they are standing with their backs. Participants turn one by one, one by one. Their task is to transmit the message to the last person. The last person in the queue says aloud what guess word he or she understood and compares it with the guess word on the piece of paper.

Attention! For your convenience, you can enter a guess word category.

4. Puns

One of the participants receives a card with a guess word. He/she is now tasked with communicating the guess word to his/her group only by means of drawings on paper, he/she cannot use words (large flipchart and marker needed). The team has to guess what the guess word is about. To introduce a competition, you can divide the group into two teams - one time the guess word is guessed by one group, sometimes the other group. The one who does it faster scores a point.

4. <https://personalnyserwis.com/blog/czym-jest-team-building-i-jak-on-pomaga-w-pracy-w-zespole/>

5. <https://www.spogle.pl/co-to-jest-team-building/>

5. Everything on P

Before starting the game, you should prepare cards with the slogan and the category to which it belongs, for example, the title of the movie, thing, etc. We divide the participants into groups of several people. One person from the group receives a card with a password, which he does not show to other participants. Its task is to describe the password only with words starting with the letter "P". The task of the group is to guess the password as quickly as possible, for each banned password they receive a point. The team that scores the most points within the specified time wins.

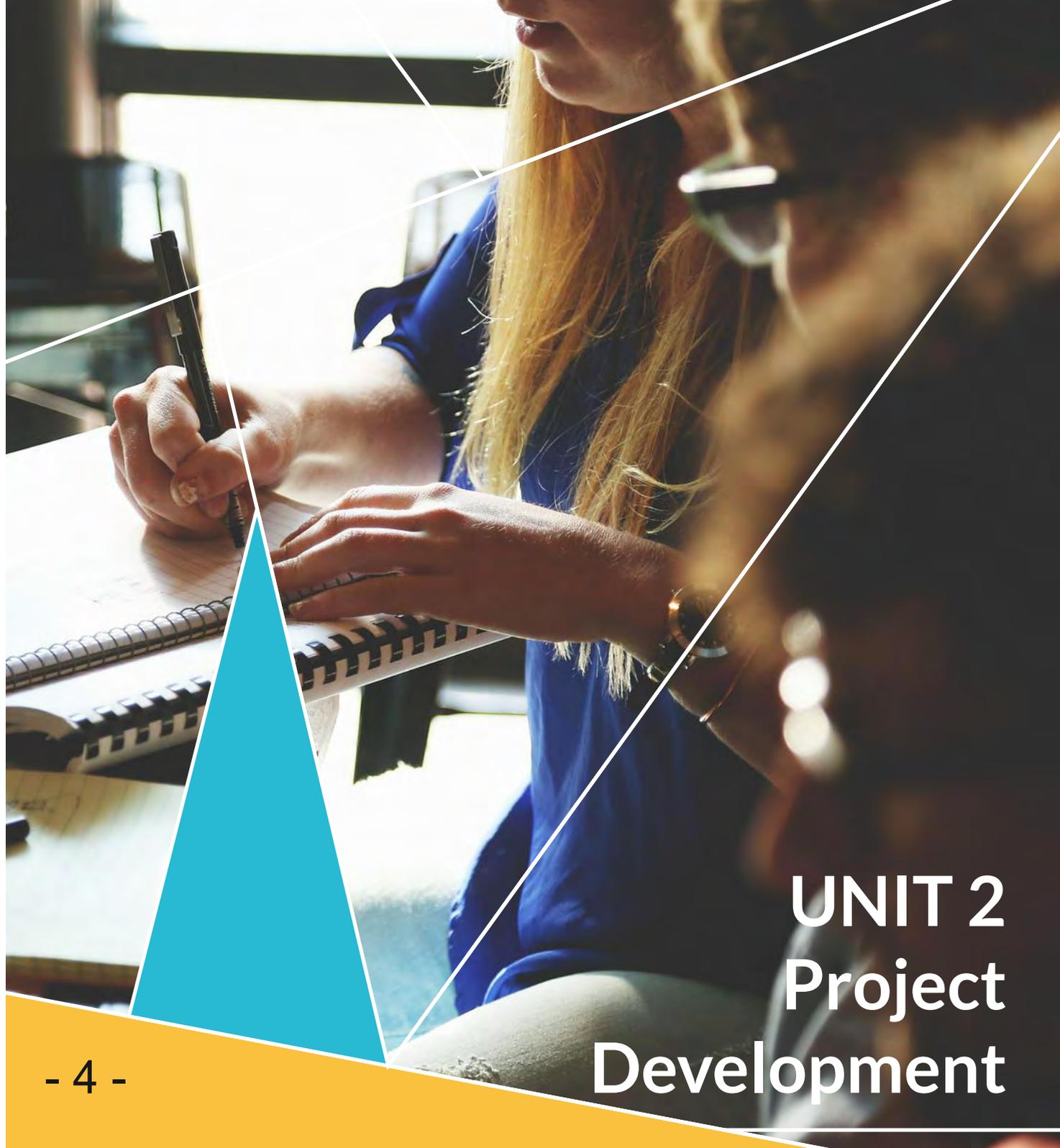
6. Draw a house

Participants are divided into pairs. Each pair gets a piece of paper and a marker / pen. Their task is to draw a house - they are free when it comes to the elements of the house itself and what is around. It is important that the groups do not see each other's pictures. Then the leader collects all the works and mixes them and distributes them to only one person from the group so that the other person cannot see. It is important that the picture does not return to the group that painted it. The second person from the pair has to recreate the received drawing on a new sheet of paper, listening only to the friend's story, for example: "The house is in the center of the page." "There is a fence in front of the house.", "On the right there is a tall tree with 5 apples." Finally, the two pictures are compared to see how the communication was successfully communicated.

The second variant of this exercise is when the person moving may ask for details, e.g. "Is the window round or square?" "Is there smoke coming out of the chimney?"

You can do both variants one after the other, and then go on to discuss with the groups what their observations are and how important it is to communicate and ask seemingly simple questions that help us refine the message. The exercise teaches how to perceive the importance of communication in the team when communicating information to colleagues and shows that everyone can interpret different issues in a different way.

Above there are some examples of team building games. More games can be found in the attached agenda of DAY 1 and DAY 1 online.



UNIT 2 Project Development

Project development as compared to project management is not only focused on the management of the technical aspects within the property development lifecycle. Project development plans and manages all the aspects required during the property development lifecycle, such as:

- project management
- marketing
- financial management
- sustainability of the project

Project development is more strategic, looking at the overall project and its outcomes. In smaller projects project manager and project development manager can be the same person, but in larger projects its better to have both, as project managers tend to be sucked into the day to day problem solving required on any project, which leaves little or no room for the strategic management of the long term goals and objectives of the project.

2.1 WHAT IS A PROJECT?

In order to understand project development, it needs to be clear, that all kind of “actions” can be defined as a “PROJECT”. A project can be for example : reading a book, painting, cleaning a room, repairing a furniture, etc.



WHAT IS A PROJECT?

"A project is any undertaking, carried out individually or collaboratively and possibly involving research or design, that is carefully planned by a project team, but sometimes by a project manager or by a project planner to achieve a particular aim."

Source: Wikipedia



DAY#1| PAGE 7

Within this UNIT it is necessary to be able to understand, that all “projects” have the same project flow. This can be effectively done through a “coffee project”, a non-formal learning tool, where the participants learn project stages through the process of coffee making.

Project factory #1_coffee

TIME FOR THE TASK : 30 minutes

MAIN AIM: to make a coffee by using project management cycle.

ACTIVITY: Write the whole process of making one 250ml cup of high quality coffee. The coffee should be medium strong, light sweet and hot.

METHODOLOGY TIPS: Use PM cycle.

COFFEE PLANNING
(write everything what do you need in order to prepare coffee according to the requirements specified. INCLUDE estimated time and budget)

COFFEE EXECUTION
(write step by step activities of making coffee)

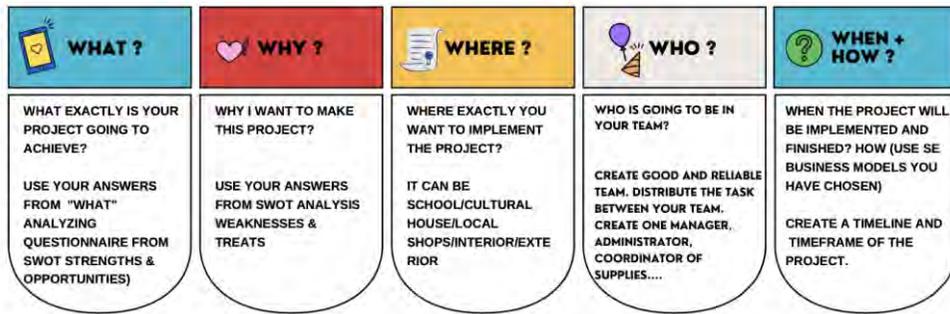
COFFEE QUALITY/QUANTITY MONITORING
(write indicators, you will monitor while preparing coffee)

COFFEE FINISHING
(what would you ask your team/customer/investor at the end of this project?)

2.2 5W+HOW QUESTION

For the project idea development it is necessary to answer these questions in order to understand better the process of project stages and to be prepared for more complicated project schemes (such as Gantt chart)

5 W + HOW QUESTIONS



2.3 SWOT ANALYSIS

To start time management, you need to do an analysis - a table that helps you take future action. Here we can distinguish:

- external factors
 - opportunities - events, phenomena that can help in development
 - threats - events, phenomena that may hinder development
- internal factors
 - strengths - qualities, abilities, skills that can be of benefit
 - weaknesses - behaviours, habits that hinder effective action

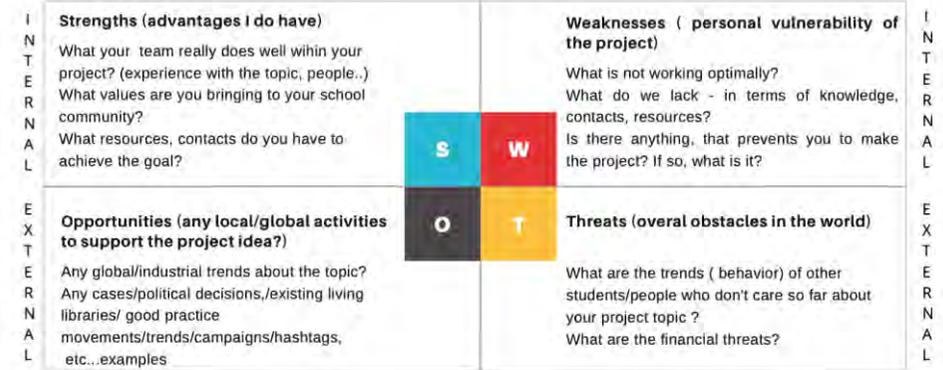
Then it is worth making a substantive analysis of the use of time:

- time budget - it is about recording what has been done and then analyzing these activities. This method is time consuming, but allows for accurate use of time
- analysis of "time thieves" - thanks to it, we can create a list and eliminate factors that reduce efficiency and extend the time of performing the tasks entrusted.



SWOT ANALYSIS

"SWOT analysis (or SWOT matrix) is a strategic planning technique used to help a person or organization identify strengths, weaknesses, opportunities, and threats related to business competition or project planning."



2.4 BUSINESS MODEL

Once you have a clear idea of what the project is going to be about, you need to add an essence of social enterprise to it. Social enterprise combines commercial and social goals, but with emphasis on the latter. Profits reinvested in community or company.



WHAT IS A SOCIAL ENTERPRISE?



For the purposes of SPB we have created “social business models”, where the students can choose their own model and add the feature of social enterprise.

SOCIAL ENTERPRISE BUSINESS MODELS				
	Description (online or offline) <i>Choose one or more</i>	Social impact (raising awareness) <i>Choose one or more</i>	Social value <i>Choose at least 2 values</i>	Optional added value <i>Extra points:)</i>
One day event	<ul style="list-style-type: none"> TEDx talks, study visit carnival, christmas party market places (SWAP, flea market) other educational type of event 	<ul style="list-style-type: none"> Environmental (climate change) Civil rights Racial or religious discrimination Gender inequality Discrimination on grounds of social orientation Bullying Poverty reduction Woman empowerment Fair trade Waste reduction Social justice Poor leadership Youth alcohol/drug use Homelessness 	<ul style="list-style-type: none"> Inclusion of disabled people (socially, economically or other) Job/opportunity creation for disabled Offering consumers an alternative local product Growing sustainable market supplies Growing socially responsible consumer Using local chain of supplies (material, people, services) Targeting hard to reach groups (e.g. young people living in closed communities - Roma and other socially excluded) Conserving local history/heritage Inspiring/motivating /sharing knowledge with other people (e.g. living libraries, study visits) 	<ul style="list-style-type: none"> profit from the event shall be dedicated for charity organization working with people/animals/other issues you can provide voluntary work for the existing organization prove sustainability of your project (think about future steps when the project finish) have a clear social mission. As a social enterprise, you will get requested about your mission A LOT. It's what makes you stand out.
Training course or workshop	<ul style="list-style-type: none"> Content is up to your skills (new media, movies, IT, languages, sport, art, local traveling course.) baking/cooking/beauty products for a social cause 			
Product or service providing	<ul style="list-style-type: none"> to borrow product/service upcycling (used school book library, used clothes, etc...) virtual platform , eBooks, online TC,workshops , voluntary work interior (active info corners, libraries, other spaces..) exterior (educational trail, exercising corner, food & beverages..) 			
School space arrangement/ improvement				

At the end of UNIT 2 - project development, you should have a clear idea of the project objective and goals, as well as the the social enterprise feature should be added to your project.

UNIT 3

Project Management



There are many methods of project management. The PRINCE2 methodology can be used to manage and control projects of all kinds and sizes. At the source of the PRINCE2 methodology is the PROMPT (Project Resource Organization Management Planning Technique) methodology for managing IT projects, developed by the private company Simpart Systems Limited in the mid-1970s. The methodology was enriched with the issue of quality management on a government request. Part of the standard, called PROMPT II, was introduced in 1983 by the government administration units of Great Britain.

In 1989, the PRINCE methodology was first introduced and since then it has officially replaced PROMPT and has become the applicable standard in Great Britain.

The next stage of development of the described methodology took place in 1996, when a modernized methodology called PRINCE2 was created. The new version of this methodology has become much more universal and it can be applied not only to IT projects.⁶

PRINCE2 - structured project management methodology.

The PRINCE2 abbreviation comes from the English "Projects IN Controlled Environments", meaning "projects in controllable environments" and means the methodology of effective project management. PRINCE2 is a de facto British government standard that is widely recognized and used in the private sector, both in the UK and internationally.

When we want to do, build, achieve or get somewhere, we need to answer a few questions:

- What are we trying to do?
- When will we start?
- What do we need for this?
- Can we do it ourselves or do we need help?
- How long will it take us?
- How much does it cost?

These are common questions that we ask ourselves at the beginning of any project, and the answers to them are fundamental to project management. They define what we want to do and how best to achieve it.

Structural project management is the breakdown of a project into specific stages so that it is logical and structured. PRINCE2 is a written description of this methodology.

According to the PRINCE2 structure, the project should have:

- an organized and controlled start, i.e. organization and planning are necessary before starting,
- an organized and controlled middle phase, i.e. it is necessary to maintain organization and control over the project,
- an organized and controlled end, i.e. when the project is finished and we get what we wanted, we need to close unfinished matters.⁷

Elements of PRINCE2

The PRINCE2 methodology in project management defines four integrated elements: principles, themes, processes and the project environment:

- principles - these are the guiding principles and good practices that determine whether a project is actually managed using the PRINCE2 methodology. There are seven principles and unless all of them are applied the project is not a PRINCE2 compliant project,
- topics - describe aspects of project management. They should be dealt with continuously and in parallel throughout the project. The seven topics explain what specific conduct is required by PRINCE2 for different areas of project management and why it is necessary,
- processes - describe step-by-step actions taken throughout the entire life cycle of the project, from preparation to closure. Each process provides checklists of recommended activities, management products and related responsibilities,
- project environment - includes the need to adapt PRINCE2 to a specific project each time, but thanks to the flexible structure, this adjustment is extremely easy.⁸

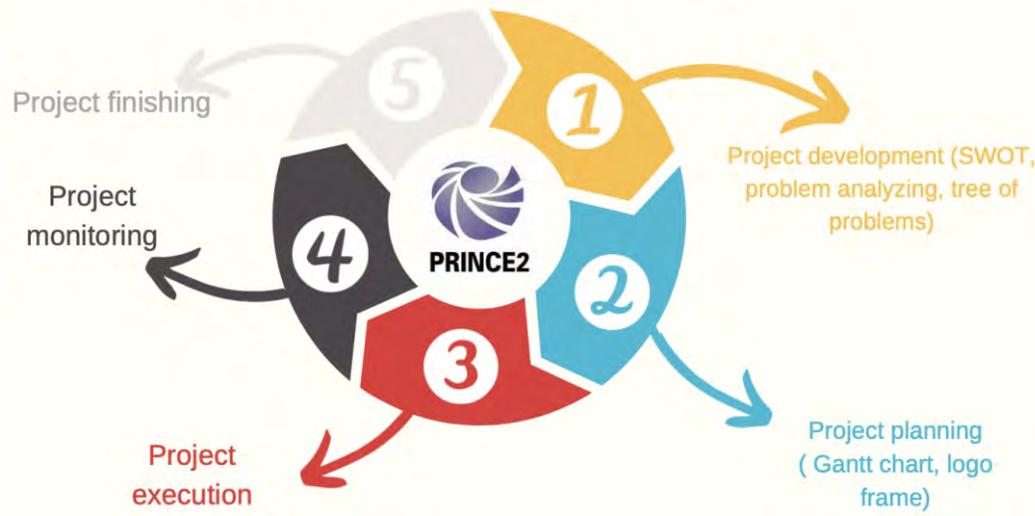
This method is based on 7 principles. They are:

- adaptation to the project conditions,
- continued business legitimacy,
- use of experiences,
- focus on products,
- management with the use of tolerances,
- phased management,
- defined roles and responsibilities.⁹

PRINCE2 themes are seven different aspects that need to be addressed and controlled. The themes of PRINCE2 are:

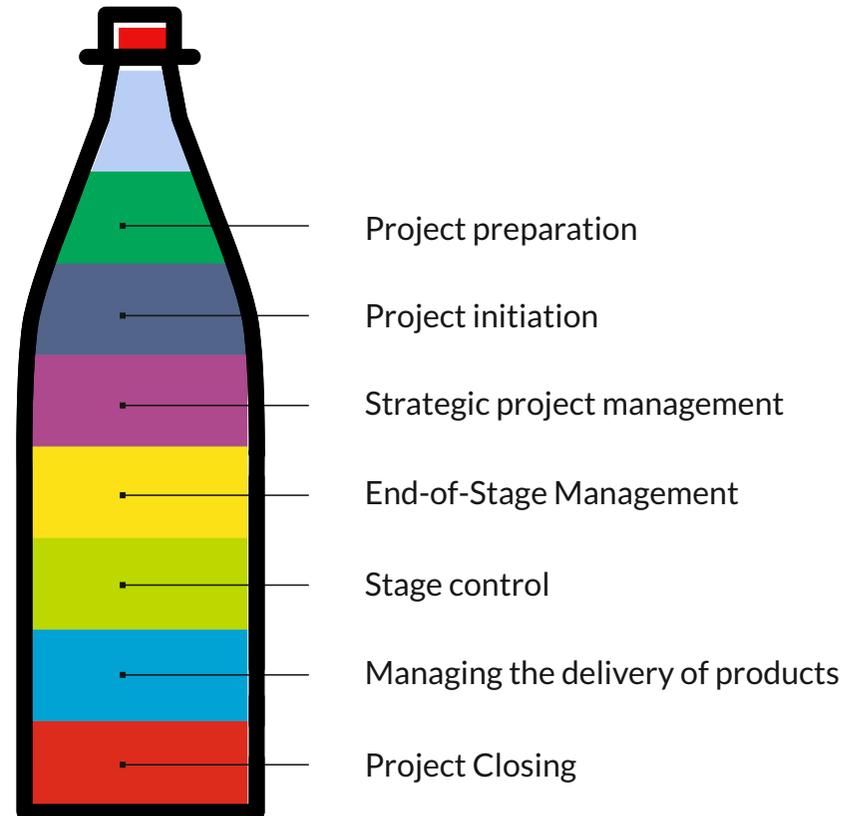
- Business Case (WHY?) - definition of measurable goals that justifies the involvement of specific resources.
- Organization (WHO?) - defines the roles and responsibilities of individual people in the team appointed for the implementation of the project.
- Quality (WHAT?) - Ensuring that all products meet the set quality expectations (agreed quality attributes of the products).
- Plans (HOW? FOR HOW MUCH? WHEN?) - are prepared and approved before the start of the next stage of the project implementation. The topic plans describes in detail the steps and techniques that should be used
- Risk (WHAT IF?) - Maintaining an acceptable level of risk. How the project managers manage the risks included in the plans.
- Change (WHAT'S THE IMPACT?) - change management, so how to deal with those issues that go beyond the already approved aspects of the project. Changes may result from unforeseen problems, requests for changes, or the detection of quality defects in products.
- Progress (WHERE ARE WE NOW? WHERE ARE WE GOING? SHOULD WE CONTINUE?) - Measuring the progress of the realization of individual products. Monitoring the implementation of plans and escalation procedures in case the implementation begins to deviate from plans.¹⁰

PROJECT MANAGEMENT CYCLE



- Project Closing - This process is designed to reassure stakeholders that all project objectives have been achieved. This is where the project is completed - the project team may be disbanded at this point.¹¹

7 Processes of Prince 2



The PRINCE2 methodology takes into account seven management processes. They are related to the entire life cycle of the project:

- Project preparation - includes appointing a project manager and project team, gathering previous project experience and drawing up a preliminary business case.
- Project initiation - is a planning process in which a project plan is created, the description of the final product of the project is detailed and the principles of project management are established, including, in particular, the approach to risk, quality, configuration and communication management.
- Strategic project management - is a process of the Steering Committee in which permits are granted: for the commencement of the project, for each of the stages, for changes beyond the project tolerances and for the closure of the project.
- End-of-Stage Management - This process aims to plan the next stage, update the existing project plan and business case, and produce an end-of-stage report.
- Stage control - all activities included in this process are undertaken by the project manager during the stage implementation. They concern groups of tasks, including: permits for their implementation, receiving completed groups of tasks, monitoring, controlling and steering, identifying and analyzing various types of risk and transferring them to higher management levels.
- Managing the delivery of products - this process involves the receipt and verification of a group of tasks, ensuring that the resulting products comply with the methods contained in this task group, confirming the quality contained in the product description using control methods and delivering the results to the project manager.

7 <https://www.prince2.com/pl/prince2-methodology>

8 [https://depot.ceon.pl/bitstream/handle/123456789/8942/10.%20Metody%20zarz%C4%85dzania%20i%20harmonogramowania%20projektami%20\(XX\).pdf?sequence=1&isAllowed=y](https://depot.ceon.pl/bitstream/handle/123456789/8942/10.%20Metody%20zarz%C4%85dzania%20i%20harmonogramowania%20projektami%20(XX).pdf?sequence=1&isAllowed=y)

9 <http://www.sbc.org.pl/Content/362184/sobiesta%C5%84czyk2.pdf>

10 <https://vavatech.pl/technologie/metodyki/prince2>

11 <https://omec.pl/blog/cykl-zycia-prince2/>

Time management is also very important in the management process. We can distinguish the following elements here:

1. Time usage analysis
2. Goal setting
3. Planning
4. Decision making (setting priorities)
5. Implementation and organization
6. Control

When managing time, we can encounter various problems such as time wasters. The most common time wasters are:

- distraction, noise,
- lack of order in the documents,
- ineffective communication,
- breaks for unscheduled phone calls,
- no priorities,
- lack of self-discipline,
- lack of assertiveness,
- little delegation of tasks,
- improper control of delegated tasks.

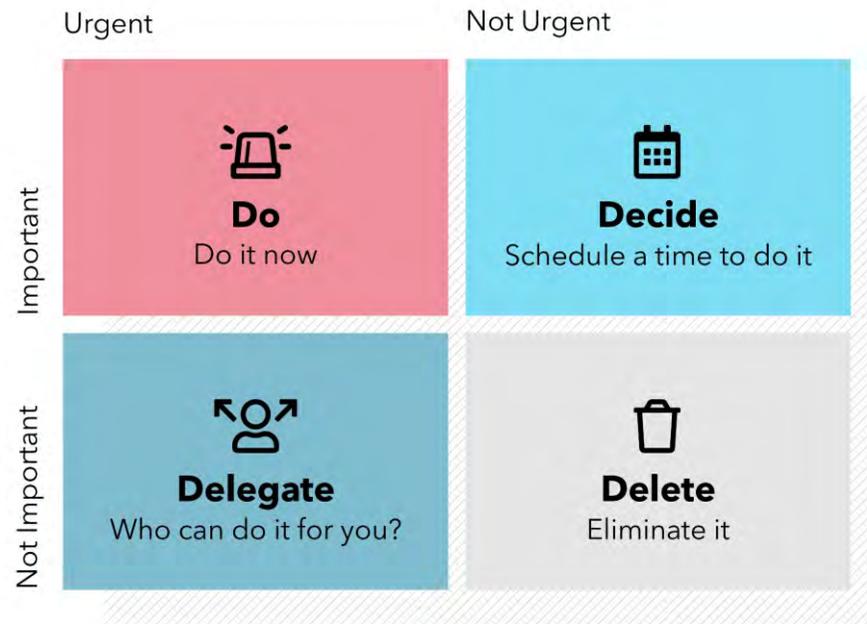
To eliminate factors that distract and reduce performance, you should focus on setting a clear goal and prioritizing your pursuit.

Goals can be grouped into different categories. Due to the time of their implementation, we can distinguish:

- long-term (strategic) for 3-5 years, they set the course of action,
- short-term (tactical) for 2-3 months, propose solutions,
- current (operational) for the next week, give specific tasks.¹²

In order to prioritize our actions, we must prioritize them using a combination of priority and urgency. This is crucial for efficient task management. For this purpose, the Eisenhower matrix can be used, which will be helpful in determining the urgency and importance of the activity.

The Eisenhower decision matrix



Source: <https://www.spica.com/blog/the-eisenhower-matrix>

In order to assign tasks to the appropriate quadrant, it is worth using the following questions:

Important tasks

Is it really important to my values and goals? Does it lead to their achievement?

- What if I don't do this? Will I lose anything?
- What will happen if I do this? What will the positive results be?
- Is this the only and best way to achieve my goals?

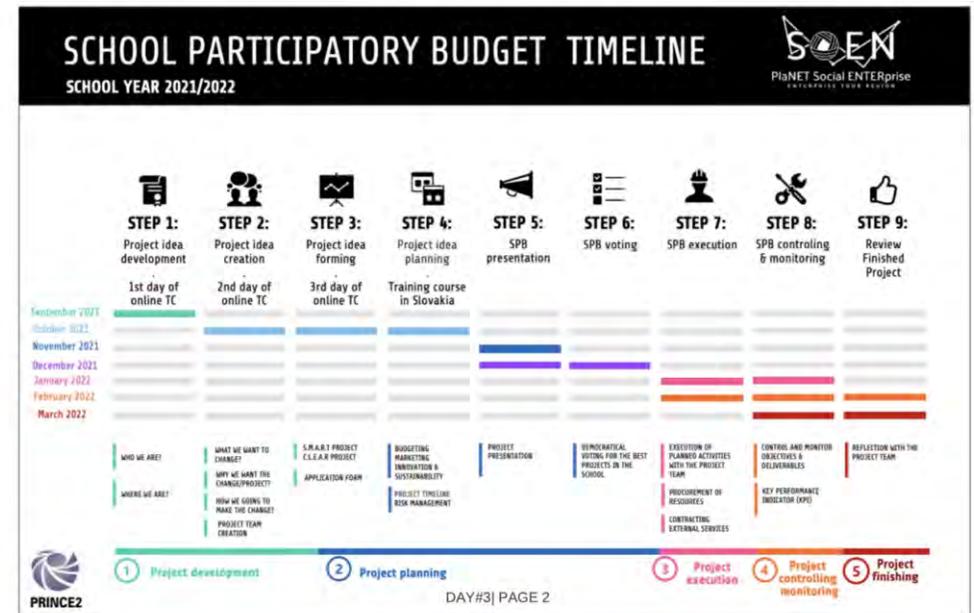
Urgent tasks

- When is it supposed to be done? What's the deadline? How much time do I have left?
- How much time do I need to complete this task?
- Is it really that urgent?
- What if I don't do it on time or postpone it?
- What will I gain if I spend my time on this task on something else?¹³

We can present these tasks in 4 groups:

- important and urgent - urgent, difficult, crisis matters, "yesterday" matters, tasks to be performed immediately,
- not important but urgent - long-term plans, preventing problems, delegating tasks,
- important but not urgent - regular tasks, meetings, letters, reports,
- not important and not urgent - unnecessary pleasures, time thieves, some phone calls¹⁴

Gantt chart - scheme example of SPB



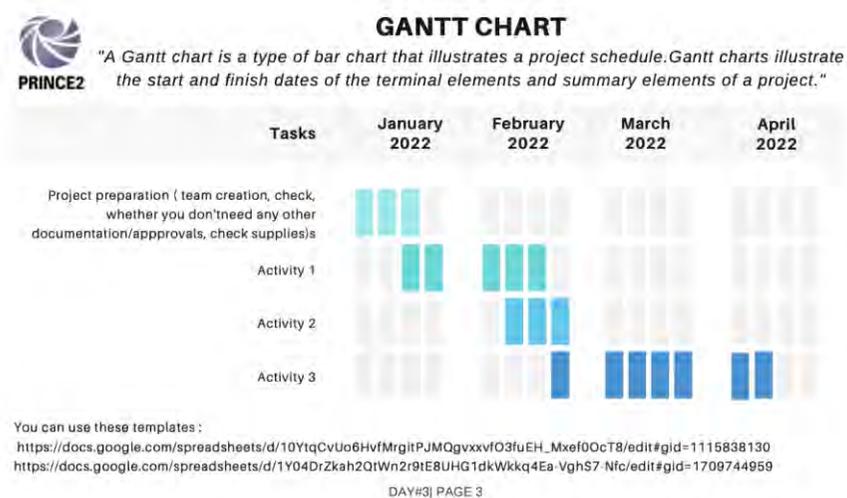
When we have a ready and analyzed Eisenhower matrix, it is worth placing our tasks in time. A tool will be helpful in this - the Gantt chart.

It is a graphical representation of the work schedule for the implementation of a project or task. The structure of the Gantt diagram is a list of tasks, activities or processes along with their duration, which greatly facilitates project management. Place the timeline on the X axis. The time units are adjusted to the time of our project, they can be hours, days, weeks or months. We put a list of tasks to be performed on the Y axis.

Information we need to make a Gantt chart:

- activity / task name,
- activity / task start time,
- duration of the activity / task.

Such a chart can be easily prepared in excel. This way it will be very easy to make and legible at the same time.¹⁵



12 <https://poradnikprzebieiorcy.pl/-zarzadzanie-czasem>

13 <https://mariusztomaszewski.pl/blog/macierz-eisenhowera/>

14 <https://poradnikprzebieiorcy.pl/-zarzadzanie-czasem>

15 <https://leanactionplan.pl/wykres-gantt/>

More about Gantt chart in the agenda of DAY 2 and DAY 2 online.

In order to be able to evaluate your activities in the project, you should establish indicators that allow you to control the progress. For this purpose, it is worth deepen the SMART method.

The SMART principle is an abbreviation of the words: Specific, Measurable, Achievable, Relevant, Time-bound. These are the five key conditions that the goals must meet.

The first is about the specificity of the goal. This means that all activities should be clearly specified and defined. We should use specific, precise data so that our goal is understood by every person who comes into contact with it, so that there are no inaccuracies.

The second condition is measurability, which is reflected in the fact that each goal should be quantified. Thanks to this, it is easier to verify whether the given assumptions have been met.

Third, when setting a goal, we must take into account whether it is possible to achieve it in real terms. It is worth considering whether our goals are not too ambitious, which reduces the likelihood of achieving them. On the other hand, the goal cannot be too ambitious enough, because achieving it will not make any deeper sense.

The fourth condition is the relevance of the goal. This means that its implementation is to give the company / organization / project specific values, develop it, be a step forward.

The final element in this model is the timing of the goal. It is very important to assume by when our goal is to be achieved, which may become a motivation to act faster and not to postpone tasks for later.¹⁶

Among the rules of time management, it is worth mentioning the 60:40 rule, otherwise it is called the "time buffer". It is very useful especially for people who decide for themselves what they will do and what actions to take. The sense of this rule is that when we plan an activity, we should calculate how much time it should take and add 40% to unforeseen situations. This 40% is the time buffer.

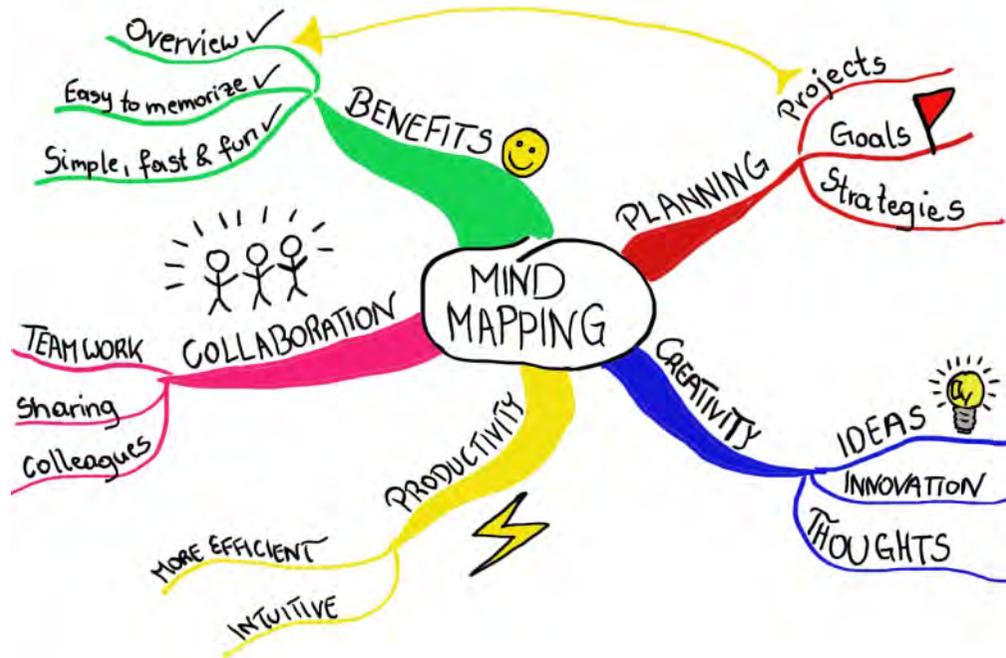
According to the 60:40 rule, on a given day, week, month and year, you should not plan 100% of your time, but only 60%. Another 20% should go to unexpected activities, and another 20% to spontaneous activities (such as coffee, toilet, conversation).¹⁷

In order to increase your efficiency, it is worth using task grouping. It is a technique which consists of grouping similar tasks and carrying them out one after the other. Such a group can be, for example, replying to e-mails. If you set specific time blocks for checking your e-mail inbox, it can increase our productivity and help you get rid of the habit of constantly checking e-mails.¹⁸

Mind mapping as a form of information systematization

Mind mapping is a form of notation that is based on the visual connection and structuring of information. In its assumption, the diagram in the form of a growing, radiating tree reflects the way our brain collects information. Everything in visual form, the more graphical the better.¹⁹

Currently, mind maps are treated as a method of creative multidirectional thinking. They are used in work in organization, projects or team management; at home when writing down duties or planning purchases; we can also use them to write down our goals and dreams. However, their basic application is in the process of learning or transferring knowledge, changing it from passive reception of a text to active assimilation through the creative process. What distinguishes them from ordinary notes is multidimensionality and effective and clear organization of knowledge. Systematizing messages using a mind map tree helps to arrange them in "boxes" and give them an appropriate rank in the hierarchy, which is extremely important in the process of long-term remembering.²⁰



Source: <https://instituteofyou.org/how-to-create-a-mind-map-examples/>

A mind map is usually composed of three main elements:

- A central image (or a word) that captures the main subject
- Branches are then added to this image and represent the main themes that flow from this image
- Subsidiary themes are added to each branch to further develop their meaning²¹

Tips to follow when creating a mind map:

- Write clearly in capital letters. The map should be clear and legible. But also understood.
- Use associations. Play with them as much as you want! We remember new information just by hooking it to the knowledge we already have.
- Draw. Funny graphics, simple sketches, or even simple arrows are much more attractive to the brain than the written word. For example, instead of writing the title of the novel "Mice and people" in words, draw 2 mice and a few people. They don't have to look like works of art, just make a few strokes.
- Use colors, but don't overdo it! 2-3 colors should be fine. You can get nystagmus from notes that are too colorful.
- Size matters. It's obvious, but worth mentioning. Big, bold passwords are more visible and we remember them faster. Needless to say, the same applies to the drawings?
- Number. Preferably clockwise, this will organize your mind map and additionally stimulate the left hemisphere of the brain.
- Let your imagination run wild. Spice up your mind map in every way possible, make it the weirdest, most interesting for your brain.²²

16 <https://questus.pl/blog/model-smart-jak-okreslac-cele-strategiczne-i-projektowe/>

17 <https://www.paniswojegoczasu.pl/techniki-i-narzedzia/reguly/>

18 <https://managementpoprostu.pl/blog/produktywnosc/10-trickow-lepsza-produktywnosc/>

19 <https://klosinski.net/notatki-metoda-cornella-i-mapy-mysli/>

20 https://witalni.pl/baza_wiedzy/mapy-mysli/

21 <https://instituteofyou.org/how-to-create-a-mind-map-examples/>

22 <https://aniakania.com/2015/03/19/poradnik-jak-stworzyc-mape-mysli-cz-1/>

Roles of people in the group

The implementation of some projects requires the appointment of a project team. It should be remembered that the selection of people who will cooperate with each other should not be accidental. Taking into account the specifics of a given project, employees should be selected who can work in a group, are not conflict-free and have developed interpersonal skills. However, this is not enough. The team must include people with appropriate personality traits, predispositions, displaying certain types of behaviour, thanks to which it is possible to coherently cooperate with all members and efficiently carry out a given task. Therefore, employees should represent subsequent roles in the team. It is essential if a given task force is to achieve a synergy effect and successfully complete the entrusted project.²³ In order to properly allocate roles, tests can be performed and the characteristics of individual team members can be analyzed. It is important to be based on facts, competences, and not only on the wishes of the person, which is also important because new challenges allow you to test yourself in a new role and personal development.

Roles that can be distinguished:

PROCESS LEADER

His/her tasks include "strapping" the entire project process, he/she watches the goal, motivates the team, informs decision-makers who are not members of the team about progress and emerging ideas. He/she is a person who helps the team plan their work, coordinates discussions, brainstorming sessions and exercises.

A person in such a position should be communicative, have good contact with other team members, be able to motivate others to act and be focused on looking for solutions.

FACILITATOR

The tasks in this position include conducting workshops and facilitating cooperation in a team. The features that a facilitator should have are openness, communicativeness, knowledge of training tools and the

design process. Such a role can also be played by, for example, a process leader or an external person.

ANALYST

The analyst helps the team organize the materials from the empathy phase and make a diagnosis of needs, turns research observations into valuable insights, helps in formulating project challenges, helps in thorough analysis before the team draws conclusions - notices nuances and contradictions in a given material.

A person in this position likes to break down everything into prime factors, does not draw hasty conclusions, sees non-obvious connections, is insightful, reflective.

DESIGNER

A person in this position encourages the team to visualize their ideas, plans and coordinates work on creating prototypes of developed solutions.

He/she is characterized by a highly developed imagination, likes creative and artistic works, can create something out of nothing, translate an abstract idea into a tangible prototype and encourage others to co-create.

GRAPHIC COORDINATOR

His/her tasks include arranging the dates, times and places of meetings with the team and making sure that the tasks are carried out at the appointed time. Such a person is in constant contact with the supplier.

Among the features of such a person is focusing on efficiency, ease of project management, orientation in the subject of individual responsibilities or the ability to fairly choose the best date of the meeting.

SUPPLIER

This person makes sure that the meetings do not lack the necessary materials such as markers, post-its, flipcharts, prepares the meeting place and is in constant contact with the

graphic coordinator.

He / she is familiar with the inventory, passion for recycling, ready to quickly order shortages if necessary.

LAWYER / REPRESENTATIVE OF THE TARGET GROUP

He/she is an expert on the recipient for whom the project is implemented, he/she also makes sure that the team does not deviate from the diagnosed needs of the group and does not design for himself/herself.

The person who belongs to the target group or has the best contact with it and understands its needs is the best suited for this role.

DOCUMENTATOR

Such a person is assigned to make sure that the whole team writes down their ideas and observations in an agreed manner, so that nothing is missed, as well as to document the design process, take photos of the developed materials, e.g. flipcharts and organize them in folders, organize and write them down post-its whether it makes sure that materials from previous meetings are kept and are not lost.

His/her features include accuracy, good organization, and the ability to create notes that are understandable to everyone.

DECISION PERSON

The decision person is responsible for the compliance of the developed solutions with the mission and strategy of the institution, decides on the budget, is himself/herself involved in the project or is in constant contact with the process leader who reports on the progress of the team's work.

This role is most often played by directors or managers.²⁴

Persona

Persona is a prototype of our potential user / recipient. We describe it as detailed as possible. We take its point of view, we want to understand its needs and recreate the entire process in which it occurs.

Accurate specification, thorough knowledge and analysis of the target group and individual users / stakeholders, allows to determine the products in the project. It also affects the entire communication strategy. The needs analysis at the very beginning or just before starting the project will help to plan fully effective and efficient activities. It also enables the planned benefits, including indicators, to be achieved.²⁵

The basic elements of each persona include:

- name, surname, age, occupation, origin, social roles,
- photo (a very important thing to make the photo as natural as possible),
- short description: biography, family, hobbies, dreams, life goals; life motto,
- technical skills: experience in using the Internet, frequency of use; what devices are used and at what time,
- in terms of the project / product: verification of all ills (which makes life difficult) and needs (which makes it easier, what I really want),
- narrative: e.g. a description of a typical user's day.²⁶

Tips:

- Use bullet points instead of complete sentences where possible. Thanks to this, you will be able to "embrace" the whole persona at a glance.
- Diversification of personas - try to create several completely different images. Strong differentiation of personas to reflect the diversity of your target groups.
- Context - focus on those features that are relevant to your project. For example: if Mr. Olgierd was a persona created by a marketer who wanted to sell him new fishing rods, it would not matter that Mr. Olgierd liked books about World War II, but it would matter how high his technological competence he has (in this case he can refer the client to a stationary store in a small town, and not to an online store) or the fact that he has poor eyesight (in advertising messages he will use, for example, a larger font or contrast).
- Optimal length - the characteristics can be neither too long nor too short. All information about your persona is to fit on one A4 page. But don't overdo it with minimalism - too little information will make working with personas difficult and (usually) fruitless.
- Special features - give them to your personas, and it will

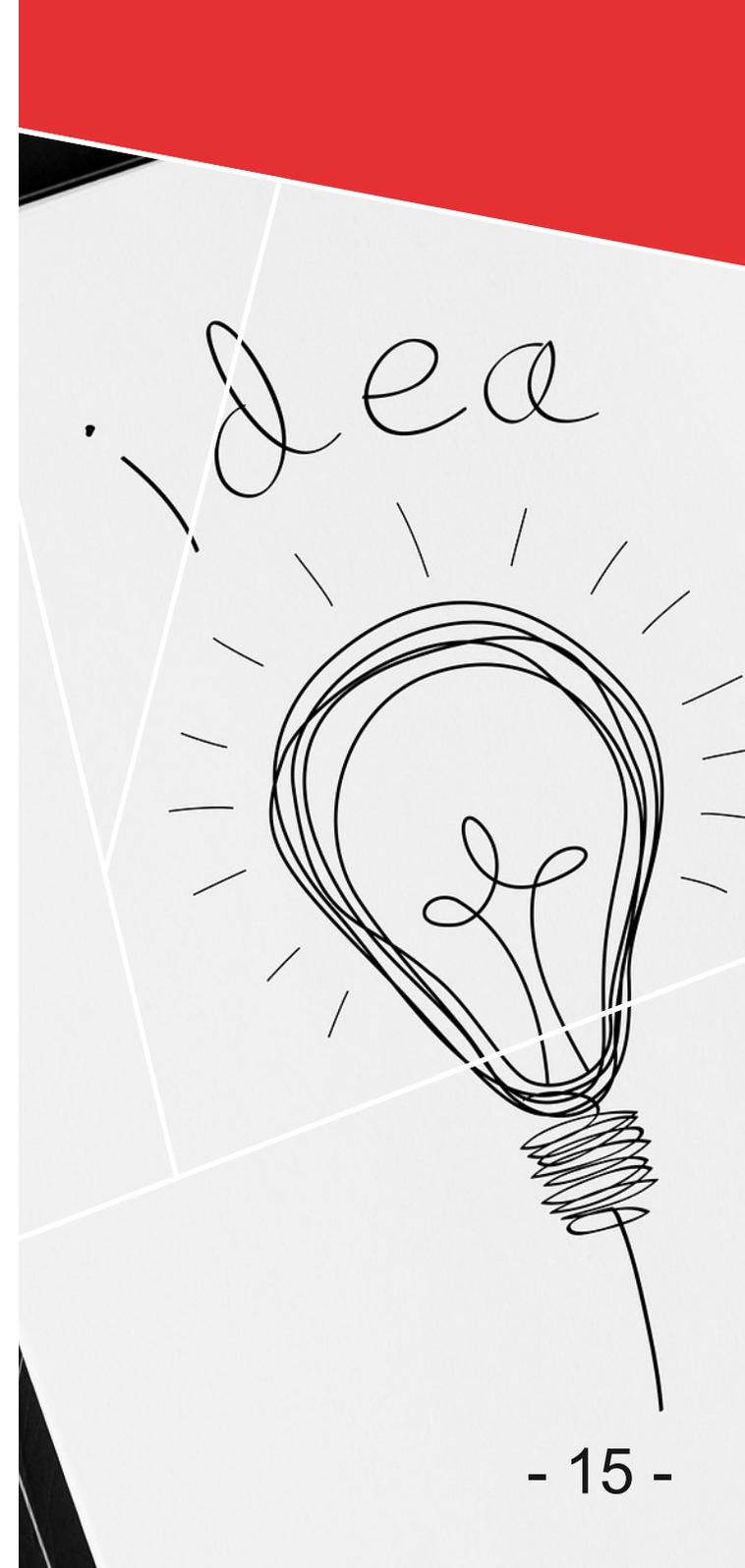
be easier for you to make friends with them, and thus - to remember them and start thinking about them in a completely different context (e.g. when going home - "I wonder what Mr. Olgierd would do if he also missed the bus "or while eating lunch" I would gladly eat pollock, like Mr. Olgierd when he goes to the sea "). Thanks to the special features of personas, you will start to treat them as real people, not the next stage of creating a project.

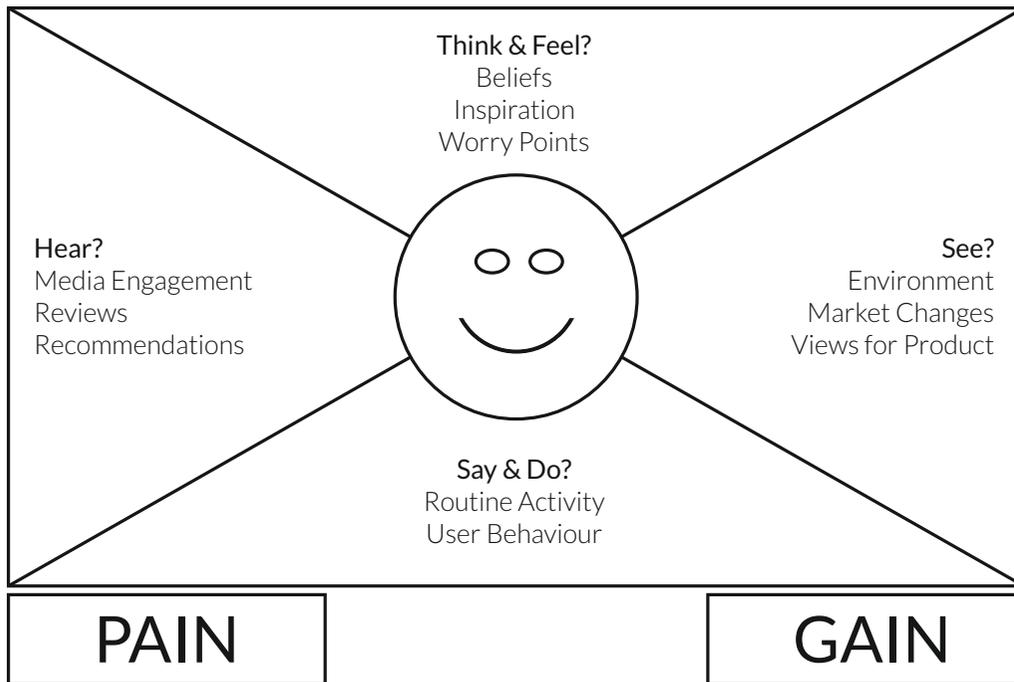
Empathy mapping

An empathy map is a simple, easy-to-digest image that provides insight into the user's behaviour and attitudes. This is a handy tool to help teams better understand their audience. Empathy mapping is a simple workshop activity that can be done with stakeholders, marketing and sales, product development, or creative teams to build empathy for end users. For teams involved in the design and engineering of products, services, or experiences, an empathy mapping session is a great exercise for groups to "get to the head" of users.

Creating an effective solution requires understanding the real problem and the person experiencing it. The mapping exercise helps participants to consider things from a user's perspective along with their goals and challenges.²⁷

The empathy map is a simple canvas, one sheet, divided into 6 areas and a set of support questions. The areas relate to the user's interaction with the world and his/her inner feelings. One sheet is one target group or a corresponding Persona (information above).²⁸





- Who else and how is it influencing this user?
- What media does the client use? What authorities does he trust?

THINK & FEEL

Once we know what the user sees and how the environment affects him, we try to determine what thoughts appear in his head on this basis; eg "How to justify a new IT investment?", "It must be shorter!".

- What's important to him/her?
- What are the aspirations of the user?
- What is of special importance that does not speak about it openly?
- What are his/her dreams?
- What is he feeling, what is moving him?

SAY & DO

The user with his/her thoughts goes into action. So what does he/she say and do in public? eg "Confident in relation to the boss, even though he/she does not know if it is the best solution", "I will cut costs!".

- What is her/him attitude on the outside?
- What does it appear to be?
- What is incompatible with what he/she thinks and what he/she does?
- What is his/her behavior towards others?

Tips - What to do during the session?

1. Always do a one-to-one mapping

Follow the rule, "one persona per map." This means, if you have multiple personas, there should be an empathy map for each. Mixing different personas in one map won't give you valuable insights.

2. Create a context

Start by defining who will be the subject of the empathy or persona map and what they will do or the goal they want to achieve. It is worth mentioning where the subject is in trying to achieve this goal; for example, it is a tourist at the airport who wants to order a taxi via a mobile application. The purpose of creating context is to make sure that the team understands and empathizes with the subject.

3. Add basic character traits

Before you start asking questions, make sure your team is ready to transform into a user personality. Here are some simple tricks to help you get your team in the right mood and make your persona more real:

- Give the person a name and position.
- Provide personal details. You can draw eyes, mouth, nose, ears or hairstyle to distinguish a person from other profiles.

The construction of empathy maps consists in filling in its fields with answers to given questions.

SEE

We indicate the user's observations, elements that the user comes into contact with in his/her environment and which relate to our situation / problem, eg "he/she gets expensive offers", "lives in a minimalist environment".

- What does he see around himself and in the market?
- Who/what does the user have in his environment?
- What problems does she encounter at work?
- What offers from the market does it receive?

HEAR

Here we indicate how the environment influences our user, that is, what he hears; for example, "Apparently everyone is switching to Office365", "They are reading the XYZ blog".

- What are the customers saying?
- What trends is the market telling him about?
- What does his boss say, subordinates?
- What are the influencers saying?

UNIT 4

Marketing

4. Encourage team members to talk about their thoughts

After defining the basic characteristics of the persona, it's time for the main session. The team brainstorms questions such as "What kind of pain does the user experience when using the product?" Each team member should write down their answers on sticky notes and stick them to the map. It's important for team members to talk about their post-it notes as they put them on the empathy map. By asking questions, you can get deeper insights - for example, why team members really think the way they think - which could be valuable to the rest of the team.

5. Summarize the results

At the end of the session, review the completed empathy map and discuss any patterns. Encourage team members to share their thoughts on the session. Ask them what new insights they have learned that will help them during product development, or what hypotheses they have about the users they would like to verify. When you have gathered all the information, organize it into a summary and share it with your team members.²⁹

23 <https://poradnikprzedsiębiorcy.pl/-role-w-zespole-czyli-stworz-idealna-grupe-projektowa>

24 <https://www.agnieszkakaim.eu/2019/08/zespół-projektowy/>

25 <https://www.gov.pl/web/popcwsparcie/kim-jest-persona-i-czy-wartoj-wykorzystac-przy-budowie-produktow-projektu>

26 <https://uxeria.com/jak-stworzyc-persone/>

27 <https://www.uxbooth.com/articles/empathy-mapping-a-guide-to-getting-inside-a-users-head/>

28 <https://productvision.pl/2016/mapa-empatii-najprostszy-sposob-profilowania-uzytownikow/>

29 <https://xd.adobe.com/ideas/process/user-research/10-tips-develop-better-empathy-maps/>



Marketing includes all kinds of activities in the organization that support the sale of services or products. Such activities are supported by various techniques and tools. Apart from supporting sales, an important role of marketing is also building brand awareness and its position on the market.³⁰

The marketing process should look like this:

- Understanding the market and customer needs,
- Creating a marketing strategy,
- Construction of a marketing plan and program,
- Building relationships and positive customer experiences,
- Obtaining value from customers, and as a result generating profits and capital.

The first four stages are aimed at creating value for the customer and building a relationship with him, while the last stage involves harvesting the harvest - value from the customer.³¹

Marketing is a long-term process that consists of several elements. The classic definition of the marketing mix (4P) includes:

- product - what we have to offer to our customers. The product should be tailored to the needs of our customers as best as possible, so as not to create them artificially,
- placement - how our product will be distributed,
- promotion - activities aimed at publicizing the product / project and reaching recipients. You can talk about advertising as one of the elements of promotion,
- price - the price should be set after adding up all costs and finding out what price the competition is offering.³²

The modern concept of the 4P marketing mix includes the following elements:

- people - marketing success depends on hiring people, so it is important to increase the marketing awareness of all employees,
- processes - control activities that, in the long term, allow for establishing relationships with the environment,
- programs - take into account activities focused on the customer and going beyond the traditional 4P (e.g. in the field of online activities),

- performance - inform about the company's development based on the financial and non-financial measures used³³

The 7P concept is an extension of classic marketing 4P. It has been expanded to include 3 additional elements:

- Process,
- People,
- Physical evidence³⁴

The 4C concept is a customer-oriented concept. It presents a slightly different view than the principles of the 4P or 7P models. 4C Marketing includes:

- communication - two-way communication between the client and the company; the manufacturer takes into account the customer's suggestions, and not only informs them,
- convenience - convenience of purchase are all the amenities that affect the recipient when purchasing goods,
- customer value - this factor relates to the benefits that the product provides to the customer,
- cost - the expense that the customer must incur.³⁵

The main task of marketing activities is gaining customers and maintaining the existing ones. Marketing techniques should be selected in such a way that the activities are as effective and efficient as possible and that the high quality of the activities is maintained at all times. You need to take into account, for example, demographic factors, market needs or defining the target market.

Two groups of marketing activities can be distinguished - traditional and internet marketing.

The first one consumes both a lot of time and money. It uses various media to present offers. We can distinguish here radio, television, printed press, printed magazines, billboards. It has been used for a long time and is a very effective form of promotion, especially on the local market. However, traditional marketing is very costly for international markets. This is where internet marketing comes in handy. It can, through its capabilities, minimize advertising costs. Its advantage is that it can function separately or in parallel with traditional marketing. Internet Marketing is a medium to promote products / services via the Internet. It is a type of marketing

without which we cannot imagine our life today. It is definitely faster and cheaper compared to traditional marketing. As part of internet marketing, we can distinguish various services such as: Search Engine Optimization (SEO), search engine marketing (SEM), e-mail marketing, SEO copywriting, website development, pay per click (PPC) advertising, banner advertising, creating directories, blogs. It is a very economic strategy because it enables the promotion of a product / service both domestically and worldwide without any additional costs.

Internet marketing is a much more economical form and you don't need so many hands to work. It also allows you to perform various operations 24 hours a day, 7 days a week. However, it is worth bearing in mind that traditional marketing has been a valued form for many years and when properly used, it can bring the company a lot of benefits.³⁶

More about marketing and tools in agenda of DAY 3 and DAY 3 online.

30 <https://contentninja.pl/marketing-internetowy/>

31 <https://questus.pl/blog/marketing-definicje-cele-funkcje/>

32 <https://contentwriter.pl/elementy-marketingu/>

33 <https://verseo.pl/marketing-mix-co-to-jest/>

34 <https://charzynska.pl/nowy-marketing-mix-7p-4c-save/>

35 <https://www.devagroup.pl/blog/marketing-4p-7p-i-4c-czyli-trzy-koncepcje-na-marketing-mix>

36 http://ekonomik-lomza.moodle.org.pl/pluginfile.php/4651/mod_resource/content/1/3-2-1.pdf



UNIT 5 Innovation and sustainability

Innovation today is something companies take into account in their strategy. The changes taking place on the market force companies to look for newer and newer solutions and go beyond the usual patterns.³⁷

The name of Schumpeter is closely related to the concept of innovation. As innovation, he understood all possible changes in the production and distribution of goods. Thus, innovations can be:

- launching a new product / service on the market, but also changing the existing one,
- introduction of a new production method,
- introduction of modern technologies,
- finding and developing new outlets,
- use of new raw materials and components,
- new forms of organization (inside and between organizations).

He distinguished 3 phases during the change process:

- idea,
- introducing innovation,
- diffusion of innovation.³⁸

Innovative projects have certain features. We can distinguish here, among others time to implement the solution. It plays a key role in innovative activities of various kinds. This is because a given solution only makes business sense over a specific period of time. This affects the unstable conditions of the entire process, which requires an innovative approach to management.

Another feature of innovation relates to the overall goal of the project - it is usually very generally defined. This is due to the fact that the project initially starts with an initial vision that becomes clearer and more detailed over time.

The next element is the uncertainty that makes it impossible to define the details of our solution in advance. It is also a risk, as we may fail as many times as an opportunity, because accepting uncertainty means flexibly responding to the various circumstances that may befall us.

Variation is also an important feature. Therefore, we are not able to predict what will be the final solution of our project and it changes easily and often. It is an extremely characteristic part of innovative projects.³⁹

Managing an innovative project may pose a number of challenges, which mainly result from a high level of uncertainty or variability of its course. Because of this, it is sometimes difficult to define certain tasks when starting a project. Be flexible as the situation changes and adapt quickly to change. Innovative projects are characterized by high dynamics of changes, the need for continuous learning and verification of the initial assumptions. Innovative projects also often require high financial outlays.

Managing such projects is often a series of trials and errors, the need for constant learning. Such actions are treated as an opportunity that can be seized.

When implementing innovative projects, it is worth drawing on, for example, lean management practices, design thinking, prototyping, techniques to stimulate reactivity and create space for open, creative thinking. Therefore, it is worthwhile to enrich your knowledge and use many different solutions, so as to provide projects with a greater chance of success.⁴⁰

The Golden Circle

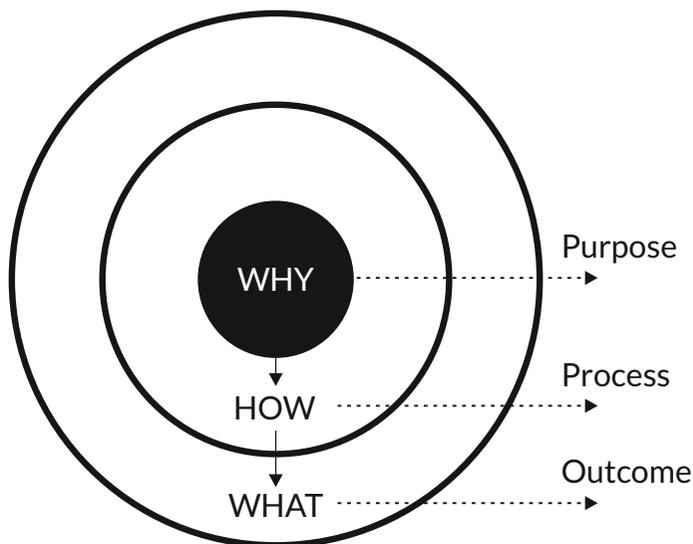
The golden circle concept is one of the breakthrough business concepts. According to this idea, the 3 most important questions that the undertaking should ask itself are:

1. Why?
2. How?
3. What?

This concept is called the "golden circle" because its author - Sinek, presented his idea in the form of a system of three circles, in the center of which there is a circle with the inscription "why".⁴¹

When we talk about a given action, we first talk about WHAT we do, HOW we do it, and finally WHY.

Sinek thinks it should be quite the opposite. So you should start from within the circle, that is, with the idea and vision.⁴² Thinking like this, you can build a group of brand supporters who will promote and recommend it because they simply like it and trust it (Simon Sinek "People don't buy what you do, people buy why you do it"). Therefore, it is worth starting with this basic question: "Why?"⁴³



5xWHY method

The 5 Why method is a practice in the field of problem solving. It is based on a series of questions that help to get to the bottom of a given problem, and its aim is to identify the real cause of the lack and eliminate it. Ultimately, to prevent a problem from recurring, we need to identify it well. Correct identification of the problem, breaking it down into its first parts and removing it mean that the risk of its recurrence is significantly reduced.

5 Why analysis should always include two aspects - why the problem occurred and why it was not detected.⁴⁴

To start problem analysis, collect as much information as possible about the problem that has arisen. The more details we know, the more chances we have of identifying the real cause of the problem. Consider what actually happened when the problem occurred, what is its scale and what are the consequences.

When creating a diagram, it is important to look at the problem from different angles, which may allow you to increase the number of ideas for the solution as well as the identification of the problem. After the problem has been discussed and described, ask the question "why?". Responses must be based on facts, actual data, not assumptions or opinions. The question may be asked an unlimited number of times until the most thorough problem is found, which then causes further difficulties.

Once the cause of the problem has been found, it's time to take corrective action. You should discuss this with your team, brainstorm and plan together the next steps that will be most appropriate in this situation.

An example of using the 5xWhy method:

Why were parts of the pipe with incorrect dimensions welded?

Because at an earlier stage, the wrong elements were grafted.

Why were the wrong parts stuck?

Because the wrong elements were selected at the previous stage.

Why were the wrong elements selected?

Because the worker completing the elements for welding did not recognize the correct elements.

Why did the employee not recognize the correct components?

Because there are no markings on the elements.

Conclusion - a method of marking elements should be introduced so that they are easy to recognize by an employee or another solution that prevents incorrect selection of materials.

Note that other questions may arise and that sometimes a question may have two or more answers. Therefore, 5xWhy analysis can often turn into a very large tree with many issues.⁴⁵

The 5xwhy method is most effective for problems that arise from one root cause. The more possible causes for a problem, the more difficult it will be to use this method correctly.

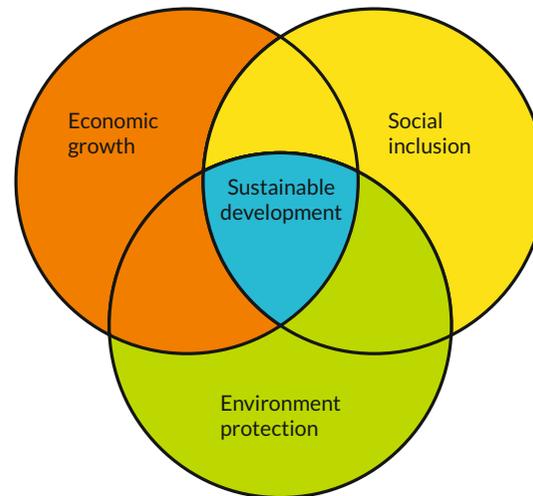
One of its most important advantages is simplicity, as it does not require specialized preparation, training or equipment. It can be used in any industry, organization or project. Undoubtedly, it encourages analytical thinking and independent search for a problem, which translates into an increase in the involvement of colleagues. In addition, it not only allows you to focus on finding and eliminating the root cause of each problem, but also motivates the team to

greater involvement and contribution to the development of the project or to share their own ideas for improvement.

More about method and tools in agenda of DAY 3 and DAY 3 online.

Sustainability

Sustainable development is defined as meeting the needs of people today without limiting future generations' ability to meet their needs. It requires a concerted effort to build a sustainable and disaster-resistant future for all people in the world. For sustainable development to be achieved, the consistency of three elements is important: economic growth, social inclusion and environmental protection. They are extremely essential for achieving the welfare of the whole society. A prerequisite for achieving sustainable development is the eradication of all forms of poverty. To this end, it is important to promote sustainable economic growth, focus efforts on creating more opportunities for all, and strive to reduce inequalities and enable a basic standard of use to be achieved. Building a fair social development or promoting and sustainable management of natural resources and ecosystems is also an important issue.⁴⁶



37 <https://gazeta.sgh.waw.pl/po-prostu-ekonomia/kiedy-projekt-jest-innowacyjny-jak-zaradzac-projektem-innowacyjnym>
38 https://mfiles.pl/pl/index.php/Innowacyjna_teoria_przedsi%C4%99biorstwa
39 <https://innovaops.pl/projekty-innowacyjne-od-wizji-do-przelomu/>
40 <https://gazeta.sgh.waw.pl/po-prostu-ekonomia/kiedy-projekt-jest-innowacyjny-jak-zaradzac-projektem-innowacyjnym>
41 <https://www.corazlepszafirma.pl/blog/zloty-krag>
42 <http://insource.marketing/blog/zaczynaj-od-dlaczego>
43 https://www.homesquare.pl/strefa_pro/zlote-kolo-koncepcja-podstawowe-pytanie-stawiane-przez-nowoczesnego-lidera/
44 <https://leanbooks.pl/a12,metoda-5-why-jak-dziala-oraz-dlaczego-warto-ja-stosowac.html>
45 <https://www.menedzer-produkcji.pl/artykul/problem-solving-wszystko-co-trzeba-wiedziec-o-rozwiazaniu-problemow-w-przedsiębiorstwie>
46 <http://www.unic.un.org.pl/strony-2011-2015/zrownowazony-rozwoj-i-cele-zrownowazonego-rozwoju/2860#>

UNIT 6

Financial structure



Each project needs financial resources. Consider how you can raise funds and how to manage them. It is worth setting such rules at the very beginning of our activities.

When planning the budget, please specify the type of project to be implemented. For this, it is worth considering certain factors:

- time period during which the project will be implemented,
- employee involvement - what we can do inside and what we have to outsource,
- feasible frequency of cost and project implementation control,
- sources of financing - own funds or an additional source of financing,
- planned effects of the project - both countable and uncountable.⁴⁷

The next step is the forecast of revenues and costs of a given project. It is a very time-consuming stage and requires a lot of responsibility. When preparing a budget plan, we can use various methods. The first is an order of magnitude forecast. It is not very precise, but very important, especially in the early planning phase, to determine whether a given project will be worth approximately EUR 5,000, EUR 200,000 or perhaps EUR 1 million. This type of forecast must be systematically specified in order for the data to be as current as possible. It is very good as an initial stage in budget planning from which to move on to further work.

Another type of cost forecasting is the budget forecast. It is much more accurate than the previous kind. It can be done only when we already have quite a lot of details about the implementation of the project, time, specific tasks, etc.

The last type is a definitive forecast. This is the most detailed method listed. This forecast should best reflect the real costs of the project. The final forecast is made already during the project implementation.

An important element that should also be included in cost planning is cost budgeting. It means making the forecast prepared earlier and consists in estimating the costs of specific tasks. For example, in the case of tasks that require

long-term work, multiply the unit costs (e.g. cost per hour) by the number of units (planned work hours).

An extremely important element is cost control, which is related to the dynamics of implemented projects. First of all, consider how often you need to analyze project cost reports. You can't do them all the time, but you can't take too long breaks either. The second important issue is how the information in the reports is used. The knowledge that comes from the reports should be compared with the forecasted costs on an ongoing basis. Thanks to this, you can control the financial side of the project and constantly assess whether the project will fit within the assumed budget or not.⁴⁸

Example of budget for SPB purposes:

BUDGET ELLIGIBLE COSTS
(THIS IS NOT THE FINAL LIST OF ELIGIBLE COST, IF YOU HAVE ANY DOUBTS ALWAYS CONSULT YOUR COSTS WITH INVESTOR)

PERSONAL COST	TRAVEL COST	MEETINGS & EVENTS	EQUIPMENT (RENT/BUY)	OTHER
<p>EXAMPLES:</p> <ul style="list-style-type: none"> • SPEAKER/LIVING LIBRARARY/ARTIST PAYOFF • EXTERNAL EXPERTS (WORKERS, TRANSALTORS, ETC...) 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • TRAVEL OF THE EXTERNAL EXPERT • TRAVEL FOR SPECIAL PURPOSE OF THE PROEJCT • TRAVEL FOR MEETINGS/EVENTS • ETC... 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • MEETING ROOM RENT • CATHERING FOR THE EVENTS • OFFICE & OTHER MATERIAL FOR THE MEETINGS AND EVENTS 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • TOOLS/EQUIPMENT NEEDED FOR THE PURPOSE OF THE PROJECT (PREFERABLY RENTED) • COMPUTER, DATA PROJECTOR, OTHER HEAVY TOOLS OR MACHINES... 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • ONLINE TOOLS/PLATFORMS/LICENCES • REPRESENTATIONAL MATERIAL CONECTED TO THE PROJECT • ENTRANCE TICKETS/OTHER PROJEXT REALTED MATERIAL

 **SOEN**
PlaNET Social ENTERprise
EXPLORING YOUR REALM

Among the evaluation criteria we can distinguish:

- effectiveness - this is a criterion to assess the extent to which the assumed goals have been achieved. If the goals have been achieved, we can say that our venture is successful,
- efficiency - it allows to assess whether our project is economical, taking into account the ratio of incurred inputs (financial, human resources, work time) to the results and results obtained,
- utility - thanks to this criterion, we can identify the extent to which the evaluated activities contributed to solving the problem in the area covered by the intervention. Usability cannot always be seen through the prism of the goals of activities, it is often focused not only on acquiring new knowledge or skills, but also on establishing contacts or social activation,
- relevance - this criterion allows to assess to what extent the adopted goals and methods of project implementation meet the needs of the beneficiaries,
- sustainability - allows to assess whether the effects of the project will be able to last after the completion of the activities.⁵¹

Ex-ante evaluation - is carried out before the activity, its aim is to assess the accuracy of the planned activities in accordance with the project objectives. Mid-term evaluation - during the project duration, the achieved stages, products and results are assessed. It makes it possible to modify the project so that it better meets the intended goals. Ex-post evaluation, which is the most popular type of evaluation. It is carried out after the end of the project, its aim is to examine long-term results, as well as to assess the implementation of individual stages and the degree of achievement of the assumed goals.⁵²

More about evaluation and tools in agenda of DAY 5 and DAY 5 online.

Evaluation

Evaluation is a process whose task is to determine whether a given project has achieved its goals. Evaluation may be carried out at any stage of the project.⁴⁹

Evaluation can have many purposes. We can do it for:

- research on the needs of e.g. beneficiaries,
- determining the goals of our future activities,
- improving actions that have already been taken,
- learning about the mechanisms of implementing programs and projects and increasing the effectiveness of those already in progress,
- supporting the decision-making process,
- identifying the strengths and weaknesses of the organization,
- catching emerging problems,
- determining whether the goals have been achieved and what can be improved to achieve better results.⁵⁰

Gamification

Gamification is the use of game elements in non-game situations. Its most common goal is to engage the audience. This concept was considered one of the greatest discoveries of management, and is now more and more often used to build relationships with the client.

The term "gamification" was first used by British computer game programmer Nick Pelling in 2002. The success and flourishing of computer games contributed to the willingness to use the same mechanisms outside of gaming areas. The development of gamification falls on 2010, when American companies started to use it in management.⁵³

Gamification is a great element supporting the sales, recruitment and promotion process. When designing elements of gamification, it is necessary to take into account: for whom, for what purpose and how long a specific action is to last. It should also be taken into account what effect is to be produced and what the game is supposed to give to the participants. It is built like any other activity. Therefore, it is important to design them, implement them, guide them, verify them at every stage, and finally summarize them.⁵⁴

We can use gamification in many areas of life, and we are often not even aware that we are dealing with it - by filling out the form on the website, we see that 72% of us are already behind us, logging on to a given platform, we see a message that the stage on where we are is 5 out of 8, employees with the best results are rewarded at work, and when we are shopping we collect points which we can then exchange for rewards. This is all gamification. We can meet it in offices, on the streets, at work. Its mechanisms can be used to increase employee motivation, improve commitment, communication and strengthen relationships in a group, to promote a product / brand, increase its recognition, build good relationships with customers, which then translates into increased sales revenues and greater customer confidence in purchasing more products in the future. In addition, gamification can also be used during education to involve students in work, increase their motivation to act, and get them interested in a given topic.

Among the gamification mechanisms we can distinguish:

PROGRESSBAR

Often, we do not even think about the fact that the information about how many courses / lessons are behind us translates into our commitment to action. When we do not know how much is behind us and how much is ahead, the path that awaits us seems longer and the goal less clear. So a progress bar like this makes a huge difference. One of the first places where it was introduced was the registration form on LinkedIn. Completing the profile is time-consuming, and the information that it is close to the end motivates you to finally find a moment for it.

POINT SYSTEM

How many points you get in a given game is very important. Based on this, ranking lists are created and you can see the differences between the individual participants. It works like a magnet and users want to get better and better. Points can be awarded for various activities. In marketing - for the purchase of a given product, for logging in to the application, for writing an opinion about the product. In e-learning - for completing the task (the student himself chooses whether he wants to do a simple task with fewer points or more difficult - with higher scores), preparing his own additional materials, completing all tasks related to a given topic. At work - during an interview, where the candidate solves various tasks and his results can be compared with other participants.

RANKINGS

Healthy competition gives us wings and makes us approach our tasks with greater enthusiasm. You can compete inside the group, between groups, inside the institute, between branches / departments, among students - in the class, school, city, country. Such rankings can be used in companies as an incentive system - granting material and non-material prizes to the best participants, as well as to entire groups, which may translate into strengthening the ties in the team and increasing employee involvement. As part of the advertising campaign - for the most active customers of a given brand, you can also plan gadgets, free products, discounts.

A NOTE OF MYSTERY

In gamification, while performing various activities, we can unlock new levels with further challenges. It is very exciting and the user is curious about the unknown and the inaccessible. The user's motivation increases in proportion to the increase in his curiosity, and his commitment will be at a high level, even to see what will happen to him in the next parts.

A REAL GAME

Gamification is not only about online activities. An interactive form can also be proposed during a classroom lesson, an integration meeting at work or an innovative advertising campaign in the city center. Participants will have to face various challenges, logically connect different elements with each other and find the right solution as in an escape room game.⁵⁵

Examples include such exercises as Marshmallow challenge, the Alliepress shopping application, the Gather Town online meeting platform, Answergarden application that allows you to build a cloud of ideas, applications for creating mind maps, applications for random decision making, quizzes checking knowledge, surveys needed to collect answers feedback, online Trello application for organizing tasks, application for creating check-lists - checkli.

Gamification in the training process

While preparing a training it is important to keep participants active and involved during the whole process. Training needs to be attractive and dedicated to the participants needs.

During our training we have prepared progress bar gamification that gave us the overview of what we did and we achieved.

Attached you will find the scheme of project SOEN3 gamification. It shows the ladder with steps to be overcome.

In the beginning of the training you need to prepare a drawing or printing (A1-A0 format) with a ladder and a small figure/person/human contour as a representative of participants (separately not as a part of the drawing with a ladder). As a group you should name this addition al participant f.ex. Johny and put him in front of the ladder.

Each day in the morning all checkpoints and themes that will be covered this day should appear. Topics should be separated on different ladder steps (if you cover by one day 3 different topics you need to have ladder steps).

In the evening, during day evaluation session, it is important to move “Johny” and give him a chance to stay on each step. With every step you need to underline knowledge and competences you gained. The competences and knowledge should be written on the right side of the ladder. All participants should agree to tick the competences (so all should declare that they have it).

After the training during last evaluation we all can see what we did, what we achieved and how long the journey was.

School training scheme

After attending international training courses on a School Participatory Budget and project development and making your own project, now it's your turn to pass on your knowledge to your peers. Through informal methods, this handbook will provide you with all the support you need to promote a 4-hour workshop on the subject. The workshops in SOEN3 project is called 'SPB and MPB Multiplier Event – peer-to-peer workshops'.

First of all, you should promote and advertise your workshops to your peers by motivating them to learn simple steps on how to create and manage social projects.

To conduct the workshop, you will need a room with the necessary conditions and materials to receive participants and promote the activities you have prepared.

Make sure you ask for all necessary permits and that your schedule is the most appropriate for your group.

In the diagram below you can find a proposal on how to implement your workshop, always pretending to adapt it to your own reality!



Time	(4 hours, according to your school schedule and availability)
Main objectives	<ul style="list-style-type: none"> • Present general information about the project and the agenda of the meeting • Define what are Municipality Participatory Budget and School Participatory Budget • Presentation of completed projects as part of the School Participatory Budget • Generation of ideas and simulation of School Participatory Budget • Evaluation of process
Equipment/materials needed	<ul style="list-style-type: none"> • Program and the objectives of ME (written/printed). • Paper tape. • Markers. • Pens. • Computer. • Projector. • Speakers. • Coloured post-its. • Flipchart and markers for flipchart. • Papers. • Equipment for specific selected teambuilding exercises. • Flipchart with words: Municipality Participatory Budget. • Book definition of Municipality Participatory Budget. • Worksheet (social enterprise business models). • Prepared 3 posters / boards / flipcharts / Padlets / Jamboards with suitcase, basket and white stain.
Step by step description	<p>09.00h Presentation of the context of the Multiplier Event, Objectives and Program of the workshop. Talk a little bit of SOEN 3.0 project and its international trainings. A flipchart with the objectives, that should be achieved in the end of the ME, should be fixed in the wall, to be visible for everyone during the workshop. The same should be done with the program (activities, schedule and breaks) - 10 minutes.</p> <p>09.10h Team building/name-game. If the participants already know each other use team building game, if it is their first meeting use name-game first: 10 - 40 minutes. (games suggestions in Annex 1)</p>

Step by step description

09.50h | Definition of SPB and MPB.

Write "Municipality Participatory Budget" in the centre of the board/flipchart and circle it. Divide the youth into teams of three and ask them to write as many words as possible associated with this. Each word on a separate note.

The cards should make the rays of the sun - ask the representative of each group to read and stick the cards to the board / flipchart. If any word repeats, extend the "ray" of the sun.

Together, make the definition of Municipality Participatory Budget starting from the most common answers. Then read the book definition.

Then talk about translating a Municipality Participatory Budget to the school level as a School Participatory Budget - **10 minutes.**

10.00h | SPB in the school - our projects

For this part, it is necessary to prepare materials in advance - a film, posters, photos, etc. on the various stages of the project - initial plan, planning, submission of applications (filling, competition, promotion), implementation of activities, division of duties - **15 minutes.**

10:15h | Social projects in our school/city.

Divide the participants into groups of 3-5. Each group should consider their idea as part of a school's participatory budget. Considering the chosen social project, follow these steps:

- Idea generation
- Social aspect of the project
- Gantt chart for the project

More details on project planning and execution can be found at Worksheet. - **80 minutes.**

11.35h | Projects' presentations.

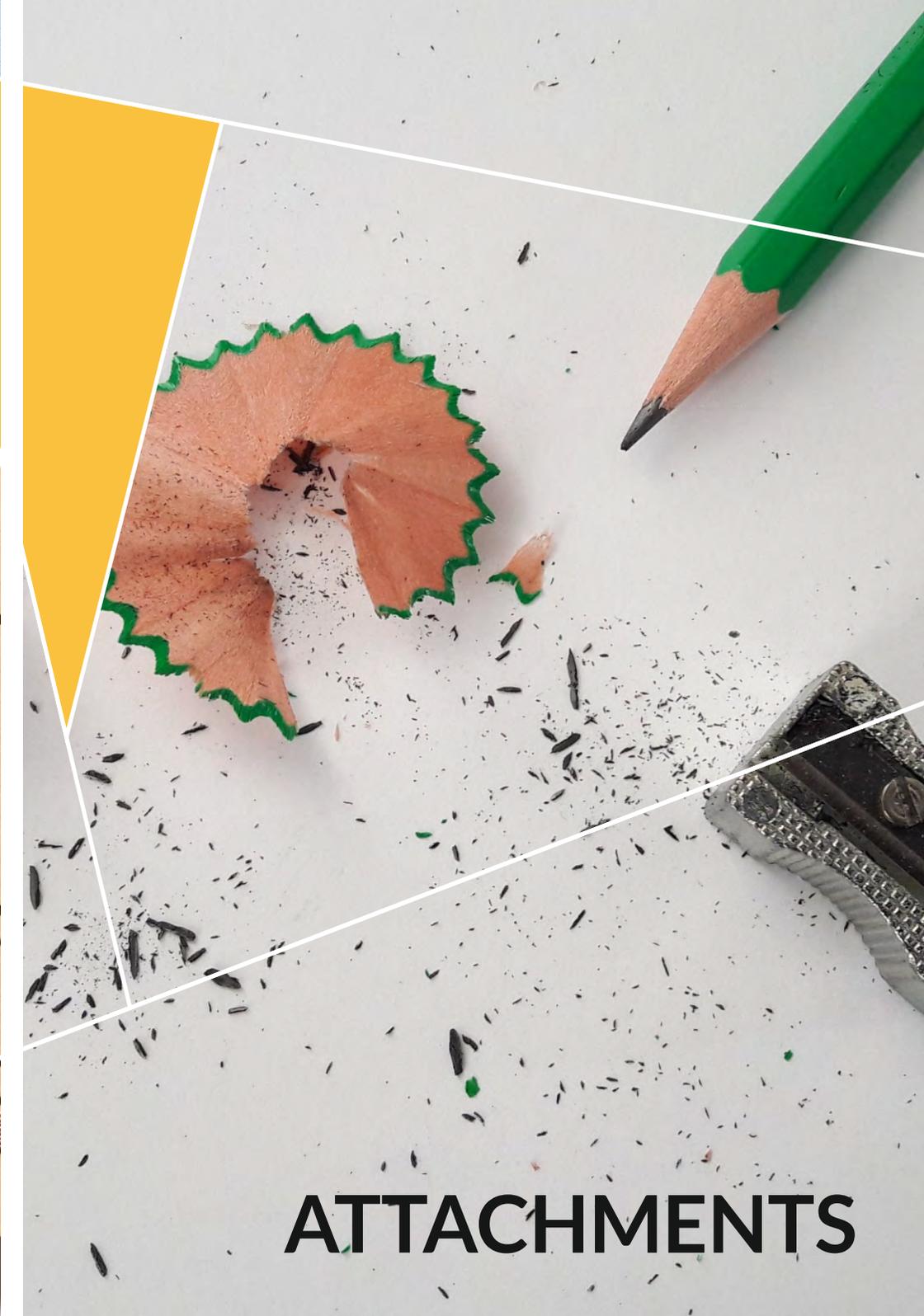
Each group should summarize the process they carried out in their group. It is the time to present your idea, basic assumptions, budget outline and analyse it in the group forum. - **15 minutes.**

11.50h | Space for questions and summary.

Suitcase, basket, white stain - evaluation

Ask participants to reflect on today. Prepare 3 posters / boards / flipcharts / Padlets / Jamboards in advance. On the first of them you should put a suitcase graphic, on the second - a basket, on the third - a white stain. Suitcase - what you got from today, the best part of the training, what I will tell my friends about, Basket - the worst part of the training, White stain - something missed. Each of participant can add post-its to each flipchart. - **10 minutes**

12.00 | Thank you and Goodbye!



ATTACHMENTS

Agenda of DAY 1

Training on School Participatory Budget [SPB], social business models [SBM], project development
TEAMBUILDING DAY 1, Session plan

Time 9:30 to 18:00 with breaks & lunch

Main objectives

- Introduce participants names
- Work on group building
- Question about fears, expectations and contributions
- Introduction to project

Equipment/materials needed

- Markers
- Pens
- Post-its
- 20 sheets of paper (format A0 - a flipchart)
- markers/crayons
- 4 meters of a cord
- scissors
- wide tape, paper tape
- 5 Raw eggs (one for each group + extras in case of accidents),
- 5 rubber bands (each group),
- 2 meter of string (each group)
- 2 balloons ~10 (each group).
- blanket
- Marshmallow
- spaghetti (125 sticks)
- tape (5 pieces)
- string (10 m)
- 20 minutes counter
- metr/ruler
- paper clothing items
- cards with animals
- clips for paper clothing

Step by step description 09.30h | Official welcoming and short presentation of the groups

09.45h | Energizer Punctual Paulo

This is a quick activity to help team members remember each other's names.

Step by step description

Running the Activity

1. Ask the participants to think about an adjective that begins with the same letter as their name.
2. Form a circle and ask each participant to say their name with the adjective, in turns
3. After all the participants speak, ask them to go clock-wise telling the name and adjective for the person at their side.
4. After a few turns, ask the participants to repeat step 3 going anti clock-wise.

10.15h | Ice Breaker Magic Wall

Divide participants into two groups. Raise a tarp or blanket of some sort between the two groups (the point is that neither team can see each other). Each team sends one of its members up to the edge of the tarp or blanket. The people holding the tarp or blanket count to three and the tarp or blanket is dropped. This leaves two participants staring at each other. Whichever can yell out the other's name first 'wins'. The 'loser' then joins the 'winners' team and the game begins again until all the participants are on one side.

10.35h | Team Building The Marshmallow challenge

Objective: To construct a tower as high as possible using only spaghetti and masking tape, string.
The marshmallow must be placed on the top of the tower. The tallest tower still standing unassisted wins.

Opening Instructions (according to marshmallow.com):

Divide participants into groups of 4-5. Two groups can share a table.

"One of the keys to starting a successful business is teamwork and problem solving. This requires creativity, innovation and thinking outside the box, but also being able to develop a plan and execute it as a team.
In the Marshmallow Challenge your team is going to have 20 minutes to work together to construct a spaghetti tower that has a marshmallow on the top. The winning team will have the tallest tower standing unassisted.

Here are the rules:

1. Your team may only use the materials provided. This includes one yard of masking tape, 25 sticks of spaghetti, and your marshmallow.
2. You may not use any other materials to assist in the support of your tower.
3. You will have only 20 minutes. Marshmallow must be on the top of the tower when time is called and your tower must be standing unassisted.

Step by step description

4. Measurement is a vertical measurement from the table top up.
5. You may stick masking tape to the table top.
6. Spaghetti may be broken into smaller pieces. However, once broken, pieces may not be replaced.
Ok, remember 20 minutes, tallest tower wins, marshmallow must be on top, and no cheating! You may begin”
During team activity: Monitor team progress and remind tables of the rules if necessary.
Completion of team activity: When two minutes remain, give an announcement that there are two minutes remaining. Then also at one minute. When time is called, measure the height of each teams’ tower. Declare a winning team.
Summary: You may want to ask a couple of teams that were successful, what was their secret? Discuss challenges and things they would do differently next time.
Close with this wrap up.

“The Marshmallow Challenge is an activity done to help business leaders realize the power and challenges of team problem solving. Thousands of groups have done the activity and there have been some interesting statistics that have come out of these studies.

1. One of poorest performing groups on average are College graduates with Business Majors (an average of 20 inches.) The reason...they have been told that problem solving is a linear solution where you plan, and then execute a plan. They work to the very end, place their marshmallow on top and have either an “aha moment” or more often an “oops moment”.
2. One of the best performing groups is another group of graduates... graduates from Kindergarten. Kindergarteners average 30 inches. Why, because they have a natural instinct to prototype. Much like when playing with blocks as a toddler. They start with the marshmallow and build up. Plus they don’t have the natural power struggle within their teams that adults develop.

11:20h | Break

11:40h | Team Building - Egg as a pilot

Aim:

Make the team cooperate about a specific case, to strengthen its members' skills to work together.

The task is to move an egg from a certain height (around 5 meters) down to the ground without breaking the egg (for example out of a window). The egg can be protected and/or assisted during this dangerous journey only by the materials handed out.

Step by step description

The egg may not be boiled, fried or changed in other ways. It has to be the raw egg.

Steps:

1. Divide the group into small teams (about 3-4 participants in each group).
2. Explain the task to the student and tell them that the task is to protect the egg from breaking from a high drop, only with help from the materials handed out.
3. Consider to separate the groups, to prevent them for copying each other ideas.
4. Give the students 10 minutes to make a plan on how to solve the challenge. In this period, no one is allowed to touch the materials or the eggs.
5. After 10 minutes, the materials and the raw eggs are handed out.
6. Give the students 15 minutes to prepare the flight of the egg.
7. After 15 minutes, the eggs are thrown out from the window (or from what height you decided to have in your challenge).
8. The groups that have eggs landing on the ground without breaking have solved the challenge.

12:25h | Team Building Skiers

Aim: To get people working and talking together, sharing a common goal, experiencing group work.

Steps:

1. The group should consist of 5 people. You must prepare the right amount of sets of required materials.
2. Inform the participant about their goal and rules:
 - The task of every group is to prepare two skis on which 5 people move together. Skis cannot be attached to the shoe or foot "permanently".
 - 5 people from each group moving on skis, 1 person is technical support.
 - Time for groups to prepare skis: 20 minutes.
 - Participants can decorate their skis.
3. Keep the track of time, while the groups work.
4. Determine the starting line and finish line (route of approx. 15-20 meters).
5. The teams should race on the track, at the same time.
6. Prize: the winning group can receive a gift - e.g. chocolate, you can prepare sashes or simply reward the winners with a big round of applause from other groups.
7. The game gives insight for the teacher/trainer about: group work competences of students/participants, potential leaders of groups. The game also starts a process of making a team out of the individual participants.

Step by step
description

13.00h | Lunch

14.30h | Energizer Find your pair

Find your pair is a really funny energizer to get everyone moving and laughing.

1. Count the number of participants (even number is required, so decide to include yourself or not based on it)
2. Divide the number for participants by two to decide how many animals will exist (say 20 participants, so there will exist 10 different animals)
3. For each animal, write its name on two post it
4. Distribute the post it to the participants asking them to not show it to anyone
5. Ask everyone to move around the room
6. Instruct everyone to cover their eyes with their hands, make the animal noise and try to find their pair

14:45h | Presenting the program of the training, project SOEN3 and methodology of SPB

15:15h | Fears, Expectations and Contributions - Linen string

Participants receive drawings of clothing items - Tshirt, shorts and socks. Each piece of clothing refers to a different area: fears, expectations, suggestions. Each participant writes his ideas on the appropriate pieces of clothing. Wardrobe items should be hung on strings in the room. We all read all the "clothing".

15:45h | Rules during the training

Together with youth prepare a set of rules and all should sign. All participant should agree on each rule. Rules e.g. "Be on time".

16.00h | Break

16:15h | Our entrepreneur ideas

Participants are given flipcharts and markers to prepare poster of their entrepreneur ideas using mind mapping and graphics. (60 min)

Include information on your mind map:

- In the center, the title of the initiative
- Who is the initiative for (who will benefit)
- Who will realize
- Resources
- Deadline
- Objective
- Expense
- Risk

Presentation of ideas.

Step by
step
description

17.50h | Day Evaluation

18.00h | Dinner

19.30h | International evening

Agenda of DAY 1 online

Training on School Participatory Budget [SPB], social business models [SBM], project development
TEAMBUILDING DAY 1, Session plan

Time 9:30 to 18:00 with breaks & lunch

Main objectives

- Introduce participants names
- Work on group building
- Question about fears, expectations and contributions
- Introduction to project

Equipment/materials needed

- Marshmallow (one piece for each group)
- spaghetti (25 sticks for each group)
- tape (1 piece for each group)
- string (2 m for each group)
- Flipgrid application
- whiteboard like Jamboard/Padlet or <https://conceptboard.com/> or <https://drive.explaineverything.com/>
- <https://wheelofnames.com/>
- <https://www.thegamegal.com/word-generator/>
- <https://giphy.com/>

Step by step description **09.30h | Official welcoming and short presentation of the groups**

Welcoming by project coordinator.
Participants have time to introduce their country and school. This is the moment to present the films they have prepared in advance (using the Flipgrid application).

10.15h | Ice Breaker Magic Wall

If participants from each country are staying in one room, the exercises are as follows (otherwise, the exercise should be adjusted to the prevailing conditions):
Each country is a separate team. Cover the camera so that the rest of the teams cannot see anything. Each team sends one of its members to the camera. Once the teams are ready, they reveal their cameras as a sign. This way you can only see the faces of individual team members staring at each other. Anyone can first shout out the name of someone on the other team that she/he sees on the screen "wins" and her/his team scores a point. Then the teams cover the cameras again and do the same as before. The game is finished by the leader and he adds up the points.

Step by step description

10.35h | Team Building The Marshmallow challenge

If participants from each country are staying in one room, the exercises are as follows (otherwise, the exercise should be adjusted to the prevailing conditions):

Objective: To construct a tower as high as possible using only spaghetti and masking tape, string.

The marshmallow must be placed on the top of the tower. The tallest tower still standing unassisted wins.

Opening Instructions (according to marshmallow.com):

Each country is a separate team. Prepare a table space and the necessary materials.

“One of the keys to starting a successful business is teamwork and problem solving. This requires creativity, innovation and thinking outside the box, but also being able to develop a plan and execute it as a team.

In the Marshmallow Challenge your team is going to have 20 minutes to work together to construct a spaghetti tower that has a marshmallow on the top. The winning team will have the tallest tower standing unassisted.

Here are the rules:

1. Your team may only use the materials provided. This includes one yard of masking tape, 25 sticks of spaghetti, and your marshmallow.
2. You may not use any other materials to assist in the support of your tower.
3. You will have only 20 minutes. Marshmallow must be on the top of the tower when time is called and your tower must be standing unassisted.
4. Measurement is a vertical measurement from the table top up.
5. You may stick masking tape to the table top.
6. Spaghetti may be broken into smaller pieces. However, once broken, pieces may not be replaced.

Ok, remember 20 minutes, tallest tower wins, marshmallow must be on top, and no cheating! You may begin”

During team activity: Monitor team progress and remind tables of the rules if necessary.

Completion of team activity: When two minutes remain, give an announcement that there are two minutes remaining. Then also at one minute. When the time comes, each group must measure the height of the tower. Declare the winning team.

Summary: You can ask some successful teams what was their secret? Discuss the challenges and things they would do differently next time.

Close with this wrap up.

Step by step description

“The Marshmallow Challenge is an activity done to help business leaders realize the power and challenges of team problem solving. Thousands of groups have done the activity and there have been some interesting statistics that have come out of these studies.

1. One of poorest performing groups on average are College graduates with Business Majors (an average of 20 inches.) The reason...they have been told that problem solving is a linear solution where you plan, and then execute a plan. They work to the very end, place their marshmallow on top and have either an “aha moment” or more often an “oops moment”.

2. One of the best performing groups is another group of graduates... graduates from Kindergarten. Kindergarteners average 30 inches. Why, because they have a natural instinct to prototype. Much like when playing with blocks as a toddler. They start with the marshmallow and build up. Plus they don't have the natural power struggle within their teams that adults develop.

11.20h | Break

11:40h | Puns game

Prepare slogan cards in advance and create whiteboard using Jamboard or <https://conceptboard.com/> or <https://drive.explaineverything.com/> on which participants will be able to draw.

Select a person using Wheel of names (<https://wheelofnames.com/>). Then assign her/him a slogan to randomize from the given:

- easy as piece of cake
- seafood
- hardworking like a bee
- fireworks
- At the end of the rainbow
- admire the landscape
- Cat in Boots

You can also think of other slogans, e.g. movie names, so that they are known to all participants or use word generator (<https://www.thegamegal.com/word-generator/>).

The player's task is to present the password with a drawing. He/she can't use words. After guessing the password, another person is selected at random to draw.

12:20h | Guess what it is

Here's how to brief it in:

Let delegates know they will be working in teams in breakout rooms (each country is one group), and that after you've briefed the task to everyone the clock will start ticking and they will have a deadline within which they'll need to complete the challenge.

Step by step description

Drip feed the instructions one stage at a time so as not to spoil the fun or influence participants' choice of random stimulus item. Ask delegates to find with one interesting object between them, preferably from outside, and bring it inside or take a photo of it so that the rest of the breakout team can see it on screen at the end of exercise.

Participants are then to work together in their breakout rooms to create a list of 12-15 words/sentences that describe their interesting object. One person in each breakout room will need to write these words down. Create some time pressure and allow delegates just a few minutes to get their list together.

Each team reads their statements and the rest must guess what it is. After solving the quest, the team shows the item or its photo if it is far away. The team that guesses the most items wins.

13.00h | Lunch

14.30h | Touch Blue

Start by having the facilitator calling out something to touch such as “touch blue” or “touch something warm.” Each participant then has to move and touch something that is blue or warm. This might be something on their desk, an item of clothing, or something they have to go and find on their bookshelf. The last person to find an object then has to select the next attribute.

If you want to make it a little more competitive, give everyone fifteen seconds to find something and eliminate those players who don't find anything in time. Keep playing and make things more complicated or reduce the time until one player remains. It can also be effective to do quick-fire rounds of this energizer throughout a workshop to keep participants on their toes!

14:45h | Presenting the program of the training, project SOEN3 and methodology of SPB

15:15h | Fears, Expectations and Contributions

Participants get access to Jambord/Padlet. The document created contains separate pages on fears, expectations, suggestions. Each participant writes his ideas on the relevant pages. Then everyone reads what has been written in the various places.

15:45h | Rules during the training

Together with youth prepare a set of rules and all should “sign” e.g. for example, through google forms and marking by each participant under the answer rules- “I accept the rules”.

Step by step description

All participant should agree on each rule. Rules e.g. "Be on time".

16.00h | Break

16:15h | Our entrepreneur ideas

Participants are tasked with creating a short movie presenting the subject of their project (using the flipgrid application)

Include information:

- the title of the initiative
- who is the initiative for (who will benefit)
- who will realize
- Resources
- Deadline
- Objective
- Expense
- risk
- and other...

Presentation of ideas.

17.50h | Day Evaluation

Find and introduce GIF / GIFs that set your mood after today. Explain why you chose one.

Tool: e.g. <https://giphy.com/>

Agenda of DAY 2

Training on School Participatory Budget [SPB], social business models [SBM], project development DAY 2, Session plan

Time

9:30 to 18:00 with breaks & lunch

Main objectives

- Work on group building
- Introduction to project management

Equipment/ materials needed

- Markers
- Flipcharts
- Paper
- Post-its
- Pens
- Blanket
- Scissors
- Computer
- Projector
- SMART - definition
- (https://docs.google.com/document/d/1fNZvS9mqQCP059cfbL9CzQ_FT_IQQy2m/copy)

Step by step description

09.30h | The raft

goal: activation of participants, strengthening cooperation in the group
materials: blanket

In the middle of the room there is a blanket symbolizing a raft. Participants are invited to travel by raft, ie they enter the raft. Typically, the optimal number of people on a raft is 15-16 people. If the group is larger, two rafts can be created and the whole game can be played in the spirit of competition between the two groups. During the journey, people standing on the raft have to turn the blanket over. They cannot use their hands and allow anyone to fall off the raft - the blanket. tip: Summarize the game with the participants after the game is over. Ask the participants what was the greatest difficulty for them. How did they get to the way that allowed them to win this competition? These questions will help you get a picture of group collaboration.

09.45h | Creativity workshops

Make groups of 4 people.

The task is to invent how to use things in different way ex. Paperclip/toothpick. Answers write on paper.

Step by step description

09:55h | Project management - introduction

10.05h | Managing your own project (people, activities, finances)

Before starting the venture, it is worth answering a few questions to get a detailed picture of the situation. Participants receive flipcharts and markers and write down answers to the following questions:

- What are we trying to do? What are our goals? What do we want to achieve?

Please write down what is the main idea behind this idea. For this, you need to draw a chain. The first eyelet is the main focus of the project. Another deviates from it, where you should put what you will achieve thanks to it, the next concerns what you will achieve through the previous ones, etc. You should continue until you run out of ideas.

- What do we want to do? What are the planned steps of our plan? What are the stages to go through? Are there any formal steps needed?

Create a ladder (leaving space for a flipchart - more on the right). Final activities should be at the highest level, e.g. regarding the continuation of a given project, a proposal for a solution allowing for the development of an already completed project or a method for securing and maintaining products created as part of the project. The first activity that the participants will perform in order to be able to implement the project should be at the lowest level. Continue filling in the rungs until you run out of ideas. It is best when there are as many stages as possible and they are as detailed as possible. After writing them down on a flipchart, the whole group will have a clear vision of what they need to do, which will make it easier to navigate, for example, when distributing individual tasks.

- When will we start? When will we finish? When are we planning each stage? What may our deadlines depend on? What can change them?

At each rung of the ladder, a date / time statement for when the step is planned should be placed (on the left side of the ladder). You should also consider what may affect the change of this date and whether we can do something in advance to minimize this risk.

- What do we need for this? What tools, products, human resources or money are needed?

On the right side of each level you should put what tools, resources, means and personnel you need.

- Can we do it ourselves or do we need help?

Consider which of the elements we can organize ourselves and which require special procedures, specialized staff, whether the resources we have are sufficient, whether we have to apply for external funds, etc. Conclusions should be noted with specific resources.

Step by step description

- How long will it take us?

Each of the stages must be planned in time. Consider the sequence of our actions. For example, if our steps are to renovate a room, ordering new furniture, it is also necessary to take into account that the waiting time for an order does not depend on us. It is also worth noting such conclusions at individual rungs of the ladder

- How much does it cost?

For each of the necessary resources, information should be added whether additional financial resources will be needed, in what amount and whether they will be own or external resources.

11.20h | Break

11.35h | Managing your own project - continuation + presentation of the prepared management plan.

Participants can listen to each other and add their insights.

13.00h | Lunch

14.30h | Roles of people in the group

Participants must consider what positions should be created during the implementation of their projects and what is the scope of responsibilities for a given role. The aim of the exercise is to indicate what skills and competences are needed to perform tasks in a given position. The next part of the exercise is to analyze what skills and competences can be developed / acquired by implementing particular activities. Examples of roles: coordinator, graphic designer, coach, manager.

15:30h | Break

15.45h | Gantt chart

Each group receives its own file to be filled in. All scheduled activities are to be entered in the appropriate places, based on 7 processes of Prince2:

1. Project preparation
2. Project initiation
3. Strategic project management
4. End-of-Stage Management
5. Stage control
6. Managing the delivery of products
7. Project Closing

Participants must decide which unit of time will be most appropriate for them and note it on the chart. They then have to determine when each of these activities will start, how long it will take, and when it will end.

Step by step description

They also have to decide on the costs and the people who will be in each position at all times of the project. The file should be as legible as possible, so that the person who joins the project knows what stage it is currently at, what has been done and what activities should take place at that moment. Therefore, it is worth updating such a graph during the project by adding data on the actual duration to the planned time.

16.45h | Control based on the Prince2 method and determination of indicators using the SMART method

Participants are reunited into groups and work on their projects. Before implementing the project, many necessary assumptions should be made in order to achieve what we want in the best possible way. At the beginning, during and at the end, you need to monitor all activities in order to react quickly to what is happening and be as flexible as possible. You can exercise control in a variety of ways, and each team should choose the perfect one for them. At this stage, the indicators that should be achieved during the implementation of activities should be established. To best define them, it is worth using the SMART method, which is a simple way to detail your goals.

The facilitator introduces them to the principles of the SMART method. Participants are asked to reflect on the purpose of their idea and to establish certain assumptions, indicators that can be controlled, to see to what extent they have been achieved at different stages of activities. These indicators must comply with the SMART principle, that is:

Specific,
Measurable,
Achievable,
Relevant,
Time-bound.

Participants write down their strategy on flipcharts. All terms are written according to the rules of SMART.

Their next task is to choose the way in which they will check whether the goals have been achieved. It is worth bearing in mind that the indicators should be monitored not only at the end of the project, but also at various stages of its implementation. Examples of such methods of verifying progress can be e.g. a checklist or a protocol with developed instructions and a flowchart during activities.

17.50h | Day Evaluation

18.00h | Dinner

Agenda of DAY 2 online

Training on School Participatory Budget [SPB], social business models [SBM], project development DAY 2, Session plan

Time 9:30 to 18:00 with breaks & lunch

Main objectives

- Work on group building
- Introduction to project management

Equipment/materials needed

- some old A4 paper and a pair of scissors for each person
- Jamboard/Padlet with background
- whiteboard like Jamboard or <https://drive.explaineverything.com/> or <https://conceptboard.com/>
- need to duplicate to each group:
<https://docs.google.com/spreadsheets/d/1NOFfEZ0Qc1v2znUXugGp9NEWIlgGK5xdeXQGjT4DJ9QY/copy?usp=sharing>
- <https://giphy.com/>
- SMART - definition
(https://docs.google.com/document/d/1fNZvS9mqQCP059cfbL9CzQ_FT_IQQy2m/copy)

Step by step description **09.30h | Paper loop challenge energizer**
Before the session, ask everyone to bring some old A4 paper and a pair of scissors.

When it's time for the energizer, brief your delegates to find a way to cut a hole in a single sheet of A4 paper, with no breaks and no joins (i.e. no tape, staples, knots), so that the hole is big enough for a whole person to fit through it.

Give a time limit, or let delegates know that the first team to crack the challenge wins, then open up breakout rooms so that people can work in small groups.

Step by step description

Paper Loop Challenge Energizer – Solution (we present after the end of the exercise, while discussing)

- Fold a piece of A4 paper in half. Put the paper on the table with folded side closest to you.
- Cut into the folded side, about 1 cm from the left-hand edge, and start cutting straight towards the far side of the paper. Stop cutting about 1 cm before the opposite edge, so you don't cut all the way across the paper.
- Turn the paper around so the fold is on the opposite side from you. Cut in around 1 cm from your last cut and stop about 1 cm before you get to the folded side.
- Alternate between cutting from the folded side, and the side opposite. Keep your cuts 1 cm apart, and always stop cutting 1 cm before you get to the far side of the paper.
- Cut along the fold of each of the loops EXCEPT the first loop and the last loop. Leave these intact. Don't cut the first or last loops!
- Carefully pull the paper apart, taking care not to tear it. Open it up to see a large loop big enough for a whole person to step through.

<https://www.youtube.com/watch?v=aaFJ1HtBCTU> - solution

09.50h | Project management - introduction

10.00h | Managing your own project (people, activities, finances)

Before starting the venture, it is worth answering a few questions to get a detailed picture of the situation. Participants receive Jamboard/Padlet links and write down answers to the following questions:

- What are we trying to do? What are our goals? What do we want to achieve?

Please write down what is the main idea behind this idea. For this, you need to create a chain. (background with chain prepared) The first eyelet is the main focus of the project. Another deviates from it, where you should put what you will achieve thanks to it, the next concerns what you will achieve through the previous ones, etc. You should continue until you run out of ideas.

- What do we want to do? What are the planned steps of our plan? What are the stages to go through? Are there any formal steps needed?

Create a ladder (leaving space on the whiteboard - more on the right) (background with ladder prepared). Final activities should be at the highest level, e.g. regarding the continuation of a given project, a proposal for a solution allowing for the development of an already completed project or a method for securing and maintaining products created as part of the project. The first activity that the participants will perform in order to be able to implement the project should be at the lowest level. Continue filling in the rungs until you run out of ideas.

Step by step description

It is best when there are as many stages as possible and they are as detailed as possible. After writing them down on a whiteboard, the whole group will have a clear vision of what they need to do, which will make it easier to navigate, for example, when distributing individual tasks.

- When will we start? When will we finish? When are we planning each stage? What may our deadlines depend on? What can change them?

At each rung of the ladder, a date / time statement for when the step is planned should be placed (on the left side of the ladder). You should also consider what may affect the change of this date and whether we can do something in advance to minimize this risk.

- What do we need for this? What tools, products, human resources or money are needed?

On the right side of each level you should put what tools, resources, means and personnel you need.

- Can we do it ourselves or do we need help?

Consider which of the elements we can organize ourselves and which require special procedures, specialized staff, whether the resources we have are sufficient, whether we have to apply for external funds, etc. Conclusions should be noted with specific resources.

- How long will it take us?

Each of the stages must be planned in time. Consider the sequence of our actions. For example, if our steps are to renovate a room, ordering new furniture, it is also necessary to take into account that the waiting time for an order does not depend on us. It is also worth noting such conclusions at individual rungs of the ladder

- How much does it cost?

For each of the necessary resources, information should be added whether additional financial resources will be needed, in what amount and whether they will be own or external resources.

11.20h | Break

11.35h | Managing your own project - continuation + presentation of the prepared management plan.

Participants can listen to each other and add their insights.

13.00h | Lunch

14.30h | Roles of people in the group

Participants must consider what positions should be created during the implementation of their projects and what is the scope of responsibilities for a given role. The aim of the exercise is to indicate what skills and competences are needed to perform tasks in a given position.

Step by step description

The next part of the exercise is to analyze what skills and competences can be developed / acquired by implementing particular activities. Examples of roles: coordinator, graphic designer, coach, manager. with the use of Jamboard or <https://drive.explaineverything.com/> or <https://conceptboard.com/>

15.30h | Break

15.45h | Gantt chart

Each group receives its own file to be filled in. All scheduled activities are to be entered in the appropriate places, based on 7 processes of Prince2:

1. Project preparation
2. Project initiation
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7. Project Closing

Participants must decide which unit of time will be most appropriate for them and note it on the chart. They then have to determine when each of these activities will start, how long it will take, and when it will end. They also have to decide on the costs and the people who will be in each position at all times of the project. The file should be as legible as possible, so that the person who joins the project knows what stage it is currently at, what has been done and what activities should take place at that moment. Therefore, it is worth updating such a graph during the project by adding data on the actual duration to the planned time.

Tool (need to duplicate to each group):

https://docs.google.com/spreadsheets/d/1y4JwWiRe_dPXZQS7V2NSV14oWOfQyqwm/copy#gid=1745032586

16.45h | Control based on the Prince2 method and determination of indicators using the SMART method

Participants are reunited into groups and work on their projects.

Before implementing the project, many necessary assumptions should be made in order to achieve what we want in the best possible way. At the beginning, during and at the end, you need to monitor all activities in order to react quickly to what is happening and be as flexible as possible. You can exercise control in a variety of ways, and each team should choose the perfect one for them. At this stage, the indicators that should be achieved during the implementation of activities should be established. To best define them, it is worth using the SMART method, which is a simple way to detail your goals.

Step by step description

The facilitator introduces them to the principles of the SMART method (https://docs.google.com/document/d/1fNZvS9mqQCP059cfbL9CzQ_FT_IQY2m/copy). Participants are asked to reflect on the purpose of their idea and to establish certain assumptions, indicators that can be controlled, to see to what extent they have been achieved at different stages of activities. These indicators must comply with the SMART principle, that is:

- Specific,
- Measurable,
- Achievable,
- Relevant,
- Time-bound.

Participants write down their strategy using Jamboard or <https://conceptboard.com/> or <https://drive.explaineverything.com/> All terms are written according to the rules of SMART.

Their next task is to choose the way in which they will check whether the goals have been achieved. It is worth bearing in mind that the indicators should be monitored not only at the end of the project, but also at various stages of its implementation. Examples of such methods of verifying progress can be e.g. a checklist or a protocol with developed instructions and a flowchart during activities.

17.50h | Day Evaluation

Find and introduce GIF / GIFs that set your mood after today. Explain why you chose one.

Tool: e.g. <https://giphy.com/>

Agenda of DAY 3

Training on School Participatory Budget [SPB], social business models [SBM], project development Session plan

Time 9:30 to 18:00 with breaks & lunch

Main objectives

- Introduction to marketing

Equipment/ materials needed

- Markers
- Post-its'
- Pens
- Flipcharts
- Computer
- Projector
- Cards with pair of items
- Rope

Step by step description

09.30h | Who like me?

A fun activity that allows you to get to know each other, get more information, break the ice and build a positive atmosphere.

The course of the exercise: We create a circle of chairs. One person does not have a chair and stands in the middle. He utters a sentence that begins with "Who like me .." and ends with a feature, such as "likes to eat pizza." All people who also have this trait must change their place. It should be done quite quickly, because there are 1 fewer chairs than the participants in the game. It is worth making an appointment with the students so that the listed features are not visible at first glance and do not concern their appearance. In this exercise, you should especially take care of the safety of students and carry them out at an appropriate distance from sharp edges or other threatening elements.

09.45h | Introduction to the topic - marketing

Step by step description

10.00h | Classic marketing 4P (expanded to 7P)

Participants are divided into project groups. Each group is to select and define as precisely as possible all 7 elements of the 7P marketing concept consisting of:

- product
- placement
- promotion
- price
- process
- people
- physical evidence

All assumptions are based on the group's initial project, created during the previous training.

Finally, each group presents its conclusions on the forum.

10.30h | Break

10.45h | Marketing 4C

Participants continue to work in the same groups based on their projects. Marketing 4C is a more customer-oriented concept. It includes such elements as:

- communication - two-way communication between the client and the company; the manufacturer takes into account the customer's suggestions, and not only informs them
- convenience - convenience of purchase are all the amenities that affect the recipient when purchasing goods
- customer value - this factor relates to the benefits that the product provides to the customer
- cost - the expense that the customer must incur

The groups are tasked with developing each of these issues for their own project.

11.10h | Traditional and internet marketing

Each group receives 2 flipcharts. The participants are asked to list the advantages and disadvantages of traditional marketing on one of them, and the advantages and disadvantages of internet marketing on the other. Then they present their observations to the rest and exchange their conclusions, finally selecting the 3 most important features from each of the 4 lists.

Step by step description

11.40h Advertising posters - inspiration from life

The part is to present sample advertising posters. Everyone has the opportunity to say which elements they like or not, whether the poster encourages you to take advantage of the offer, or whether the advertisement attracts attention and can stay in your mind. All elements are analyzed in order to obtain hints - what elements are important and needed, and what unnecessary and illegible. At this stage, participants have the opportunity to find out what the advertisement should contain in order to achieve the best results.

selected advertising posters:

<https://docs.google.com/presentation/d/1nIQqslpHGKlpuFZivp7u2XTfAElr5wif/copy?usp=sharing&ouid=116142003143926193147&rtppof=true&sd=true>

12.10h "Supermarket"

The participants are divided into small groups. Groups become advertising specialists in supermarkets.

Introduction:

A big promotion that you have been announcing for a long time in newspapers and on TV is approaching. You know that thousands of people will come to your supermarket, wanting to necessarily buy what you promised them. Unfortunately you don't have it. Your supplier confused the shipments and you got something completely different than what you were supposed to get. People are waiting and there is no time to replace the goods. You must sell what you got instead of what you promised.

The course of the game:

Part one:

Each group draws the names of two unrelated items. The first is the commodity that was advertised. The second is a commodity that is currently on sale. The task of the groups is to list as many things in common as possible and ignore all differences. Features can be appearance, use, taste, smell, weight, etc.

After 15-20 minutes, the groups present their achievements.

Part two:

On the basis of the listed features, groups develop a way of communicating this change to clients.

If it fails, the group should at least have a poster promoting the purchase of one product instead of another and an advertising slogan that will be placed on the poster.

Step by step description

Pairs of item:

- Toothpaste
- Coloringbook

- Washing powder
- Baking powder

- Pineapple juice
- Christmas balls

- Type M chicken eggs
- Snow boots (shoes)

- Snowshovel
- 7Days

- Rubber boots
- Vanilla sugar

- Toilet rim block (fragrance)
- Puff pastry

13.00h | Lunch

14.30h | Development of a marketing strategy

Participants work in groups, their task is to develop the assumptions of the marketing strategy of their project. In this exercise, consider:

- what specific actions should be taken
- through which channels should you reach your audience
- what tools and what elements of advertising can be used for this purpose

At the next stage of the exercise, the groups are given the necessary materials - colored markers, flipcharts. The participants' task is to create a poster design promoting their projects.

The groups then present their work to others and a vote is taken on which of the projects is the most interesting, convincing and most suited to the initiative.

16.15h | Break

Step by step description

16.30h | Communication training

Participants work in pairs. Each pair has to draw a house on a piece of paper. They have full freedom when it comes to the number and type of elements of the house and its surroundings. Then the cards are collected, mixed and distributed so that the card does not return to the given group. Only one person can see the drawing! The second, on the other hand, is to recreate this drawing only by listening to the friend's instructions. Importantly, the drawing person cannot ask questions.

In the second phase of the exercise, we mix the drawings again and distribute to the participants. This time the other person can ask questions to get to know more details and dispel doubts.

At the end of the first and second phases, the drawings are compared in order to evaluate the differences in appearance. This exercise helps you become aware of the importance of two-way communication.

17.10h | Node

Materials: rope (one approx. 8-10 meters)

Course: Participants hold the rope in their hands and cannot let go of it.

Depending on the length of the rope and the number of participants - 10 to 15 people stand by one rope. The facilitator ties a knot on another rope and shows it to the group holding the rope. The participants are asked to tie the same knot on the rope that they are holding in their hands. Nobody may let go of the rope while tying the knot. To begin with, we show a simple knot. If the group can cope with it, more and more difficult knots can be introduced. If we have two ropes, it is possible to introduce an element of competition and create two groups that will tie the knots in time.

tip: When you've finished playing, don't forget to summarize this game. Ask the participants if any leader / guide has appeared in the group. How were the roles divided? How responsibilities were divided. What was the most difficult for the group?

17.50h | Day Evaluation

18.00h | Dinner

Agenda of DAY 3 online

Training on School Participatory Budget [SPB], social business models [SBM], project development DAY 3, Session plan

Time

9:30 to 18:00 with breaks & lunch

Main objectives

- Introduction to marketing

Equipment/ materials needed

- <https://answergarden.ch/>
- Miro (scheme below):
https://miro.com/welcomeonboard/SWhOdWJ2TUImb0xWZzQyeXFGN05TMFJiN3k2dHd4OUxCWmxEeEVVWFVBHVWhseVoxN1VkZOdMOWNONzZERFRveHwzMDc0NDU3MzYzNjMxMzYwOTQ1?invite_link_id=11319631809
- Miro (scheme below):
https://miro.com/welcomeonboard/YkJ3R29IZFFZMXo3MHV0bExsS3NpUnZOOVBkVmVqVGdYQkIDTTF5eVZsdm9GckZUN1VKdTLsnk0OUtGTDZaM3wzMDc0NDU3MzYzNjMxMzYwOTQ1?invite_link_id=740049621393
- Create your own using Jamboard/Padlet or Answergarden or using scheme:
https://miro.com/welcomeonboard/VkxVWG5KdUNEWtNkYUVBeEtsV0VBZUo2MnBOd213N1c4V0tWQ2xVaGNnZ2FZM3ViWDRkdDJ4Q2dOUjhHSIZHU3wzMDc0NDU3MzYzNjMxMzYwOTQ1?invite_link_id=12599795175
- <https://www.canva.com/>
- <https://giphy.com/>

Step by step description

09:30h | Creativity workshops

Make groups of 4 people.

The task is to invent how to use things in different way ex. Paperclip/toothpick. Answers write down using <https://answergarden.ch/>

09.45h | Introduction to the topic - marketing

Step by step description

10.00h | Classic marketing 4P (expanded to 7P)

Participants are divided into project groups. Each group is to select and define as precisely as possible all 7 elements of the 7P marketing concept consisting of:

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- placement
- promotion
- price
- process
- people
- physical evidence

All assumptions are based on the group's initial project, created during the previous training.

Finally, each group presents its conclusions on the forum.

Using Miro (scheme below):

https://miro.com/welcomeonboard/SWhOdWJ2TUImb0xWZzQyeXFGN05TMFJiN3k2dHd4OUxCWmxEeEVVWFBHVVhseVoxN1VkZ0dMOWNONzZERFRveHwzMDc0NDU3MzYzNjMxMzYwOTQ1?invite_link_id=11319631809

10.30h | Break

10.45h | Marketing 4C

Participants continue to work in the same groups based on their projects.

Marketing 4C is a more customer-oriented concept. It includes such elements as:

- communication - two-way communication between the client and the company; the manufacturer takes into account the customer's suggestions, and not only informs them
- convenience - convenience of purchase are all the amenities that affect the recipient when purchasing goods
- customer value - this factor relates to the benefits that the product provides to the customer cost - the expense that the customer must incur

The groups are tasked with developing each of these issues for their own project.

Using Miro (scheme below):

https://miro.com/welcomeonboard/YkJ3R29IZFFZMXo3MHV0bExsS3NpUnZOOVBkVmVqVGdYQkIDTTF5eVZsdm9GckZUN1VKdTILSnk0OUtGTDZaM3wzMDc0NDU3MzYzNjMxMzYwOTQ1?invite_link_id=740049621393

Step by step description

11.10h | Traditional and internet marketing

Each group receives links to Jamboard with two pages. The participants are asked to list the advantages and disadvantages of traditional marketing on one of them, and the advantages and disadvantages of internet marketing on the other. Then they present their observations to the rest and exchange their conclusions, finally selecting the 3 most important features from each of the 4 lists.

With the use of Jamboard/Answergarden or tool below:

https://miro.com/welcomeonboard/VkxVWG5KdUNEWTNkYUVBeEtsV0VBZUo2MnBOD213N1c4V0tWQ2xVaGNnZ2FZM3ViWDRkdDJ4Q2dOUjhHSIZHU3wzMDc0NDU3MzYzNjMxMzYwOTQ1?invite_link_id=12599795175

11.40h | Advertising posters - inspiration from life

The part is to present sample advertising posters. Everyone has the opportunity to say which elements they like or not, whether the poster encourages you to take advantage of the offer, or whether the advertisement attracts attention and can stay in your mind. All elements are analyzed in order to obtain hints - what elements are important and needed, and what unnecessary and illegible. At this stage, participants have the opportunity to find out what the advertisement should contain in order to achieve the best results.

Selected advertising posters:

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The participants are divided into small groups. Groups become advertising specialists in supermarkets.

Introduction:

A big promotion that you have been announcing for a long time in newspapers and on TV is approaching. You know that thousands of people will come to your supermarket, wanting to necessarily buy what you promised them. Unfortunately you don't have it. Your supplier confused the shipments and you got something completely different than what you were supposed to get. People are waiting and there is no time to replace the goods. You must sell what you got instead of what you promised.

Step by step description

The course of the game:

Each group draws the names of two unrelated items. The first is the commodity that was advertised. The second is a commodity that is currently on sale. The task of the groups is to list as many things in common as possible and ignore all differences. Features can be appearance, use, taste, smell, weight, etc.

After 15-20 minutes, the groups present their achievements.

Pairs of item:

- Toothpaste
- Coloring book

- Washing powder
- Baking powder

- Pineapple juice
- Christmas balls

- Type M chicken eggs
- Snow boots (shoes)

- Snow shovel
- 7 Days

- Rubber boots
- Vanilla sugar

- Toilet rim block (fragrance)
- Puff pastry

13.00h | Lunch

14.30h | Development of a marketing strategy

Participants work in groups, their task is to develop the assumptions of the marketing strategy of their project. In this exercise, consider:

- what specific actions should be taken
- through which channels should you reach your audience
- what tools and what elements of advertising can be used for this purpose

At the next stage of the exercise, the participants' task is to create a poster design promoting their projects (with the use of Canva).

Step by step description

The groups then present their work to others and a vote is taken on which of the projects is the most interesting, convincing and most suited to the initiative.

16.15h | Break

16.30h | Communication training

Each participant as to prepare their own piece of paper. Leader has two posters with houses (simple pictures) and talk to participants what is on the first poster. During this time, everyone draws and try to recreate this drawing only by listening to the instructions. Importantly, the drawing person cannot ask questions.

In the second phase of the exercise, leader change poster and repeats the exercise. This time the everyone can ask questions to get to know more details and dispel doubts.

At the end of the first and second phases, the drawings are compared in order to evaluate the differences in appearance. This exercise helps you become aware of the importance of two-way communication.

17.20h | Shake it out energizer

Ask your participants to stand and put their mics on.

The aim is to get everyone moving and counting at the same time as each other:

- 8 shakes with the right hand
- 8 shakes with the left hand
- Add a wiggle to the count of 8
- Then repeat three times
- At the end of the last round, everyone ends with a jump

You could do this to music. Shake it off by Taylor Swift, Shake it by Metro Station, or Shake your Groove Thing by Peaches and Cream are some good suggestions.

17.40h | Day Evaluation

Find and introduce GIF / GIFs that set your mood after today. Explain why you chose one.

Tool: e.g. <https://giphy.com/>

Agenda of DAY 4

Training on School Participatory Budget [SPB], social business models [SBM], project development DAY 4, Session plan

Time 9:30 to 18:00 with breaks & lunch

Main objectives

- Define Innovation and sustainability
- Field visit

Equipment/materials needed

- Printed posters for innovation and sustainability
- Post-its
- Flipchart with 3 empty circles on it
- Paper
- Markers
- Pens
- Computer
- Projector
- Speakers
- Flipchart and markers for flipchart

Step by step description

09.30h | Introduction to the topic of Innovation and sustainability

09.40h | Sustainability - presentation, book definition, discussion

Participants are divided into groups, based on the picture they receive (in attachment), they have to guess what 3 areas must be taken into account when talking about sustainable development. For this purpose, they write on the post-its various elements related to sustainable development, visible in the photo, in accordance with the principle of brainstorming. The instructor places them in the appropriate overlapping districts: economic development, social development, environment. After the discussion is over (looking at the cards in the circles), explain that sustainable development is about ensuring that economic and social development does not happen at the expense of nature, and that economic development does not happen at the expense of people (e.g. with respect for workers' rights, with that all members of society, not only the richest ones, benefit from development). Draw participants' attention to the fact that sustainable development is not about giving up economic improvement for the sake of fully protecting the environment, but about balancing the needs of man, nature and the economy and trying to find a compromise between these three factors.

Step by step description

10.10h | How to increase toothpaste sales?

The task of the participants is to come up with as many solutions as possible to increase the sales of toothpaste.

10.40h | Innovations - how to improve the project

The participants' task is to determine what may go wrong, what problems may arise during project management. Each problem should be analyzed with the 5xWHY tool. To do this, write down the main problem and ask the question - why might this happen? For the answer, we again ask the question - why? We continue until the questions are exhausted. Such an exercise allows you to understand the complexity of problems and allows you to react earlier to situations that arise in order to better manage the risk.

Example: There are no participants during the execution of an event, why? Since they are not interested in participating, they don't feel like it, why? Since they were not encouraged enough they did not get the information they needed, why? Because such materials have not been prepared.

This exercise is designed to identify mistakes and analyze them. You should take into account all your actions and consider whether you would have acted differently, used other tools and what would be the results. At this stage, corrections to planned activities should be made. This method teaches how to counteract negative effects and reduce their number in the future by reacting to potential failures before they happen.

13.00h | Lunch

14:30h | Field visit (according to the application form)

17.50h | Day Evaluation

18:00 | Dinner

Agenda of DAY 4 online

Training on School Participatory Budget [SPB], social business models [SBM], project development
DAY 4, Session plan

Time 9:30 to 18:00 with breaks & lunch

Main objectives

- Define Innovation and sustainability
- Field visit

Equipment/materials needed

- whiteboard like Jamboard/Padlet/ Whiteboard Fox or scheme below: https://miro.com/welcomeonboard/ZEY4RIVycDU5V3dwS01wT0xoWGtyZUpaZTBZcEpKRThMNFUyeGRnZURERmpkbHZvVkJBWWJ0V3QzTXJEbFMxZnwzMDc0NDU3MzYzNjMxMzYwOTQ1?invite_link_id=219080735750
- Jamboard/Padlet/Answergarden/ Conceptboard/ Explaineverything https://miro.com/welcomeonboard/SzNZYmtnZWwxQmU3a2dCN Dc1UzExWVlvWU84bWpIWtB2dzhtZ0pZY1dtE13VHRWZXg5eGFLbXFPVWJSeEJCMnwzMDc0NDU3MzYzNjMxMzYwOTQ1?invite_link_id=994915181976
- <https://giphy.com/>

Step by step description **09.30h | Introduction to the topic of Innovation and sustainability**

09.40h | Sustainability - presentation, book definition, discussion

Participants are divided into groups, based on the picture they receive (in attachment), they have to guess what 3 areas must be taken into account when talking about sustainable development. For this purpose, they write on the post-its on Jamboard/Padlet/ Whiteboard Fox various elements related to sustainable development, visible in the photo, in accordance with the principle of brainstorming. The instructor places them in the appropriate overlapping districts: economic development, social development, environment.

After the discussion is over (looking at the cards in the circles), explain that sustainable development is about ensuring that economic and social development does not happen at the expense of nature, and that economic development does not happen at the expense of people (e.g. with respect for workers' rights, with that all members of society, not only the richest ones, benefit from development).

Step by step description

Draw participants' attention to the fact that sustainable development is not about giving up economic improvement for the sake of fully protecting the environment, but about balancing the needs of man, nature and the economy and trying to find a compromise between these three factors.

Tool: e.g. Jamboard/Padlet/ Whiteboard Fox or scheme below: https://miro.com/welcomeonboard/ZEY4RIVycDU5V3dwS01wT0xoWGtyZUpaZTBZcEpKRThMNFUyeGRnZURERmpkbHZvVkJBWWJ0V3QzTXJEbFMxZnwzMDc0NDU3MzYzNjMxMzYwOTQ1?invite_link_id=219080735750

10.10h | How to increase toothpaste sales?

The task of the participants is to come up with as many solutions as possible to increase the sales of toothpaste.

Using Jamboard/Padlet/Answergarden/
Conceptboard/ Explaineverything

10.40h | Innovations - how to improve the project

The participants' task is to determine what may go wrong, what problems may arise during project management. Each problem should be analyzed with the 5xWHY tool. To do this, write down (using tool below) the main problem and ask the question - why might this happen? For the answer, we again ask the question - why? We continue until the questions are exhausted. Such an exercise allows you to understand the complexity of problems and allows you to react earlier to situations that arise in order to better manage the risk.

Example: There are no participants during the execution of an event, why? Since they are not interested in participating, they don't feel like it, why? Since they were not encouraged enough they did not get the information they needed, why? Because such materials have not been prepared.

This exercise is designed to identify mistakes and analyze them. You should take into account all your actions and consider whether you would have acted differently, used other tools and what would be the results. At this stage, corrections to planned activities should be made. This method teaches how to counteract negative effects and reduce their number in the future by reacting to potential failures before they happen.

Step by step description

Tool:

https://miro.com/welcomeonboard/SzNZYmtnZWwxQmU3a2dCNDc1UzExWVlvWU84bWpIWTB2dzhtZOpZY1dtE13VHRWZXg5eGFLbXFPVWJSeEJCMnwzMDc0NDU3MzYzNjMxMzYwOTQ1?invite_link_id=994915181976

13.00h | Lunch

14:30h | Field visit (according to the application form)

17.50h | Day Evaluation

Find and introduce GIF / GIFs that set your mood after today. Explain why you chose one.

Tool: e.g. <https://giphy.com/>

Agenda of DAY 5

Training on School Participatory Budget [SPB], social business models [SBM], project development
DAY 5, Session plan

Time

9:30 to 18:00 with breaks & lunch

Main objectives

- Work on group building
- Introduction to project management

Equipment/ materials needed

- Markers
- Paper / blank postcards
- Paper tape
- Playing cards A6
- Big rope
- Paper A4 white and colour
- Post-its
- Pens
- Post-its
- 5 Session plans

Step by step description

09.30h | Energizer - Rock, Paper, Scissors

Instructions

1. Find a partner
2. Play "Rock, Paper, Scissors" against each other until the first win.
3. The winner has to find a new opponent. The losing player becomes a fan of the winner.
4. The winner plays against the new opponent, while their fan cheers for them.
5. The winner of the second game searches for a new opponent, while the losing team joins their fan base.
6. Repeat until there are only two opponents with a huge fan base cheering for them. The last two have to play until one player has won 2 times.

Background

- 1) "Rock" – the fist
- 2) "Paper" – the straight hand
- 3) "Scissors" – index and middle-finger pointing out

Each symbol wins and losses against one other symbol:

"Rock" brakes the "Scissors".

"Scissors" cuts the "Paper".

"Paper" wraps the "Rock"

Step by step description

09.50h | Work on the school training

Divide the group into national teams. Ask each team to analyze the session plan and give an opinion about:

- The activities
- The schedule
- The activities duration
- If it's clear what is asked
- Doubts
- Suggestions
- What parts are more important for them to be simulated

10.40 | Feedback about the analyses

Share, discuss and define with all groups what changes can be made.

11.00 | Coffee Break

11.15 | Simulations

Phase 1. Time for groups to prepare themselves to lead a part of school training scenario.

Phase 2. Film short videos with participants simulating the parts they consider to be more important to be on video.

Phase 3. Considerations about the school training. Ask for doubts and contributions.

13.00 | Lunch

14.30 | Evaluation part - What happened during the meeting?

Going back to the programme and mile stones from first to last day.

15.00h | Back to expectations and fears

Expectations and fears that are on wardrobe parts should stay with us until now. We read all and try to figure out if we manage. We invite participants to choose one or two and give us opinion. On some topics we can vote.

15.15h | Energizer Doodling Together

Create wild, weird and often funny postcards together about the training.

Sitting around a table or in a circle helps but is not mandatory.

Hand out a sheet of paper or postcard & a pen to each participant. Pens in identical color and size - not too thick & not too thin - cater for better results.

Step by step description

Invitation

We'll create something together in the next couple of minutes.

I'll guide you through a sequence of simple tasks. Please do as directed and - especially in the last two steps - don't do more than as directed.

Instructions for the group

- Draw a form - pass your paper on to the left (or right - stick to one direction)
- Make something out of the form you got from your neighbour (an object or a person, an animal) - pass your paper on
- Add context to the paper you got from your neighbour - pass your paper on
- Add action or drama to the paper you got. Refrain from using text, this will be another step! - pass on
- Add text

15.30h | Hands

Participants draw their hand. Starting from a thumb participants write:

- the best part of the training
- what I will tell my friends about
- the worst part of the training
- something to change
- what I have learnt

16.00h | Break

16.15h | Suitcase, basket and white stain

On a 1st flipchart draw suitcase with a sign "What do I take with me after the training?"

On a 2nd flipchart draw basket with a sign "I don't need that"

On a 3rd flipchart draw white stain with a sign "What was missing during the training?".

Participants should write "in" suitcase, basket and white stain their answers.

16.45h | "SOENEVE" Official end of the meeting

Diplomas and national presents from and for participants.

18.00 | Dinner and Farewell party

Agenda of DAY 5 online

Training on School Participatory Budget [SPB], social business models [SBM], project development
Session plan

Time 9:30 to 13:30 with breaks & lunch

Main objectives

- Define a strategy to deliver school training
- Simulate some steps of the school training
- Evaluate all the training

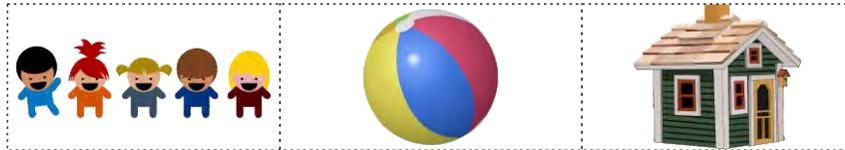
Equipment/materials needed

- <https://www.iloveimg.com/meme-generator>
- Jamboard link from the first day (expectations and fears)
- 3 whiteboards like Padlet/ Whiteboardfox with backgrounds from attachment

Step by step description

09.30h | Stories
Each groups get 3 random pictures (in attachment). Their task is to create a short story (3-5 sentences) referring to the pictures.

Set A:



Set B:



Set C:



Step by step description

Set D:



Set E:



09.50h | Work on the school training

Divide the group into national teams. Ask each team to analyze the session plan and give an opinion about:

- The activities
- The schedule
- The activities duration
- If it's clear what is asked
- Doubts
- Suggestions
- What parts are more important for them to be simulated

10.40 | Feedback about the analyses

Share, discuss and define with all groups what changes can be made.

11.00 | Coffee Break

11.15 | Simulations

Phase 1. Time for groups to prepare themselves to lead a part of school training scenario.

Phase 2. Film short videos with participants simulating the parts they consider to be more important to be on video.

Phase 3. Considerations about the school training. Ask for doubts and contributions.

13.00h | Lunch

Step by step description

14.30h | Evaluation part - What happened during the meeting?

Going back to the programme and mile stones from first to last day.

14.40h | Evaluation memes

Participants in groups create memes summarizing the meeting, the topic is to be what stuck in their memory most from the training. Use a generator:

<https://www.iloveimg.com/meme-generator>

15.00h | Back to expectations and fears

Expectations and fears that are on wardrobe parts should stay with us until now (Jamboard link from the first day). We read all and try to figure out if we manage. We invite participants to choose one or two and give us opinion. On some topics we can vote.

15.30h | Hands

Participants draw their hand. Starting from a thumb participants write:

- the best part of the training
- what I will tell my friends about
- the worst part of the training
- something to change
- what I have learnt

16.00h | Break

16.15h | Suitcase, basket and white stain

On a 1st Padlet/Whiteboardfox is drawn suitcase with a sign "What do I take with me after the training?"

On a 2nd Padlet/ Whiteboardfox is drawn basket with a sign "I don't need that"

On a 3rd Padlet/ Whiteboardfox is drawn white stain with a sign "What was missing during the training?".

Participants should write "in" suitcase, basket and white stain their answers.

Backgrounds in attachment

16.45h | "SOENEVE" Official end of the meeting



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The result of
the "**PlaNET Social Enterprise 3**" project.



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